



## Business Administration (MSc)

Vrije Universiteit Amsterdam - School of Business and Economics - M Business Administration - 2017-2018

The Master's programme in Business Administration aims at students who have acquired knowledge at Bachelor level in the field of Business Administration or a related field, and offers them the opportunity to become a specialist in one of its areas. As the programme is an academic one, it provides the student with rigorous academic training and acquaints him with state-of-the-art theoretical background. At the same time, learning to solve complex practical problems is also a key part of this programme.

For talented and ambitious students, the programme also offers an MSc Honours Programme in Business Research. This prestigious programme (20 additional EC) offers students the chance to look beyond the scope of their own specialization and to tackle and experience a broad variety of organizational and managerial issues.

### **Programme**

The Master's in Business Administration contains eight programmes: Digital Business Innovation, Financial Management, Human Resource Management, International Management, Leadership and Change Management, Management Consulting, Strategy and Organization, and Transport and Supply Chain Management. Although these programmes are all unique, they are part of the common Master's programme MSc Business Administration. Thus, all specializations are based on the same general programme structure, they pay ample attention to research skills and all have a multidisciplinary focus. In addition, the HRM, IM, LCM, MC, and S&O programmes are closely related and offer opportunities of taking each other's courses. Students in any of these programmes may participate in the Honours Programme in Business Research (ABRI), on top of the regular programme, provided that they meet the requirements. Also, a Duisenberg Honours Programme in Financial Markets and Regulation of 84 EC exists, available to selected students.

### **Research Skills, Thesis, and Internship**

Each programme pays ample attention to research skills. To this end, a Research Seminar: Research in Business Administration is organized, in which attention is paid to academic skills, research methodology, and research types relevant to the specialization. This Research Seminar runs parallel to the Master thesis and aims to support that process. The number of credits reserved for the Master thesis is 15. Students can also do either a research or practical internship – under the umbrella of a capita selecta course – which can provide 6 ECs.

### **Multidisciplinary Focus**

The BA programme has a multidisciplinary focus. Thus, students start by specializing in a particular business process and study this using knowledge from several disciplines. To give an example, students opting for the programme Human Resource Management may study people analytics and have to use their knowledge from Psychology (e.g., motivation, learning) and Accounting (e.g., running statistical models with big data) to analyze this successfully. For another example, students opting for the specialization Digital Business Innovation might focus on information and knowledge processes in organizations and use knowledge from for instance technology (e.g., building and maintaining web services) and marketing science (e.g., online advertising).

The MSc Business Administration is a one year full-time programme, is taught in English, comprises 60 EC, and consists of several specializations. In addition, there is a Duisenberg Honours Programme in Financial Markets and Regulation of 84 EC.

- General information (document will be published soon)
- Course schedule
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# Master Business Administration - Specialization Digital Business and Innovation

Opleidingsdelen:

- [Master Business Administration - Digital Business and Innovation - Core courses](#)
- [Master Business Administration - Digital Business and Innovation - Electives 1](#)
- [Master Business Administration - Digital Business and Innovation - Electives 2](#)

## Master Business Administration - Digital Business and Innovation - Core courses

Below are the obligatory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Digital Business and Information Systems</a>	Periode 1	6.0	E_BA_DBIS
<a href="#">Digital Innovation Lab</a>	Periode 4	6.0	E_BA_DIL
<a href="#">Ethics in a Digital World</a>	Periode 3	3.0	E_BA_EDW
<a href="#">Management of Digital Innovation</a>	Periode 1	6.0	E_BA_MDI
<a href="#">Research Design and Methods</a>	Periode 3+4	6.0	E_BA_RDM
<a href="#">Thesis MSc BA - DBI</a>	Ac. Jaar (september)	15.0	E_BA_THS_DBI
<a href="#">Working and Organizing in a Digital Age</a>	Periode 2	6.0	E_BA_WODA

## Master Business Administration - Digital Business and Innovation - Electives 1

Choose 1 of 4 electives.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Business Process Management and IT Alignment</a>	Periode 2	6.0	E_BA_BPMITA
<a href="#">Digital Marketing</a>	Periode 2	6.0	E_MKT_DM
<a href="#">Management of Sustainable Innovation</a>	Periode 2	6.0	E_BA_MANSI
<a href="#">Watson Innovation</a>	Periode 2	6.0	X_405129

## Master Business Administration - Digital Business and Innovation - Electives 2

Choose 1 of 2 electives. Instead, you may choose a different course (not necessarily in period 5), for which permission from Exam Board is required.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Digital Consultancy Internship</a>	Periode 5	6.0	E_BA_DCI
<a href="#">Digital Entrepreneurship Project</a>	Periode 5	6.0	E_BA_DEP

## Master Business Administration - Duisenberg Honours Programme Financial Markets and Regulations

This honours programme provides students a broad perspective on how financial markets function. It includes the macro view on financial markets and the economic and legal perspectives on corporates, investors and intermediaries when operating in financial markets.

This programme combines the disciplines finance, accounting, law and regulation. This multi-disciplinary approach matches the close interconnection between these disciplines in the financial sector. This programme gives the essentials in the disciplines finance, accounting and law which allows a quick start as an all-round finance professional. Multi-disciplinary trained finance professionals have a good position in the labor market.

The programme is aimed for ambitious students who are interested to start a career in finance as academic professional and strive for maximum learning performance in one year before making a good start in the labor market.

Core disciplines in this programme are: finance, accounting and law.

The programme consists of 84 EC and endures 1 year.

Opleidingsdelen:

- [Master Business Administration - Duisenberg HP FMR - Core Courses](#)
- [Master Business Administration - Duisenberg HP FMR - Electives Semester 1](#)
- [Master Business Administration - Duisenberg HP FMR - Electives Semester 2](#)

## Master Business Administration - Duisenberg HP FMR - Core Courses

Below are the obligatory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Corporate Financial Management</a>	Periode 1	6.0	E_BA_ACFM
<a href="#">Advanced Finance, Banking and Insurance</a>	Periode 1	6.0	E_BA_AFBI

<a href="#">Advanced Financial Reporting</a>	Periode 1	6.0	E_ACC_AFR
<a href="#">Company Law</a>	Periode 4	6.0	E_BA_CL
<a href="#">Empirical Finance</a>	Periode 2	6.0	E_FIN_EF
<a href="#">Institutional Investments</a>	Periode 2	6.0	E_BA_IINV
<a href="#">Portfolio Finance</a>	Ac. Jaar (september)	0.0	E_BA_PTFIN
<a href="#">Research Project for Finance</a>	Periode 3	6.0	E_FIN_RPFIN
<a href="#">Thesis MSc BA - DSF-FMR</a>	Ac. Jaar (september)	18.0	E_BA_THS_FMR

## Master Business Administration - Duisenberg HP FMR - Electives Semester 1

Choose 1 of 3 courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Management Accounting</a>	Periode 2	6.0	E_ACC_AMA
<a href="#">Audit Theory</a>	Periode 2	6.0	E_ACC_AT
<a href="#">Corporate Valuation</a>	Periode 2	6.0	E_BA_CV

## Master Business Administration - Duisenberg HP FMR - Electives Semester 2

Choose 3 of 9 electives.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Bank Management</a>	Periode 4	6.0	E_BA_BANKM
<a href="#">Behavioral Finance</a>	Periode 4	6.0	E_FIN_BF
<a href="#">Control and Audit</a>	Periode 5	6.0	E_ACC_CA
<a href="#">Derivatives</a>	Periode 4	6.0	E_FIN_DER
<a href="#">Economics of Payment Systems</a>	Periode 4	6.0	E_FIN_EPS
<a href="#">Financial Accounting Theory</a>	Periode 4	6.0	E_ACC_FAT
<a href="#">Macro and International Finance</a>	Periode 4	6.0	E_FIN_MIF
<a href="#">Quantitative Financial Risk Management</a>	Periode 4	6.0	E_FIN_QFRM
<a href="#">Real Estate Management</a>	Periode 5	6.0	E_BA_REM

## Master Business Administration - Specialization Financial Management

Financial management is a crucial function in managing and controlling large and small enterprises in both service and production industries.

