DRAFT COURSES CATALOGUE 2015-2016 Version 03-07-2015

For your information: Draft of course information of the MSc BA programme sept 2015- aug 2016. Existing courses retrieved from Osiris / new courses draft descriptions, not finalized yet.

MASTER OF SCIENCE PROGRAMME IN BUSINESS ADMINISTRATION

PROGRAMME STRUCTURE (DRAFT: NOT FINALIZED)

Quartile/ EC	2015-2016 Start SEPTEMBER 2015	Alternative Allowed (for more specialization and/or flexible planning)*
Quartile 1		
5	Accounting & Financial Management (201200008)	Entrepreneurial Finance (201000087, Q3)
5	Global Talent Management (201500086)	Change Management and Consultancy (201500083, Q1)
5	Elective	
Quartile 2		
5	Business Research (201500082)	
10	Master Thesis BA part 1 (201500101)	
Quartile 3		
5	Management of Organisation, Operations and Technological Innovation (MOOTI) (201300075)	
5	Global Strategy & Marketing (201200010)	Strategic HR Analytics (201500092, Q1) Purchasing Strategy & Systems (201500091, Q1)
5	Elective	
Quartile 4		
15	Master Thesis BA part 2 (201500102)	

Quartile/ EC	2015-2016 Start FEBRUARY 2016	Alternative Allowed
Quartile 3		
5	Management of Organisation, Operations and Technological Innovation (MOOTI) (201300075)	
5	Global Strategy & Marketing (201200010)	Strategic HR Analytics (201500092, Q1) Purchasing Strategy & Systems (201500091, Q1)
5	Elective	
Quartile 4		
5	Business Research (201500082)	
10	Master Thesis BA part 1 (201500101)	
Quartile 1 16/17		
5	Accounting, Finance & Management (201200008)	Entrepreneurial Finance (201000087, Q3)
5	Global Talent Management (201500086)	Change Management and Consultancy (201500083, Q1)
5	Elective	
Quartile, 2 16/17		
15	Master Thesis BA part 2 (201500102)	

Electives 2015/2016 Students are FREE to choose 2 electives from any of the profiles. Alternative Allowed makes more specialization and flexible planning possible. New courses are indicated.			
Course code	**Course name**	**EC**	**Quartile**
Profile: Human Resource Management (core course: Global Talent Management)			
201500092	Strategic HR Analytics	5	Q 1
201500087	HRM and Innovation	5	Q 3
201500088	HRM and Technology Design	5	Q 3
Profile: Financial Management (core course: Accounting and Financial Management)			
194110070	Corporate Finance (for BA)	5	Q 1
201000087	Entrepreneurial Finance	5	Q 3
Profile: (Service and) Change Management			
201500083	Change Management and Consultancy	5	Q 1
193190000	Managing Service Organizations*	5	Q 2*
192340101	Implementation of IT in Organizations	5	Q 3
Profile: Innovation & Technology Management (Core course: MOOTI)			
194111500	Innovation & Technology Dynamics	5	Q 1
201500147	IT based Knowledge Management for Business Innovation	5	Q 3
201500087	HRM and Innovation	5	Q 3
Profile: Innovative Entrepreneurship			
194108030	Principles of Entrepreneurship	5	Q 1
201000087	Entrepreneurial Finance	5	Q 3
201500084	Entrepreneurial Leadership	5	Q 3
Profile: Marketing and Strategy (Core course: Global Strategy and Marketing)			
194108040	Business Development in a Network Perspective	5	Q 1
201500081	Business-to-Business Marketing	5	Q 2**
201500080	Advanced topics in Digital Marketing	5	Q 3
Profile: (Business) Information Management			
192350200	E-Strategizing	5	Q 1
201500147	IT based Knowledge Management for Business Innovation	5	Q 3
Profile: Purchasing and Supply Management			
201500091	Purchasing Strategy and Systems	5	Q 1
201500085	Global Sourcing and Organization	5	Q 3
201500090	Public Procurement	5	Q 3

* this course is offered for the last time in 2015-2016 in Q2, but only with a minimum number of 10 participants, and specifically for those students who were already in the premaster programme or UT's IBA bachelor in the academic year 2014-2015. See also the transitional arrangements.

** this new course is offered specifically for TUB and LUT Double Diploma students. Other BA students can also follow this course as part of the transitional arrangements.

Double degree programmes: structure

Curriculum for TUB students coming to UT September 2015 / UT students going to Berlin for MSc- IME double diploma		
Course code	**Course name**	**EC**
Q1		
201200008	Accounting & Financial Management	5
194108030	Principles of Entrepreneurship	5
	Elective	5
Q2		
	Elective	5
	Elective	5
	Elective	5
Q3/Q4 (TUB) *or* Upon return (UT)		
201400018	Master class BA	5
194100040	Master's thesis	25
Total EC		**60**

Electives MSc-IME double diploma programme (TUB)		
Course code	**Course name**	**EC**
Q1	*Choose 1 of the following Q1 courses:*	
201500086	Global Talent Management	5
201500083	Change Management and Consultancy	5
194110070	Corporate Finance (for BA)	5
194111500	Innovation & Technology Dynamics	5
194108040	Business Development in a Network Perspective	5
192350200	E-Strategizing	5
201500091	Purchasing Strategy and Systems	5
Q2	*Choose 3 of the following Q3 courses:*	
193190000	Managing Service Organizations*	5
201500081	Business-to-Business Marketing	5
191864610	Organization and Strategy	5
201100051	Information Services	5
201100054	Supply Chain Management and Innovation	5

* this course is offered for the last time in 2015-2016 in Q2, but only with a minimum number of 10 participants.

Curriculum for UT students going to LUT for MSc-MSM double diploma in February 2016		
Course code	**Course name**	**EC**
Q1		
201500083	Change Management and Consultancy	5
201200008	Accounting and Financial Management	5
201500091	Purchasing Strategy and Systems	5
Q2		
201500081	Business-to-Business Marketing	5
201100054	Supply Chain Management and Innovation	5
	Elective	5

Upon return		
201400018	Master class BA	5
194100040	Master's thesis	25
Total EC		**60**

Electives MSc-MSM double diploma programme		
Course code	**Course name**	**EC**
Q2	*Choose 1 of the following Q2 courses:*	
193190000	Managing Service Organizations*	5
191864610	Organization and Strategy	5
201100051	Information Services	5

* this course is offered for the last time in 2015-2016 in Q2, but only with a minimum number of 10 participants.

COMPULSORY COURSES

1 ACCOUNTING & FINANCIAL MANAGEMENT

Cursus	201200008
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	dr. X. Huang
E-mail	x.huang@utwente.nl
Docenten	dr. X. Huang
Aanvangsblok	1A
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

By the end of the course, students should be able to:
- assess the different roles of financial statement information;
- understand doing business analysis using financial statements;
- identify and assess alternative firm performance measures;
- identify and understand cash flow valuation theory; and
- apply valuation concepts on security and credit analysis.

Inhoud

Aim The course aims to build a bridge between accounting and finance disciplines by providing students advanced level knowledge and insights on a few important decision areas like financial analysis, company valuation, security and credit analysis.

Course description The course helps students to learn how to use financial statement information to assess a firm's financial performance and value. It familiarizes students in evaluating the degree to which the accounting principles followed by a firm captures its underlying business reality. In this course, students are also required to work in a team to prepare a report on a company based on its financial statements and other publicly available information.

Key words Accounting information, Financial analysis, Valuation, Security analysis, Credit analysis***.***

Assessment Group assignments (40%); written examination (60%); with a minimum mark of 5.5 in both components.

Contribution to the program learning outcomes The course provides in-depth knowledge of a few key areas of accounting and finance. It allows students to assess the underlying assumptions and limitations of accounting information, and apply theories related to the use of financial statement information to issues such as financial analysis and company valuation. The course also requires students to collect and scientifically analyze both financial & non-financial information and submit a written report.

Knowledge integration with other courses The course builds upon fundamental knowledge of accounting and finance acquired by students in their bachelor study. It also prepares students for elective courses on the financial management area.

Recommended prior knowledge Basic knowledge on Finance and Accounting is necessary; students are expected to have knowledge of materials covered in the following books: Hillier, D., Clacher, I., Ross, S., Westerfield, R. and Jordan, B., Fundamentals of Corporate Finance, 1st European Edition, 2011, McGraw-Hill. Atrill, P. and McLaney, E., Accounting and Finance: An Introduction, 7th Edition, 2014, Pearson. ISBN: 9781292012650.

Voorkennis

Basic knowledge on Finance and Accounting is necessary; students are expected to have knowledge of materials covered in the following books: Hillier, D., Clacher, I., Ross, S., Westerfield,R. and Jordan, B., Fundamentals of Corporate Finance, 1st European Edition, 2011, McGraw-Hill. Berry, A. & Jarvis, R., Accounting in a Business Context, Cengage Learning, 5th ed., 2011.

Verplicht materiaal
Boek
Palepu, K., Healy, P. and Peek, E., Business Analysis and Valuation (IFRS edition), Cengage Learning, 3rd ed., 2013. ISBN: 978-1-4080-5642-4

Aanbevolen materiaal
Artikelen
(to be made available on Blackboard).

Werkvormen
Hoorcollege (Verplicht)

Opdracht (Verplicht)

Werkcollege (Verplicht)

Zelfstudie (Verplicht)

Toetsen

Tentamen en groeps opdracht

DEELNEMENDE OPLEIDING
M-BA

2 GLOBAL TALENT MANAGEMENT (NEW COURSE)

Credits (ECTS)	5
Course type	Course
Language of instruction	English
Contact person	
E-mail	
Lecturer(s)	
Starting block	1A
Application procedure	You apply via OSIRIS Student
Registration using OSIRIS	Yes

Introduction to the course – content

In 1997 Steven Hankin of McKinsey & Company coined the term “War for Talent” as “an increasingly competitive landscape” for retaining talented employees; and as an organizational mindset that emphasizes the importance of *talent* to the success of organizations. Nowadays, almost every manager in a small-to-large company speaks of winning a war for talent… The research into Talent Management, and specifically Global Talent Management (GTM), has taken off in 2010s. The word “talent” is millennium old, and the term has survived through the centuries the great diversity of etymological meanings: from a “denomination of weight” used by ancient Greek and Babylonians; a unit of treasury, mental endowment or natural ability - towards special abilities to demonstrate outstanding accomplishments. At the same time, Talent Management is increasingly becoming globalized as evidenced by the flows of talent across national borders (e.g. East-European workers coming to Western Europe and vice versa), expatriation within multinationals, off-shoring of strategically valuable services, and global virtual teams. Such developments simultaneously puts challenges for both indigenous and multinational corporations on how to manage people from different backgrounds, but also opportunities in terms of increased creativity and innovation that may result from cultural and institutional diversity.

In this course, the teaching team invites students to discover the challenges and opportunities of Global Talent Management specifically in the context of Multinational Corporations (MNCs). MNCs are all around us: BASF, Coca-Cola, IKEA, L’Oreal, Starbucks, - to name but a few. But MNCs are not limited to a large-sized organizations as small and medium sized firms seek and operate nowadays in a multinational environment. It is the departing point of this course that different organizations and different parts within the same organization will consistently draw on many different talents in terms of employees’ competences that contribute to organizational prosperity.

To manage global talent, therefore, is to differentiate and identify the talent “pool” of high but diverse potential for a multinational organization and to manage/utilize cultural differences to create competitive advantage. This creates openings to discuss how multicultural teams can become an asset instead of a burden, how more generally culture impacts on management. We engage students participating in this module in some of the GTM challenges that we see as dominating in a decade to come: restoring, enhancing, maintaining, and increasing the MNCs abilities to keep the innovative, creative, bold, flexible, fresh and adaptable talent pool across different countries, cultures and institutional contexts. These challenges go beyond established debates that are based on costs and location to create global firms (MNCs).

We follow scholarly definitions and view GTM as systematically utilizing HR policies and practices to effectively manage an MNC's global talent consistent with the directions of a firm within a global, highly competitive and dynamic environment.

Students, who join this course, will deal with questions such as:

- Who are “talented” employees in organizations? Is there a best way to manage them? And do organizations *have to* manage them?
- What are cultural differences in talent and talented employees across the Globe? And what are the ways MNCs have to take these differences into account? What are the advantages of different cultural backgrounds of employees within an MNC?
- Are there limitations to manage talented people in MNCs? What are they if any?
- How can organizations solve ethical/moral dilemmas regarding the way global talents are supplied, abused, challenged and/or preferred?
- Should MNCs balance between standardizing and localizing HRM practices for managing talent? If so, which conditions on the individual, team, organizational and societal level hinder or support balancing these issues?

Aim

This course develops students' knowledge and skills in the multi-disciplinary field of inquiry as Global Talent Management and comparative HRM as well as skills for design-oriented research.

Intended Learning Outcomes

After completing this course master students are expected to be able to:

1. *Identify* different definitions, views and perspectives on Global Talent Management (GTM);
2. *Classify and discuss* GTM challenges for countries and for MNCs;
3. *Explain* the conceptual and empirical power of (neo)institutional, configurations, and culturalist theoretical perspectives in the GTM research and practice;
4. *Explain* differences and similarities in GTM in countries and MNCs from (neo)institutional,

culturalist, and configurations theoretical perspectives
5. *Understand* and *value* cultural differences, cross-cultural communication, managing cross-cultural teams, in GTM in MNCs
6. *Analyze* labor relations and talent management practices in different parts of the world and their consequences for corporate HR functions;
7. *Design* the strategic plan for GTM in MNCs.

Key words: (Global) Talent Management, Institutional Theory, Culturalist approaches, MNCs, HRM configurations, HR function, HRM-firm performance link, employment relationships, comparative talent management.

