

## DRAFT COURSES CATALOGUE 2017-2018 Version 23-08-2017

*For your information: Draft of course information of the MSc BA programme Sept 2017- Aug 2018.  
Information retrieved from Osiris (2016) or draft descriptions, not finalized yet.*

*Please mind that the information on Osiris and Blackboard per the first day of the course is the  
information that is valid!*

**For the most up-to-date version of course descriptions, please check the official course catalogue:  
<https://osiris.utwente.nl/student/OnderwijsCatalogus.do>**

### MASTER OF SCIENCE PROGRAMME IN BUSINESS ADMINISTRATION 2017-2018

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# PROGRAMME STRUCTURE

## Requirements for diploma

Table 1A shows the requirements students need to meet to successfully earn the MSc in Business Administration diploma.

Table 1A: Summary of programme requirements MSc BA			
Requirement	EC's	Courses	See Table
Core courses	15	Entrepreneurial Leadership & Responsible Organizational Design (201600002) Qualitative Methods in Business Research (2EC, 201700035) Quantitative and Design Methods in Business Research (3EC, 201700036) Finance & Corporate Governance (201600010)	Table 1B
Electives (Track-specific)	15	One of five tracks. Elective courses that can be followed as track-specific are listed in Table 1C per track*.	Table 1C
Elective (Free)	5	One elective course, e.g. fourth track-specific course or Change Management & Consultancy, or any other from Table 1C*.	Table 1C (under conditions Table 1 in total, see *)
Master thesis	25	Master Thesis BA Part 1 (201500101) Master Thesis BA Part 2 (201500102)	

\* All courses listed in Table 1C can be followed to meet this requirement. For elective courses that are not mentioned in Table 1C, explicit approval of the programme director and track coordinator is needed via the Individual Learning Agreement (ILA)/ study advisor.

Table 1B: Curriculum MSc in Business Administration (September 2017 and February 2018 intake, please note the quartile in final column for the courses to take in 2017-2018)			
Course code	Course name	EC	Quartile
201600002	Entrepreneurial Leadership & Responsible Organizational Design	5	Q1
	<i>Elective**</i>	5	Q1/Q3
	<i>Elective**</i>	5	Q1/Q3
201700035	Qualitative Methods in Business Research	2	Q2/Q4
201700036	Quantitative and Design Methods in Business Research	3	Q2/Q4
201500101	Master Thesis BA Part 1	10	Q2/Q4
201600010	Finance & Corporate Governance	5	Q3
	<i>Elective**</i>	5	Q3/Q1
	<i>Elective**</i>	5	Q3/Q1
201500102	Master Thesis BA Part 2	15	Q4/Q2
<b>Total EC</b>		<b>60</b>	

\*\* In the Academic year 2018/2019 in principle the same electives will be offered per Specialisation Track as mentioned in the Table 1C. The programme will timely communicate transition rules should any changes occur.

Table 1C: List of Electives 2017-2018. *Students choose at least 3 electives from their Specialization Track.* The diploma supplement that students receive upon completion of the programme will mention the specialization track. The diploma itself will mention the MSc title and the name of the full programme: Business Administration.

Course code	Course name	EC	Quartile
<b>Track: Entrepreneurship, Innovation and Strategy</b>			
201600011	International Entrepreneurship – a Strategic Technology perspective	5	Q1
201600012	Management and Governance of Innovation and Creativity	5	Q1
201600015	Strategic Technology Management and Innovation	5	Q3
201600155	Global Strategy and Business Development	5	Q3
<b>Track: Strategic Marketing and Business Information</b>			
192350200	E-Strategizing	5	Q1
201500081	Business-to-Business Marketing	5	Q1
201500080	Advanced topics in Digital Marketing	5	Q3
201500147	IT-based Knowledge Management for Business Innovation	5	Q3
<b>Track: Purchasing and Supply Management</b>			
201500091	Purchasing Strategy and Systems	5	Q1
191820160	Purchasing Management (only for those who did not do follow the BSc IBA programme at the UT)	5	Q1
201500081	Or Business-to-Business Marketing		
201500085	Global Sourcing and Organization	5	Q3
201600014	Seminar Purchasing	5	Q3
<b>Track: Human Resource Management</b>			
201500092	Strategic HR Analytics	5	Q1
201500086	Global Talent Management	5	Q1
201500087	HRM and Innovation	5	Q3
201500088	HRM and Technology Design	5	Q3
<b>Track: Financial Management</b>			
194110070	Corporate Finance (for BA)	5	Q1
201600013	Investments & Risk Management	5	Q1
201000087	Entrepreneurial Finance	5	Q3
<b>Strengthen your profile: Change Management</b>			
Not track specific, but can be used by all students to strengthen their profile, as long as all programme requirements are met (see Table 1B)			
201500083	Change Management and Consultancy	5	Q1

## Alternatives

- Entrepreneurial Leadership & Responsible Organizational Design (201600002)

Only after explicit approval of the Programme Director with a positive advice of the study advisor, and formalized in the Individual Learning Agreement, this course can be replaced by HRM and Technology Design (201500088).

## Double degree programmes

We offer Double Degree programmes with partner universities. These programmes are established with the partner universities after comparison of the programmes that students need to follow. Three Double Degree programmes are agreed upon and are stated in the Tables 1E-1J. When new Double Degree programmes are developed, these will be based on the programme comparison against the Intended Learning Outcomes (see Table 2) and on the format of the programmes stated below. Therefore (future) Double Degree programmes may deviate from the format of Tables 1A and 1B, as to be decided by the programme director.

Table 1E: Curriculum for UT students going to LUT for MSc-MSM double diploma in January/February 2017 / LUT students coming to UT September 2016<sup>1,2</sup>.

The diploma supplement that students receive upon completion of the programme will mention the specialization track: 'Purchasing and Supply Management'.

Course code	Course name	EC
Q1		
20160002	Entrepreneurial Leadership & Responsible Organizational Design	5
201500091	Purchasing Strategy and Systems	5
201500081	<i>Business-to-Business Marketing</i>	5
Q2		
201600010	Finance & Corporate Governance	5
201100054	Supply Chain Management and Innovation	5
	<i>Elective</i>	5
Upon return		
201400018	Master class BA	5
194100040	Master Thesis BA	25
<b>Total EC</b>		<b>60</b>

Table 1F: 2016-2017 Electives LUT double diploma programme

Course code	Course name	EC
Q2	<i>Choose 1 of the following Q2 courses:</i>	
201100051	Information Services	5
194108040	Business Development in a Network Perspective	5

Table 1G: Curriculum for TUB students coming to UT September 2017 / UT students started September 2017 and going to Berlin for MScIME double diploma in April 2018<sup>3</sup>

The diploma supplement that students receive upon completion of the programme will mention the specialization track: 'Entrepreneurship, Innovation and Strategy'.

Course code	Course name	EC
Q1		
201600002	Entrepreneurial Leadership & Responsible Organizational Design	5
	<i>Elective</i>	5
	<i>Elective</i>	5
Q2		
201600010	Finance & Corporate Governance	5
	<i>Elective</i>	5
Q3/Q4 (TUB) or Upon return (UT)		

<sup>1</sup> For UT students started in Sept. 2017 going to Lappeenranta per 1 Jan. 2018 distance exams for Q2 exams will be facilitated.

<sup>2</sup> The programme in Lappeenranta only starts per 1 January each year.

<sup>3</sup> The starting moment for the programme parts to be followed at TU Berlin is April.

201400018	Master class BA	5
194100040	Master Thesis BA	25
<b>Total EC</b>		<b>60</b>

Table 1H: Electives MSc-IME double diploma programme		
Course code	Course name	EC
Q1		
...	Free: any other elective from the Q1 list	5+5=10
Q2	<i>Choose 2 of the following Q2 courses:</i>	
201100051	Information Services	5
201100054	Supply Chain Management and Innovation	5
194108040	Business Development in a Network Perspective	5

Table 1I: Curriculum for LUT students coming to UT September 2017 / UT students started September 2017 and going to Lappeenranta for MIMM double diploma in January 2018<sup>4</sup>  
The diploma supplement that students receive upon completion of the programme will mention the specialization track: 'Strategic Marketing and Business Information'.