It covers financial processes like the acquisition, administration and

allocation of financial resources. Financial resources are needed to fund business activities. Decisions about the size of capital needed as well as the sources of supply (equity, short-term debt or long-term debt) define greatly the financial structure and risk profile of the firm. The administration of financial resources is related to the way the company administers its resources, which is mostly dealt with in the treasury function. The use of financial funds is driven by the financial management decision how to allocate the available resources over the business activities. In the allocation decision management decides about strategic priorities and about the short-term and longer term development of the company. Special cases of longer term allocation decisions are mergers and acquisitions.

Financial management is not only restricted to managing financial resources, but it also relates to broader planning and control decisions as far as they are based on financial numbers. Most long-term strategic plans are based on financial planning scenarios defining growth opportunities and financial milestones. Internal control of business processes is mostly done by budgeting systems defining maximum amounts of financial resources that can be used by operational management in the realization of specific tasks. Evaluation of task performance, based on performance information and budget variance reports, may lead to improved control and organizational learning.

Financial management can be found in every organization. It plays a dominant role in banking and insurance companies – these sectors are well represented in the Dutch and in international business communities. It also plays a major role in professional service organizations where the technology of most core activities is not well understood and where the nature of tasks varies with client preferences. Management in these firms relies more on decentralization of tasks to empowered teams and a more arm's length planning and control, mostly based on a combination of financial and nonfinancial performance outcomes.

#### Interdisciplinary links

The specialization Financial Management has many interdisciplinary links with other disciplines in Business Administration. The financial processes - acquisition, administration and allocation of financial resources - are serving the business. In the banking and insurance industry these financial processes are even the core of the business. Therefore in many courses more or less links are made with strategic planning, organizational design, and HRM issues. For example: Half of the course Bank Management will be entirely spent on the design of banking processes and the organization of these processes. To understand case studies in the course Advanced Corporate Financial Management financial issues have to be linked with the strategic position of companies. Financial reporting issues can only be fully understood with a thoroughly understanding of real life operations. The course Advanced Management Accounting is in its core about organizing financial processes. The course Management Control is mostly mapping business processes in financial numbers. The course Advanced Finance, Banking & Insurance spends a lot time on strategic positioning of banks and insurance companies in their sector. Many more examples of interdisciplinary links can be given. In short: Financial Management can only be fully understood in its business environment.

## A solid basis and three sub specializations

Financial management connects the internal business functions of the firm with the financial markets and its institutions. That is why the specialization Financial Management starts with two main compulsory courses: Advanced

Corporate Financial Management addresses the main functions of financial management; Advanced Finance, Banking and Insurance analyzes the external financial institutions. Starting from these two generic courses, the program offers three separate sub specializations: Corporate Finance, Accounting and Financial Sector Management.

The first two sub specializations Corporate Finance and Accounting focus on the financial management function in organizations, executed by professionals like Corporate Financial Officers (CFO's), Management Accountants, Financial Specialists or Financial Directors. It brings together all the topics relevant for the effective execution of the finance function, like financial reporting, management control, treasury, corporate governance and auditing.

The third sub specialization Financial Sector Management provides insights about financial products (like pensions and insurances), about management of financial institutions (for instance banks and insurance companies), and about the working of financial markets (studying topics like private equity, mergers and acquisitions and business valuation).

The program offers the opportunity to choose electives that are in line with the three aforementioned sub specializations. However, students are also allowed to combine electives from each of the three sub specializations.

## Goals and focus

The specialization Financial Management leads to the following competences:

- Knowledge and understanding of financial management theories and systems, as well as of the dynamics of financial markets and institutions.
- Ability to solve complex financial management problems, combining finance and accounting knowledge with insights from other disciplines like organization, economics, and auditing.
- Ability to identify and define finance and accounting problems, develop approaches for tackling them and the ability to communicate the results/findings of research on these topics in oral, visual, and written format;
- Ability to use the appropriate methodological approaches for the solution of complex financial management problems, for instance case studies, surveys and more advanced statistical techniques for the analysis of financial data.
- Ability to design and execute applied and fundamental research projects in finance and accounting.

The programme contains obligatory courses as well as electives. In addition, excellent students may participate in an extra course (RABO Honours Class), on top of their regular curriculum. Also, excellent students may follow the

Duisenberg Honours Programme in Financial Markets and Regulation. For more information, see the paragraph about the Hounours Programmes elsewhere in this study guide.

Opleidingsdelen:

- [Master Business Administration - Financial Management - Core courses](#)
- [Master Business Administration - Financial Management - Electives](#)
- [Master Business Administration - Financial Management - Extra course](#)

## Master Business Administration - Financial Management - Core courses

Below are the obligatory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Corporate Financial Management</a>	Periode 1	6.0	E_BA_ACFM
<a href="#">Advanced Finance, Banking and Insurance</a>	Periode 1	6.0	E_BA_AFBI
<a href="#">Advanced Financial Accounting</a>	Periode 4	6.0	E_BA_AFA
<a href="#">Financial Data Decision Analysis</a>	Periode 2	6.0	E_BA_FDDA
<a href="#">Portfolio Finance</a>	Ac. Jaar (september)	0.0	E_BA_PTFIN
<a href="#">Research Seminar FM</a>	Periode 3	6.0	E_BA_RSFIMA
<a href="#">Thesis MSc Business Administration: Financial Management</a>	Ac. Jaar (september)	18.0	E_BA_THS_FIM

## Master Business Administration - Financial Management - Electives

Choose 2 electives.

You may also choose an internship. However, this internship will be on top of the regular programme.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Advanced Management Accounting</a>	Periode 2	6.0	E_ACC_AMA
<a href="#">Bank Management</a>	Periode 4	6.0	E_BA_BANKM
<a href="#">Behavioral Finance</a>	Periode 4	6.0	E_FIN_BF
<a href="#">Control and Audit</a>	Periode 5	6.0	E_ACC_CA
<a href="#">Corporate Valuation</a>	Periode 2	6.0	E_BA_CV
<a href="#">Economics of Payment Systems</a>	Periode 4	6.0	E_FIN_EPS

Information Risk Management	Periode 5	6.0	E_ACC_IRM
Institutional Investments	Periode 2	6.0	E_BA_IINV
Internship for FM	Ac. Jaar (september)	0.0	E_BA_INTFM
Management Control	Periode 4	6.0	E_ACC_MC
Real Estate Management	Periode 5	6.0	E_BA_REM

## Master Business Administration - Financial Management - Extra course

The RABO Honours Class is an extra course on top of the regular curriculum. This course may only be followed by a selected group of students.

Vakken:

Naam	Periode	Credits	Code
RABO Honours Class	Periode 4+5	9.0	E_FIN_RHC

## Master Business Administration - Specialization Human Resource Management

The purpose of Human Resource Management is to mobilize people. However, this is not a straightforward process considering the ever changing organizational environment in which contemporary HRM performs. To account for critical organizational challenges such as employee development, staffing, performance and diversity, our HRM programme aims to help students develop skills and competencies needed to mobilize employees in contemporary organizations.

### \* The Human Resource Management Programme

The philosophy of our program is to focus on HRM in a contemporary perspective, thereby explicitly highlighting the changing HRM environment. This changing environment is characterized by an increasing emphasis on innovation, proactivity, and multidisciplinary analysis, propelled by key societal and organizational changes, such as increasing flexibility of work, changing employer-employee relationships, digitalization, and international mobility of staff. Our philosophy implies that the current HRM environment impacts all HR-related processes. In this programme we focus specifically on four key processes: employee development, staffing, performance, and diversity. These processes subsequently link to our courses, and will be integrated throughout the program, thereby creating a multidisciplinary approach to studying HRM.

You are in the right programme if your interest is triggered by questions such as: "What are key characteristics of the changing HRM environment and how does this impact individuals and organizations?", "In which ways can individual performance contribute to organizational performance in today's diverse workforce and across different markets?", "How can innovative staffing methods contribute to organizational innovation?", and "What is the role of HR analytics and big data in making HRM more evidence-based?".