Course description – themes and pedagogy

The course encompasses strategic and operational aspects of the field, and trains students to design HR interventions for GTM in response to global challenges. It is built on seven main topics:

1. Framework for GTM: setting the stage and "war for talent"
2. Strategic HRM systems
3. Local responsiveness and global integration within MNCs
4. HR practices for Managing Global Talent Flows
5. Transforming the global HR roles
6. Mastering expatriation and cross-border teams
7. GTM: comparative perspectives and future aspirations

The course builds on individual and group work of three persons, self-study and class sessions. Students work in groups on their final assignment (see below), and during class sessions - on an analysis of MNC case studies. At the beginning of the course, every group is assigned to a real life MNC, and is expected to apply conceptual knowledge to a design of a GTM for this particular MNC throughout all workshops and group assignments. Class sessions will be concentrated in one day, covering six hours of learning activities: 1-2 hours are dedicated to discussions on a subject based on reading materials; during 3-4 hours groups are expected to work on an application of knowledge to a particular GTM issue within an assigned MNC based on teaching case study (project work); during 5-6 hours students discuss their results back in a class session. One MNC will be assigned to 5-7 groups (depending on the number of students in the course) to enhance workshop discussions. Knowledge of the concepts, their analysis and application will be examined in three ways: individual essays (week five); four groups assignments; and group report on the design of GTM in MNCs.

Individual essays

Individual topics will be assigned to students on Monday (wk 5), with the deadline for Friday (wk 5). In these essays students are expected to critically assess theoretical foundations of the research into GTM (main concepts and definitions, HRM systems formation, architecture of MNCs, and HR practices).

Final assignment

Students are expected to work towards their final group report along the whole course, developing their design of a GTM for a MNC throughout all workshops and groups assignments. They will be assigned to a real life MNC; define TM and GTM for this MNC and motivate the chosen perspective; make a five-year forecast and discuss GTM challenges for this MNC in the context of a specific country the firm is operating in; discuss anticipated TM demands over five years; explain the role of institutional and cultural contexts in the GTM strategic choices; design the strategic plan for GTM interventions for this particular MNC in the particular forecast global and country-specific context. To address these aims, students will integrate knowledge from the classes and codified information (e.g. online case description, newspaper articles, annual reports) on the selected MNC.

Assessment

The final grade is:

Individual essays on the first four topics (week 5) 50%

Group design paper – final assignment (week 10) 50%

Two group assignments over eight weeks – a “must”: timely submission and sufficient scores (on the scale “sufficient”- “insufficient”)

Weekly planning

Wk	**Topic**	**Study activities** – all scheduled in one day[1]	**Assessment**
1	*Topic 1* Introduction: Framework for GTM, setting the stage and	**L** - Introduction lecture **P** -_ define TM in a specific MNC **W** - discussion of results	

[1] L- plenary lecture; W – workshop; P – project group work

	“war for talent”		
2	*Topic 2* Strategic HRM systems	**W** – discussion of reading materials **P –** project work on an application case **W -** discussion of results	
3	*Topic 3* Local responsiveness and global integration within MNCs	**W** – discussion of reading materials **P –** project work on an application case **W -** discussion of results	Friday – group assignment 1 on theoretical grounds and their application (topics 1, 2, 3)
4	*Topic 4* HR practices for Managing Global Talent Flows	**W** – discussion of reading materials **P –** project work on an application case **W -** discussion of results	
5	**SELF-STUDY** *Monday – topics for individual essays will be communicated to students*		Wednesday – individual essay (conceptual, no application) on topics 1, 2, 3,4
6	*Topic 5* Transforming the global HR roles	**W** – discussion of reading materials **P –** project work on an application case **W -** discussion of results	
7	*Topic 6* Mastering expatriation and cross-border teams	**W** – discussion of reading materials **P –** project work on an application case **W -** discussion of results	
8	*Topic 7* GTM: comparative perspectives and future aspirations	**W** – discussion of reading materials **P –** project work on an application case **W -** discussion of results	Friday – group assignment 2 on theoretical grounds and their application (topics 4, 5, 6, 7)
9	Group report-in-progress	**W-1** – discussion of reports, feedback **W-2** – discussion of reports, feedback	
10		**SELF-STUDY**	Friday - final group report

Contribution to the programme learning goals

- During the course, students have to read papers and discuss both the theoretical and practical relevance of findings into Global Talent Management, and thus gaining *practical and*

theoretical knowledge of advanced issues in business administration (goal 1.1).
- During the tutorials, theories are discussed which are applied to GTM in MNCs, such as the (neo)institutional, culturalist, and configurations. For the individual assignments, students write an essay where they are expected to *independently apply and/or test current theories, models and methods in the analysis of complex organisational problems and processes within the area of specialization* (goal 2.2).
- By writing a group report, students are prepared for the design-oriented research into GTM, and by doing so *they independently draw and support conclusions and recommend solutions of complex organisational problems and processes* (goal 2.3).
- Students have to present their assignments to peers, and present their business design solutions. This supports student to gain the *ability to give a structured presentation, both orally and in writing, to both specialist and non-specialist audiences* (goal 3.4).

Recommended prior knowledge

Students are expected to join the course if they are competent in basic HRM foci: integrating three primarily HRM sub-fields (work design and workforce planning, management of employee competences and management of employees' behaviours and attitudes); differences between HRM systems and HR practices; contribution of HRM configurations to firm performance.

Assumed previous knowledge

HRM-related bachelor level courses

3 MANAGEMENT OF ORGANISATION, OPERATIONS AND TECHNOLOGICAL INNOVATION (MOOTI)

Cursus	201300075
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	prof.dr. H. Schiele
E-mail	h.schiele@utwente.nl
Docenten	
	dr.ir. E. Hofman
Aanvangsblok	2A
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

The course follows a double target: on the one hand students get a ground-laying understanding on several key topics on the management of organisation, operations and technological innovation, both, at a high academic standard and with an exposure to business practices. Introductory lectures enable all students to understand and discuss advanced topics presented by their peers in the second part of the course.
On the other hand the preparation of small term papers presented to their peers helps students to get better prepared to write their master thesis. This course delivers state-of-the-art knowledge, skills and attitudes in business. Organisation, operations and technology management are presented based on two underlying links: an approach directed at innovations and a network perspective.

Inhoud

The course Management of Organisation, Operations and Technological Innovation (MOOTI) aims to develop a thorough identification and understanding of aspects of organising and managing innovation and operations needed to successfully survive in the marketplace. In its organisational content, the course focuses on organisational change and organisation of networks. Operations is targeting at optimisation of production and materials management. Technology management sets the basis of technology planning and introduces a set of management tools.
The class consists of interactive introductory lectures on particular aspects of management of organisation, operations and technology management. Then, students form teams and prepare a small term paper, which they subsequently present to their peers. Topics extend the knowledge developed in the introductory lectures, which establish a common understanding in the class. Term papers reflect the current state-of-the-art which is analysed with the help of a comprehensive literature review.

Key words (4-5):
Technology Management, Organisation, Operations, Innovation Management, Organisation of

Innovation, New Product Development

Learning goals (max. 5-6):
Upon completion of this course, the student will be able to:

- Demonstrate mastery to the forefront of theoretical and practical knowledge and understanding of basic concepts of organisation (organisational design, change, ambidexterity, organisation of innovation, network organisation), technology management (openinnovation, innovation theory, new product development process, cross-functional collaboration, tools like technology roadmaping and stage gate processing) and operations (production strategy, production improvement methods (Kanban, six sigma etc.), material management (the sourcing year cycle, sourcing strategies) and innovation of operations.
- Critically reflect on literature contributions to the field of management of organisation, operations and of technological innovation
- Apply theory in the analysis and improvement of the management and organisation of technological innovation in practice
- Further the student will be able to write a literature reflecting seminar paper respecting form and scientific requirements, as well as being able to present results to the audience

Recommended prior knowledge:
A bachelor level understanding of organisational design (e.g. as explained in Daft (2007). Understanding the theory and design of organizations (int. ed.)), management of operations (e.g. as explained in Paton / Clegg / Hsuan / Pilkington (2010) Operations Management) as well as technology management and innovation (e.g. as explained in Tidd / Bessant (2009) Managing Innovation, 4th ed.).

Assessment:
Group paper (50%) and individual exam (50%). For the individual exam there is a re-sit, which follows the same rules as the first exam. For the group paper those groups who failed get a one month time slot to prepare a revision. Half of the additional points gained will be added to the grade.
Contribution to the programme learning outcomes:
1.1 demonstrate mastery to the forefront of theoretical and practical knowledge and understanding of issues on organisation, operations and technology management. Introductory understanding on the functioning in cross-functional teams.
2.1 independently and critically describe, structure and analyse complex managerial problems and processes within the area organisation, operations and technology management. Is able to work autonomously and self-reliant on his part of the group work and is able to work in multidisciplinary teams. The latter is fostered by the course MOOTI which brings together students with different educational backgrounds.
2.2 independently apply and/or test current theories, models and methods in the analysis of complex problems and processes within the area of organisation, operations and technology management
2.4 independently set up and manage complex projects and processes in the form of a collaborative literature research project writing a term paper
3.2 systematically collect, assess and analyse information from all relevant sources using advanced means, which is particular important to prepare the small term paper. The student has a thorough overview of the structure of research processes and is able to apply it to literature review. The student is able to integrate existing knowledge and research results for designing, validating, and

selecting solutions in relatively complex cases. Moreover, the student has an overview of implementation methods and processes and is able to - critically analyze ongoing or finished implementation processes. Is able to conduct a bibliographic search and knows how to reference correctly
3.4 prepare a structured presentation in business style on a course topic in organisation, operations and technology managementto both specialist and non-specialist audiences

Knowledge integration with other courses:
This course is a required standard course for all master students of the relevant studies. As such, it provides the foundation for further specialisation in the selected topics.

Voorkennis

-

Verplicht materiaal

-

Aanbevolen materiaal

Studiemateriaal

Scientific papers

Werkvormen

Hoorcollege (Verplicht)

Project (Verplicht)

Zelfstudie geen begeleiding (Verplicht)

Toetsen

Tentamen & (groeps) opdracht

DEELNEMENDE OPLEIDING

M-IEM

DEELNEMENDE OPLEIDING

M-BA

4 GLOBAL STRATEGY & MARKETING

Cursus	201200010
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	dr. K. Zalewska-Kurek
E-mail	k.zalewska-kurek@utwente.nl
Docenten	
	dr. E. Constantinides
Aanvangsblok	2A
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

The objective of the course is to provide students with an in-depth understanding of the relation between strategy and marketing in the context of research on innovative and globalizing business.

Learning goals

Upon completion of this course, the student is able to:
1. Summarize and explain the most important theories and models of business strategy, marketing strategy, and network strategy;
2. Analyze and explain the effects of globalization, digitalization, and sustainability on business strategy, marketing strategy, and network strategy;
3. Recognize and formulate strategic business, marketing, and network problems and opportunities in real-life and/or paper-based cases; and
4. Propose solutions and/or advise on business, marketing, and network strategies for real-life and/or paper-based cases.

Inhoud

The course helps students to learn about important internationalization, digitalization, and sustainability trends and their effect on strategy and marketing. In particular, the course will provide an understanding of how these trends provide constraints and opportunities for the business strategy, marketing strategy, and network strategy of a firm.

The course combines the two interrelated fields of strategy and marketing. It presents the latest developments in both fields and looks at them from a critical and academic perspective. The students will get familiar with the core strategic and marketing theories and orientations of the firm, and will analyze and apply them to practice, and assess them from a research perspective.

With respect to strategy, we will discuss both well-grounded and new strategic management theories, models, and concepts such as: resource based view, business models, network theories and sustainable competitive advantage. The course begins with the discussion and application of well-known theories to understand the attractiveness and evolution or renewal of industries, the extent to which a company has a sustainable competitive advantage, and the creation of innovative value propositions. We then deepen the knowledge of students on gaining competitive advantage from the perspective of growth, resources, and building networks.

With respect to marketing, we will discuss and apply the body of knowledge on strategic marketing and innovation adoption. Many product and service innovations fail to successfully penetrate or create a market. Often this can be explained by weak marketing approaches leading to a product-oriented rather than market-oriented approach of introducing innovations. In this course we will use this body of literature to analyze product and service innovation cases.

Key words
Business strategy, market strategy, network strategy, business models, globalization, internationalization, digitalization, sustainability, business networks, new media

Format
The course is given as plenary lectures, in which individual discussion contributions are being stimulated and appreciated. Next to the lectures, there will be tutorials and mandatory feedback sessions.

Assessment
Written examination and 4 group assignments. The assignments will count for 50% of the final grade. In order for the assignment grades to be added, a student will need to gain at least 5.5 from the examination.

Contribution to the programme learning goals
The course provides in-depth knowledge of a few key areas of strategy and marketing.

Knowledge integration with other courses

The course builds upon the fundamental knowledge of strategy and marketing acquired by students in their bachelor study.

Recommended prior knowledge
Basic knowledge on strategy and marketing necessary

Voorkennis

-

Verplicht materiaal
-

Aanbevolen materiaal

Studiemateriaal
Academic papers: On Blackboard

Werkvormen

Hoorcollege (Verplicht)

Werkcollege (Verplicht)

Zelfstudie

Toetsen

Tentamen & opdrachten

DEELNEMENDE OPLEIDING

M-BA

ELECTIVE COURSES

5 HRM AND TECHNOLOGY DESIGN (NEW COURSE)

Credits (ECTS)	5
Course type	Course
Language of instruction	English
Contact person	-
E-mail	-
Lecturer(s)	-
Starting block	2A
Application procedure	You apply via OSIRIS Student
Registration using OSIRIS	Yes

Introduction to the course – content

Over the past decade, HRM has made significant progress in the use of Information Technologies and process improvements to help reduce costs and improve operating effectiveness. However, there is a considerable evidence that the HRM field continues to experience a credibility problem and that it lacks demonstrable strategic impact (KMPG, 2014). In our view, however, it does not need to be the case. On the contrary, we see HRM as an important value creator in business. As the driver of business' success, the HRM function is well-positioned to deliver sustainable competitive advantage by being equally accountable for profitable growth, as are other functions like ICT or Finance. However, unlike the Finance function, the HRM function is situationally specific. It involves different HR actors: HR professionals, line managers, first, middle and top level, and employees. It is also built along different delivery channels like central HR departments, decentralized HR units, HR Shared Service Centers, electronic HRM (e-HRM), and external HR agencies. Combinations of multi-layers architecture of structures and involvement of multi-actors in management of Human Resources makes HRM unique for every single organization. In this course we will discuss such questions like What constitutes a good HRM function and how should it be designed; If it involves HR professionals, line managers and employees – what are the objectives, responsibilities, job tasks and focal points and benefits specific for each group? Why are some organisations (and HR departments) more effective at continuously exploiting re-structuring of HRM function than others? How should different IT-based HRM practices be designed and delivered? How should we design jobs and ask employees to work on these challenges? What are (expected) outcomes of different HRM delivery channels at the individual, departmental, and organizational levels?