Course code	Course name	EC
Q1		
201600002	Entrepreneurial Leadership & Responsible Organizational Design	5
201600012	Management of Governance and Innovation and Creativity	5
	<i>Elective</i>	5
Q2		
201600010	Finance & Corporate Governance	5
201100051	Information Services	5
	<i>Elective</i>	5
Q3/Q4 or Upon return (UT)		
201400018	Master class BA	5
194100040	Master Thesis BA	25
<b>Total EC</b>		<b>60</b>

Table 1J: Electives MSc-IME double diploma programme		
Course code	Course name	EC
Q1	<i>Choose 1 of the following Q1 courses:</i>	
201500081	Business-to-Business Marketing	5
192350200	E-Strategizing	5
Q2	<i>Choose 1 of the following Q2 courses:</i>	
194108040	Business Development in Network Perspective	5
201100054	Supply Chain Management and Innovation	5

<sup>4</sup> For UT students started in September 2017 going to Lappeenranta per 1 January 2018 distance exams for Q2 exams will be facilitated. The programme in Lappeenranta only starts per 1 January each year.

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# COMPULSORY COURSES

## 1 ENTREPRENEURIAL LEADERSHIP AND RESPONSIBLE ORGANIZATIONAL DESIGN

Course code: 201600002; 5 EC

Examiners: dr. M.L. Ehrenhard (coordinator) and dr. I. Hatak

### **Learning goals:**

After completing this course Master Students are expected to be able 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

### **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).

**Literature**

Book: Colin Mayer – Firm Commitment

Articles

**Recommended prior knowledge**

Basic prior knowledge on Innovation, Entrepreneurship and Organization Theory is desired.

## 2 FINANCE AND CORPORATE GOVERNANCE

Course code: 201600010; 5 EC

Examiners: prof. dr. R. Kabir, dr. X. Huang

Learning goals	<p>After successfully completing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• assess and interpret financial statement information;</li> <li>• make and apply business valuation analysis using different theories and methods;</li> <li>• explain corporate governance mechanisms and the cross-country differences;</li> <li>• evaluate existing research on the functioning of corporate governance mechanisms.</li> </ul>
Content description	<p>Corporate finance decisions are usually concerned with value creation whereas corporate governance is concerned with the direction &amp; control of companies and the conflicting relationships among various stakeholders. This course will explain how to financially analyse a company, how company value can be estimated and how it is affected by corporate governance mechanisms.</p> <p>The course builds upon fundamental knowledge of accounting and finance; it will undoubtedly be an important learning for any student of business administration. The course will start with an analysis of firm’s financial statements and how these can be used in estimating firm value. Afterwards, students will be acquainted with the typical corporate governance features of firms.</p> <p>Learning of course materials will be supported by a combination of lectures, tutorials and a written assignment. Lectures will mainly be used to introduce theoretical concepts, highlight important issues, discuss academic articles and explain the steps necessary in undertaking</p>



	<p>business analysis. A few sessions will be designated as tutorials so that students can learn the application of theoretical concepts and develop problem-solving &amp; analytical skills.</p> <p>The course requires students to take an active part in lectures and tutorials and work on the class assignment. Students will form groups of 3–4 persons to work in a team to estimate the value of a firm and evaluate its corporate governance structures.</p> <p>The final mark consists of a group assignment (30%) and a written individual examination (70%). A passing mark is required for both components. The final mark on the course is awarded when the student has completed all course elements.</p>		
Course structure	<p>Type</p> <p>X Final project</p> <p>X Lecture &amp; seminar</p>		
Assessment	<p>X Written exam (MC and open questions)</p> <p>X Assignment(s)</p>		
Course materials	Course material/Book	Recommended	Mandatory
	Selected chapters from the following textbooks: -	<input type="checkbox"/>	X
	Academic articles	X	X
Prior knowledge	<p>Mandatory:</p> <p>Textbook: Palepu, K., Healy, P. and Peek, E., Business Analysis and Valuation (IFRS edition), Cengage Learning, 4th ed., 2016. (Selected chapters)</p> <p>Compulsory Articles: A selection of academic articles will be announced on Blackboard.</p> <p>Recommended: Basic knowledge on business administration subjects like organization, strategy, accounting and finance. Statistical and computing skills will be helpful too.</p>		

### 3 QUALITATIVE METHODS IN BUSINESS RESEARCH

Course code: 201700035; 2 EC

#### Learning goals:

1. To understand the philosophy of science behind qualitative methods.
2. To know the wide array of approaches to conducting qualitative research.
3. To be able to generate research questions and to design a qualitative study appropriate to researching those questions.
4. To be able to extract themes and use other methods for analyzing qualitative data.
5. To critically assess the validity and reliability of qualitative research.
6. Identify methods to mitigate incidences of academic dishonesty.

#### Content description:

This course provides students with an overview of and experience with qualitative research methods through an introduction to a variety of qualitative methods, including ethnography, observation, interviewing, grounded theory, discourse analysis, deconstruction, historical methods, and action research.

First, the course leads students through the epistemological foundations of qualitative research and emphasizes research design and data collection. Then, the course presents a variety of techniques for coding and analyzing qualitative data and provides exposure to exemplars of published qualitative studies.

**Course structure:**

Type	Obligatory attendance:
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Presentation(s)	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Tutorial	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Self-tuition without guidance	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no

**Assessment:**

- Assignment(s) and presentation
- Written examination

## 4 QUANTITATIVE AND DESIGN METHODS IN BUSINESS RESEARCH

Course code: 201700036; 2 EC

Examiners: prof. dr. J. Henseler, dr. F. Schuberth

**Overall goal:**

Upon successful completion of this course, students are expected to be able to select adequate statistical techniques to answer different types of research questions, to analyse quantitative data, to interpret findings related to the research question/problem statement, and to draw respective conclusions.

**Intended Learning Outcomes**

Students are expected to be able to:

- Independently conduct multivariate analysis, for instance as part of their master thesis (application level)
- Systematically use a basic methodological toolbox for business analytics (application level)
- Characterise requirements and assumptions of various multivariate statistical techniques (comprehension cognition level)
- Understand the methods and results section of scientific articles
- Better judge the quality of analyses and validity of empirical findings.
- Make well-grounded decisions with regard to the empirical part of the master thesis (integration level)

**Content:**

The course provides all MSc Business Administration students with both active and passive knowledge on multivariate statistical techniques typically used in empirical business research studies. Active knowledge comprises the abilities to choose the adequate multivariate technique for combinations of data and research questions, to autonomously conduct multivariate analyses using statistical software such as SPSS or ADANCO, and to interpret and report the obtained results. Passive knowledge refers to the ability to critically reflect upon the assumptions made as well as the reliability and validity multivariate analyses.

The course conveys this knowledge by covering five families of multivariate techniques:

- 1) Cluster analysis as a theoretical technique useful for classification tasks,
- 2) Factor analysis (more specifically, principal component analysis and common factor analysis) as a technique for data reduction and modelling of latent variables,
- 3) Multivariate Analysis of Covariance (MANCOVA) as a comprehensive technique to analyse the outcomes of experiments,
- 4) Multiple linear regression as the cornerstone of econometrics,
- 5) Structural equation modelling as a technique for theory-testing that combines factor analysis and multiple linear regression.

The multivariate techniques will be presented in different forms. First, each statistical technique will be explained in detail and discussed in the context of a specific business research issue. Subsequently, the technique will be

central in a corresponding assignment. For the assignments, the techniques have to be applied using statistical software, e.g. SPSS or ADANCO, to analyse data relevant for the business research issue at hand. The assignments have to be carried out independently by small groups of students. In the corresponding assignment paper, students have to elaborate on the assumptions, choices made that are relevant for the specific statistical technique, to interpret and to report the relevant findings, and to discuss the scientific and/or managerial implications. The actual statistical analyses of the data will be facilitated by computer classes (tutorials).

As a follow-up in the so-called application lectures, findings will be presented by student groups and discussed. Furthermore, additional information on the strengths and limitations of the techniques and analyses will be discussed.

This course is (together with 201700035) taught in a full time mode for the first 3-4 weeks of the quartile, at the end of this part the exam takes place. A resit for the part 1 exam is offered in the last week of the quartile.

**Examination:**

Written examination. Participation in the exam is only possible if all part 1 assignments have been submitted within the previous 12 months and in total for these assignments earned 5 points (out of a maximum of 10).