#### \* Core Methodology

We believe that the contemporary HRM environment can only be fully grasped by openness about multiple research philosophies, as this will help to better understand and examine today's complex business challenges. Therefore, we use a combination of quantitative and qualitative

methods, using scientific literature, practical cases, and quantitative data to learn about HRM-related topics. Throughout the programme, we will attempt to bridge the gap between science and practice as effectively as possible, for example by organizing assignments in cooperation with and at organizations, by having guest speakers come over to the VU, and by learning how to systematically analyse practical problems. As teachers in this programme, we apply the principle of co-teaching, which means that each course will be coordinated by at least two HRM staff members, who are complementary in expertise. We believe this makes our teaching of higher quality and more innovative, and it will allow students to enjoy double the experience from their teaching staff.

#### \* Design of the Human Resource Management Programme

We help students to develop necessary competencies to solve practical HRM issues and challenges based on theoretical arguments. Throughout the programme, students learn to review and analyze critically the state of the art research related to human resource management to get acquainted to the contemporary debate in the field. In addition, students will contribute to the field of HRM by writing an innovative Master thesis with individual, organizational, and societal impact.

This programme will cover the core concepts and theories of all the basic HRM activities in organizations, with a specific focus on the contemporary HRM environment. More specifically, you will start with two stage-setting courses in period 1 that cover the changing HRM environment and contemporary careers and organizations. Following these courses, we offer courses on Recruitment & Selection, Performance Management, and HRD Analytics, all crucial parts of today's HRM activities. Theories and concepts in this program will consistently be analysed in their organizational and societal context. Both quantitative (e.g., surveys) and qualitative methods are used in this programme. To deepen their knowledge, students can additionally choose from several electives that each are strongly based on fostering student's ability to act in response to strategic and organizational challenges.

To broaden your horizon beyond the core of HRM, you can also choose electives from other Business Administration programmes, specifically International Management, Leadership & Change Management, Management Consulting, and Strategy & Organization. Several interdisciplinary electives offer an additional opportunity to deepen your knowledge of a topical issue in business and management beyond the boundaries of the HRM programme.

The courses in the HRM programme will consistently search for links between science and practice through on-site visits, guest lectures, and assignments aimed to bridge the gap between science and practice. We will focus on theoretical and systematic analyses of problems as the foundation for coming up with fresh perspectives and innovative solutions. Finally, to build practical knowledge and skills, it is also possible to do an internship, thereby learning valuable professional skills. Our courses have a strong focus on enhancing your communicative



skills, your ability to speak up and defend your arguments, and position in front of a critical audience. This will be practiced during team-based presentations with your peers and with invited managers that assess your performance and provide valuable feedback. Working in teams and performing assignments in and with organizations will be core activities throughout the HRM programme. These activities will improve professional social skills both as a student and as a future professional. This contributes to the development of so-called 'soft skills', which are crucial in today's labour market, as core outcomes in our programme.

The HRM program is about mobilizing people. To be able to achieve this, it is crucial that students also have a good understanding of their own strengths, development opportunities, and behaviour. Therefore, self-reflection is an important learning goal that is tied in to many activities and courses in the programme. This once again contributes to the development of crucial 'soft skills', for example by writing a portfolio that encompasses your efforts during the Master programme. Finally, we work intensively with Career Services to offer you additional opportunities to develop yourself in various ways.

**\* Community**

The HRM programme features many social and professional activities that you can be part of. We aim to form a strong community that will help you both during your studies and afterwards. In terms of professional activities, we start each academic year with a formal introduction during which you will meet your fellow students and are introduced to the School members that you will work with during the programme. In addition, we organize an alumni event at the start of the year, during which (recent) alumni from the VU HRM Master programme will join you to discuss their experiences during their studies and in finding their first jobs. Our goal is to support you as much as possible in preparing for your transition to the labour market. The programme includes other activities as part of our community as well, such as a LinkedIn group that features alumni and current students, our student organization Aureus that organizes interesting meetings, and a graduation ceremony at the end of year during which we celebrate your successes.

Opleidingsdelen:

- [Master Business Administration - Human Resource Management - Obligatory courses](#)
- [Master Business Administration - Human Resource Management - Electives I](#)
- [Master Business Administration - Human Resource Management - Electives II](#)

## Master Business Administration - Human Resource Management - Obligatory courses

Below are the obligatory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Business Ethics in Human Resource Management</a>	Periode 4	3.0	E_BA_BEHRM

<a href="#">Contemporary Careers and Organizations</a>	Periode 1	6.0	E_BA_CCO
<a href="#">Research Seminar - HRM</a>	Periode 4+5	6.0	E_BA_RSHRM
<a href="#">The Changing HRM Environment</a>	Periode 1	6.0	E_BA_CHRME
<a href="#">Thesis MSc Business Administration - Human Resource Management</a>	Ac. Jaar (september)	15.0	E_BA_THS_HRM

## Master Business Administration - Human Resource Management - Electives I

In total you have to choose 3 electives. Of these, a minimum of 2 electives must be chosen within your own specialization; a maximum of 1 elective may be chosen from the specializations International Management, Leadership and Change Management, Management Consulting, or Strategy and Organization.

Opleidingsdelen:

- [Master Business Administration - Human Resource Management - Electives 1 - HRM specialization](#)
- [Master Business Administration - Human Resource Management - Electives 1 - Electives form other specializations](#)

## Master Business Administration - Human Resource Management - Electives 1 - HRM specialization

Choose a minimum of 2 courses, of which at least one course in period 2.

Vakken:

Naam	Periode	Credits	Code
<a href="#">HRD Analytics</a>	Periode 3	6.0	E_BA_HRDA
<a href="#">Performance Management</a>	Periode 2	6.0	E_BA_PMAN
<a href="#">Recruitment and Selection</a>	Periode 2	6.0	E_BA_RECS

## Master Business Administration - Human Resource Management - Electives 1 - Electives form other specializations

Choose a maximum of 1 course.

These electives are part of the other specializations International Management, Leadership and Change Management, Management Consulting, and Strategy and Organization.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Alliances, Mergers and Networks</a>	Periode 2	6.0	E_BA_AMN
<a href="#">Business Ecosystems and Open Innovation</a>	Periode 3	6.0	E_BA_BEOI

<a href="#">Change Rhetoric and Politics</a>	Periode 2	6.0	E_BA_CRPOL
<a href="#">Consultancy Project</a>	Periode 3	6.0	E_BA_CPROJ
<a href="#">Doing Business in Emerging Markets</a>	Periode 2	6.0	E_BA_DBEM
<a href="#">International Consultancy Project</a>	Periode 3	6.0	E_BA_ICP
<a href="#">International Entrepreneurship</a>	Periode 2	6.0	E_BA_INTE
<a href="#">Leadership and Learning</a>	Periode 2	6.0	E_BA_LL
<a href="#">MC: Business Model Development</a>	Periode 2	6.0	E_BA_MCBMD
<a href="#">Multi-Stakeholder Management</a>	Periode 3	6.0	E_BA_MSM
<a href="#">Organization Development and Change</a>	Periode 2	6.0	E_BA_ODC
<a href="#">Organizational Change Serious Game</a>	Periode 3	6.0	E_BA_OCSG
<a href="#">Strategic Corporate Social Responsibility</a>	Periode 2	6.0	E_BA_SCSR

## Master Business Administration - Human Resource Management - Electives II

Choose 1 out of 7 courses, or an internship.

Vakken:

<b>Naam</b>	<b>Periode</b>	<b>Credits</b>	<b>Code</b>
<a href="#">Behavioral Strategy</a>	Periode 5	6.0	E_BA_BS
<a href="#">Cross Cultural Management</a>	Periode 5	6.0	E_BA_CCM
<a href="#">Diversity in Organizations</a>	Periode 5	6.0	E_BA_DIO
<a href="#">Enterprising Skills</a>	Periode 5	6.0	E_ENT_ESK
<a href="#">Financial Management</a>	Periode 5	6.0	E_BA_FINM
<a href="#">Internship for HRM</a>	Ac. Jaar (september)	6.0	E_BA_INTHRM
<a href="#">Management Idea Factory</a>	Periode 5	6.0	E_BA_MIF
<a href="#">Managing Service Innovation</a>	Periode 5	6.0	E_BA_MSI

## Master Business Administration - Specialization International Management

Preparing students for launching a successful international career by combining the theoretical foundation for understanding business in today's global environment with the practical experience and skills necessary to work in multinational organizations.