Aim

The MSc course HRM and Technology Design (HTD) focuses on the design of HR and HRM function solutions based on a real-life business problem by applying and evaluating concepts of the HRM function, job design, e-HRM and HRIS implementation and organizing a business symposium to share knowledge.

Intended Learning Outcomes

After completing this course master students are expected to be able to:

1. *Discuss* the latest developments in the practical and academic fields of the HRM function, job design, and e-HRM; and their contexts;
2. *Explain* the latest developments and the conceptual and empirical power of Transaction Cost Analysis, Resource Based View and Theory of Planned Behavior theoretical perspectives in the HRM function, HRM architecture and jobs design;
3. *Analyse* HR(M) architecture for specific external and internal environmental conditions;
4. *Assess* the effectiveness of the HRM architecture and function for business performance;
5. *(Re-)design* the HRM function in a real life organization, taken into account the external and internal contexts.

Key words

Job design, HRM function, labor architecture, New Ways of Working, HR Shared Services, e-HRM / HRIS effectiveness and implementation, different stakeholders in HRM

Course description – themes and pedagogy

The course encompasses strategic and operational aspects of the field, and trains students to (re)design an HR(M) function with the help of Information Technology (IT). It is built on seven main topics:

1. The role of external and internal HRM environments in HRM function and jobs design
2. Design of the HR function and HRM systems for different businesses
3. Job design of the HR function based on technological opportunities

4. New Ways of Working with technology / IT
5. Contingent workforce architecture and HR sourcing arrangements (e.g., HRM Shared Services)
6. Electronic HRM (e-HRM) applications and their effectiveness
7. Effectiveness of HRM architectures

The course builds on two major blocks. During the first four weeks students acquire knowledge on the seven topics, including discussions, presentations, interactive exercises during class sessions related to the topics; and an individual exam. These weeks are also used for acquiring a company for a final group assignment. During the following six weeks, students work in line with the design cycle research stages towards their final group report: they analyse and diagnose an HRM function problem in a company, plan an HRM business intervention and perform its evaluation.

The course includes individual and group work in teams of three, self-study, class sessions, and a symposium. Students work in groups on in the following way:

- Work on the final assignment (see below),
- "Teaching" one of the seven topics of the course (first four weeks) to peers during class sessions - on,
- Presenting and discussing the final report-in-progress (during second half of the course).

At the beginning of the course, every group is assigned to one of the topics, and is expected to prepare an interactive workshop with and for their peers (eventually, with the help of a teacher). Class sessions will be concentrated in one or two days a week, covering four hours, that will allow for an application of creative teaching methods and more discussion time. During the first four weeks all students read all compulsory literature for every class session. A group of students, responsible for the workshop, is expected to read extra literature and prepare a presentation on the topic, critical discussions of the literature, and a class interactive exercise related to the topic. This exercise should actively involve other students and may include a role play, debate, simulation, pitching, quiz, etc. We offer support on the content and process by discussing issues in e-forums with peers and teachers. Knowledge of the concepts, their critical analysis and application will be examined in three ways: an individual exam (week five); group report on the (re)design of an HRM function with IT (week nine), and participation in the business symposium with a poster (week 10).

The final assignment. The final group assignment comprises the re-design of the architecture of the HRM function based on one of the seven topics in a real life company. In the beginning of the course, students are asked to contact a company to define a HR(M) function problem. This information will be communicated to master students already in Block 1B, and the Black Board site of the course will be made available in Block 1B. In week 4, the students finalize acquisition of a company and starting from week 5 they present their design-in-progress and receive feedback. At the end of the course, students will present the re-designed HR solution in the form of a symposium/poster presentation to their peers and company representatives.

We ask you to acquire a company for a final group assignment based on three criteria : 1) fit with one of the seven topics of the course; 2) existence of an HRM department in the company; 3) company commitment to the final assignment. Sector (industry), size, and location are not filtering criteria (unconditional). Absence of e-HRM/HRIS, New Ways of Working, and/or HR Shared Services are not filtering criteria unless a company is considering such developments in the future, and is willing to discuss such a design.

Assessment

The final grade is based on:

An individual exam (close book, open questions) – 30% **(week 5)**

Group report on the re-design – 50% **(deadline: week 9)**

Quality of the poster presentation in the symposium based on clear assessment criteria– 20% **(in week 10)**

All grades have to score minimum a 5,5.

Weekly planning:

Wk	Topic	Meetings	Student progress	Design cycle stage
1-3	Studying all content knowledge (seven topics); presentations, interactive exercises	Twice a week	e-forum, Q&As	no
4	Self-study for individual exam; aqcuisition of companies for final assignment	no	e-forum, Q&As	no

5	Individual exam; report-in-progress-1: problem definition; presentation	Twice a week	e-forum, Q&As	1: Problem definition
6	Report-in-progress-2: problem diagnosis; presentation	Once a week	e-forum, paper	2: Problem diagnosis
7	Report-in-progress-3: design an intervention plan; presentation	Once a week	e-forum, paper	3: Plan
8	Report-in-progress-4: intervention; presentation for companies	Once a week in class; once – in the company	e-forum, paper	4: Intervention
9	Submission: final group report	no	Final group report	5: Evaluation
10	Symposium with companies	Once a week	Poster presentation	

Contribution to the programme learning goals

- During the course, students have to read papers and discuss both theoretical and practical relevance of findings into re-designing the HRM function with the use of Information Technologies (e.g. HR outsourcing, e-HRM and HR shared services). As such, this course supports students to gain *practical and theoretical knowledge of advanced issues in business administration* (goal 1.1.)
- During the tutorials, theories are discussed which are applied to HRM design technologies, such as the Resource-Based View, Transaction-Cost Economics, Technology Acceptance Model, and IS Success Model. For the final assignment, students have to re-design the HRM function that is best fitted to the organizational external and internal environments. This supports students to gain the *ability to independently apply and/or test current theories, models and methods in the analysis of complex organisational problems and processes within the area of specialization* (goal 2.2)
- Students have presentations during the intervention stage at the company (to company representatives) and during the symposium (to peers, teachers and company representatives). This supports realizing the learning goal that students should *have the ability to systematically collect, assess and analyse information from all relevant sources using advanced means* (goal 3.2.)

Assumed previous knowledge

- HRM-related bachelor level courses

6 HRM & INNOVATION (NEW COURSE)

Credits (ECTS)	5
Course type	Course
Language of instruction	English
Contact person	
E-mail	
Lecturer(s)	
Starting block	2A
Application procedure	You apply via OSIRIS Student
Registration using OSIRIS	Yes

Intended Learning Outcomes

After completing this course master students are expected to be able to:

1) Explain the relationship between Human Resource Management (HRM) and different forms of innovation, using theories of social exchange, intellectual capital and organizational climate;
2) Discuss the way in which organizations can foster and stimulate the innovative work behavior of employees;
3) Discuss the ways in which organizations and employees innovate HRM systems;
4) Examine, both qualitatively and quantitatively, the influence of HRM systems on different forms of innovation;
5) Discuss the practical and theoretical implications of research results on HRM and innovation.

Key words: Human Resource Management (HRM), Innovation Performance, Innovative Work Behavior, Ambidexterity, Creativity, Intellectual Capital, Organizational Climate, Social Exchange Theory.

Content

Aim

This course develops students' knowledge and skills on HRM and different forms, levels and approaches of innovation performance, as well as skills for conceptualizing, operationalizing and examining the relationship between HRM practices/systems and employees' innovative work behaviors.

Course description

Innovation is the cornerstone of many economies and societies. We can distinguish between innovation outcomes at the organizational level and individual forms of innovations, such as innovative behaviors or creativity. Since employees are the ones who create new ideas and translate them into innovative products/services, it is important that HRM initiatives can foster innovation at different levels in organizations. Therefore it is a necessity for HR and line managers to know how to stimulate innovative behaviors and how to manage people in organizations through HRM practices. In this course, we discuss the reciprocal relationships between HRM, such as selection, training or development actions, and innovation. On the one hand, the course focuses on how HRM systems and employee attributes affect different forms of organizational innovation and on the other, - how different organizational actors innovate HRM systems. In doing so, it challenges students to think about questions like which HRM practices make organizations ambidextrous, why and how HRM affects performance (e.g. by building strong organizational climates, advancing knowledge resources or by developing strong social exchange relations with employees), and the way employees gear changes in HRM practices. Ultimately, such discussions train students to empirically examine the relationship between HRM and innovation. In total, seven topics will be discussed:

1) The effect of individual versus bundles of HRM practices on innovation performance
2) HRM and ambidexterity
3) HRM and innovative work behavior of employees
4) Innovator role adoption
5) Line manager behavior and climate for innovation
6) Employee driven innovations and changes in HRM systems
7) Conceptualizing, operationalizing, and measuring theoretical concepts in HRM – innovation research.

For the final assignment of the course, students write an individual assignment about the relationship between HRM and innovation. For this final assignment students are expected to apply theoretical knowledge gained throughout the course to analyze the data on HRM – innovation relationships, available in the data bank of the teachers. Besides six regular tutorials in which we focus on conceptualizing and operationalizing theoretical concepts and relationships, two seminars will be offered to help students preparing for analyzing qualitative and quantitative data. In the first seminar (week 4), students practice quantitative data analysis with SPSS on the basis of an existing dataset (provided by the teachers team) about the relationship between HRM practices and different forms of individual innovation. In the second seminar (week 8), a real-life case will be presented by a company representative. On the basis of document analysis and an interview with the company representative students can practice qualitative data analysis with NVivo or Atlas. Both seminars provide input for the individual assignments about the effect of HRM on different forms of individual innovation with clear implications and practical recommendations for business. The final assignment must be submitted at the beginning of week 10.

Assessment

The final grade of the course depends on:

- A final individual assignment that conceptualizes, operationalizes and examines the relationship between HRM and innovation (60%): minimum grade to pass is a 5,5. All assignments may be repaired within one week.
- The average of six group assignments (40%): each group assignments has to be graded with at least a 5,5. Group assignments with an insufficient grade should be revised and re-submitted within one week.

Contribution to the programme learning goals

1) During the course, students read and discuss theoretical concepts and practical implications of HRM – innovation research. In doing so, this course contributes to the BA MSc. program goal to enable students to *demonstrate theoretical and practical knowledge and understanding of advanced issues in business administration* (goal 1.1.)
2) During the tutorials, students will discuss theoretical approaches to study HRM – innovation relationships. For the final assignment, they will apply these theories to analyze the relationship between HRM and innovation. As such, this course contributes to the BA MSc. program goal to enable students to *independently apply and/or test current theories, models and methods in the analysis of complex organisational problems and processes within the career orientation* (goal 2.2.)
3) During two workshops, students will learn how to conceptualize and operationalize theoretical concepts. They have to apply these skills to analyze HRM and innovation concepts for the final assignment. Hence, this course contributes to the BA MSc. program goal to support students *to independently and critically describe, structure and analyse complex organisational problems and processes within the career orientation* (goal 2.1; goal 3.2.)

Recommended and assumed prior knowledge

Students are expected to join the course if they are competent in basic HRM foci: integrating three primarily HRM sub-fields (work design and workforce planning, management of employee competences and management of employees' behaviours and attitudes); differences between HRM systems and HR practices; contribution of HRM configurations to firm performance. Further, they are expected to have basic knowledge of innovation concepts such as incremental versus radical innovation and exploration versus exploitation.

7 Strategic HR Analytics (new course)

Credits (ECTS)	5
Course type	Course
Language of instruction	English
Contact person	
E-mail	
Lecturer(s)	
Starting block	1A
Application procedure	You apply via OSIRIS Student
Registration using OSIRIS	Yes

Introduction to the course – content

One of today's major paradigm shifts within HRM originated in the believe that "the traditional service-oriented HR focus must be extended to a 'decision science' that enhances decisions about human capital" (Boudreau & Ramstad, 2005, p. 129). Decisions related to the people within an organization should no longer be primarily based on a gut feeling, or 25 years of professional experience. Evidence based decision making, supported by the opportunities that 'big data' technologies provide us, is now becoming the norm. As a result of this development, HR Analytics is one of the buzzwords in today's HRM practice. CHROs and HR managers predict a promising future for HR Analytics. As a result, organizations have begun to appoint HR Analytics teams and first attempts are made to systematically develop the HR Analytics capabilities of employees. However, the development of the HR Analytics capability within the HR function is still in its childhood, especially when comparing it to the analytical capabilities of the more mature disciplines like finance and economics. One of the key reasons for this is that organizations lack knowledge and skills about – for example – what HR Analytics actually is (and what not), how organizations can or should start with basic HR Analytics, what HR Analytics strategies look like, and how organization can deal with privacy and legislation concerns.

In this course, we warmly welcome students who want to explore what HR Analytics actually is, how HR Analytics can improve business performance, how HR Analytics is applied to a real-life business problem of a real-life organization and, and how an HR Analytics process leads towards a fact-based advice to a company.

Students, who join this course, will deal with questions such as:

- What is HR Analytics and how can it improve business performance?
- How does HR Analytics contribute to better decision making?
- What opportunities does IT and 'big-data' offer for conducting HR Analytics?
- How to start an HR Analytics project?
- What does the process of conducting HR Analytics look like?
- How to provide fact-based advice to a company, based on HR Analytics?
- How does the privacy debate influence (or limit) the execution of HR Analytics?

Aim

This course aims to develop students' understanding and analytical skills on how to make better business decisions by systematically analyzing HR (i.e. people) levers of business outcomes, and also develops their critical thinking about the positioning of Strategic HR Analytics in a various context (i.e. HR, business and societal).