**Study materials**

Hair et al. (2013), *Multivariate Data Analysis*, Pearson, 7th edition, ISBN 129202190X (6th or 5th edition are okay as well).  
Articles related to the guest lectures.

## 5 MASTER THESIS BA PART 1

Course code: 201500101; 10 EC

Examiners: Please check the site of the Examination Board to make sure your thesis is assessed by an acknowledged and appointed examiner.

**Learning objectives**

In completing this course, the student shows that (s)he is able to:

- independently design a research problem in the field of Business Administration;
- independently analyse a research problem in the field of Business Administration;
- plan and manage her or his own learning process;
- write a research proposal.

**Content**

The course is the first part of the full Master's Thesis trajectory. It prepares students in an early stage of their master programme to designing the research project for their final graduation project and thesis. This course forms together with Master Thesis BA Part 2 (201500102) the full Master Thesis BA.

A manual is available to guide MSc business administration graduating students towards a successful and timely completion. The manual lists the prerequisites and objectives of the Master thesis. It describes the process of selecting a thesis project, the structure and organisation of the thesis, different types of theses, various steps to be followed in research methodology (i.e. formulating a problem statement, selecting a research design, etc.) and the process of supervision. The thesis assessment procedure is also explained in the manual as well as the process involved with oral presentation, defence and the award of the diploma.

Deliverables for finalising Master Thesis part I:

- a realistic and relevant research proposal for the master thesis (including planning for part 1 and 2);
- acceptable version of the methodology chapter;
- acceptable version of the theory chapter;

or the equivalent of the above which according to the supervisor defines favourable conditions for starting and finalising part 2 within a minimum of 11 weeks (not exceeding 20 weeks).

Examination:

Deliverables as described above should be handed in 3 February 2017 for the Q2-version of the course and 7 July 2017 for the Q4 version of the course. This deadline can only be set later if agreed upon with supervisor(s), however not after 21 April 2017 for the Q2 version of the course and 31 August 2017 for the Q4 version of the course.

Students pass Master Thesis BA Part 1 if all deliverables have been assessed as sufficient by the first supervisor (or profile coordinator); then 10EC will be granted. A pass is required for attending Master Thesis BA Part 2 (201500102).

## 6 MASTER THESIS BA PART 2

Course code: 201500102; 15 EC

Examiners: Please check the site of the Examination Board to make sure your thesis is assessed by an acknowledged and appointed examiner.

### **Learning objectives**

In completing the Master thesis, the student shows that (s)he is able to:

- independently analyse a research problem in the field of Business Administration;
- demonstrate in-depth knowledge by applying advanced level of theory and integrating it with cutting-edge developments;
- use scientific sources in a systematic and critical way to develop own research framework;- plan and manage his or her own learning process; and
- communicate with supervisors and colleagues in timely and well-prepared way.

The thesis is assessed by the following criteria;

1. Research question
2. Literature review & theoretical framework
3. Research method / design
4. Data collection & analysis / Validation of the design
5. Conclusions & recommendations / Contribution to theory & practice
6. Writing structure & style
7. Independence & professional skills
8. Oral presentation and defence

These criteria are not equally-weighted. The quality of the content of the thesis and the contribution of the research / design to the relevant academic field weigh more heavily than student's performance at the oral presentation & defence. The student must earn at least a 6 for the thesis. This is an individual assessment.

### **Content**

To meet the learning goals, the student independently develops and implements a research- and/or design-oriented project fitting with the expertise and research interests of the chair/research group to which his/her supervisor belongs. Roughly speaking, the MScBA thesis assignments fall within the sphere of one of the eight MScBA 'high tech, human touch' profiles: Financial Management; HRM; Purchasing and Supply Management; Marketing and Strategy; Innovation and Technology Management; Innovative Entrepreneurship; Business Information Management; and/or Change Management. The student justifies the models, theories, methodology and techniques used, as well as the research/design process; and analyses the work s/he undertook. On completion, the student is expected to hold a public colloquium in which the findings of the thesis project are presented and defended.

The Master thesis enables a student to explore a topic of interest in detail and to demonstrate gaining in-depth knowledge and competencies as mentioned in the intended learning outcomes of the MSc BA programme. The thesis may specifically focus on an academic research question that involves scientific analysis of data and/or development & implementation of a solution for a theoretical or design problem. Methodological knowledge and

skills play a vital role in the research project, both in developing and conducting research- and/or design-oriented (empirical) research. The graduating student may choose a topic discussed in one of the courses attended or a particular issue from the literature or practice. She initiates the task of formulating a research problem and writing a self-motivated, coherent and well-organised thesis. The student is expected to demonstrate a clear evidence of independence in analyzing the research question and completing the thesis with a minimum of supervision. A manual is available to guide MSc business administration graduating students towards a successful and timely completion. The manual lists the prerequisites and objectives of the Master thesis. It describes the process of selecting a thesis project, the structure and organisation of the thesis, different types of theses, various steps to be followed in research methodology (i.e. formulating a problem statement, selecting a research design, etc.) and the process of supervision. The thesis assessment procedure is also explained in the manual as well as the process involved with oral presentation, defence and the award of the diploma.

Deliverables: Green light version of thesis; Definitive thesis version, completed evaluation form; Presentation/ Defence.

# TRACK SPECIFIC COURSES

## Track: Entrepreneurship, Innovation and Strategy

### 7 INTERNATIONAL ENTREPRENEURSHIP- A STRATEGIC TECHNOLOGY PERSPECTIVE

Course code: 201600011; 5 EC

Examiners: dr. R. Harms

Learning goals	<p>Research</p> <ul style="list-style-type: none"> <li>• 1.1: Explain the concept of technology entrepreneurship and its associated concepts</li> <li>• 1.2: Critically reflect on complex challenges in technology entrepreneurship in relation to the venture, the opportunity, the team, and the environment (technology and international)</li> <li>• 1.3: Articulate how theories related to TE can assist entrepreneurs in dealing with Schumpeterian creative destruction</li> </ul> <p>Design</p> <ul style="list-style-type: none"> <li>• Articulate how entrepreneurs need to consider the technology-driven market context in their entrepreneurial actions</li> <li>• Articulate how entrepreneurs need to consider how technology affects the entrepreneurial process</li> <li>• Explain how entrepreneurial action can be implemented in technology-based entrepreneurial ventures</li> </ul> <p>Organize</p> <ul style="list-style-type: none"> <li>• Practice TE skills by working in a project team comprised of individuals with diverse skills and cultural backgrounds</li> <li>• Reflect and evaluate TE actions of third parties (cases or entrepreneurs from the UTwente entrepreneurial ecosystem), with a specific consideration of responsible management and international aspects</li> </ul>						
Content description	<p>International New Technology Based Ventures (INTBV) are an exciting place to work. They emerge from individual or team-based entrepreneurial action, from within (technical) universities, or within established companies. While the entrepreneurial process is challenging for any type of entrepreneurial action, entrepreneurs in INTBV are faced with additional technological uncertainty in often complex and dynamic technological and regulatory environments, and of liability of foreignness/outsiderness.</p> <p>To contribute to the challenging work of INTBV, students need to understand the origins, processes, and results of entrepreneurial action in these types of ventures. As the field of study is rapidly evolving, students need to be on the forefront of knowledge in this field, if they want to contribute in a meaningful way. This is why this course emphasises a scientific approach to the subject. However, students will also interact with life technology entrepreneurs from the UT campus and elsewhere to reflect theory on practice.</p> <p>The content will revolve around:</p> <ul style="list-style-type: none"> <li>*) The impact of the general technological environment on economic and business challenges of INTBV</li> <li>*) The emergence and management of INTBV</li> </ul>						
Course structure	<table border="0"> <tr> <td>Type</td> <td>Obligatory attendance:</td> </tr> <tr> <td><input checked="" type="checkbox"/> Assignment</td> <td><input checked="" type="checkbox"/>yes <input type="checkbox"/> no</td> </tr> <tr> <td><input checked="" type="checkbox"/> Lecture</td> <td><input type="checkbox"/>yes <input checked="" type="checkbox"/> no</td> </tr> </table>	Type	Obligatory attendance:	<input checked="" type="checkbox"/> Assignment	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no	<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
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	<input checked="" type="checkbox"/> Presentation(s) <span style="float: right;"><input checked="" type="checkbox"/>yes <input type="checkbox"/> no</span> <input checked="" type="checkbox"/> Project unsupervised <span style="float: right;"><input checked="" type="checkbox"/>yes <input type="checkbox"/> no</span>									
Assessment	<input checked="" type="checkbox"/> Final thesis/paper <input checked="" type="checkbox"/> Presentation(s) <input checked="" type="checkbox"/> Written examination and (group) assignments <input checked="" type="checkbox"/> Written examination with open questions  Remark assessment: Individual exam: 50% Group presentation: 30% Group assignment: 20%									
Course materials:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Course material/Book</th> <th style="width: 20%;">Recommended</th> <th style="width: 20%;">Mandatory</th> </tr> </thead> <tbody> <tr> <td>Evers et al. (2014): Technology Entrepreneurship: Bringing Innovation to the Marketplace ISBN 987-1-137-02010-9</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Davidsson (2005). Researching Entrepreneurship. ISBN 978-0-387-23054-2</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Course material/Book	Recommended	Mandatory	Evers et al. (2014): Technology Entrepreneurship: Bringing Innovation to the Marketplace ISBN 987-1-137-02010-9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Davidsson (2005). Researching Entrepreneurship. ISBN 978-0-387-23054-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Prior knowledge:	Mandatory: Successfully finalized a Bachelor course on Entrepreneurship, for example the INN&ENT module at UT. Basic knowledge about the person, venture, environment, and opportunity nexus. Basic knowledge about the entrepreneurial process Recommended: Byers et al.: Technology Ventures: From Idea to Enterprise									