\* The International Management Programme

The International Management specialization prepares students for global management careers by developing their understanding of how the international context affects businesses and their employees. Due to the

increasing globalization of the last decades, the international context now affects all aspects of business. Students will complete advanced international management courses designed to provide a comprehensive understanding of how to manage different parts of a business and how to compete in different contexts. The courses combine the latest theory of international management with practical applications.

Some key questions of the program include: How can companies compete in a global environment? How can companies take advantage of opportunities outside their borders and overcome potential threats? How can firms do business in emerging markets? What challenges do multinational teams face? How to make global teams work more effectively? How to improve the performance of individuals who work in global teams?

#### \* Core Methodology

The program combines several teaching methodologies to develop global leaders. First, lectures will provide a medium to discuss the latest theoretical developments pertinent to the different aspects of developing an international strategy, implementing that strategy, and managing geographically dispersed teams. Second, workshops will focus on discussing case-studies for students to apply the theory and get experience with using various managerial tools. Third, students will be required to complete team projects on internationalization strategies to apply their skills gained in the program to business situations.

#### \* Design of the International Management Programme

Students will acquire knowledge of theory and methods of international business and will use this knowledge to solve complex business problems. To this end, students will take courses on International Management, Culture and International Organizations, International Entrepreneurship, or Doing Business in Emerging Markets. To deepen their knowledge, students can additionally choose from several electives that each are strongly based on fostering student's ability to act in response to strategic and organizational challenges. Several interdisciplinary electives offer an additional opportunity to deepen your knowledge of a topical issue in business and management beyond the boundaries of the International Management programme. In addition, students will develop their ability to solve complex business problems by working on business cases during workshops or completing projects for real companies such as the International Consultancy Project.

The program aims to develop students' research skills to contribute to the body of knowledge on international management. Students will make their own original academic contribution by writing a master thesis. By critically assessing the latest research on international management throughout the program and by participating in workshops on research methodology, students will be in a strong position to develop theoretically forward and practically relevant research.

In addition, the International Management programme aims to develop students' professional social skills to interact with other professionals. Students will achieve this by working in group projects with colleagues with diverse backgrounds, delivering presentations, and working on real-life projects.

In the International Management programme, students will also gain an horizon beyond their professional area. Through courses on Ethics

students develop the understanding of how their decisions influence communities and will have to consider the ethical implications of international business in various projects throughout the programme.

Another important learning goal is that students become self-reflective professionals. Courses on Culture and Ethics will allow students to reflect on their own personality and individual goals in order to understand opportunities for change and growth. In addition, like other master courses, students will have access to SBE Career Services' workshops to prepare students for the job market. Furthermore, students will reflect on their professional development by putting together a self-reflection portfolio.

**\* Community**

Being part of a strong community is a key elements of students' learning experience. In addition to the numerous events organized by the vibrant community of students at the Vrije Universiteit, the International Management programme aims to stimulate strong relations between the members of the program. There will be several student and student-teacher social events. Using social media students are encouraged to stay connected throughout the program and after. In addition, students will be supported in their job-search by the Career Services.

Opleidingsdelen:

- [Master Business Administration - International Management - Obligatory courses](#)
- [Master Business Administration - International Management - Electives I](#)
- [Master Business Administration - International Management - Electives II](#)

## Master Business Administration - International Management - Obligatory courses

Below are the obligatory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Business Ethics in International Management</a>	Periode 4	3.0	E_BA_BEIM
<a href="#">Culture and International Organizations</a>	Periode 1	6.0	E_BA_CIO
<a href="#">International Management</a>	Periode 1	6.0	E_BA_INTM
<a href="#">Research Seminar - IM</a>	Periode 4+5	6.0	E_BA_RSIM
<a href="#">Thesis MSc Business Administration: International Management</a>	Ac. Jaar (september)	15.0	E_BA_THS_IM

## Master Business Administration - International Management - Electives I

In total you have to choose 3 electives. Of these, a minimum of 2 electives must be chosen within your own specialization; a maximum of 1 elective may be chosen from the specializations Human Resource Management, Leadership and Change Management, Management Consulting, or Strategy and Organization.

Opleidingsdelen:

- [Master Business Administration - International Management - Electives I - Specialization IM](#)
- [Master Business Administration - International Management - Electives I - Electives from other specializations](#)

## Master Business Administration - International Management - Electives I - Specialization IM

Choose a minimum of 2 courses, of which at least one course in period 2.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Doing Business in Emerging Markets</a>	Periode 2	6.0	E_BA_DBEM
<a href="#">International Consultancy Project</a>	Periode 3	6.0	E_BA_ICP
<a href="#">International Entrepreneurship</a>	Periode 2	6.0	E_BA_INTE

## Master Business Administration - International Management - Electives I - Electives from other specializations

Choose a maximum of 1 course.

These electives are part of the other specializations Human Resource Management, Leadership and Change Management, Management Consulting, and Strategy and Organization.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Alliances, Mergers and Networks</a>	Periode 2	6.0	E_BA_AMN
<a href="#">Business Ecosystems and Open Innovation</a>	Periode 3	6.0	E_BA_BEOI
<a href="#">Change Rhetoric and Politics</a>	Periode 2	6.0	E_BA_CRPOL
<a href="#">Consultancy Project</a>	Periode 3	6.0	E_BA_CPROJ
<a href="#">HRD Analytics</a>	Periode 3	6.0	E_BA_HRDA
<a href="#">Leadership and Learning</a>	Periode 2	6.0	E_BA_LL
<a href="#">MC: Business Model Development</a>	Periode 2	6.0	E_BA_MCBMD
<a href="#">Multi-Stakeholder Management</a>	Periode 3	6.0	E_BA_MSM
<a href="#">Organization Development and Change</a>	Periode 2	6.0	E_BA_ODC
<a href="#">Organizational Change Serious Game</a>	Periode 3	6.0	E_BA_OCSG

<a href="#">Performance Management</a>	Periode 2	6.0	E_BA_PMAN
<a href="#">Recruitment and Selection</a>	Periode 2	6.0	E_BA_RECS
<a href="#">Strategic Corporate Social Responsibility</a>	Periode 2	6.0	E_BA_SCSR

## Master Business Administration - International Management - Electives II

Choose 1 out of 7 courses, or an internship.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Behavioral Strategy</a>	Periode 5	6.0	E_BA_BS
<a href="#">Cross Cultural Management</a>	Periode 5	6.0	E_BA_CCM
<a href="#">Diversity in Organizations</a>	Periode 5	6.0	E_BA_DIO
<a href="#">Enterprising Skills</a>	Periode 5	6.0	E_ENT_ESK
<a href="#">Financial Management</a>	Periode 5	6.0	E_BA_FINM
<a href="#">Internship for IM</a>	Ac. Jaar (september)	6.0	E_BA_INTIM
<a href="#">Management Idea Factory</a>	Periode 5	6.0	E_BA_MIF
<a href="#">Managing Service Innovation</a>	Periode 5	6.0	E_BA_MSI

## Master Business Administration - Specialization Leadership and Change Management

Organizational transformations are adventures where leadership, rather than plans and standard operating procedures, is key to success. We teach the latest scientific knowledge on change management as well as the skills that you will need 'on the ground' as a frontrunner ('leader') of change, namely intervention/project management, rhetorical, and political skills. This programme's unique focus on leadership of change will help you discover your compass and social responsibility to navigate yourself and others through uncertainty.

### \* The Leadership and Change Management Programme

The Leadership & Change Management programme is a traveler's guide for frontrunners (change agents and change crews) in organizations. In this programme you will acquire evidence-based knowledge about the complexities of (planned) strategic interventions from multiple perspectives and in various settings including private companies, public organizations, and large-scale institutions. All of the courses offered in the Leadership & Change Management programme are taught with both macro (e.g., organizational/institutional) and micro (e.g., individual, behavioral) perspectives on the subject matter. At the same time you will learn about the complexities of implementing change 'on the ground', where plans and standard operating procedures usually provide little help and where leaders rise must to the occasion. By learning project management, rhetoric and political skills, and – last but not least – by becoming comfortable with your personal story, growth and vision (as 'reflective practitioner'), you might learn to become that frontrunner (and, thus, 'leader') of change.