Intended Learning Outcomes

After completing this course master students are expected to be able to:

1. *Discuss* the influence of HR-related decisions on business outcomes
2. *Apply* approaches for conducting HR Analytics to various domains of HRM, such as recruitment, strategic workforce planning and retention management.
3. *Explain* the challenges for implementing HR Analytics in (1) an HR department context, (2) a general business context, and (3) a societal context.
4. *Analyze* the impact of HRM practices and people characteristics on organizational outcomes
5. *Reflect* critically on the desirability, necessity, limitations, overall added value and (potentially undesirable) consequences of HR Analytics

Key words: HR Analytics, big data, metrics, decision making theories, human capital theory, resource dependency theory.

Course description – themes and pedagogy

The course consists of four main stages - Foundation, Application, Reflection, Advising - reflecting the 8 central topics of the course:

Foundation

1. Framework for HR Analytics and its vocabulary: setting the scene
2. Strategic decision making & core analytical concepts: laying the analytical foundation

Application

3. From opinions (via scientifically based hypotheses) to data
4. From data to metrics
5. From metrics to analytics
6. From analytics to insights and actions

Reflection

7. Critical reflections on HR Analytics

Advising

8. HR Analytics in practice

The course builds on lectures, tutorials and a group research project (see below). During the lectures, the student are introduced to the themes and theories, which form the basis for conducting their group research project. During the tutorials, the main focus is on the application of content of these lectures in their group research project.

Group research project

The overall goal of the group research project is to present an evidence based advice to an organization. The team of teachers will arrange the collaboration with an organization (yet to be determined), as well as the datasets that are used during the course. In the group research project a business problem will be analyzed through the lens of several HRM practices (e.g. strategic workforce planning and retention management, dependent on the specific business problem). Students will be split up in project groups of 4 students and will study the business problem from one of these practices. In this way, the emphasis of the students' development will be on the systematic identification and quantification of relationships between HRM and business outcomes. The obtained skills and knowledge can be applied on any HR practice.

Nevertheless, students will still gain in-depth scientific as well as practical knowledge on a specific HR practice. Scientific knowledge will be obtained from reading articles related to the HR practice, and practical knowledge from the research project.

Since all students are working on the same business problem, and need to present a coherent advice to the organization, collaboration and interaction between project groups is needed, as well as knowledge of the students on the various HR practices.

During the application stage of the course, the HR Analytics value chain provides the structure for the group research project, meaning that students will move from opinions (via scientifically based hypotheses) to data, to metrics, to analytics, to insights and to (providing advice on) actions.

Final assignment

The final assignment consists of 1) writing a group research report and 2) presenting the research report to the company board. Both the report and the presentation are based on the execution of an integral HR Analytics research on a real-life business problem, and including the formulation of an evidence-based advice to the company board.

Students are expected to work towards their final group report along the whole course, developing their advice to the company board by following the steps of the HR Analytics value chain (from opinions, to data, to metrics, to analytics, to insights and to actions). In brief, each group of students is expected to formulate a problem statement that will be analyzed through the lens of a specific HRM practice;

develop an HR Analytics approach including a data collection and data analysis plan; conduct the actual analysis by applying fundamental analytical concepts from statistics, research, economics and finance (such as predictive analytics and ROI); formulate and critically discuss the insights from the analyses; formulate a ready-to-implement evidence-based advice related to the particular HRM practice assigned to the group; align the advices across project groups in order to come up with an overall advice for the company.

Assessment

The final grade is:

- 40% Group research project report
- 10% Group presentation of research report to company board
- 50% Individual open exam (assessing both HR Analytics knowledge and HR Analytics research competences)

The minimum grade is 5.5 for each component.

Weekly planning

Stage 1: Foundation

- **Lecture Week 1**: Framework for HR Analytics and its vocabulary: setting the scene
    - Why HR Analytics? (Evidence-based HRM advice for business solutions)
    - Human Capital Theory (to explain that/how the composition of employees skills, knowledge and abilities is a central driver of organizational performance when there is a positive return on investments)
    - HR Analytics value chain (opinion, data, metrics, analytics, insights, actions)
    - HR Analytics frameworks (e.g. Logic, Analytics, Measures, Process (Cascio & Boudreau, 2011))
    - *Introduction group research project*
        - *General introduction to project*
        - *Division of subgroups*
        - *Introduction to real-life business challenge*
        - *Emphasize prerequisite HRM knowledge and facilitate student to learn about other HRM practices with key articles*
        - *Introduction to 4 HRM practices via a set of key-articles*

- **Lecture Week 2**: Strategic decision making & core analytical concepts: laying the analytical foundation
    - Decision-making theories (e.g. Strategic Choice, Simon (1960), Mintzberg et al. (1976))
    - Resource dependency theory (e.g. on which resources should HR Analytics and decision making be focused to add most value? Also relevant for HR Practice Strategic Workforce Planning, if included)
    - Fundamental analytical concepts from statistics and research (e.g. causality, generalization)

  - Fundamental analytical concepts from economics and finance (e.g. ROI, cost-benefit analysis)

- ***Tutorial Week 2 group research project***
  - *Document analysis of background information of business problem*
  - *Presentations of the HRM practices and preliminary problem statement (also: challenge problem statement provided by organization)*
  - *Feedback*

Stage 2: Application

- **Lecture Week 3**: Big Data: From opinions (via scientifically based hypotheses) to data
  - (HR) Information systems, interfacing and IT landscapes
  - Data storage and extraction
  - Business intelligence and HR Analytics tools (SAP-like applications)

- ***Tutorial Week 3 group research project***
  - *Presentations of the final problem statement & plan of approach*
    - *M&T advice for operationalization and collecting and analyzing the data*
    - *Develop the data collection plan*
    - *Develop the data analysis plan*

- **Lecture Week 4**: From data to metrics
  - HR metrics classifications (e.g. efficiency, human capital, effectiveness, impact (Dulebohn & Johnson, 2013))
  - Core HR metrics for employee turnover, recruitment, training, development, leadership, performance management, succession planning, compensation & benefits, change management, workforce planning, staffing.
  - Key Performance Indicators, balanced score cards

- ***Tutorial Week 4 group research project***
  - *Presentations of the data collection plan*
    - *Choosing the right KPIs*
    - *Getting insight into the data*

- **Lecture Week 5**: From metrics to analytics
  - Predictive Analytics

- ***Tutorial Week 5 group research project***
  - *Presentations of the data analysis (plan)*
    - *Analyzing the data*
    - *M&T support for conducting the analyses*

- **Lecture Week 6**: From analytics to insights and actions

   - Scenario planning

- ***Tutorial Week 6 group research project***
   - *Presentations of the conclusions & draft advice*
      - *Deriving conclusions from analysis*
      - *Making of scenarios*
      - *Completion of draft advice*

Stage 3: Reflection

- **Lecture Week 7**: Critical reflections on HR Analytics
   - HR Analytics within HR
      - HR as an Island
      - The role of the HRBP
      - (the lack of) a seat at the executive board
   - HR Analytics in a Business context
      - Positivism versus interpretivism (can we measure everything? Should we?)
      - (the lack of) an evidence based corporate culture
      - (the lack of) the right analytical skills
      - HR Analytics exposing inconvenient truths
   - HR Analytics in a Societal context
      - Institutional theory (e.g. to discuss the impact of societal suspicion or resistance. Social, economic, and political factors constitute an institutional structure of a particular environment, and institutional support is required for effectiveness and efficiency)
      - Big brother is watching you: the privacy debate
      - Legal constraints
      - International differences in legislation
   - The future of HR Analytics

Stage 4: Advising

- **Lecture/Tutorial Week 8**: HR Analytics in practice
   - Developing an HR Analytics strategy (e.g. outsource statistical expertise or keep it in-house)
   - Implementing HR Analytics (e.g. team composition)
   - Advising on HR Analytics outcomes
   - Guest speaker
   - *Group research project*
      - *Final presentation for company board*

- **Week 9**: Finalizing the research project
   - *Group research project*
      - *Finalizing research report based on feedback from company board*

- **Week 10**: Exam

Contribution to the program learning goals

- During the course, students have to read papers and discuss both the theoretical and practical relevance of findings into Strategic HR Analytics (e.g. HR Analytics value chain). As such, this course supports students to gain *practical and theoretical knowledge of advanced issues in business administration* (goal 1.1.)
- During the research project, students have to collect and analyze data on a complex HR lever of business outcomes. As such, they have to *independently and critically describe, structure and analyse complex organisational problems and processes within the career orientation* (goal 2.1);
- During the lectures and the research project, theories are discussed which are applied to HR Analytics, such as Decision making theories, Contingency Theory, Sense-making theory. For the research project, students have to write an advice and in so doing, have to apply these theories to HR Analytics. This supports students to gain the *ability to independently apply and/or test current theories, models and methods in the analysis of complex organizational problems and processes within the area of specialization* (goal 2.2)
- By collecting and analyzing the data and developing an advice, students are prepared for setting up research projects into HR Analytics. This supports the learning goal that students *have the ability to independently set up and manage complex projects and processes within the area of specialization* (goal 2.4).
- Students have to analyze the company data set during the research project. This supports realizing the learning goal that students should *have the ability to systematically collect, assess and analyze information from all relevant sources using advanced means* (goal 3.2.)
- Students have to present their assignments to peers, and prepare and present a final advice for a company board. This supports student to gain the *ability to give a structured presentation, both orally and in writing, to both specialist and non-specialist audiences* (goal 3.4).

Recommended prior knowledge

Students are expected to join the course if they are competent in basic HRM foci: integrating three primarily HRM sub-fields (work design and workforce planning, management of employee competences and management of employees' behaviours and attitudes); differences between HRM systems and HR practices; contribution of HRM configurations to firm performance.

Assumed previous knowledge

HRM- and Methods & Techniques related bachelor level courses

8 PUBLIC PROCUREMENT (NEW COURSE)

Credits (ECTS)	5
Course type	Course
Language of instruction	English
Contact person	Prof. dr. J. Telgen
E-mail	j.telgen@utwente.nl
Lecturer(s)	Prof. dr. J. Telgen Dr. ir. F. Schotanus
Starting block	2A
Application procedure	You apply via OSIRIS Student
Registration using OSIRIS	Yes

Aims

After completing this course Master Students are expected to: ***(use *verbs*)**

8. *Understand* the various aspects of public procurement;
9. *Know* the main characteristics of public procurement and the consequences thereof;
10. *Typify* developments in the practical and academic fields of public procurement;
11. *Write* a paper by integrating knowledge from the course.

Content

Aim

To acquire knowledge on the scientific and procedural underpinnings of Public Procurement and to have developed experience in analyzing the performance of the purchasing function in a public organization and make well-founded decisions on purchasing issues. Both from a buyer and from a seller perspective.

Course description

Public Procurement typically involves 15-20% of a country's GDP and public spending is a major source of economic activity. In addition to direct government spending there is also a major part of the economy (up to 50%) that is operating under the same regulations. We mention airports, utilities, public transportation companies, railroads, in short any industry that is either subject to some regulation or subsidized in some way, even up to the stock exchange itself.

Due to its sheer volume Public procurement has a major impact on the way firms do business and the way the government is achieving policy goals (innovation, sustainability, etc.). In addition to the regulatory and legal aspects there is also a huge impact on general business culture in fighting fraud and corruption, especially in international trade.

The course covers all aspects of public procurement. We do teach specific procurement regulations and to some extent even procurement skills, but only at the strategic and tactical level. The main focus is on providing the theoretical background in order to be able to understand, manage and analyze public procurement as a business function. As such the course is relevant for students of Business Administration, Industrial Engineering and Management and Public Administration alike as we consider both the buying and the selling side of Public

Procurement. In any procurement both a buyer and a seller are involved and it is crucial for the seller to understand the background of and the limitations of the buyer as the buyer 'calls the shots'.

Public Procurement is considered from various angles including strategy, organization, and the procurement process itself. Topics considered include historical development of public procurement in various countries and jurisdictions, maturity models, tender processes, contract management, varying administrative requirements, supplier selection and contract award. In addition we pay a good deal of attention to legal and regulatory issues: Public Procurement law (EU directives) and World Bank and UN regulations. Many issues are illustrated with examples taken from the practical experience of the teaching staff in working in such diverse countries as Uganda, Rwanda, USA and Bhutan with UN and WB funds. Also experiences from a decade long international study IRSPP will be addressed. In addition, prominent guest lecturers will present their current experiences and new developments in public procurement.

The course includes short case assignments tackled by groups of students. The main objective of the cases is to acquire practical experience in analyzing public procurement problems.

Key words *(6-10)

Public Procurement, Purchasing Management, Buying, Public Procurement law, International Business, Supplier selection

Assessment

To assess whether you reached the learning objectives and so successfully finalized this course, you have to engage in the following assessments and meet their criteria:

- **Individual paper** on a topic from the course chosen freely by the student, but subject to approval by the teacher: minimum requirement to pass is to score a '6' (six) or higher
    - Then this grade counts for 50% of the score).
    - The final individual papers are evaluated with the following criteria:
        - Clear and complete framing of the problem studied
        - Clear and specific research question (if relevant – sub-questions)
        - Use of existing literature
        - Choice and application of theories to approach the research question
        - Quality of the proposed research plan (is it specific enough to be executed? logic)
        - Quality of the execution of the plan
        - Quality of the conclusion and of the end-product
        - Consistency and clarity of the text and the lay-out of the paper
- **Multiple choice exam**: 20 questions (25% of the final grade)
- **Group assignments** in groups of three; (25% of the final grade)

Contribution to the programme learning goals (*See appendix or [click here](#) for the aims and intended learning outcomes)

- During the course, students have to read papers and discuss both the theoretical and practical relevance of findings on Public Procurement. As such, this course supports students to gain *practical and theoretical knowledge of advanced issues in business administration* (goal 1.1.)
- During the tutorials, theories are discussed which are applied to Public Procurement, such as the Resource-Based View, Contingency Theory, Transaction-Cost Economics, New Public Management and Agency Theory. For the final assignment, students have to write a paper and in so doing, have to apply

these theories to Public Procurement. This supports students to gain the *ability to independently apply and/or test current theories, models and methods in the analysis of complex organisational problems and processes within the area of specialization* (goal 2.2)

- By writing a paper, students are prepared for analyzing the public procurement function and developing plans for analyzing public procurement. This supports the realizing the learning goal that students *have the ability to independently set up and manage complex projects and processes within the area of specialization* (goal 2.4).
- Students have to make presentations on assignment topics. In so doing, students have to search for and integrate papers on that topic (e.g. Public Procurement policy, International donors). This supports realizing the learning goal that students should *have the ability to systematically collect, assess and analyze information from all relevant sources using advanced means* (goal 3.2.)
- Students have to present their assignments to peers, and prepare and present knowledge on a topic. This supports students to gain the *ability to give a structured presentation, both orally and in writing, to both specialist and non-specialist audiences* (goal 3.4).