## 8 MANAGEMENT AND GOVERNANCE OF INNOVATION AND CREATIVITY

Course code: 201600012; 5 EC

Examiners: dr. ir. K. Visscher, prof. dr. S. Kuhlmann, dr. ir. E. Hofman, dr. M. de Visser, prof. dr. H. Schiele

Learning goals	After completing this course, students will:  Understand classic and recent theories in the field of management and governance of innovation and creativity (BA ILO 1.2) Be able to critically reflect on conceptual and empirical contributions to theory in this field (BA ILO's 1.2, 1.3, 1.4) Be able to critically analyze designs of structures, strategies, networks and policies for innovation and creativity (BA ILO 2.4) Be able to develop a research question and write an academic paper on a topic in innovation management and governance (BA ILO's 1.1, 1.2, 1.3, 1.4)
Content description	This is a research oriented course in the Entrepreneurship, Innovation and Strategy track of the master Business Administration. It aims to provide students with deep insights on innovation and creativity and its management and governance, on micro-, meso- and macro-level (team, organization, alliances, industry clusters, and society). Through in-depth discussion of literature and examples, students will get a profound understanding of important theoretical contributions to the field. They will learn to assess these contributions from an academic perspective, and will get the opportunity to contribute to knowledge development themselves.  Format

	<p>This course consists of weekly close-reading sessions. After a short introduction by the lecturer, students discuss two related academic texts on a specific topic in-depth. To prepare, students need to study the texts and carry out a preparatory assignment. Active participation in class is required. In parallel, students will develop a research question and write a short academic paper on one of the topics of this course.</p> <p>Topics</p> <p>Week 1: Introduction to the course, to paper reviewing, and to the different themes (all lecturers)  Choice of general topic</p> <p>Week 2: Innovation systems and policy (Stefan Kuhlmann)</p> <p>Week 3: Industry clusters (Holger Schiele)</p> <p>Week 4: Innovation networks and strategic alliances (Erwin Hofman)</p> <p>Week 5: Technology and organizational forms (Klaasjan Visscher)</p> <p>Week 6: Team antecedents of creativity and innovation (Matthias de Visser)</p> <p>Week 7: Group session; discussion of research questions</p> <p>Week 8: Writing paper</p> <p>Week 9: Finishing paper</p> <p>Week 10: Individual feedback session</p> <p>Final assignment</p> <p>Write an academic paper on a topic in the field of Management and Governance of Innovation and Creativity, in which you show your mastery of the learning goals. You may choose to write a literature review, a conceptual paper, an essay, or a theory-based empirical analysis. In week 1 you enlist for one of the five available topics (there is a limit to the number of students per topic so it is 'first come first serve'). You then develop a paper proposal (what is your main question, why is it relevant, how will you tackle it), which will be discussed in week 4 in a small group. The maximum size of the full paper is 3500 words (excl. references). The paper has to be finished in week 7. In the final week, an individual session will be organized to discuss the paper and to provide feedback.</p> <p>Assessment</p> <p>Final assignment (100%)</p> <p>Weekly assignments (should all be sufficient to pass)</p>						
Course structure	Type <input checked="" type="checkbox"/> Assignment <input checked="" type="checkbox"/> Colstructie <input checked="" type="checkbox"/> Self-tuition without guidance						
Assessment	<input checked="" type="checkbox"/> Final thesis/paper <input checked="" type="checkbox"/> Assignment(s)						
Course materials:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Course material/Book</th> <th style="width: 20%;">Recommended</th> <th style="width: 20%;">Mandatory</th> </tr> </thead> <tbody> <tr> <td>Articles</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Course material/Book	Recommended	Mandatory	Articles	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Articles	<input type="checkbox"/>	<input checked="" type="checkbox"/>					

## 9 STRATEGIC TECHNOLOGY MANAGEMENT AND INNOVATION

Course code: 201600015; 5 EC

Examiners: dr.ir. E. Hofman, prof.dr. H. Schiele



The course follows a double target: on the one hand students get a ground-laying understanding on several key topics on strategic technology management and innovation both, at a high academic standard and with an exposure to business practices.

Interactive lectures on particular aspects of STM&I enable students to understand and discuss advanced topics presented by their professors. Then, students form project teams to work on a practical assignment which they subsequently present to their peers and a business coach. Topics extend the knowledge developed in the introductory lectures, which establish a common understanding in the class. Project assignments are drawn from multiple industries such as the financial services industry, construction industry, health care industry, gaming and computer and software industries.

### Key words

Strategy, innovation management, business roadmapping, modularity, platform thinking, strategic flexibility, management of operations, product/service family planning, platform ecosystems (networks).

### Learning outcomes

After completing this course, students will:

- Understand classic and recent theories in the field of strategic technology management and innovation (BA ILO 1.2)
- Be able to critically reflect on conceptual and empirical contributions to theory in this field (BA ILO's 1.2, 1.3, 1.4)
- Be able to critically analyze and align the design of organizations, products and strategies for innovation (BA ILO 2.4)
- Be able to analyze the coherence (fit) between product/service designs and organizational architectures in project case and / or develop a research question and write an academic paper on this topic (BA ILO's 1.1, 1.2, 1.3, 1.4)

### Format and content

The strategic planning process in the ongoing generation of innovative knowledge is vital to the survival and growth of a firm. This course focusses on the strategic interrelationships of product/service family design, organization design and, processes for managing innovation and knowledge within *and* between firms. During this course you will learn how these components interact in determining a firm's success.

Focal topics include:

1. **Roadmapping for strategy and innovation.** Scanning the competitive landscape and define a firm's competitive positioning is key to a firm's success. Roadmapping is a powerful technique for planning an organisation's technological capabilities to ensure they meet its commercial or strategic goals. We will discuss conventional and novel tools and techniques for roadmapping. Next we will discuss structured methods that help firms design and maintain a high quality innovation project portfolio.
2. **Managing in an age of modularity:** We study the concept of *modularity* in product and organization designs based on standardized component and organization interfaces. By facilitating loose coupling, modularity can reduce the cost and difficulty of adaptive coordination, thereby increasing the *strategic flexibility* of firms to respond to environmental change in multiple ways (e.g. modularity in use, design and production). As you will find out, modularity and the use of modular design rules has significant implications for the *management of innovation and knowledge within and across firm boundaries*.
3. **Platform strategies and related business models.** The use of the term platform has proliferated in strategic management research and is used to describe management phenomena at the level of individual products, product systems, industry supply chains, markets, industries, and even constellations of industries (Gawer, 2009). At these levels we will study three themes that are strategically interconnected:
  - a. organizational platforms: how do firms benefit from recombining capabilities both internally within the organization, co-aligning the organization's routines and transactions, and through the wider network, where the re-architecting of capabilities and associated organizational structures is carried out (Ciborra, 1996).