You are in the right programme if you are interested in questions such as: How can I make organizations more healthy and successful based on evidence-based practices? What is the best intervention in a given context? How do I manage stakeholders with conflicting interests? How should a leader best 'pitch' planned change to gain buy-in from others? How should a leader of change deal with resistance? Is there a way for a leader to improvise and learn from a change experience and still 'lead'? Is there a way to connect my own story of learning and personal growth with organizational learning and visionary leadership?

#### \* Core Methodology

We believe that the complexities of leadership in changing environments can only be grasped by openness and reflexivity about multiple research philosophies. Therefore, our programme has a multidisciplinary focus, which implies the use of both quantitative and qualitative methodologies. In this way, we can examine and understand the multiplicity of challenges leaders and managers face in today's changing workplaces. You will therefore learn that using both quantitative and qualitative methods is necessary to understand how leading organizational change works in practice. Importantly, you will learn to analyze particular organizational transformation cases and to design change interventions and change communications that best address key issues in the organizational transformation cases. Although it is our aim to instill an all-round and multidisciplinary focus, in their own master's theses students are allowed to develop specialties in either qualitative or quantitative methodologies.

#### \* Design of the Leadership and Change Management Programme

Students will acquire knowledge of theory and methods of leadership and change management and will use this knowledge to solve complex business problems. To this end, students will take courses on Perspectives on Organizational Change, Intervention & Project Management, Leadership & Learning, Change Rhetoric and Politics. To deepen their knowledge, students can additionally choose from several electives that each are strongly based on fostering student's ability to act in response to strategic and organizational challenges. Several interdisciplinary electives offer an additional opportunity to deepen your knowledge of a topical issue in business and management beyond the boundaries of the Leadership and Change Management programme. In addition, students will develop their ability to solve complex business problems by participating in the Organizational Change Serious Game, by working on business cases during workshops, and/or completing projects for real companies during an internship.

The program aims to develop students' research skills to contribute to the body of knowledge on international management. Students will make their own original academic contribution by writing a master thesis. By critically assessing the latest research on change management throughout the program, and by participating in workshops on research methodology, students will be in a strong position to develop theoretically forward and practically relevant research.

In addition, the Leadership and Change Management programme aims to develop students' professional social skills to interact with other professionals. Students will achieve this during project management exercises, multi-stakeholder exercises, debates, rhetorical



performances, regular presentations, various project/change management serious games throughout the programme, and by working in group projects with colleagues with diverse backgrounds.

In the International Management programme, students will also gain an horizon beyond their professional area. Through courses on Leadership and Learning, and Business Ethics for Leadership and Change Management, students develop the capacity to evaluate their connectedness to their social environment and develop an understanding of how their decisions influence communities and will have to consider the ethical implications of international business in various projects throughout the programme.

A final important learning goal is that students become self-reflective professionals. Courses on Intervention and Project Management, Leadership and Learning, Organizational Change Serious Game, and Business Ethics will allow students to reflect on their own personality and individual goals in order to understand opportunities for change and growth. In addition, like other master courses, students will have access to SBE Career Services' workshops to prepare students for the job market. Furthermore, students will reflect on their professional development by putting together a self-reflection portfolio.

**\* Community**

Being part of a strong community is a key element of students' learning experience. In addition to the numerous events organized by the vibrant community of students at the Vrije Universiteit, the International Management programme aims to stimulate strong relations between the members of the program. There will be several student and student-teacher social events. Using social media students are encouraged to stay connected throughout the program and after. In addition, students will be supported in their job-search by the Career Services.

Opleidingsdelen:

- [Master Business Administration - Leadership and Change Management - Obligatory courses](#)
- [Master Business Administration - Leadership and Change Management - Electives I](#)
- [Master Business Administration - Leadership and Change Management - Electives II](#)

## Master Business Administration - Leadership and Change Management - Obligatory courses

Below are the obligatory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Business Ethics in Leadership and Change Management</a>	Periode 4	3.0	E_BA_BELCM
<a href="#">Intervention and Project Management</a>	Periode 1	6.0	E_BA_IPM
<a href="#">Perspectives on Organizational Change</a>	Periode 1	6.0	E_BA_TOC
<a href="#">Research Seminar - LCM</a>	Periode 4+5	6.0	E_BA_RSLCM

<a href="#">Thesis MSc Business Administration: Leadership and Change Management</a>	Ac. Jaar (september)	15.0	E_BA_THS_LCM
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## Master Business Administration - Leadership and Change Management - Electives I

In total you have to choose 3 electives. Of these, a minimum of 2 electives must be chosen within your own specialization; a maximum of 1 elective may be chosen from the specializations Human Resource Management, International Management, Management Consulting, or Strategy and Organization.

Opleidingsdelen:

- [Master Business Administration - Leadership and Change Management - Electives I - LCM specialization](#)
- [Master Business Administration - Leadership and Change Management - Electives I - Electives from other specializations](#)

## Master Business Administration - Leadership and Change Management - Electives I - LCM specialization

Choose a minimum of 2 courses, of which at least one course in period 2.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Change Rhetoric and Politics</a>	Periode 2	6.0	E_BA_CRPOL
<a href="#">Leadership and Learning</a>	Periode 2	6.0	E_BA_LL
<a href="#">Organizational Change Serious Game</a>	Periode 3	6.0	E_BA_OCSG

## Master Business Administration - Leadership and Change Management - Electives I - Electives from other specializations

Choose a maximum of 1 course.

These electives are part of the other specializations Human Resource Management, International Management, Management Consulting, and Strategy and Organization.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Alliances, Mergers and Networks</a>	Periode 2	6.0	E_BA_AMN
<a href="#">Business Ecosystems and Open Innovation</a>	Periode 3	6.0	E_BA_BEOI
<a href="#">Consultancy Project</a>	Periode 3	6.0	E_BA_CPROJ
<a href="#">Doing Business in Emerging Markets</a>	Periode 2	6.0	E_BA_DBEM

HRD Analytics	Periode 3	6.0	E_BA_HRDA
International Consultancy Project	Periode 3	6.0	E_BA_ICP
International Entrepreneurship	Periode 2	6.0	E_BA_INTE
MC: Business Model Development	Periode 2	6.0	E_BA_MCBMD
Multi-Stakeholder Management	Periode 3	6.0	E_BA_MSM
Organization Development and Change	Periode 2	6.0	E_BA_ODC
Performance Management	Periode 2	6.0	E_BA_PMAN
Recruitment and Selection	Periode 2	6.0	E_BA_RECS
Strategic Corporate Social Responsibility	Periode 2	6.0	E_BA_SCSR

## Master Business Administration - Leadership and Change Management - Electives II

Choose 1 out of 7 courses, or an internship.

Vakken:

Naam	Periode	Credits	Code
Behavioral Strategy	Periode 5	6.0	E_BA_BS
Cross Cultural Management	Periode 5	6.0	E_BA_CCM
Diversity in Organizations	Periode 5	6.0	E_BA_DIO
Enterprising Skills	Periode 5	6.0	E_ENT_ESK
Financial Management	Periode 5	6.0	E_BA_FINM
Internship for LCM	Ac. Jaar (september)	6.0	E_BA_INTLCM
Management Idea Factory	Periode 5	6.0	E_BA_MIF
Managing Service Innovation	Periode 5	6.0	E_BA_MSI

## Master Business Administration - Specialization Management Consulting

New technologies, internationalization and connected markets have sparked a wave of transformation in the world of organizations. Many organizations are looking for answers on big questions. What strategy should we follow? Which organizational form fits best in the new environment? How do we ensure our change efforts pay off? Consultants play a crucial role in helping organizations to find answers to those often fussy questions, and they guide them during implementation, when solutions have been defined.

\* The Management Consulting Programme

The MC programme challenges students to gain the knowledge, mindset and skills a 21st century consultant needs. In the courses they experience open questions, they study the bigger professional challenges

consultants face, apply inductive and abductive approaches to find answers, and they are trained in methods to present their answers convincingly. Creative problem solving and rhetoric are a key in the program, as consultants have to be convincing. That is the only power they can exploit in interaction with their clients, when acquiring assignments, when developing solutions and during implementation.

