**CONSULTATION QUESTIONNAIRE FOR**

**COMPANIES AND ORGANISATIONS THAT ARE REPRESENTATIVE OF PRODUCTION AND PROFESSIONS**

**(Art. 11 DM 270/04)**

**2019/2020 ACADEMIC YEAR**

***Department of Economics and Finance***

The **Master of Science Degree in European Economy and Business Law** (MSc. in EEBL), with a ministerial degree category of **LM-90 in European Studies**, is geared toward students who are interested in acquiring more knowledge regarding the economic and legal aspects of the process of European integration. The programme is taught entirely in English over a period of two years. The programme begins with a review of statistics, mathematics, micro and macroeconomics. Students integrate their core academic experience by participating in events and moments of exchange with professionals from various sectors. Moreover, during their studies, students carry out a training activity in Italy or abroad that can be a curricular internship of at least three months or another activity aimed at acquiring additional skills useful for entrance into the workforce. The degree programme aims to specialize students in the application of economics to solve the problems of public policies, to provide students with advanced analytical skills to understand the economic context of market integration as well as the functioning of EU community institutions and the challenges that the EU faces in an increasingly globalized market. Through the development of decision-making skills and the resolution of specific sector-related problems, EEBL aims to train professionals such as experts in economics, law and institutions, specialists in politics and international relations, consultants, analysts, managers. For further details: <http://economia.uniroma2.it/master-science/eebl>.

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| --- | --- |
| First Year Courses | |
| Games, Information and Contract Theory | Industrial Organisation and Competition Policy |
| European Commercial Law | European Administrative Law |
| Advanced Management | European Public Choice and Public Economics |
| Economic History | Business Statistics |
| Second Year Courses | |
| Economics of European Integration | Economic Integration and Structural Reforms |
| International Economics | Global Management |
| Elective Courses (two to be chosen from the following) | |
| Development Economics | Labour and Personnel Economics |
| Econometrics for Applied Economics | Law and Economics |
| Economics of Procurement | Macroeconomics I |
| Economics of Territorial Organisation and Planning | Macroeconomics II |
| Empirical Banking | Microeconomics I |
| Environmental Economics | Microeconomics II |
| European Institutions, Law and Economics | Monetary Economics |
| Family Business | Organisational Psychology |
| Health Economics | Procurement and Supply Chain |
| International Commercial Law |  |

For further details regarding courses:<http://economia.uniroma2.it/master-science/eebl/courses/>

This questionnaire asks you to provide indications that will be useful for future EEBL academic planning, as the programme strives to respond to the ever-changing needs of the global society and job market.

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| --- | --- |
| COMPANY/ORGANIZATION CONSULTED | |
| Name | TestaAlta – Quantum Learning USA affiliate and licensee |
| Headquarters | Rome |
| Name, email and role of the representative answering the questionnaire | Lisa R Tucci, Principal LRTucci@testaalta.org |
| Date | 10 MAY 2019 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DEGREE PROGRAMME NAME: European Economy and Business Law | | | | |
|  | **Yes** | **Sufficiently well** | **Not entirely** | **No** |
| Does the degree’s name clearly indicate the objective of the programme? | x |  |  |  |

Observations and suggestions:

As a biased believer in the importance of learning / incorporating Life Skills for kids to face their   
jobs of the future head on and make a difference, I think Life Skills Training could be highly beneficial

as part of their orientation to the school – This is referenced by recent studies with companies, in which problem-solving, communications, other skills are highly beneficial; even more so than their learning. **P21.org** / a thinktank for companies looking at new grads, takes this on as well.  
  
<https://www.psychologytoday.com/us/blog/artificial-maturity/201807/the-seven-top-skills-google-now-looks-in-graduates>

**PROFESSIONAL FIGURES AND THE JOB MARKET**

Do the professional figures that the degree programme educates respond to the demands of the professional or productive areas of your organization?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Yes | More yes than no | More No than yes | No |
| Experts in economics, law and institutions |  | X |  |  |
| Specialists in politics and international relations |  |  | X |  |
| Analysts |  |  |  | X |
| Consultants | X |  |  |  |
| Managers | X |  |  |  |

Observations and suggestions:

When studying INSTITUTIONS, our field is EDUCATION. It would be essential for people to look at EDUCATION from an institutional or administrative perspective, not just from the point of view of teaching. Students in European issues, must confront the reality of **integrating** economic migrants, reorganizing classrooms, and dealing with population issues so as not to ghetto-ize communities but rather, see to it that kids are educated, immigrants are valued, and students can capitalize on their skills for the betterment of society.