Recommended prior knowledge *(for example name recommended prior courses or literature)*

Basic knowledge on purchasing and supply management as well as business administration such as defined in the admission criteria to the programme

Competencies

Assumed previous knowledge *(for example name assumed (basic) knowledge/skills, interests or literature)*

Purchasing Management e.g. as given in the BOM course (module 1.2) in IBA

9 PURCHASING STRATEGY AND SYSTEMS (NEW COURSE)

Course module	NEW
Credits (ECTS)	5
Course type	Course
Language of instruction	English
Contact person	dr. N.J. Pulles
E-mail	n.j.pulles@utwente.nl
Lecturer(s)	dr. N.J. Pulles / Dr. G. Mohr
Starting block	1A
Application procedure	Via OSIRIS Student
Registration using OSIRIS	Yes

Aims

After completion of this course, students can:

1. *explain* the contribution of the purchasing function to the strategic goals of a company and explain how a corporate strategy is influenced by the characteristics of the supply market.
2. *explain* the required purchasing systems needed to support the implemantation of a strategy.
3. *discuss* latest developments in strategic management theory and its implications for purchasing and supply management.
4. *link* technology, processes and methods as well as key performance indicators to the implementation of certain strategies.
5. *demonstrate* maturity gaps of an organisation in the field of strategy definition and systems implementation.
6. *analyse* competition in supply markets.
7. *distinguish* between different competitive actions initiated by the purchasing functions
8. *solve* current business cases by applying theoretical perspectives

Content

Aim This course is designed to develop the knowledge and skills that students would need to function in a Purchasing department's group for Systems & Strategy. This is achieved by means of interactive lectures on current topics of the strategic side of Purchasing, by familiarizing students with recent technologies used to manage Purchasing departments and by assignments in which students apply their newly gained knowledge and skills to current challenges in the Purchasing practice.

Course description

A typical purchasing department has a staff group called purchasing systems and strategy or similar. Its aim is to support the CPO with strategic positioning of purchasing in / with the board of the firm. Next, this department typically brings together several management support activities. Examples of such activities are purchasing controlling and key performance indicators, the management of technology systems (e.g., e-procurement) and the management of special projects to improve and maintain processes. In this course, students will gain an understanding of the tasks of this group within the purchasing department, both from a conceptual perspective as from an implementation perspective. The first part of the course (strategy) will establish knowledge on leading strategic management theories with purchasing relation (such as resource-base theories, principal agent theory, transaction cost economics, resource dependency theory and others). The second part of the course will focus on the additional tasks of the department systems and strategy, in particular the selection of appropriate information technology systems and controlling and KPI systems. A special focus will lay on the integration of technology in purchasing decisions.

Key words

Purchasing function, supply strategy, information technology, e-procurement, purchasing processes, purchasing controlling

Assessment

The learning objectives will be assessed by:

- **Group assignments**: as preparation for the class sessions; assignments have to be made, these assignments can make the distinction if students are among two grades
- **Individual final exam**: the course is concluded by two written exams, one covering the strategy part and the other covering the systems part. Each exam counts for half of the final grade.

Contribution to the programme learning goals

After completing the course, the student can...

- on strategic planning of the purchasing department, its embeddedness into the corporate strategic management process
- students have gained advanced knowledge and skills on methods of purchasing management, including purchasing controlling and risk controlling, performance indicators, strategic analysis, as well as administration of purchasing projects
- students will have knowledge and understanding on information technology systems supporting supply management, including the skills to advise management regarding purchasing tool selection

Recommended prior knowledge

Basic knowledge on purchasing and supply management as well as business administration such as defined in the admission criteria to the programme

10 GLOBAL SOURCING AND ORGANISATION (NEW COURSE)

Credits (ECTS)	5
Course type	Course
Language of instruction	English
Contact person	dr. P. Hoffmann
E-mail	p.hoffmann@utwente.nl
Lecturer(s)	Prof. Dr. H. Schiele / dr. P. Hoffmann
Starting block	2A
Application procedure	You apply via OSIRIS Student
Registration using OSIRIS	Yes

Aims

After completing this course Master Students are expected to:

1. *explain* approaches to global sourcing of goods and services and the underlying cultural and operational aspects of it, gaining an understanding of the different sourcing regions of the world; in the organisational part students are expected to explain the particularities of the set-up of a global purchasing organisation, focussing on category management and its embeddedness in a global organisation enabling bundling effects but also reflecting local particularities
2. *typify* latest developments in global sourcing theory featuring elements of comparative management; typify the most common organisational structures of purchasing and supply management organisations, centralised vs. decentralised purchasing and hybrid forms such as lead-buyer concepts and commodity teams
3. *articulate* maturity gaps of an organisation in the field of globalisation of supply management; design suitable organisational structures
4. students have been familiarised with the structural and process particularities of purchasing organisation, such as lead-buyer concepts or centralised purchasing units and gained advanced knowledge on *designing* purchasing organisations
5. students have learned to recognise the global sourcing environment in which many firms operate and gained advanced knowledge and skills on how to *implement* global sourcing processes

Content

Aim This course is designed with the aim to develop knowledge in the fields of global sourcing and global organisation of the purchasing and supply management function of a firm. Organising the department consists of one of the prominent responsiblities of the chief purchasing officer, the CPO. Since the master programme aims at preparing students to perform in managerial roles in purchasing, this course specially provides the necessary insights into organising purchasing on a global level.

Hardly any business function is globalising at a similar speed as purchasing. Therefore, co-ordinating global sourcing efforts are often also a managerial task in purchasing, which is why this course also aims at establishing awareness of opportunities and risks and providing a basic understaning on particularities of global sourcing.

Technicalities like total cost calculation play a role as well as cross-cultural awareness.

Course description

Part 1 Global Sourcing: 1. Introduction into global sourcing rationale and processes, 2. Planning and execution of global sourcing, incl. total cost of ownership calculation, 3. Comparative management (Hofstede), 4. Analysis of country / regional sourcing markets

Part 2 Organisation: 1. Category management, forming of sourcing categories floowing supply markets, 2. Organisational lay-out of a purchasing and supply management department incl. operational procurement and strategical sourcing, 3. Pooling and global purchasing organisation in multi-national firms, 4. Assessing the organisational maturity of the purchasing department of a firm.

Key words

Purchasing function, global sourcing, purchasing organisation

Assessment

To assess whether you reached the learning objectives and so successfully finalised this course, you have to engage in the following assessments and meet their criteria:

- **Group assignments**: as preparation for the class sessions, students prepare a dossier on particluar sourcing regions; assignments are graded and yield 25% of the final grade
- **Individual final exam**: the course is concluded by a written final exam covering both parts, global sourcing and organisation, worth 75% of the total grade. The final grade will be calculated according to the formula (assignments*0,25 + exam*0,75)/2, which needs to exceed 5,5.

Contribution to the programme learning goals

After completing the programme...

- students have been familiarised with the structural and process particularities of purchasing organisation, such as lead-buyer concepts or centralised purchasing units and gained advanced knowledge on designing purchasing organisations
- students have learned to recognise the global sourcing environment in which many firms operate and gained advanced knowledge and skills on how to implement global sourcing processes

Recommended prior knowledge

Basic knowledge on purchasing and supply management as well as business administration such as defined in the admission criteria to the programme

11 SUPPLY CHAIN MANAGEMENT AND INNOVATION

Cursus	201100054
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	prof.dr. H. Schiele
E-mail	h.schiele@utwente.nl
Docenten	prof.dr. H. Schiele
Aanvangsblok	1B
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

Learning goals
Upon completion of this course, the student will be able to

- Demonstrate mastery to the forefront of theoretical and practical knowledge and understanding of
- Basic concepts of supply management (procurement, sourcing, commodity group strategy, cost saving approaches)
- Theoretical basis: cluster theory, social exchange theory, social capital theory and other theories as basis for the understanding of early supplier involvement in new product development
- Empirical findings: results of early supplier involvement including innovation in products, logistics and production
- Purchasing – r&d collaboration: organisation and pitfalls, including commodity group structures and project management failures
- Supply management approaches: cost vs. innovation oriented supply strategies, identification of innovative suppliers and preferred customer strategy, supplier development
- Further the student will be able to write a literature reflecting seminar paper respecting form and scientific requirements, as well as being able to present results to the audience

Inhoud

Aim
The target of this course is threefold: in terms of content it aims at sharpening the understanding of how to size innovations along the supply chain, i.e. how to get innovations from suppliers or get upsteam partners involved in collaborative new product development projects. Second, our research has shown that this goes along with creating an understanding for the necessary inter- as well as intra-organisational linkages. In particular the course targets at providing a brief understanding for

innovation students on how members of the purchasing department think and work, so as to prepare them to work in a cross-functional team. In its methodological approach, third, the course contains elements of a seminar. Students prepare theory and literature reflecting research papers on the subject, which will also sharpen their research skills.

Keywords
Supply chain management, innovation, technology management, purchasing, literature review, sourcing, supplier selection, new product development, early supplier inclusion

Content:
Course description
The first part of the course consists of a series of lectures which introduce the activities of the purchasing function for innovation management students. A brief introduction on the year cycle in purchasing and the design of sourcing strategies, purchasing organisation and governance will be given in order to create a basic understanding of the function. At the same time, a cost savings workshop following the lever method will be simulated.

The second part of the course consists in the elaboration on diverse aspects of the identification and development of innovations along the supply chain. The main focus is on innovations from and with suppliers. Students prepare a term paper on one of the topics covered, all evolving around different aspects of supply chain management and innovation. Students will prepare a mini-conference to present their findings to their peers. These literature research findings and the lectures from the book are part of the final exam. Assessment
Group paper (50%) and individual exam (50%).
Contribution to the programme learning goals
1.1 demonstrate mastery to the forefront of theoretical and practical knowledge and understanding of advanced issues on the management of innovation with supply chain partners. Introductory understanding on the functioning and key activities of a purchasing department.
2.1 independently and critically describe, structure and analyse complex managerial problems and processes within the area supply chain innovation. Is able to work autonomously and self-reliant on his part of the group work and is able to work in multidisciplinary teams. The latter is fostered by the course SCM_i which brings together students with different educational backgrounds.
2.2 independently apply and/or test current theories, models and methods in the analysis of complex problems and processes within the area of supply chain innovation
2.4 independently set up and manage complex projects and processes in the form of a collaborative literature research project writing a term paper
3.2 systematically collect, assess and analyse information from all relevant sources using advanced means, which is particular important to prepare the term paper. The student has a thorough overview of the structure of research processes and is able to apply it to literature review. The student is able to integrate existing knowledge and research results for designing, validating, and selecting solutions in relatively complex cases. Moreover, the student has an overview of implementation methods and processes and is able to - critically analyze ongoing or finished implementation processes. Is able to conduct a bibliographic search and knows how to reference correctly
3.4 prepare a structured presentation in business style on a course topic in supply chain management and innovation to both specialist and non-specialist audiences

Voorkennis

Introduction to innovation management expected (e.g. Book: Trott, P. 2008. Innovation Management And New Product
Times Prentice Hall. ISBN10: 0273713159, ISBN13: 97802737

Verplicht materiaal

Boek

Monczka et al. (2010): Purchasing & Supply Chain Management (European Edition), South Western: London etc.

Aanbevolen materiaal

-

Werkvormen

Hoorcollege

Presentatie(s) (Verplicht)

Toetsen

Tentamen & (groeps)opdracht

DEELNEMENDE OPLEIDING

M-BA

12 ENTREPRENEURIAL LEADERSHIP (NEW COURSE)

Credits (ECTS)	5
Course type	Course
Language of instruction	English
Contact person	dr. M.L. Ehrenhard
E-mail	m.l.ehrenhard@utwente.nl
Lecturer(s)	dr. M.L. Ehrenhard
Starting block	2A
Application procedure	You apply via OSIRIS Student
Registration using OSIRIS	Yes

Aims

After completing this course Master Students are expected to:

1. Explain the concept of entrepreneurial leadership and its associated concepts
2. Articulate how entrepreneurial leadership can aid firms in dealing with Schumpeterian creative destruction
3. Explain how entrepreneurial leadership can be implemented in organizations
4. Articulate how firms have a wider social responsibility beyond their traditional role
5. Evaluate how the different perspectives presented in the course contribute to long-term firm survival

Content

Aim This course is designed with the aim to both develop knowledge in the field of entrepreneurial leadership and entrepreneurial organizations and reflect on the role of leaders, firms and related responsibility in society.

Course description
Entrepreneurial leadership may be common sense for startups but is important for all organizations, ranging from multinational to nonprofit, for long-term survival, i.e. sustainable business. In this course, entrepreneurial leadership – leading the organization by encouraging pro-activeness, innovativeness, outward-orientation, ownership, and the like, among all employees – integrates a number of perspectives that contribute to long-term firm success. A number of questions will be center-stage during the course. First of all, what does entrepreneurial leadership entail? Second, how can firms manage to stay ahead of, or even shape the Schumpeterian creative destruction cycle by means of entrepreneurial leadership? Third, entrepreneurial leadership demands certain organizational characteristics, how to implement these if not or only scarcely present? Fourth and final, leadership also entails responsibility and hence substantial attention is devoted to the broader embedding of firms in their environment as firms have an ever-increasing role, and thus responsibility, in our societies due to: the growth of entrepreneurial activity, the shift from public to private sector, and the emergence of global enterprises. What does this ever-increasing role entail for not only the management but also our conception of the firm? Students will study a number of perspectives, but will especially be challenged to reflect on the role of leaders, firms and related responsibility in our contemporary society.