#### \* Core Methodology

By confronting students with open questions students are trained in abductive problem solving. It is solving practical problems with the aid of some theory, but it is mainly based on inductive research methods like interviews and case studies that are qualitative and explorative.

#### Theory

is used to make sense of findings, and to approach a question as informed as you can, but without believing your tentative hypothesis will equal the answer. To get familiar with abductive consultant approaches students do many interviews and they study complex and real-life cases in almost every course.

#### \* Design of the MC Programme

Students have to apply and develop theory about consultants and consultancies, as well as carry out empirical research to solve client problems. The Research Seminar provides a methodological background. The programme provides students with theories about consulting relating to career issues, consultant roles, change, thought leadership, professional service firms, consulting business modelling and the key skills, norms and values of consultants. We offer five consulting courses in the first semester. Each course offers unstructured assignments, just like actual clients could give them to consultants. Students have to solve them based on research and theory. They have to present their findings in a convincing way, while understanding the social context in which they have to act. Assignments include reviewing a consultancy report and developing a new business model for a real consultancy. A consultancy project will be carried out in period 3 and there are possibilities for doing an internship. The skills we focus on include groupwork and presentation skills, exercises on problem identification, evaluation skills, and creative skills necessary to develop advice.

In all courses students are sent out into the world and will experience the tensions between theory and practice, plans and implementation, reflection and action, what is good for a client company vs what is good for society. They will be challenged to define their own position in this. In the second semester several interdisciplinary electives offer an opportunity to deepen your knowledge beyond the boundaries of the Management Consulting programme, next to thesis writing. Students will experience many peer-feedback moments and obligatory self-reflections after each course. Team feedback (360 degrees or similar) in the consulting project also challenges students to better self-reflect. All self and peer-reflections will be integrated in a portfolio.

#### \* Community

The Management Consulting programme offers many ways to network. Our alumni are member of our LinkedIn group and are always open to talk to students and to help them further in their assignments. The programme also offers various opportunities to meet informally over drinks, during

poster presentations or in extra-curricular activities. During the programme students will be exposed to practitioners, enabling them to learn and to network with consultancy organizations. Guest speakers from very diverse consultancies will help you to determine which type of consulting fits best for you.

Opleidingsdelen:

- [Master Business Administration - Management Consulting - Obligatory courses](#)
- [Master Business Administration - Management Consulting - Electives I](#)
- [Master Business Administration - Management Consulting - Electives II](#)
- [Master Business Administration - Management Consulting - Honours Programme](#)

## Master Business Administration - Management Consulting - Obligatory courses

Below are the obligatory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Business Ethics in Management Consulting</a>	Periode 4	3.0	E_BA_BEMC
<a href="#">MC: A Human Perspective</a>	Periode 1	6.0	E_BA_MCHP
<a href="#">MC: Second Opinion Writing</a>	Periode 1	6.0	E_BA_MCSOW
<a href="#">Research Seminar - MC</a>	Periode 4	6.0	E_BA_RSMC
<a href="#">Thesis MSc BA - MC</a>	Ac. Jaar (september)	15.0	E_BA_THS_MC

## Master Business Administration - Management Consulting - Electives I

In total you have to choose 3 electives. Of these, a minimum of 2 electives must be chosen within your own specialization; a maximum of 1 elective may be chosen from the specializations Human Resource Management, International Management, Leadership and Change Management, or Strategy and Organization.

Opleidingsdelen:

- [Master Business Administration - Management Consulting - Electives I - specialization MC](#)
- [Master Business Administration - Management Consulting - Electives I - Electives from other specializations](#)

## Master Business Administration - Management Consulting - Electives I - specialization MC

Choose a minimum of 2 courses, of which at least one course in period 2.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Consultancy Project</a>	Periode 3	6.0	E_BA_CPROJ
<a href="#">MC: Business Model Development</a>	Periode 2	6.0	E_BA_MCBMD

Organization Development and Change	Periode 2	6.0	E_BA_ODC
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## Master Business Administration - Management Consulting - Electives I - Electives from other specializations

Choose a maximum of 1 course.

These electives are part of the other specializations Human Resource Management, International Management, Leadership and Change Management, and Strategy and Organization.

Vakken:

Naam	Periode	Credits	Code
Alliances, Mergers and Networks	Periode 2	6.0	E_BA_AMN
Business Ecosystems and Open Innovation	Periode 3	6.0	E_BA_BEOI
Change Rhetoric and Politics	Periode 2	6.0	E_BA_CRPOL
Doing Business in Emerging Markets	Periode 2	6.0	E_BA_DBEM
HRD Analytics	Periode 3	6.0	E_BA_HRDA
International Consultancy Project	Periode 3	6.0	E_BA_ICP
International Entrepreneurship	Periode 2	6.0	E_BA_INTE
Leadership and Learning	Periode 2	6.0	E_BA_LL
Multi-Stakeholder Management	Periode 3	6.0	E_BA_MSM
Organizational Change Serious Game	Periode 3	6.0	E_BA_OCSG
Performance Management	Periode 2	6.0	E_BA_PMAN
Recruitment and Selection	Periode 2	6.0	E_BA_RECS
Strategic Corporate Social Responsibility	Periode 2	6.0	E_BA_SCSR

## Master Business Administration - Management Consulting - Electives II

Choose 1 out of 7 courses, or an internship.

Vakken:

Naam	Periode	Credits	Code
Behavioral Strategy	Periode 5	6.0	E_BA_BS
Cross Cultural Management	Periode 5	6.0	E_BA_CCM
Diversity in Organizations	Periode 5	6.0	E_BA_DIO
Enterprising Skills	Periode 5	6.0	E_ENT_ESK

<a href="#">Financial Management</a>	Periode 5	6.0	E_BA_FINM
<a href="#">Internship for MC</a>	Ac. Jaar (september)	6.0	E_BA_INTMC
<a href="#">Management Idea Factory</a>	Periode 5	6.0	E_BA_MIF
<a href="#">Managing Service Innovation</a>	Periode 5	6.0	E_BA_MSI

## Master Business Administration - Management Consulting - Honours Programme

Excellent students may follow an Honours Programme, which means that they will follow three extra courses, on top of the regular programme: Two courses from a different specialization (period 2, 4 or 6), plus the 12-EC course Consulting Research Project, which takes place during the summer holiday.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Consulting Research Project</a>	Ac. Jaar (september)	12.0	E_BA_CRP

## Master Business Administration - Specialization Strategy and Organization

The Strategy & Organization programme trains you to become a professional expert in managing strategic and organizational challenges based on profound skills in analytics, critical thinking and reflexivity and the ability to act responsibly and foresightedly in complex and dynamic market environments.

### \* The Strategy & Organization Programme

The Strategy & Organization specialization takes you on a journey that explores the complexities of dynamic and globally integrated market environments in which business firms compete. We will challenge you to look further for new ways how organizations can rethink the way they strategically manage their boundaries, and how they can act responsibly to make a sustainable contribution to society. After learning about core aspects of strategic management and organizational challenges related to growth, renewal and entrepreneurship, you can choose to specialize in two modules. Each takes a closer perspective on highly topical issues which represent current mega-trends that businesses need to tackle in order to remain competitive: On the one hand, the need for companies to rethink the way they interact with competitors, for instance via forming alliances, mergers, participating in business ecosystems and fostering open innovation. On the other hand, rising stakeholder expectations that urge companies to compete successfully and sustainably by enhancing their corporate social responsibility (CSR) profile.

In all courses in the Strategy & Organization specialization you will explore not only the "content-dimension" of strategy (what is my strategy and how to design it?), but also the "process-dimension" (how to organize it and bring strategy to action?), thus giving you a holistic perspective on strategy making and strategy execution. You are in the right programme if you are interested in questions such as: How can companies formulate and implement a strategy that allows them to remain competitive in a dynamic market? How should they

strategically engage with other firms, including their direct competitors, with their consumers and critical NGOs? How to develop a strategy that not only allows thriving financially, but also ensures sustainability and social responsibility?