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**EXPECTED LEARNING OUTCOMES**

Do the learning outcomes that the degree programme aims to reach in the disciplines below respond to the competencies that the work force requires for professional figures in your organization’s area of activity?

|  |  |  |
| --- | --- | --- |
| Knowledge and understanding |  | |
|  | **Yes** | **No** |
| Law | x |  |
| Mathematics, statistics | x |  |
| Economics | x |  |
| Business | x |  |
| Political and social sciences | x |  |

Observations and suggestions:

While our work is mainly with children, understanding how NGO’s operate / how schools are funded, what ways we can build a better society by starting with the children…and of course, making economic decisions to build a business surrounding this work…is key to any job.

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Is the three-month internship activity required by the degree programme sufficient for preparing graduates to enter the workforce?

|  |  |  |  |
| --- | --- | --- | --- |
| Yes | More yes than no | More no than yes | No |
|  | x |  |  |

Observations and suggestions:

Kids should get internships / practice **throughout** their college career, even whilst studying or at least, each summer. I think if the internship is in a proper place of business – and the office actually uses their talents toward building / finalizing / succeeding at projects, then it is a good entryway.   
  
I was involved in AIESEC my entire college career. I learned more running the operations of the organization than I did during my internships, because the companies did not know what to do with me… It still gave me the impetus to come to Italy to work…and indirectly led me to my first job… So, yes, I am all for internships.

**AIESEC should be hugely active on campus and fully supported by the program.   
As an ALUM, I would be happy to work with you on making this a reality, with my colleagues in Rome.**

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In your field of expertise, how important are the following competencies?

(evaluation from 1 to 10, with 10 as the highest rating)

|  |  |
| --- | --- |
| Specific competencies | Rating |
| Ability to create a presentation using computerized instruments (i.e. PowerPoint) | 10 |
| Ability to elaborate projects for the participation in calls and tenders | 10 |
| Use of statistical software | 6 |
| Ability to access big data on internet | 8 |
| Use of econometrics software | 1 |
| Ability to create audio-visual material | 10 |
| Drafting of reports | 9 |
| Use of Excel | 3 |
| Use of Python |  |
| Use of STATA |  |
| Use of DMelt |  |
| Use of OpenRefine |  |
| Use of Orange |  |
| Use of R |  |
| Use of Tableau Public |  |
| Use of Trifacta Wrangler |  |
| Use of LateX |  |
| Use of Solver |  |
| Use of Microsoft Excel VBA |  |
| Use of KNIME |  |
| Use of other software (indicate which software) |  |
| Audio-Visual Equipment (recording / film editing / producing) |  |
| Youtube / videos – social media campaigns |  |
| Other competencies (indicate which competencies) |  |
|  |  |

In your field of expertise, how important are the following competencies?

(evaluation from 1 to 10, with 10 as the highest rating)

|  |  |
| --- | --- |
| General competencies | Rating |
| Problem solving | 10 |
| Innovation | 10 |
| Spirit of initiative | 10 |
| Goal-oriented | 10 |
| Operational control | 10 |
| Operational flexibility | 10 |
| Good at interpersonal relationships | 10 |
| Verbal communication | 10 |
| Teamwork | 10 |
| Self control | 10 |
| Self esteem | 8 |
| Flexibility toward different people and situations | 10 |
| Dedication to the organisation or company Dedication to the GOALS of the organization | 7   **10** |
| Other competencies |  |
| Design Thinking |  |
|  |  |
| Conflict Resolution / Negotiation |  |
| Presentation (TEDx Style) - Engaging |  |
|  |  |

Do you have other observations and suggestions to share?

**LEARNING LIFE SKILLS & INCORPORATING THEM INTO YOUR LIFE IS THE KEY TO SUCCESS**

For further indications, please contactMs. Jennifer Vieley: [jennifer.lou.vieley@uniroma2.it](mailto:jennifer.lou.vieley@uniroma2.it).