- b. product family platforms and platform driven innovation: in dynamic markets a platform-based product/service family design is recognized as an effective method for constructing a product or service line that satisfies a diverse customer demand while keeping design and production cost- and time-effective. We will discuss several tools that help managers design a product or service platform that allows their firm to gain an above normal return.
- c. and platform ecosystems: how to position a firm in the wider platform ecosystems? Competitive positioning in the wider ecosystem is inevitable for many firms but is a central, yet understudied, topic in strategy that we will pay attention to.

**Recommended prior knowledge:**

A bachelor level understanding of organizational 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 innovation management (e.g. as explained in Schilling (2013).

**Assessment**

- Group project assignment (50%)
- Individual exam (50%)

This course is a course that is highly suitable for students in business administration and industrial engineering and management but also master students that are interested in strategy and innovation. As such, it provides the foundation for further specialization in the selected topics.

**Materials:**

Course material includes scientific papers from journals such as: Management Science, Strategic Management Journal, Journal of product innovation management, MIS Quarterly.

## 10 GLOBAL STRATEGY AND BUSINESS DEVELOPMENT

Course code: 201600155; 5 EC

Examiners: dr. K. Zalewska-Kurek (coordinator) and dr. R.P.A. Loohuis

Learning goals	<p>Upon completion of this course, students are able to:</p> <p><b>O#1 Research</b></p> <ul style="list-style-type: none"> <li>- Explain the most important theories and models of business strategies, foresight, and network strategies;</li> <li>- Critically reflect on conceptual and empirical contributions to the aforementioned literature in the field;</li> <li>- Analyze and explain the success and failure of firms from the perspective of their foresight strategies and subsequent strategic and marketing choices.</li> </ul> <p><b>O#2 Design</b></p> <ul style="list-style-type: none"> <li>- Recognize and formulate strategic and business problems including current and future opportunities for business development based on real-life cases.</li> <li>- Design solutions for strategic and marketing problems for business development based on proper foresight techniques.</li> </ul> <p><b>O#3 Organize</b></p> <ul style="list-style-type: none"> <li>- Work in a group</li> <li>- Propose concrete implementation advises on business development including the implications for current business and strategy.</li> <li>- Provide recommendations for future research.</li> </ul>
Content description	<p>This course draws on the basics of a business model and its usefulness for a firm in today's rapidly changing markets and global contexts to map consequences for strategy</p>

	<p>and business development. We will work successively through each part of the business model framework and beyond, each week discussing a part in more depth. Following the structure of a business model, the topics include customer value analysis, customer relationships, value proposition, capabilities, resources and activities. Furthermore, we discuss the role of partners, for instance strategic alliances and joint ventures as part of a business model including its developmental stages. We will also focus on the competitive aspect of developing strategies and implications for business models. Throughout the course, we elaborate on how parts relate to each other and how any change in one part affects the opportunities and challenges for strategic change and business development. In doing so, we will work with cases of firms who are challenged with strategic, marketing and business development problems and systematically analyses the cases using the business model, we will draw implications for strategic change and business development. Besides, we will probe into the future of a business using strategic foresight techniques and from there develop business model that will help to bring the future into existence.</p> <p>The attainment of the learning goals is supported by a combination of lectures, tutorials and assignments including appropriate reading materials.</p> <p>The final mark consists of group assignments (40%) and a research paper (60%). A minimum mark of 5.5 is required for the research paper. The final mark on the course is awarded when the student has completed all course elements.</p>									
Course structure	<p>Type</p> <p><input checked="" type="checkbox"/> Lecture</p> <p><input checked="" type="checkbox"/> Project unsupervised</p> <p><input checked="" type="checkbox"/> Seminar</p>									
Assessment	<p><input checked="" type="checkbox"/> Final thesis/paper</p> <p><input checked="" type="checkbox"/> Assignment(s)</p>									
Course materials:	<table border="1"> <thead> <tr> <th>Course material/Book</th> <th>Recommended</th> <th>Mandatory</th> </tr> </thead> <tbody> <tr> <td>Academic articles</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Case studies</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Course material/Book	Recommended	Mandatory	Academic articles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Case studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Course material/Book	Recommended	Mandatory								
Academic articles	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
Case studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Prior knowledge:	<p>Mandatory: Compulsory Articles: A selection of academic papers will be announced on Blackboard.</p> <p>Recommended: Basic knowledge on strategy &amp; entrepreneurship.</p>									

**Track: Strategic Marketing & Business Information**

## 11 E-STRATEGIZING

Course code: 192350200; 5 EC

Examiners: dr.ir. A.A.M. Spil

### **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;
- Presenting versus top down approach
- Digital Strategies
- Social Media Strategies

### **Key words**

Dynamic and incremental information planning,  
Interorganizational information systems  
e-strategizing,  
IT governance,  
Digital Transformation.

### **Assessment**

individual assignments and test (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 Business Development  
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

## **12 B-B MARKETING**

Course code: 201500081; 5 EC

Examiners: dr. A.M. von Raesfeld-Meijer (coordinator) and dr. R.P.A. Loohuis

### **Learning objectives**

After completing this course Master Students are expected to:

- Explain how the concepts of organizational buyer behavior, relationship management, and value and business networks affect the outcomes of business marketing decision making;
- Conduct business marketing analysis to understand organizational customers and inter-organizational relationships and networks
- Provide recommendations to develop and improve business marketing outcomes such as the value of offerings, marketing communications and sales management.
- Compare theories on business marketing, to formulate competing testable hypotheses based on these theories and to argue how testing these hypotheses contributes to the literature on and practice of business marketing.

### **Assessment**

To assess whether you reached the learning objectives and so successfully finalized this course, you engage in the following assignments.

Three group assignments and peer reviews:

1. A case study assignment from the book;
2. A theoretical assignment elaborating on one of the chapter themes;
3. A presentation and report of one or two of the chapters using the discussion questions in the book.
4. Peer reviewing the three assignments made by one of the other groups

One individual assignment:

A research project investigating buyer-supplier working relationships by interviewing three representatives of firms about their buyer supplier relationships.

Grading group assignments in groups of three to four, you should score a '6' (six) or higher (the average of all assignments counts for 45% of the final grade)

Grading group assignment in the form of an individual research project: you should score a '6' (six) or higher (55% of the final grade).

### **Aim**

This course is designed with the aim to develop and apply theoretical and practical knowledge in the field of business marketing as well as skills for conducting research.

### **Course description**

Business-to-Business Marketing is the course that focuses exclusively on marketing to businesses. The course is organized around three parts: Understanding organizations as customers; creating customer value through an integrated marketing strategy; and managing marketing outcomes. The course includes a scenario based buyer-supplier negotiating exercise. One part of the course is case-based analysis, applying concepts and theories to a wide variety of industries including industrial manufacturing, software, consulting, and financial services. Another part is theory based by using scientific publications to elaborate on particular B2B concepts. The final part focusses on conducting research in the field of business marketing. The case analyses, theoretical elaboration and research builds on concepts such as organizational buying behavior, relationship management, value in use and business networks.

#### **Key words**

Organizational buying behavior; Inter-organizational relationships; Marketing Channels & Supply Chains; Business marketing planning; Business marketing mix; Customer value; Business networks

#### **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

## **13 ADVANCED TOPICS IN DIGITAL MARKETING**

Course code: 201500080; 5 EC

Examiners: dr. E. Constantinides (coordinator) and dr. S. de Vries

#### **Aim**

The course reviews and teaches the current and emerging technology-based business aspects of Digital Marketing.

Students will develop knowledge and insight in current theories and models in the field of marketing in digital environments and in the field of applied data science. This knowledge and insight are important in order to understand the background and impact of data-driven marketing.

Such insight will therefore allow students to understand the importance, impact and pervasiveness of ICTs in

today's business environment and in particular in the Marketing domain.

Students will furthermore learn to evaluate and apply 'Social, Big- and Open Data' based tools and will get in touch with cognitive computing, neuromarketing applications and the emerging domain of Internet of Things (IoT). Special attention is given to the use of online tools that modern marketers can engage for measuring and improving business performance and better respond to changing and often elusive customer behavior.

### **Description**

Students study theoretical, practical and commercial aspects of Information and Communication Technologies (ICT), and get familiar with latest techniques of digital marketing, digital marketing research and Big Data analytics. The course underlines the strategic and managerial approach in dealing with Digital Marketing issues, offering to participants knowledge and competencies on digital marketing topics, technologies and tactics.