#### \* Core Methodology

We believe that the complexities and dynamics of global business environments can only be grasped by openness and reflexivity about multiple research philosophies to examine and understand the multiplicity of challenges organizations and managers face in today's world. We therefore go beyond commonly offered economic approaches to strategic management. You will learn that using both quantitative and qualitative methods is necessary to understand how strategy works in practice and how managerial challenges in organizational life can be solved based on better-informed decisions.

#### \* Design of the Strategy & Organization Programme

Throughout the programme, students learn to review and analyse critically the state of the art research related to strategy and organization to get acquainted to the contemporary debate in the field. Together with research methodology courses (focusing on both quantitative and qualitative approaches) students will be well equipped to make their own original contribution and create knowledge in their master thesis that is not only rigorously conducted but also original, interesting and important from a societal point of view.

Two stage-setting core courses on "Growth Strategies & Organizational Challenges" and "Strategic Entrepreneurship & Organizational Renewal" introduce students to essential knowledge about strategy development and implementation. After that, you can opt for two topical modules that each goes deeper into exploring a specific aspect of strategy and organization. To deepen their knowledge, students can additionally choose from several electives that each are strongly based on fostering student's ability to act in response to strategic and organizational challenges. To broaden your horizon beyond the core of strategy and organization, you can also choose electives from other Business Administration programmes such as International Management, Leadership & Organizational Change Management, Management Consulting, and Human Resource Management. Several interdisciplinary electives offer an additional opportunity to deepen your knowledge of a topical issue in business and management beyond the boundaries of the Strategy & Organization programme.

Every course includes a strong practice component and real-life cases, including visits to companies. In interactive lectures and smaller workgroup sessions, you and your team are challenged to use the theory covered in the course to analyse business situations and provoke with a fresh perspective on possibly unconventional solutions to the problem. During the study period students have the opportunity to do an internship at a company or work on a problem-driven research report in collaboration with business firms.

Courses have a strong focus on fostering your communicative skills, your ability to speak up and defend your arguments and position in front of a critical audience. This will be practiced during team-based presentations with your peers and invited managers that assess your performance and provide valuable feedback. You will be trained to constructively evaluate strengths and weaknesses of yourself and your



peers.

We put strong emphasis on your ability to think and act critically and be reflexive. This means to not take things for granted as they are, but be able to challenge them, in particular the increasingly contested impact of business on stakeholders as well as social and environmental conditions. In your thesis, you are encouraged to select topics that deal with the interaction between business and society.

Together with SBE Career Services, the Strategy & Organization specialization offers tailor made workshops to provide you the best possible preparation for your entry to the job market. As part of our portfolio-programme, you are challenged to think critically about who you are and what you want to achieve, reflect about the job you want to have, how to build a professional network that helps you achieve your goals, and how to act responsibly on a solid ethical basis. A two-minute personal video pitch is a required component of your master thesis.

#### \* Community

The Strategy & Organization specialization allows you to participate actively in a thriving student community. This is not only a fun activity to join and where to make new friends, but also to advance your academic and professional skills. Together with VU Career Services, we offer several tailor-made career trainings, such as networking skills, preparing your CV, and mastering an assessment day. We strive to optimally support your transition to the labour market. The program also includes other activities as part of our community as well, such as a LinkedIn group that features alumni and current students, our student organization Aureus that organizes several interesting meetings, and a graduation ceremony at the end of year during which we celebrate your successes.

Opleidingsdelen:

- [Master Business Administration - Strategy and Organization - Obligatory](#)
- [Master Business Administration - Strategy and Organization - Electives I](#)
- [Master Business Administration - Strategy and Organization - Electives II](#)

## Master Business Administration - Strategy and Organization - Obligatory

Below are the obligatory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Business Ethics in Strategy and Organization</a>	Periode 4	3.0	E_BA_BESO
<a href="#">Growth Strategies and Organizational Challenges</a>	Periode 1	6.0	E_BA_GSOC
<a href="#">Research Seminar - SO</a>	Periode 4+5	6.0	E_BA_RSSO
<a href="#">Strategic Entrepreneurship and Organizational Renewal</a>	Periode 1	6.0	E_BA_SEOR
<a href="#">Thesis MSc Business Administration: Strategy and Organization</a>	Ac. Jaar (september)	15.0	E_BA_THS_SO

## Master Business Administration - Strategy and Organization - Electives I

In total you have to choose 3 electives. Of these, a minimum of 2 electives must be chosen within your own specialization; a maximum of 1 elective may be chosen from the specializations Human Resource Management, International Management, Leadership and Change Management, or Management Consulting.

Opleidingsdelen:

- [Master Business Administration - Strategy and Organization - Electives I - Specialization SO](#)
- [Master Business Administration - Strategy and Organization - Electives I - Electives from other specializations](#)

## Master Business Administration - Strategy and Organization - Electives I - Specialization SO

Choose a minimum of 2 courses, of which at least one course in period 2.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Alliances, Mergers and Networks</a>	Periode 2	6.0	E_BA_AMN
<a href="#">Business Ecosystems and Open Innovation</a>	Periode 3	6.0	E_BA_BEOI
<a href="#">Multi-Stakeholder Management</a>	Periode 3	6.0	E_BA_MSM
<a href="#">Strategic Corporate Social Responsibility</a>	Periode 2	6.0	E_BA_SCSR

## Master Business Administration - Strategy and Organization - Electives I - Electives from other specializations

Choose a maximum of 1 course.

These electives are part of the other specializations Human Resource Management, International Management, Leadership and Change Management, and Management Consulting.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Change Rhetoric and Politics</a>	Periode 2	6.0	E_BA_CRPOL
<a href="#">Consultancy Project</a>	Periode 3	6.0	E_BA_CPROJ
<a href="#">Doing Business in Emerging Markets</a>	Periode 2	6.0	E_BA_DBEM
<a href="#">HRD Analytics</a>	Periode 3	6.0	E_BA_HRDA
<a href="#">International Consultancy Project</a>	Periode 3	6.0	E_BA_ICP

<a href="#">International Entrepreneurship</a>	Periode 2	6.0	E_BA_INTE
<a href="#">Leadership and Learning</a>	Periode 2	6.0	E_BA_LL
<a href="#">MC: Business Model Development</a>	Periode 2	6.0	E_BA_MCBMD
<a href="#">Organization Development and Change</a>	Periode 2	6.0	E_BA_ODC
<a href="#">Organizational Change Serious Game</a>	Periode 3	6.0	E_BA_OCSG
<a href="#">Performance Management</a>	Periode 2	6.0	E_BA_PMAN
<a href="#">Recruitment and Selection</a>	Periode 2	6.0	E_BA_RECS

## Master Business Administration - Strategy and Organization - Electives II

Choose 1 out of 7 courses, or an internship.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Behavioral Strategy</a>	Periode 5	6.0	E_BA_BS
<a href="#">Cross Cultural Management</a>	Periode 5	6.0	E_BA_CCM
<a href="#">Diversity in Organizations</a>	Periode 5	6.0	E_BA_DIO
<a href="#">Enterprising Skills</a>	Periode 5	6.0	E_ENT_ESK
<a href="#">Financial Management</a>	Periode 5	6.0	E_BA_FINM
<a href="#">Internship for SO</a>	Ac. Jaar (september)	6.0	E_BA_INTSO
<a href="#">Management Idea Factory</a>	Periode 5	6.0	E_BA_MIF
<a href="#">Managing Service Innovation</a>	Periode 5	6.0	E_BA_MSI

## Master Business Administration - Specialization Transport and Supply Chain Management

The Netherlands is well known for its expertise in trade and transport. Main ports in the Netherlands tranship enormous flows of goods and passengers from Europe and the rest of the world. Logistics has become an important tool to control these flows. In that respect, Transport & Supply Chain Management is an important specialization of the Master programme Business Administration.

In this Master specialization the main focus is on decision making in supply chains in service industries. The departments Information Systems & Logistics and Spatial Economics of the School of Business and Economics and offer courses to Master students participating in this specialization. The core courses provide students with in depth knowledge of transportation and Supply Chain Management. Next to compulsory core courses students can decide to follow courses that focus in more detail on the Transport Sector and/or in Supply Chain Management. Using a broad definition of Transport & Supply Chain Management, we treat decision problems in both profit environments, such as airline industries, retailers, wholesale companies, logistics service providers, railway operators and short and long sea facilitators and

non-profit such as health care and government. In fact only the logistical decisions of production companies make no part of this broad definition.