Key words *(6-10)
Entrepreneurial leadership, strategic change, sustainability, ownership, entrepreneurial orientation, institutional entrepreneurs, market rebels, social entrepreneurship, social movements

Assessment

To assess whether you reached the learning objectives and so successfully finalized this course, you have to engage in the following assessments and meet their criteria:

- **Group assignments** in groups of three to five a self-selected organization is evaluated to what extent it is or is not leading entrepreneurially (45% of the final grade)
- **Final assignment** in the form of an individual essay on an entrepreneurial leader: you should score a sufficient or higher (55% of the final grade).

Contribution to the programme learning goals (*See appendix or click here for the aims and intended learning outcomes)

- During the course, students have to read papers and discuss both the theoretical and practical relevance of findings into entrepreneurial leadership and associated concepts. As such, this course supports students to gain practical and theoretical knowledge of advanced issues in business administration (goal 1.1)
- During the course students independently and critically describe, structure and analyse (goal 2.1), apply current theories, models and methods in the analysis of (goal 2.2), and draw and support reasoned conclusions of (goal 2.3) complex organisational problems and processes in relation to entrepreneurial leadership and the broader environment of the organization by writing and presenting a group assignment and writing an individual final assignment;
- By writing a group and individual assignment, students are able to evaluate how different perspectives related to entrepreneurial leadership contribute to long-term organizational survival. This supports the learning goal that students have the ability to independently set up and manage complex projects and processes within the area of specialization (goal 2.4)
- For their *group assignment* students have to identify and evaluate all relevant external interactions with organisational decisions (goal 3.1); systematically collect, assess and analyse information from all relevant sources using advanced means (goal 3.2); demonstrate all relevant effective individual and inter-personal skills, including learning skills (goal 3.3); give a structured presentation, both orally and in writing on their selected entrepreneurially-led organization to both specialist and non-specialist audiences (goal 3.4).
- For *individual assignment* students have to systematically collect, assess and analyse information from all relevant sources using advanced means (goal 3.2); demonstrate all relevant effective individual skills, including learning skills (goal 3.3); give a structured presentation in writing on a topic in business administration to both specialist and non-specialist audiences (goal 3.4).

Recommended prior knowledge **(for example name recommended prior courses or literature)***

Basic knowledge on Innovation, Entrepreneurship and Organization Theory is desired

Competencies

Assumed previous knowledge **(for example name assumed (basic) knowledge/skills, interests or literature***

13 Principles of Entrepreneurship

Cursus	194108030
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	dr. R. Harms
E-mail	r.harms@utwente.nl
Docenten	
	dr. R. Harms
Aanvangsblok	1A
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

Upon completion of this course, the student:will have state of the art knowledge of the field of entrepreneurship research

- will have a deep theoretical understanding of entrepreneurship research in general and the entrepreneurial process in particular
- is able to critically reflect theoretical contributions to the field.
- is able to apply / reflect theoretical contributions in the real business world.

Inhoud

Aim The objective of the course is to learn about state of the art theories in the field of entrepreneurship research.

Course description In this course the student learns about state of the art theories in the field of entrepreneurship research. The first topic will be on the state of Entrepreneurship as a field of research, its theoretical origins and its current developments. The blocks two to four will revolve around the entrepreneurial process of opportunity recognition, development, and exploitation. These topics will be discussed from a content perspective with an emphasis on high-quality literature. In this course emphasis will be placed on the ability of the student to deliver structured and well-formulated arguments, as well as on an informed reflection with practice.

Key words Entrepreneurship, opportunity recognition, opportunity development, opportunity exploitation

Assessment Presentations: 40% (group) Practice reflections: 20% (group) Written assignment: 40% (individual) All assignments will have to be passed in order to pass this class

Contribution to the programme learning goals

· provides a broad and in-depth education on issues of the field of IntEnt that has high academic standards and exposure to real-life business practice
· state of the art knowledge IntEnt in particular and a theoretical foundation in other disciplines when warranted
· prepares for Research Master or PhD by uncovering the intellectual foundation of current topics

Knowledge integration with other courses Business Development in a Network perspective Global Strategy &Marketing

Recommended prior knowledge Basic knowledge on entrepreneurship is desired

Voorkennis

Basic knowledge on entrepreneurship is desired

Verplicht materiaal
Studiemateriaal
Selected journal articles. Details for the literature will be provided on BlackBoard shortly before the beginning of the course.

Aanbevolen materiaal
Studiemateriaal
Davidsson, Per (2005). Researching Entrepreneurship. Spinger, New York,

Werkvormen

Hoorcollege (Verplicht)

Opdracht (Verplicht)

Zelfstudie

Toetsen

Tentamen

14 BUSINESS DEVELOPMENT IN A NETWORK PERSPECTIVE

Cursus	194108040
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	dr. A.M. von Raesfeld Meijer
E-mail	a.m.vonraesfeldmeijer@utwente.nl
Docenten	
	L.J. Oosterhof
Aanvangsblok	1A
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

Upon completion of thiscourse, the student is able to :
- gain state-of-the-art knowledge of the practice of business development in business relations;
- gain a deep theoretical understanding of concepts and models of inter-organizational collaboration and value creation;
- apply theory to analysis and/or problem solving of business cases.

Inhoud

Aim:
The essence of business consists of matching product solutions to buyer problems. Business Development is the process of renewing this matching process.

Course description
Business development assessments and interorganizational relationships are the main topics of this course. Both technology and business relations are seen as triggers of new business models. The student learns about economic, social and marketing theory in B2B context with focus on value based network approaches and applies this to business development.

Key words
economic theory, marketing concepts, market dynamics, e-business, business networks and strategy.

Assessment
The final grade is based on a combined assessment of group and individual work. Group work consists of case analysis
assignments and one research assignment and the individual work consists of an exam.

The grade is build up as follows:
Case analysis and review assignment (10%)
Research assignment (40%)

Individual exam (50%)
Each part of the grade should be at least a 5.5

Contribution to the programme learning goals
Course contributes to advanced knowledge in the field of business administration, development of academic competences such critically reflection and application of theory to the analysis of business problems, and development of general competences such as oral and written presentation skills.

Knowledge integration with other courses

Further elaborates on business relationships and networks issue which are introduced in course Global Strategy and Marketing. Business development always also involves innovation, therefore the course on innovation have communalities with this course, were this course focusses on the external environment others have a more internal organizational focus or pay attention to attributes of entrepreneurs.

Recommended prior knowlegde
Basic knowledge on marketing is desired (e.g. Kotler Principles of Marketing)

Voorkennis

-
Verplicht materiaal
Studiemateriaal
Reader.

Aanbevolen materiaal
-

Werkvormen

Hoorcollege (Verplicht)

Project (Verplicht)

Werkcollege (Verplicht)

Zelfstudie (Verplicht)

Toetsen

Tentamen & (groeps) opdracht

15 ORGANIZATION AND STRATEGY

Cursus	191864610
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	B.G.F. Pol
E-mail	b.g.f.pol@utwente.nl
Docenten	
	dr.ir. J. Kraaijenbrink
Aanvangsblok	1B
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

Upon completion of this course, the student has:
A solid and up-to-date understanding of the broad discipline of organization and strategy
An understanding of multiple strategy perspectives by and theories reflecting the debate in the field of strategic management
An understanding of processes of strategic management and business development;
An understanding of methods and techniques of strategic analysis
An understanding of a variety of specific organization and strategy topics, such as mergers & acquisitions, alliances, joint ventures, network strategy, strategic and corporate entrepreneurship, and business models

Inhoud

The aim of this Master-course is to provide the students with a solid and up-to-date understanding of the broad discipline of organization and strategy.

This course will address multiple perspectives on organization and strategy by giving a broad range of theories and frameworks reflecting the academic debate in the field of strategic management. The course will provide students with an up-to-date and in-depth understanding of key strategy theories and frameworks and will train students in approaching and using these theories critically. The insights of the student in organization and strategy are tested by means of group assignments and an individual written exam on the required literature and lecture notes.

Key words
Organization, strategy, strategic management, inside-out perspective, outside-in perspective, environment, uncertainty, strategy frameworks, strategic collaboration, business models, predictive

strategy, non-predictive strategy.

Testing and assessment
Individual written examination and groupassignments

Voorkennis

Gewenst:
Introductory knowledge organization and strategy

16 Business-to-Business Marketing (new course)

Business-to-Business Marketing

Course module	
Credits (ECTS)	5
Course type	Course
Language of instruction	English
Contact person	dr. A.M. von Raesfeld
E-mail	a.m.vonraesfeldmeijer@utwente.nl
Lecturer(s)	dr. R.P.A. Loohuis and dr. A.M. von Raesfeld
Starting block	1B
Application procedure	You apply via OSIRIS Student
Registration using OSIRIS	Yes

Aims

*After completing this course Master Students are expected to: ***(use verbs)***

- Explain how the concepts of organizational buyer behavior, relationship management, customer value and business networks affect the outcomes of business marketing decision making;
- Conduct business marketing analysis to understand the practices of organizational buyers in the context of inter-organizational relationships and networks
- Provide recommendations to develop and improve business marketing outcomes, specifically, positioning, value offerings, and sales & marketing management practices (i.e. interaction modes, communication)
- Compare and evaluate theories on business marketing, formulate competing testable hypotheses based on these theories and argue how the testing of these varying hypotheses contributes to the literature and practice of business marketing.

Content

Aim This course is designed with the aim to develop knowledge in the field of business marketing as well as skills for conducting b2b research.

Course description

The course Business-to-Business Marketing exclusively focuses on marketing in a B-2-B contexts. The course is compiled out of three parts: (1) Understanding organizations as both buyers and suppliers at the same time, (2)creating customer value through an integrated marketing strategy, (3) managing marketing outcomes in a networked contexts. The course starts with a so-called serious game that builds on the customer relation experience of Thales, a Dutch/French company with a highly ranked position in the defense industry. To meet the course objectives, a great deal of the instructional methods are based on case analysis in which concepts and theories are applied in a wide variety of industrial settings, including manufacturing, aviation, software, consulting, and financial services. The case analyses and research builds on concepts such as organizational buying behavior, relationship management, value-in-use assessment and business networks. The remaining part concentrates on conducting research in the field of business marketing for multiple purposes including, improvement of value offerings, positioning, and sales and marketing practices.

Key words *(6-10)

Organizational buying behavior; Inter-organizational relationships; Buyers as suppliers, Business marketing planning; Customer value; Business networks

Assessment

To meet the learning objectives and to successfully finalize this course, you have to fulfill the following criteria:

- **Group assignments** in groups of four as preparation for the class sessions; you should score a '6' (six) or higher (the average of all assignments counts for 45% of the final grade). The group assignment consist of an analysis of a case including an advice to the focal company. Each group will review the analysis of another group and identifies good points and points for improvement. The group assignments will be presented during the tutorials.
- **Final assignment** in the form of an individual research proposal: you should score a '6' (six) or higher (55% of the final grade).The individual research proposal is based on a real life company problem and consist of a plan in which students embed the problem in literature, define a research goal and question, a framework developed to analyze the problem, and the methods to collect and analyze data.

Contribution to the programme learning goals (*See appendix or click here for the aims and intended learning outcomes)

- During the course, students have to read additional to the book papers and discuss both the theoretical and practical relevance of findings for business marketing. As such, this course supports students to gain *practical and theoretical knowledge of advanced issues in business administration* (goal 1.1.)
- During the tutorials and in the case assignments, business marketing theory is used to analyze cases For the final assignment, students have to write a research proposal and in so doing, have to apply these theories to a business marketing program (e.g. business offering, Value & Pricing, Marketing communication; or Sales management). This supports students to gain the *ability to independently apply and/or test current theories, models and methods in the analysis of complex organisational problems and processes within the area of specialization*

(goal 2.2)

- By writing a research proposal, students are prepared for setting up research projects into Business Marketing. This supports the realizing the learning goal that students *have the ability to independently set up and manage complex projects and processes within the area of specialization* (goal 2.4).
- Students have to present their assignments to peers. This supports student to gain the *ability to give a structured presentation, both orally and in writing, to both specialist and non-specialist audiences* (goal 3.4).

Recommended prior knowledge

Basic knowledge on Marketing and Strategy is desired

17 ADVANCED TOPICS IN DIGITAL MARKETING (NEW COURSE)

Credits (ECTS)	5
Course type	Course
Language of instruction	English
Contact person	Dr. E. Constantinides
E-mail	e.constantinides@utwente.nl
Lecturers	Dr. E. Constantinides
	Dr. S. de Vries
Starting block	2A
Application procedure	You apply via OSIRIS Student
Registration using OSIRIS	Yes

Aims

After completing this course Master Students are expected to:

1. ***Identify and analyze*** critical environmental developments in the areas of ICT and their impact on the Marketing domain as well as the organizational developments.
2. ***Understand*** the issues and results associated with digital marketing strategies, in Web 1.0 (broadcasting), Web 2.0 (Interactive) and Mobile marketing settings
3. ***Understand*** the behavior of the digital consumer and **master** new tools for analyzing consumer behavior, customer networks and digital business performance (web analytics)
4. ***Understand*** the importance of (Social) Big Data as input in the (digital) marketing process and as input in the innovation process
5. ***Understand*** the importance of ICTs and management approaches that are rapidly becoming components of the Marketing domain
6. ***Know*** how to identify sources of customer voice, customer engagement data and sensor data and apply methods for collecting such data
7. ***Know*** how to establish an infrastructure creating and supporting customer communities and apply data-driven marketing strategies
8. ***Manage and utilize*** marketing information from social media sources as well as sensors / wearables and neuromarketing techniques
9. ***Design and implement*** strategic plans in senior management teams in the domain of Innovation based on co-creation using digital marketing data.