The course reviews the basic knowledge areas related to more "traditional" digital marketing topics like e-commerce, online customer behavior, creating of successful online presence and social media marketing. However, the main focus of the course is to provide advanced knowledge, insights and skills needed to manage the fast changing online and mobile commercial environments by shifting from one-way communication to customer engagement, 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.

The course allows students to get in touch and critically review emerging technologies (Cognitive Computing, Internet of Things, Neuromarketing, Big Data, Cloud Computing etc.) that are becoming part of the future digital marketing landscape.

### **Lectures and Guest Lectures main topics**

Introduction course / Web 1.0 marketing

Introduction Search Engine Marketing

Communication in Digital Marketing Environments

Web 2.0 / Social Media Marketing

Cognitive Computing and Web Analytics

Big Data and Social Intelligence

Neuro-marketing

Internet of Things (IoT)

Next to the lectures the program includes a number of group assignments that allow to students to familiarize with real practical problems and use the tools and methods they learned in order to solve the problems. The course will be concluded with a Symposium.

### **(Recommended) Study materials**

Course Material consists of scientific articles and selected publications.

### **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.

### **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



# 14 IT-BASED KNOWLEDGE MANAGEMENT FOR BUSINESS INNOVATION

Course code: 201500147; 5 EC

Examiners: dr. A.B.J.M. Wijnhoven (coordinator) and dr. M. de Visser

## Learning objectives

1. Students learn key concept of knowledge management and business epistemology.
2. They can understand and recognize different approaches of knowledge management, their strong and their weak points and the added value of different approaches for business innovation. The related approaches are empirical, rational, Kantian, political, and pragmatic.
3. Students will learn to use and evaluate the opportunities of modern information technologies in knowledge management. The respective information technologies are business intelligence, simulation, ontologies and mappings, opinion identification and triangulation, crowdsourcing platforms.
4. Students will be able to define research goals, contributions to the field, propositions and research designs for IT-based knowledge management studies.

## Description

Information and knowledge are key resources for operational and innovation processes in modern organizations. Business innovation methods in modern organizations increasingly rely on information technology (e.g. market-product-technology roadmapping, crowdsourcing, and virtual co-creation with customers). Many of these concepts have been introduced in courses such as Innovation and Entrepreneurship. In order to really understand how these tools work and how information technology drives advancements in business innovations, better understanding of knowledge and new technologies for processing it are necessary. Information consists of meaningful representations, which are available via information technologies in huge abundance. This information overload, however, does not easily lead to meaningful insights (i.e. knowledge, which can consist of predictions, methods of working, and understanding of business situations) that could help an organization to become ahead of the competition. Five paradigms to the nature of knowing have been developed and codified by epistemological (knowledge theory) traditions that shed light on the types of knowledge and information needed for business innovation. These are:

1. Empiricism (based on the philosophy of Locke) is a theory of knowledge emphasizing the role of experience, especially sensory perception, in the formation of ideas, while discounting the notion of innate ideas. Currently, new and innovative data sources exist, like the Internet of Things, Big Data and Social media data, and analysis tools like business analytics and visualization that can help finding value from these data sources.
2. Rationalism (based on the philosophy of Leibniz) is any view appealing to reason as a source of knowledge or justification. It is a method or a theory in which the criterion of truth is not sensory but intellectual and deductive, and thus can be realized by modern causal modelling and simulation tools, like system dynamics modellers (e.g. Vensim.com) and optimization tools (e.g. simulators and business game developers like Tycoon Systems).
3. Kantianism is the philosophy of Immanuel Kant and has an epistemology emphasizing the need of different perspectives that have to be taken to realize a complete picture of a phenomenon. This requires ways of integrating and consolidating sometimes-conflicting perspectives. In business contexts ontology mapping tools, process standardization and semantic web tools have been proposed as ways of standardizing, improving and integrating organizations.
4. Dialectic logic (Hegelianism) in classical philosophy is an exchange of propositions (theses) and counter-propositions (antitheses) resulting in a synthesis of the opposing assertions, or at least a qualitative transformation in the direction of the dialogue. The Hegelian-dialectic paradigm thus positions knowledge as part of politics and competitive games. Much evidence has been generated in favour of Hegelian discourses in organizations, to avoid strategic blindness and confirmation biases. Modern technologies exist that can analyse business statements from the opinion perspectives they take, and more importantly, these tools also can generate and search for anti-thesis statements and related

evidence.

5. Pragmatism (Churchman and Singer): the view that information is an instrument for solving problems and that scientific credibility is often secondary to relevance. Open innovation, crowd sourcing and wisdom of the crowd are frequently mentioned as approaches in this context for the purpose of innovation.

It is important that students of business administration learn the lessons of these philosophies and their implications for modern knowledge management. In this course, the student will learn the importance of the many new IT-based possibilities for knowledge management. None of these methods and techniques are common use and none of them is without its problems, but discovering their limitations and opportunities empowers students to make an innovative contribution in and for organizations. This course will teach students how to critically evaluate the implications of these opportunities and to develop relevant research projects related to it. This is realized by discussing each epistemology in the context of business innovation.

### **Assessment**

Written exam + final assignment + team presentation and discussion

## 15 STRATEGIC HR ANALYTICS

Course code: 201500092; 5 EC

Examiners: dr.ir. J. van Leede

### **Introduction to the course – content**

One of today's major paradigm shifts within HRM originated in the belief 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.

## **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.

## **16 GLOBAL TALENT MANAGEMENT**

Course code: 201500086; 5 EC

Examiners: dr. J.G. Meijerink (coordinator)

### **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, with the deadline for Friday. 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”)

#### **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

## **17 HRM AND INNOVATION**

Course code: 201500087; 5 EC

Examiners: dr. A.C. Bos-Nehles (coordinator)

### **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.

### **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.

## **18 HRM AND TECHNOLOGY DESIGN**

Course code: 201500088; 5 EC

Examiners: prof. dr. T. Bondarouk (coordinator)

### **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%

Group report on the re-design – 50%

Quality of the poster presentation in the symposium based on clear assessment criteria– 20%

All grades have to score minimum a 5.5.

### **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

## **Track: Purchasing & Supply Management**

# 19 PURCHASING STRATEGY AND SYSTEMS

Course code: 201500091; 5 EC

Examiners: dr. N.J. Pulles

### **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 implementation 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

**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.

## **20 PURCHASING MANAGEMENT**

Course code: 191820160; 5 EC

Examiners: prof. dr. J. Telgen (coordinator) and dr.ir. F. Schotanus

### **Aim**

To gain knowledge and experience in analyzing the performance of the purchasing function in an organisation and make well-founded decisions on purchasing issues.

### **Description**

Purchasing is an important management issue both because of its immense financial impact and its importance to achieving policy goals. Typically production organizations purchase over 80% of their turnover. This implies a huge impact on company performance on the financial side. In addition sustainable procurement and socially responsible buying are playing an increasingly important role!

The course provides a general overview of purchasing management. It is not to teach specific purchasing skills, but rather to develop an understanding of what strategic, tactical, and operational aspects are involved in purchasing and how these aspects can be analyzed and managed.

The purchasing function is considered from various angles including strategy, organization, and the purchasing process itself. Many issues are illustrated with examples taken from the practical experience of the teaching staff, including topics as multiple sourcing, cooperative purchasing, purchasing organization, e-procurement, and e-auctions. Not only will the applications of these topics be explained, it will also be discussed under which circumstances to use them. In addition, prominent guest lecturers will present their current experiences and new developments in purchasing management.

The course includes short case assignments in which a business problem related to purchasing is analyzed. The case assignments may be tackled by groups of students. The main objective of the cases is to acquire practical experience in analysing purchasing problems

### **Study materials:**

Strategic Supply Management, Paul Cousins, Richard Lamming, Benn Lawson, Brian Squire, published by Prentice Hall/Pearson, in 2008, ISBN 978-0-273-65100-0

## **21 GLOBAL SOURCING AND ORGANIZATION**

Course code: 201500085; 5 EC

Examiners: dr.ir. P. Hoffmann (coordinator) and prof.dr. H. Schiele

### **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

**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 responsibilities 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 understanding 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 flowing 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 particular 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  $(\text{assignments} * 0,25 + \text{exam} * 0,75) / 2$ , 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.

## **22 SEMINAR PURCHASING**

Course code: 201600014; 5 EC

Examiners: prof. dr. H. Schiele (coordinator) and prof. dr. J. Telgen

### **Learning goals**

After completing this course Master Students are expected to have demonstrated mastery to either public procurement or supply chain management and innovation and gain a basic understanding of the respective other topic (students chose one of the two directions public or industrial as their primary option):

- *Understand* the various aspects of public procurement respectively supply chain management and innovation;
- *Know* the main characteristics of public procurement respectively supply chain management and innovation and the consequences thereof;
- *Typify* developments in the practical and academic fields of public procurement respectively supply chain management and innovation;
- *Write* a literature reflecting seminar paper respecting form and scientific requirements, as well as being able to present results to the audience.

### **Aim**

The seminar purchasing has three targets: a) it provides students with a brief introduction into the particularities of public procurement and supply chain management and innovation, b) gives deepening understanding in either public procurement or supply chain management and innovation (i.e. students have the choice between the public and the industrial variant of the course) and c) in its methodological approach 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; Public Procurement, Purchasing Management, Buying, Public Procurement law, International Business, Supplier selection

### **Course description**

The first part of the course consists of a series of lectures. First, all students jointly follow an introduction into the particularities of public procurement (historical development of public procurement in various countries and jurisdictions, tender processes, administrative requirements and contracting) and on supply chain management and innovation (seizing innovations from and with suppliers, organizational requirements, contract particularities in innovation cases). Then, lectures continue with a deepening on either the public or the innovation variant (description details below). In parallel, students jointly follow a methods introduction on writing term papers and on business presentations McKinsey style.

The second part of the course consists in the elaboration on diverse aspects of the identification and development of innovations along the supply chain resp. public procurement. Students prepare a term paper on one of the topics covered, all evolving around different aspects of the main theme of the seminar. Students will prepare a mini-conference to present their findings to their peers. These literature research findings and the lectures are part of the final exam.

**Detailed description public procurement:**

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 other parts of the economy like airports, utilities, public transportation companies, railroads, in short any industry that is either subject to some regulation or subsidized in some way, operate in similar ways.

The programme 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. 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 IRSP will be addressed. In addition, prominent guest lecturers will present their current experiences and new developments in public procurement.

**Detailed description supply chain management and innovation:**

Since the 1990ies the way innovations are generated in business has fundamentally changed. Most innovations are no longer developed in the laboratory of a firm, alone, but are the result of a collaborative effort together with suppliers or are directly bought from suppliers. As a consequence, expectations towards purchasing have expanded in scope, including innovation targets, as well. Leading industrial firms have created groups or positions called "advanced sourcing", "procurement engineering" or similar. This course trains students to take up a job in such a group or, more generally, discusses how firms can seize the power of innovation of their suppliers.

Specifically, the following questions are discussed:

- How can firms seize innovations from their suppliers?
- How do they have to get organized?
- Which role professional purchasers play in new product development?
- Which tools are available to support this role?
- How do cross-functional teams with r&d and purchasing members perform?

**Assessment**

Term paper (60%) and individual exam (40%).

**Term paper** on a topic from the course chosen freely by the students, who work in groups, from a list provided: minimum requirement to pass is to score a '6' (six) or higher Then this grade counts for 60% of the score).

The final individual papers are evaluated with the following criteria:

- Clear and complete framing / question of the problem studied, demonstration of the relevance of the phenomenon at hand
- Thorough application of formatting requirements
- Use of existing and up-to-date literature in a comprehensive manner
- Choice and application of theories to approach the research question
- Demonstration of the application of academic problem solving capabilities
- Quality of the conclusion and of the end-product
- Consistency and clarity of the text and the lay-out of the paper

**Individual exam** consisting of questions on the introductory lectures and the literature used there, as well as to a smaller extent the content covered by the mini-conference.

**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

**Track: Financial Management**

## 23 CORPORATE FINANCE FOR BA

Course code: 194110070; 5 EC

Examiners: prof. dr. R. Kabir (coordinator) and dr. H. van Beusichem

### **Learning objectives**

Upon completion of this course, students are able to:

- understand the methods, processes and effects of raising capital;
- understand how a firm's financing and dividend choices affect its value;
- understand mergers, acquisitions and corporate diversification decisions of firms; and
- analyze the empirical research on the determinants and the effects of financing, dividend, merger & acquisition, and corporate diversification decisions.

### **Aim**

The objective of the course is to provide students a thorough understanding of a selection of corporate financial management decisions.

### **Course description**

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

### **Key words**

Raising capital, Capital structure, Dividend policy, Mergers & Acquisitions, Corporate diversification, Managerial incentives.

### **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 different alternatives, 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:

- Hillier, D., Clacher, I., Ross, S., Westerfield, R. and Jordan, B., Fundamentals of Corporate Finance, 2nd European Edition, 2014, McGraw-Hill.
- Atrill, P. and McLaney, E., Accounting and Finance: An Introduction, 7th Edition, 2014, Pearson.

### **Study material**

Hillier, D., Grinblatt, M. and Titman, S., Financial Markets and Corporate Strategy, 2nd European Edition, 2012, McGraw-Hill. ISBN 9780077129422

Academic papers on blackboard

## 24 INVESTMENTS AND RISK MANAGEMENT

Course code: 201600013; 5 EC

Examiners: dr. X. Huang (coordinator) and prof. dr. R. Kabir

Module / course information form

Learning goals	<p>Upon completion of this course, students are able to:</p> <ul style="list-style-type: none"> <li>- describe the concept of financial risk management and explain the hedging motives of firms;</li> <li>- apply the fundamental models in valuing financial assets (e.g. stocks, bonds and financial derivatives);</li> <li>- demonstrate a good knowledge of financial derivatives (e.g. futures, forwards, swaps and options) and the organization of derivatives markets;</li> <li>- identify various financial risks (e.g. interest rate risk, foreign exchange risk) faced by international companies and analyze how these risks can be managed;</li> <li>- analyze how to use financial derivatives for risk management.</li> </ul>		
Content description	<p>This course introduces various financial risks faced by national and international firms and the strategies used to manage these risks. The course starts with the concept of risk management, and continues with the principle of valuing financial assets and the application of this principle to financial derivatives (e.g. forwards, futures, options and swaps). Afterwards, the usage of financial derivatives is explained in hedging interest rate risk and foreign exchange risk. Students will also learn about the academic research and practice in financial risk management.</p> <p>Learning of course materials will be supported by a combination of lectures, tutorials and assignments. The final mark consists of group assignment (30%) and a written individual examination (70%). A minimum mark of 5.5 is required for the written exam. The final mark on the course is awarded when the student has completed all course elements.</p>		
Course structure	<p>Type</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lecture</li> <li><input checked="" type="checkbox"/> Project unsupervised</li> <li><input checked="" type="checkbox"/> Seminar</li> </ul>		
Assessment	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assignment(s)</li> <li><input checked="" type="checkbox"/> Written examination</li> <li><input checked="" type="checkbox"/> Written examination multiple choice</li> <li><input checked="" type="checkbox"/> Written examination with open questions</li> </ul>		
Course materials	Course material/Book	Recommended	Mandatory
	Selected chapters from the following textbooks	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Academic Articles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prior knowledge	<p>Mandatory:</p> <p>Textbook:            Hillier, Grinblatt and Titman, Financial Markets and Corporate Strategy, 2nd European Edition, 2012, McGraw-Hill. ISBN: 9780077129422</p> <p>Compulsory Articles:            A selection of academic papers will be announced on Blackboard.</p> <p>Recommended:            Basic knowledge on finance.</p>		

## 25 ENTREPRENEURIAL FINANCE

Course code: 201000087; 5 EC

Examiners: prof. dr. R. Kabir (coordinator) and dr. H. van Beusichem

### **Learning objectives**

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.

### **Aim**

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

### **Course description**

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.

### **Recommended material**

Leach, J.C., R.W. Melicher, Entrepreneurial Finance, 4th edition, 2012, South-Western Cengage Learning.  
Articles on Blackboard; Annual Reports of firms.