Content

Aim This course is designed to enable participants to understand the dynamic and technologically changing nature of contemporary marketing in digital environments and enable them to integrate the digital marketing into the total marketing program

Key Topics*

- ICT Technologies and Digital Disruption: The topics will include key current trends like the Digital-Physical Blur, From Workforce to Crowdforce, Data supply chain, Industrial Internet / Internet of Things, Cloud computing, Augmented Reality, Neuromarketing

- Web Analytics and Forecasting: Big Data Marketing and Innovation
- Search Engine Marketing: Search Engine Optimization / Search Engine Advertising (PPC)
- Social Networks and Networks Analysis

  *The list is not definitive

Course description

The course underlines the managerial, strategic approach in dealing with problems related to online / digital Marketing by offering to participants knowledge and competencies on digital marketing technologies and tactics. Students are trained using Information and Communication Technologies (ICT), and learn the latest techniques of digital marketing, digital marketing research and digital analytics.

The course reviews the basic knowledge areas related to more "traditional" digital marketing topics like online customer behavior, creating of successful online presence and social media marketing. The main focus of the course is to provide advanced knowledge, competencies and skills needed to manage the fast changing online and mobile commercial environments: improving customer engagement and dealing with reputation management, harnessing customer intelligence using techniques for capturing / analyzing customer data and develop innovative products based on the basis of customer data and co-creation.

Identifying data sources, tapping customer data and applying Web Analytics techniques for analyzing customer information and as main source of innovation are focus areas of the course.

The course assists students to develop a critical view on developing and future technologies (Internet of Things, Neuromarketing etc.), likely to become part of the future digital marketing landscape.

Key words

Digital Marketing, Innovation, Co-creation, Customer Engagement, E-Commerce, Web analytics, Social Media, Big Data, Internet of Things, Neuromarketing.

Assessment

The assessment is based on group work (group projects) and individual research as follows:

Group assignment The groups will work on a practical assignment from a list of 2-3 topics related to areas discussed and presented during the course. The topics will be based on real-life cases. The group assignment counts for 50% of the final grade

Individual assignment (individual) Writing a research paper based on one of the course topics. The paper can be a critical literature review or an empirical study based on data available from external parties. Data available includes social data Coosto and online search data provided by Team Nijhuis. The individual assignment counts for 50% of the final grade

Contribution to the program learning goals

Based on the most recent academic literature and exposure to practical situations the students will develop *practical and theoretical knowledge of advanced issues in digital marketing* (goal 1.1.)

- The lectures and the individual final assignment will allow students to develop a holistic attitude to digital marketing challenges and gain the ability to independently apply and / or test current theories, models and methods in the analysis of complex organizational problems and processes within this domain (goal 2.2)
- The group assignments will allow the student to learn about and address concrete problems dealing with the Digital Marketing practice. Learning where to source for information needed and analyzing this information is a crucial part of the process. Integrating parts of such knowledge into the final assignment will provide the students with the ability to independently set up and manage complex projects and processes within the area of specialization (goal 2.4).
- Special emphasis on Digital data sourcing and (Web) analytics will make possible for students to identify and evaluate all relevant external interactions with organizational decisions (goals 3.1 and 3.2)
- Group projects will be presented by groups to the lecturers during tutorials in short presentation allowing also peer reviews and comments. Students have to present their assignments to peers, and prepare and present knowledge on a ‘concentration topic’ that was not prepared by their peers. This supports student to gain the ability to give a structured presentation, both orally and in writing, to both specialist and non-specialist audiences (goal 3.4).

Recommended prior knowledge

Statistics, Marketing Management (Foundations of Marketing). Familiarity with Consumer (B2C) Marketing, Industrial (B2B) Marketing is required. Knowledge on Internet marketing is a pre.

Competencies

Skills expected to be mastered by the students are: Academic skills / previous experience with academic writing, problem solving, effective group work and presentation skills

18 CORPORATE FINANCE FOR BA

Cursus	194110070
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	H.C. van Beusichem
E-mail	h.c.vanbeusichem@utwente.nl
Docenten	
	H.C. van Beusichem
Aanvangsblok	1A
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

Upon completion of this course, students are able to:
- explain the relationship between risk and return, and the principle of modern portfolio theory;
- learn how to estimate a firm's cost of capital and when to use (or not to use) it.
- distinguish between different forms of efficient capital markets and assess empirical evidence;
- evaluate alternative methods (such as equity, debt) of raising capital and the significance of capital structure and dividend policy of companies; and
- analyze the causes and effects of mergers and acquisitions.

Inhoud

Aim

The objective of the course is to provide students with an in-depth understanding of a few corporate financial management decisions.

Course description

The course helps students to learn the modern principles of corporate finance and their application to important financial management decisions. In particular, the course will provide an understanding of relevant theoretical concepts underlying selected financing decisions of firms, and how these decisions impact firm value.

K***ey words***

Risk and return, Cost of capital, Efficient capital markets, Capital structure, Dividend policy, Mergers & acquisitions

Assessment

Interim test (20%); Written examination (80%)

Contribution to the programme learning outcomes

- The course provides knowledge and understanding of theory and practice of corporate finance.
- Students learn analyzing several financial management decisions by evaluating advantages and disadvantages of alternative methods, and recommending key solutions.
- Students identify and evaluate interactions of financial decisions with the capital market.

Recommended prior knowledge

Basic knowledge on finance and accounting is necessary.
Book suggestion:
- Berry, A. and Jarvis, R., Accounting in a Business Context, Cengage Learning, 5th edition, 2011.
- Hillier, D., Clacher, I., Ross, S., Westerfield, R. and Jordan, B., Fundamentals of Corporate Finance, McGraw-Hill, 1st European Edition, 2011.

Voorkennis

Recommended prior knowledge
Basic knowledge on finance and accounting is necessary.
Book suggestion:
- Berry, A. and Jarvis, R., Accounting in a Business Context, Cengage Learning, 5th edition, 2011.
- Hillier, D., Clacher, I., Ross, S., Westerfield, R. and Jordan, B., Fundamentals of Corporate Finance, McGraw-Hill, 1st European Edition, 2011.

Verplicht materiaal

Studiemateriaal

Hillier, D., Ross, S., Westerfield, R., Jaffe, J. and Jordan, B., Corporate Finance, 2013, 2nd European Edition, McGraw-Hill. ISBN 978-0077139148

Studiemateriaal

Academic papers on blackboard

Aanbevolen materiaal

-

Werkvormen

Hoorcollege (Verplicht)

Werkcollege (Verplicht)

Zelfstudie

Toetsen

Tentamen

DEELNEMENDE OPLEIDING

M-BA

19 ENTREPRENEURIAL FINANCE

Cursus	201000087
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	ir. H. Kroon
E-mail	h.kroon@utwente.nl
Docenten	
	ir. H. Kroon
Aanvangsblok	2A
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

Upon completion of this course, the student is able to:

- Understand and assess the major components of a business plan;
- Identify the pros and cons of different legal and other aspects facing venture enterprises;
- Identify and assess factors relevant for a (successful) venture;
- Assess the relevance and meaning of various sources of financing of new business ventures;
- Understand and apply venture valuation principles;
- Describe how a successful entrepreneur can harvest or exit the venture;
- Learn how to resolve financial distress situations.

Inhoud

Aim
The course provide students with the essential theories, knowledge and skills to adequately make financial decisions of entrepreneurial firms.

Coursedescription

The starting up of new ventures as well as their growth toward maturity not only require financial and accounting knowledge & tools, but also lead to issues that are specific for new business ventures. This course therefore deals with various topics like defining enterprise opportunities, legal & organizational matters, preparing a business plan, assessing venture's (financial) performance, valuing business ventures, structuring financing, exit & turnaround strategies.

Key words

Entrepreneurial process, Business plan, Venture financing, Venture valuation, Financial planning, Going public, Financial distress.

Assessment

Assignment (40%); Written examination (60%).

Contribution to the programme learning goals

The course provides theoretical and practical knowledge of management practices followed by successful entrepreneurs. It also helps students to learn financial management tools and techniques that are specifically used in new business ventures. Students are trained to collect and analyse financial information.

Knowledge integration with other courses

The subjects covered in this course are related with the knowledge gained from courses on accounting, finance and strategy.

Recommended prior knowledge

Basic knowledge on accounting and finance is desired.

Voorkennis

-

Verplicht materiaal

-

Aanbevolen materiaal

Boek

Leach, J.C., R.W. Melicher, Entrepreneurial Finance, 4th edition,2012, South-Western Cenage Learning.

Studiemateriaal

Articles on Blackboard; Annual Reports of firms.

Werkvormen

Hoorcollege (Verplicht)

Opdracht

Zelfstudie

Toetsen

Tentamen & (groeps)opdracht

DEELNEMENDE OPLEIDING

M-BA

20 INNOVATION & TECHNOLOGY DYNAMICS

Cursus	194111500
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	prof.dr. S. Kuhlmann
E-mail	s.kuhlmann@utwente.nl
Docenten	
	prof.dr. S. Kuhlmann
Aanvangsblok	1A
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

Upon completion of this course, the student
Has state-of-the art knowledge and understanding of theories and concepts in the fields of Technology Dynamics & Governance, and Innovation Management
Is able to critically reflect on with academic literature in the fields of Technology Dynamics & Governance, and Innovation Management.

Inhoud

Aim:
The aim of this course is to provide students with in-depth knowledge on the dynamics and governance of technology, and the management of innovation in organizations.

Course description
The course is organized in interactive half-day workshops (attendance obligatory). During the first hour of each workshop, the main theoretical concepts and implications of the topic will be introduced. Topics to be addressed are: 1) Technological development and innovation as social processes; 2) Organizing for continuous innovation; 3) Organizing for discontinuous innovation; 4) Innovation and collaboration; 5) Innovation systems; 6) Innovation policy.

Subsequently, papers will be presented and discussed. Based on specific assignments, students will play an active role in the presentation and critical assessment of these papers.

Key words

Innovation management; technology dynamics; governance of innovation.

Assessment

- Written exam (open questions; closed book, 100 %).

- Group assignments. These should be sufficient. Bonus points can be earned for excellent assignments.

Contribution to the programme learning goals
This course provides core knowledge for students in the Innovation & Entrepreneurship track. It contributes to the development of academic competences, in particular the analysis of theories and models related to complex organizational problems, and to the development of generic competences, in particular collecting, assessing and analysing information, and presenting orally and in writing.

Knowledge integration with other courses
This course extends and deepens knowledge from Management and Organization of Technological Innovation. The course is complementary to International Entrepreneurship.

Voorkennis

-

Verplicht materiaal
Blackboard
Articles made available via Blackboard

Aanbevolen materiaal
Studiemateriaal
Students are challenged and obliged to extend the set of readings through their own search within the academic journals electronically available via the UT library internetsite.

Werkvormen

Hoorcollege (Verplicht)

Opdracht (Verplicht)

Werkcollege (Verplicht)

Zelfstudie (Verplicht)

Toetsen

Tentamen

DEELNEMENDE OPLEIDING

M-BA

21 E-STRATEGIZING

Cursus	192350200
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	dr.ir. A.A.M. Spil
E-mail	a.a.m.spil@utwente.nl
Docenten	
	dr.ir. A.A.M. Spil
Aanvangsblok	1A

Inhoud

Aim
The course aims to provide insight and skills in the field of Information Planning in general and, more specifically, Information Strategy Planning, Information Architecture Planning and Information Project Planning.

Course description
The course is about analysing Information Planning and developing skills in Information Planning. Students will take part in a case study and write an integral Information Plan for a given company, using the Information Planning literature provided. In groups of four or less, the students will study the literature with the aid of a reader and a text book and apply the theory within the case study. The results must be presented in the form of a written report. The course will cover the following topics:

Dynamic and Thematic strategizing
* Agree
* Align
* Analyze
* Authorize.
- Balancing comprehensive and incremental planning
- Interorganizational e-strategizing
- E-governance;
- Socio-technical approach;
- Presensing versus top down approach

Key words
Dynamic and incremental information planning,
Interorganizational information systems
e-strategizing,
IT governance.

Assesment
individual assignments (50%)
group assignment (50 %)

Contribution to the programme learning outcomes
- Independently and critically describe, structure and analyse complex organisational problems and processes in the area of information management
- independently apply and/or test current theories, models and methods in the analysis of complex organisational problems and processes within the area of information management
- independently draw and support reasoned conclusions and recommend solutions of complex organisational problems and processes within the area of information management

Knowledge integration with other courses
Global Strategy and Marketing
Implementation of IT in organizations

Recommended prior knowledge
*Book suggestion:*Simons, Robert (2010) Seven Strategy Questions; a simple approach for better execution, Harvard Business Press

Voorkennis

-

Verplicht materiaal
-

Aanbevolen materiaal
Studiemateriaal
articles and syllabus on Blackboard

Werkvormen

Hoorcollege

Opdracht

Zelfstudie

Toetsen

Opdracht(en)

DEELNEMENDE OPLEIDING

M-BIT

DEELNEMENDE OPLEIDING

M-IEM

DEELNEMENDE OPLEIDING

M-BA

22 INFORMATION SERVICES

Cursus 201100051
Studiepunten (ECTS) 5
Cursustype Cursus
Voertaal Engels
Contactpersoon dr. A.B.J.M. Wijnhoven
E-mail a.b.j.m.wijnhoven@utwente.nl
Docenten
dr. A.B.J.M. Wijnhoven
Aanvangsblok 1B
Aanmeldingsprocedure Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS Ja

Leerdoelen

Upon completion of this course, the student is able to:
- give explanations of information services requirements, designs, and behavior in different exchange governance contexts (market, inter-organizationally, networks of expertise and social networks);
- use methods for specifying information goods, information service business models, information service creation, production and delivery processes, information service architectures, information service applications and human-organizational means, and information service exploitation;
- make design choices for information services for different information markets;
- give an overview of information services for different types of information goods.

- mention and apply several research methods and techniques for studying information services;

- write a research proposal with one or two colleague students on basis of the theory offered in this course and additional self selected articles.

Inhoud

Aim: Researching information markets and information services.
Course description: This course studies the facilitation of information goods exchanges by Internet-based technologies in different information markets. The course. also reviews and illustrates several of the key research methods and techniques for information service development and exploitation.
Key words: Information services; information markets, information brokers, social media, web 2.0; internet analytics, internet business models, service infrastructure. Assessment

Scores	Items	Min scores	Totals
Individual score	Written exam on Wijnhoven chapters 1-6 and related articles. Not chapter 7.	30	50 max
Group score	criteria- Group information service product (criteria Hevner et al)-	20	50

	Group article (criteria Walls et al).		max
Sum scores		55	100

Contribution to the programme learning goals

- to provide a broad and in-depth education in business and management that has high academic standards and exposure to real-life business practice
- independently apply and/or test current theories, models and methods in the analysis of complex organisational problems and processes within the area of specialization
- systematically collect, assess and analyse information from all relevant sources using advanced means

Knowledge integrations with other courses

- Management and Organization of Technological Innovation
- Financial Information services
- Electronic Commerce

Voorkennis

Obligatory: Bachelor TBK or BIT (or equivalent), or bachelor of another discipline with substantial information courses. Some experience with web design, social software, web analytics, and prototyping tools is desirable, but not essential.

DEELNEMENDE OPLEIDING

M-IEM

DEELNEMENDE OPLEIDING

M-BA

DEELNEMENDE OPLEIDING

M-BIT

23 IMPLEMENTATION OF IT IN ORGANIZATIONS

Cursus	192340101
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	prof.dr.ir. L.J.M. Nieuwenhuis
E-mail	l.j.m.nieuwenhuis@utwente.nl
Docenten	
	drs. M.M.J. van Hillegersberg-Hofmans
Aanvangsblok	2A
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

In this course students learn scientific contributions from the domains of Behavioral science, Management Information Systems, Design science, and Competence development. Students will learn essential topic based on state of the art scientific literature. But the students will also learn to apply this knowledge in a practice oriented setting. Students therefore will gain scientific knowledge, but also practice oriented skills and competences. Both are fruitful for later work as advisor or professional in several types of organizations.

Inhoud

IITO discusses implementation of transformations in organizations in an unusual way. We will discuss several topics of Organizational change, implementation *and* design of technology, transformation, but especially aim to create awareness on the meaning of these topics.
We do so by offering you some "philosophical lenses" with which you will be able to look into and experience the themes of organizational change and implementation. Both topics are extensively addressed in literature. In this course we choose to offer you some structure, but also to stimulate you to find your way. We have selected a non-exhaustive list of themes that we will discuss:

1. Top management Support & Leadership
2. Design & Development
3. Organizing the change process
4. Learning / Competence development
5. Consulting
6. Dialog & Communication

Voorkennis

-

Verplicht materiaal

Boek
Managing Information Systems, Strategy and Organization, 3rd edition

Aanbevolen materiaal
-

Werkvormen

Hoorcollege (Verplicht)

Ontwerp (Verplicht)

Presentatie(s) (Verplicht)

Project (Verplicht)

Werkcollege (Verplicht)

Zelfstudie geen begeleiding (Verplicht)

Zelfstudie met begeleiding

Toetsen

Tentamen & Opdrachten

Opmerking
Oral Exam + (group)assignments (50/50)

DEELNEMENDE OPLEIDING

M-BIT

DEELNEMENDE OPLEIDING

M-IEM

DEELNEMENDE OPLEIDING

M-BME

DEELNEMENDE OPLEIDING

M-BA

24 CHANGE MANAGEMENT & CONSULTANCY (CMC)

Credits (ECTS)	5
Course type	Course
Language of instruction	English
Contact person	prof.dr. C.P.M. Wilderom
E-mail	c.p.m.wilderom@utwente.nl
Lecturer(s)	prof.dr. C.P.M. Wilderom
Starting block	1A
Application procedure	You apply via OSIRIS Student
Registration using OSIRIS	Yes

Learning Goals

After completing this course master students are expected to:

1. *Understand* the most influential models and associated practical insights and perspectives in the fields of Change Management and Consultancy
2. *Be able to comment (orally, in-class) on* a number of practical change & consultancy situations, in the context of class-based (Harvard-Business School style) case analyses
3. *Propose* a self-formulated research question (incl. sub-questions and rationale) in the fields of Change Management and/or Consultancy on which you conduct a constructively critical literature review (together with 2 other students of your own choice), thereby selecting and utilizing a well-chosen set of recent academic journal papers
4. *Make use* of the customized advice given by the teacher on the scope of this prospective paper
5. *Check* also practical texts that relate well to the key questions of the prospective paper and include those insights into the paper as well
6. *Present* to the teacher of this course (orally) a first draft of the content your paper, and incorporate into the final draft the constructive criticisms or feedback that will be offered
7. *Conclude* your paper with an own assessment of the strengths and weaknesses of a) your own paper, and b) the available and reviewed practical and academic materials on your topic
8. *Identify* the practical implications of your answer to your key questions for various important stakeholders, and offer advice in your paper to various type of actors facing the issues analyzed in the paper (e.g., top management, employees, external stakeholders, etc.)
9. *Evaluate* the group process of writing the paper: Each individual student is to critically reflect on the group process in producing the final paper for this course.

Key words (6-10)

Assessing the Need for Organizational Change & Consulting; Tools for Managing Change & Consulting Practices; Process Perspectives on Organizational Change & Consulting; Managing Employee Resistance to Change & Consulting; Culture Change; Lean and TQM; Effective Coaching; Predictors of High Change Performance; Action Research/Appreciative Inquiry.

Content

Aim

This course develops students' practical knowledge, skills and insights within the field of CMC, in part also by bridging gaps between the theorizing in this field and the many complex practical issues that call for sharp analyses, creative insights and illuminating discussions.

Course Description

In this course you will be enabled to read, think, and write about, as well as discuss and present various innovative aspects in regard to two closely connected subject areas: **C**hange **M**anagement & **C**onsultancy (hence: CMC). In practice, knowledge about and insights within this field must lead to (more) effective organizational change which is a subject of rapidly increasing importance yet still understudied by researchers, students & most others: including managers!

The teacher of this course as well as the various guest lecturers will impart science-based knowledge and practical insights on the subject areas of **C**hange **M**anagement & Business **C**onsultancy. Moreover, we will hold plenary case-based discussions among the students (in Harvard Business School style). Additionally, the students will be practicing on-line searching for and carefully selecting recent peer-reviewed papers and other literature: on an issue or topic of their own choice within the scope of this course. Throughout the course the students will be helped by the teacher to select the best literature and formulate well their most pressing questions for their paper. To this effect we organize weekly clinics as well as one half-hour scheduled group appointment with the teacher. Moreover, we offer feedback on each presentation of each group's next-to final draft of their papers. The students will thus be reading; reasoning; group-discussing; group-writing & group-presenting their gained knowledge and insights on a (well-motivated!) issue or topic that falls within the scope of the course. The students will need to be connecting the various business/management ideas and knowledge, and they practice to cooperate in a group: co-creating a new piece of integrative writing on a self-chosen issue; the Final Paper must be creative and thorough at the same time. In addition, they will be challenged in class with a number of cases: to be discussed in plenary ways, known as the Harvard-Business School method. They will also be taught on how to reflect on various aspects of the group project and the processes that occurred.

The Final Paper Assignment

The final paper assignment comprises a literature review on a topic of one's own choice, falling within the purview of one or both fields, Change Management & Consulting. Each student groups is able to be guided by the teacher in at least three ways; a scheduled paper clinic of half an hour in the teacher's office; weekly paper clinics, on a first-come-first serve type of basis; and feedback on an oral presentation of a first draft of the paper. Only after the paper is handed in, at the very end of the quartile, then the teacher will evaluate each paper and will offer written feedback on each paper.

Assessment

1. Harvard-Business School style In-class Case Discussions with the students (15%)
2. Group paper on a self-chosen subtopic, with 2 self-chosen other students (60%)
3. Group-<u>process</u> rapport, to be handed in by all the individual students a few days after the group-based content paper has to have been handed in (15%)

Textbook

John Hayes 2014 The Theory and Practice of Change Management, 4^{th} ed., Palgrave Macmillan

Contribution to the Program Learning Goals

1. This course is demanding from students to do a literature review which is something all students must engage in as a part of their MSc-thesis. Because we offer the students guidance in the various steps of doing so, the course can be considered a preparation for their master-thesis activity. Also the fact that the paper is a group process, we think that during this process the students can learn from each other.
2. Each group of students must present the knowledge and insights they already gained from

working on their final paper: at various occasions. They must offer presentations not only to the group members but also to the teachers, on which basis they will get immediate, hands-on answers and feedback. Hence writing the paper in this course is offering each student a chance to ask for help at the right time and place, and incorporate the various suggestions made by the teacher. Given that these consultations are not evaluated, there is ample chance for each group to learn from the teachers in an non-evaluative way. This is because only at the very end of the quartile after each group has handed in their paper, a group grade will be offered.

3. Students will be taught things about effective group- and project-work which they can utilize in their individual writing on the process of the writing of their final paper for this course. This small assignment is meant to reflect back on the writing process; it is also meant to draw explicit lessons learnt for their prospective own review of the literature once they start with the literature review in their master thesis part of this programme.

Recommended Prior Knowledge
-Bachelor level courses (or the equivalent) on Change/Consulting and/or Organizational Behavior

Assumed Previous Knowledge
-Bachelor level courses (or the equivalent) on Change/Consulting and/or Organizational Behavior

25 MANAGING SERVICE ORGANIZATIONS

Cursus	193190000
Studiepunten (ECTS)	5
Cursustype	Cursus
Voertaal	Engels
Contactpersoon	prof.dr. C.P.M. Wilderom
E-mail	c.p.m.wilderom@utwente.nl
Docenten	
	prof.dr. C.P.M. Wilderom
Aanvangsblok	1B
Aanmeldingsprocedure	Zelf aanmelden via OSIRIS Student
Inschrijven via OSIRIS	Ja

Leerdoelen

Upon completion of this course, students are able to:
- Explain the basic differences between service firms and other types of organizing or organization;
- Identify unique needs of various possible segments of customers when organizing, managing and changing/improving various work processes within or of service type organizations (private and public service organizations);
- Convey (both in theory and in practice) the typical issues in managing service firms and non-profit organizations, including those pertaining to Service Operations, Marketing, and Innovation as well as the IT-infrastructures that are always present while (re-)organizing health and all other services;
- Read and critically discuss various self-chosen aspects within the area of Service Management; based on self-selected chapters/topics from the textbook (Grönroos, 2007), as well as by including other relevant published (scientific) materials and service experiences: as a preparation for their prospective thesis writing;
- Develop –in subgroups- a self-selected key question and sub questions around which to draft a creative, original, well-referenced, and scientific relevant academic paper on a topic of their choice: within the broad area of Service Management.

The paper must contain not only future-research recommendations, it must have practical relevance as well, resulting in practical recommendations.

Inhoud

Aim
This course is designed to advance students' knowledge and insights about the differences and similarities between manufacturing and service type organizations, and it includes the added differences due to the 'publicness' of many of the service organizations as we know them; hence, we also address how to effectively manage private and public sector service organizations. We will focus the course on particular service criteria and contexts that can be used in optimizing the client orientation of various types of service firms or organizations and the change-management implications for the employees, teams/departments and organizations at large. This course is pairing a

so called Service Marketing to a Service and Change Management approach and it includes topics such as service innovation and change management implications of optimizing profit-making and other services in various sectors, including the (oft simultaneously occurring 'Leaning') efforts in sectors such as (worldwide) in the Health sector.

Course description

In this course you will get to know the key issues of Service-Management, -Marketing, -Innovation, Business Consulting and Project Management, including the variety of research-based and practical approaches. You learn about effective practices within private (and other sector) service organizations (e.g., consulting firms, banks, hospitals, hotels, ministries, online shops, etc.). This includes the relative uniqueness of service organizations and its managerial, marketing communications and implications for strategy making and change implementation.

Apart from regular lecturing, the course will be enriched by a number of (international) guest-speakers, who have practical expertise in Service Marketing; Professional Services; Organizational Change and Innovation; Health Service Management &Information Systems. The specific guest-speakers and -topics vary from year to year. Class discussions are much encouraged, also because in this course's written assessments knowledge synthesis and evaluation of particular well-chosen issues within this broad interdisciplinary (Human-organizational Touch type) area is emphasized.

Key words

Service/Change Management; Organization Behavior; IO Psychology; Service Operations/Innovation; Improving the Client (or: Customer/Patient/Citizen, etc.) Orientation; Optimizing front-back office collaboration

Assessment

There are 5 written assignment that students must make individually: about which they get written feedback; it pertains to a critical assessment of one or more points made in the various consecutive chapters of the assigned textbook: 50%

In addition, students must form groups in which they co-write a group paper on a self-chosen topic, which must include research and practical recommendations: 50%

Contribution to the programme learning goals

- In their individual assignments they must show their in-depth understanding of what the textbook is offering them; they must also link the material it to other, self-selected literature and to (own) practical experiences.
- In their group assignment students are trained to come up with a practically relevant and relatively underexplored topic of their choice, and show to have self-selected additionally relevant literatures that they need to combine and draw conclusions from that are both research-oriented and practically relevant.

Knowledge integration with other courses

This course shapes students' advanced understanding of the key issues within the broad area of Service and Change Management. It prepares them for the selection and efficient development of their future thesis in this area. The course is taking a 'Human–organizational Touch' approach and deals mostly, but not exclusively, with existing service and other organizations (in which internal services do always play a role as well!) This course, given its interdisciplinary (track) focus, integrates knowledge and insights from fundamental theories from HRM, Organization Behavior/Studies,

Leadership, Sociology, Marketing and Psychology. Recommended prior knowledge:
An Introduction to Organizational Behavior/Theory and/or I/O Psychology

Voorkennis

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Verplicht materiaal

Studiemateriaal

Various published papers (see blackboard)

Studiemateriaal

Christian Grönroos: Service Management and Marketing: Customer Management in Service Competition (3rd edition) Chichester: John Wiley & Sons

Aanbevolen materiaal

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Werkvormen

Hoorcollege (Verplicht)

Practicum (Verplicht)

Werkcollege (Verplicht)

Zelfstudie

Toetsen

Opdracht(en)

DEELNEMENDE OPLEIDING

M-BA