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# STRENGTHEN YOUR PROFILE

## 26 CHANGE MANAGEMENT AND CONSULTANCY

Course code: 201500083; 5 EC

Examiners: prof. dr. C.P.M. Wilderom (coordinator)

### 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.

### 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 & **B**usiness **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 (20%)
2. *Group paper on a self-chosen subtopic, with 2 self-chosen other students (60%)*
3. *Group-process 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 (20%)*

### **Textbook**

John Hayes 2014 The Theory and Practice of Change Management, 4<sup>th</sup> 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 a 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

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# OTHER COURSES (DD PROGRAMMES)

## 27 SUPPLY CHAIN MANAGEMENT AND INNOVATION

Course code: 201100054; 5 EC

Examiners: prof. dr. H. Schiele (coordinator) and dr. M. de Visser

### 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

### 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 upstream 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

### 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%) (at least a 5.5 should be obtained for both parts to pass the full course).

### **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

### **Prior knowledge**

Introduction to innovation management expected (e.g. Book: Trott, P. 2008. Innovation Management And New Product Development (4 ed.). Harlow [ETC.]: Financial Times Prentice Hall. ISBN10: 0273713159, ISBN13: 97802737

### **Study material**

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

## **28 INFORMATION SERVICES**

Course code: 201100051; 5 EC

Examiners: dr. A.B.J.M. Wijnhoven (coordinator)

### **Learning objectives**

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

- Has an overview of the approaches for information services organized along inquiring systems (i.e. empirical, rationalist, Kantian, Hegelian and pragmatic) as kernel theories for them.
- Knows the implications of these different inquiring systems for methods and techniques of information service research.
- Knows the key characteristics of information services developed from each inquiring system as a kernel theory; i.e. data market systems, internet-based recommender services, internet-based collaboration and information exchange services, advertising and persuasion services, and internet-based problem solving services like open innovation platforms.
- Is able to analyse a research article and present and discuss the findings as a group presentation in class.
- Is able to develop a research proposal on one type of information services as a team.

**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**

The examination and grading has two parts: 1) an individual examination of student’s understanding of each inquiring systems and its implications for structure and requirements of information services, 2) an individual examination of the nature of five types of information services: data services, recommender services, collaborative platforms, political information and persuasive systems, and open source problem solving platforms, and 3) the group assignment (research proposal and discussion). The test matrix is below (note that I use the updated more recent version of Bloom classification; see further Reflection of this Competence).

Learning goal	Remem-bering	Under-standing	Applying	Analyzing	Evaluating	Creating
1. Inquiring systems		X; OQ; 10%				
2. Information services research methods		X; OQ; 10%				
3.1 Data services				X; OQ; 10%		
3.2 Recommenders				X; OQ; 10%		
3.3 Collaboration services				X; OQ; 10%		
3.4 Persuasive services				X; OQ; 10%		
3.5 Open source problem solving				X; OQ; 10%		
4.1 Discussion (team)					Team assignment; Boundary	
4.2 Proposal			Team assignment; 30%			

**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

#### **Prior knowledge**

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.

## **29 BUSINESS DEVELOPMENT IN NETWORK PERSPECTIVE**

Course code: 194108040; 5 EC

Examiners: dr. A.M. von Raesfeld-Meijer (coordinator)

#### **Learning objectives**

Upon completion of this course, 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.

#### **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 inter-organizational 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 (in 2015-2016, subject to change):

Group case analysis assignments (20%)

Group review assignments (10%)

New Business development proposals (20%)

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 knowledge**

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

## **30 MASTER CLASS BA**

Course code: 201400018; 5 EC

Examiners: dr. M.L. Ehrenhard (coordinator), dr. M. de Visser, dr.ir. P. Hoffmann

#### **Learning objectives**

At the end of the course, students:

- Possess state-of-the-art knowledge and understanding of methods useful for research in business administration;
- Are able to reflect critically on the content and methodology of research designs in business administration;
- Are able to write a research proposal for their graduation thesis and present their proposal in an oral presentation.

#### **Contribution to program learning goals**

This course contributes to the development of academic competences (in particular the analysis of complex organizational problems, the application of theories and models, and the set-up and management of complex projects) as well as generic competences (in particular the collection, assessment and analysis of data sources, and the presentation of results, orally and in writing).

#### **Content**

The course prepares students in the early stage of their master thesis research, in particular regarding their research proposal. It is an essential course for students conducting research in the field of business administration, as it deepens the understanding of the conduct of research in this field, widens the methodological repertoire, and develops the academic skills required for effective and efficient graduation research.

The course consists of three parts.

1. Lectures: We start with four lectures (2x2) about framing a research question, developing a theoretical framework, and data collection and analysis.
2. Group assignment: Teams of 3 to 6 students prepare an assignment in which they write a manual on a specific empirical research method and how this method can be applied to innovation and/or entrepreneurship research.
3. Presentation and review of research proposals: seminars are organized where students present their research proposals and other students give their review of the presented research proposals. All students are expected to present their own research proposal and review at least one research proposal of a fellow student. Please mind that the recommended books are not obligatory, although especially the Field book on SPSS and the Miles & Huberman book on qualitative research are highly recommended.

#### **Study materials**

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Recommended	Babbie, E.R. (2010) The practice of social research. 12th Ed.
Recommended	Cresswell, J.W. (2013) Research Design: Qualitative, quantitative, and mixed  methods approaches. 4th ed. Sage: Thousand Oaks, CA
Recommended	Field, A. (2009). Discovering Statistics Using SPSS. 3rd ed. Sage: Thousand Oaks,  CA.
Recommended	Johnson, P. & Duberly, J. (2000). Understanding Management Research: An  Introduction to Epistemology. Sage: Thousand Oaks, CA
Recommended	Miles, M.B. & Huberman, M. (1994). Qualitative Data Analysis: An Expanded  Sourcebook. 2nd ed. Sage: Thousand Oaks, CA

## 31 MASTER THESIS BA

Course code: 194100040; 25 EC

Examiners: Please check the site of the Examination Board to make sure your thesis is assessed by an acknowledged and appointed examiner.

### Learning objectives

In completing the Master thesis, the student shows that (s)he is able to:

- independently analyse a research problem in the field of Business Administration;
- demonstrate in-depth knowledge by applying advanced level of theory and integrating it with cutting-edge developments;
- use scientific sources in a systematic and critical way to develop own research framework;
- plan and manage his or her own learning process; and
- communicate with supervisors and colleagues in timely and well-prepared way.

To this end, the student independently develops and implements a research- and/or design-oriented project. She completes the thesis within the time permitted; justifies the models, theories, methodology and techniques used, as well as the research/design process; and analyses the work she undertook. On completion, the student is expected to hold a public colloquium in which the findings of the thesis project are presented and defended.

The thesis is assessed by the following criteria;

1. Research question
2. Literature review & theoretical framework
3. Research method / design
4. Data collection & analysis / Validation of the design
5. Conclusions & recommendations / Contribution to theory & practice
6. Writing structure & style
7. Independence & professional skills
8. Oral presentation and defence

For more information: [www.utwente.nl/ba/master/thesis-and-graduation/](http://www.utwente.nl/ba/master/thesis-and-graduation/)

The final semester of the MSc Programme in Business Administration at the School of Management and Governance is reserved for writing a thesis. The Master thesis enables a student to explore a topic of interest in detail and to demonstrate gaining in-depth knowledge and competencies as mentioned in the intended learning outcomes of the MSc BA programme. The thesis may specifically focus on an academic research question that involves scientific analysis of data and/or development & implementation of a solution for a theoretical or design problem. Methodological knowledge and skills play a vital role in the research project, both in developing and conducting research- and/or design-oriented (empirical) research. The graduating student may choose a topic discussed in one of the courses attended or a particular issue from the literature or practice. She initiates the task of formulating a research problem and writing a self-motivated, coherent and well-organised thesis. The student is expected to demonstrate a clear evidence of independence in analyzing the research question and completing the thesis with a minimum of supervision. A manual is available to guide MSc business administration graduating students towards a successful and timely completion. The manual lists the prerequisites and objectives of the

Master thesis. It describes the process of selecting a thesis project, the structure and organisation of the thesis, different types of theses, various steps to be followed in research methodology (i.e. formulating a problem statement, selecting a research design, etc.) and the process of supervision. The thesis assessment procedure is also explained in the manual as well as the process involved with oral presentation, defence and the award of the diploma.

**Study material:**

Manual Master Thesis/ Syllabus