Supply Chain Management is impossible without advanced information systems. We look, for example, at the suitability of Transport management systems from a user's point of view. The design and operation of Supply Chains is modelled and decision-making tools for Supply Chain Management are discussed and evaluated. In this programme, a variety of methods are used to help students learn the details of Transport & Supply Chain Management. The classes are very interactive with much room for practicing (e.g. through simulation modelling), discussion of case studies and for team based work (e.g. in analyzing concrete supply chains, using the theory discussed). The learning is further enhanced by means of company visits, in which either the details of operations within a company are analysed or a supply chain of companies.

### Goals and focus

A student in the Master of Business Administration with specialization Transport & Supply Chain Management will focus on the organisation of flows of goods and services and related flows of money and information in supply chains and transportation networks. Core aspects include the organisation, design, maintenance, usage and optimisation of supply chain strategy, processes and cooperation in these networks. The student will be able to perform research projects in the area of transport and supply chain management and is able to report on the results both to other researchers and to a managerial audience by means of writing both management reports and scientific research papers. In this specialization, we focus on decision problems at companies in supply chains and transportation networks both from a micro- and meso perspective (e.g. transport and logistics processes) and from a macro level (e.g. government regulations and environment).

During the Specialization Transport & Supply Chain Management a student will:

- gain a broad knowledge of Transport, Logistics and Supply Chain Management;
- learn to recognise and be aware of recent scientific developments in the field of Transport & Supply Chain Management;
- develop research and analytical skills to perform applied research in the area of Transport & Supply Chain Management;
- learn to report on conclusions and research results to a broad audience of researchers and managers in the field;
- learn to analyse and solve logistical problems at a company level and at a supply chain level using the knowledge from different disciplines;
- develop solution approaches to design logistics strategies and processes and to control supply chains;
- learn to identify the pitfalls and opportunities for companies to cooperate in transport chains and supply chain management;
- understand the impacts of government regulation on transport and supply chain management.

The specialization contains obligatory and optional courses.

Opleidingsdelen:

- Master Business Administration - Transport and Supply Chain Management - Obligatory
- Master Business Administration - Transport and Supply Chain Management - Electives

## Master Business Administration - Transport and Supply Chain Management - Obligatory

Below are the obligatory courses.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Applied Research Methods</a>	Periode 4	3.0	E_BA_ARM
<a href="#">Colloquia / Portfolio</a>	Periode 1+2+3+4	0.0	E_BA_COPF
<a href="#">Data Analytics</a>	Periode 3	6.0	E_BA_DA
<a href="#">Decision Making in Supply Chains</a>	Periode 2	6.0	E_BA_DMSC
<a href="#">Supply Chain Management</a>	Periode 1	6.0	E_BA_SCM
<a href="#">Thesis MSc Business Administration - Transport and Supply Chain Management</a>	Ac. Jaar (september)	15.0	E_BA_THS_TSC
<a href="#">Transport Economics and Management</a>	Periode 1	6.0	E_BA_TEM

## Master Business Administration - Transport and Supply Chain Management - Electives

Choose 3 from 6 courses.

You may also choose an internship. However, this internship will be on top of the regular programme.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Airline Business</a>	Periode 4	6.0	E_BA_AIRB
<a href="#">Geographic Information Systems</a>	Periode 2	6.0	E_STR_GIS
<a href="#">Internship for TSCM</a>	Ac. Jaar (september)	0.0	E_BA_INTTSC
<a href="#">Network Analysis</a>	Periode 2	6.0	E_BA_NA
<a href="#">Operations Performance Benchmarking</a>	Periode 5	6.0	E_BA_OPB
<a href="#">Supply Chain Execution</a>	Periode 2	6.0	E_BA_SUCE
<a href="#">Supply Chain Lab</a>	Periode 4	6.0	E_BA_SCL

## Honours Programme in Business Research (ABRI)

For talented and ambitious students, the programme offers the MSc Honours Programme in Business Research. This prestigious programme (20 additional EC) offers students the chance to look beyond the scope of their own specialization and to tackle and experience a broad variety of organisational and managerial issues. Students will be well-trained to look at research questions from different angles and be immersed in advanced research method skills. It is a step toward a successful academic or related research-oriented career.

#### Your programme

The MSc Honours Programme in Business Research provides talented students the opportunity to equip themselves with skills and experience needed to enter advanced positions in business research and consulting. The programme allows students cross disciplines, work closely with top researchers and to learn more about business beyond the scope of their specialization. The exposure to the variety of research tracks allows students to further design their specialization and to create their own unique career profile. The programme is worth of additional 20 EC on top of the regular Master's programme. Courses include, Honours Research Colloquia, Statistical Quantitative Research Methods, Qualitative Research Methods and Academic Writing Master Class. The programme concludes with an individual proposal for research.

#### Your future career

Upon successful completion of the honours programme, students will be awarded the title Master of Science in Business Administration (if that is your regular master). The Honours programme will be recorded in the diploma. Completing the MSc Honours Programme in Business Research gives you an advantage over regular Master's students when applying for academic research positions within or outside universities. One such career option is to enter a PhD trajectory. Besides academia there are also many research-related careers such as consulting and public administration that are also excellent career options.

#### Specific admission requirements

A bachelor's degree in Business Administration or related field. High motivation and interest in research, 7.5 GPA or higher. Also see [www.abri.vu.nl](http://www.abri.vu.nl).

#### Programme

The programme runs every year between January and August (with courses until June), and consists of two obligatory courses and one elective course.

#### Opleidingsdelen:

- [Honours Programme in Business Research \(ABRI\) - Obligatory courses](#)
- [Honours Programme in Business Research \(ABRI\) - Elective courses](#)

## Honours Programme in Business Research (ABRI) - Obligatory courses

Two courses are obligatory.

#### Vakken:

Naam	Periode	Credits	Code
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Academic Writing Master Class	Periode 4+5+6	5.0	E_ABRI_AWMC
Honours Research Colloquia	Periode 3+4	9.0	E_ABRI_HRC

## Honours Programme in Business Research (ABRI) - Elective courses

Choose 1 of 2 courses.

Vakken:

Naam	Periode	Credits	Code
Qualitative Research Methods	Periode 4+5	6.0	E_ABRI_QRM
Statistical Quantitative Research Methods	Periode 4+5	6.0	E_ABRI_SQRM

## Master Business Administration - Transitional arrangements

Below the courses that will not be lectured anymore from 2017-2018. The transitional arrangements can be found at the introduction page of this study guide.

Vakken:

Naam	Periode	Credits	Code
Adv Service Management 4.1	Periode 1	6.0	E_BA_ASM
Applied Strategy	Periode 1	6.0	E_BA_ASTR
Financial Sector Regulation	Periode 1	6.0	E_BA_FSR
Financial System Design	Periode 1	6.0	E_BA_FSD
Knowledge and Innovation Networks	Periode 1	6.0	E_BA_KIN
Leadership	Periode 1	6.0	E_BA_LS
Research Seminar I - I&KM	Periode 3	3.0	E_BA_RS1IKM
Research Seminar I HRM	Periode 3	3.0	E_BA_RS1HRM
Research Seminar I MC	Periode 3	3.0	E_BA_RS1MC
Research Seminar I SO	Periode 3	3.0	E_BA_RS1SO
Research Seminar I TSCM	Periode 1	3.0	E_BA_RS1TSCM
Research Seminar II - HRM	Periode 4	3.0	E_BA_RS2HRM
Research Seminar II - I&KM	Periode 4	3.0	E_BA_RS2IKM
Research Seminar II - MC	Periode 4	3.0	E_BA_RS2MC
Research Seminar II - S&O	Periode 4	3.0	E_BA_RS2SO
Small Business Development	Periode 1	6.0	E_BA_SBD
Strategic and Organizational Change	Periode 1	6.0	E_BA_SOC

Strategy, Control and Design	Periode 1	6.0	E_BA_SCD
Technology and Innovation Processes	Periode 2	6.0	E_BA_TIP
Thesis MSc BA - DSFR	Ac. Jaar (september)	15.0	E_BA_THSS_DS
Thesis MSc BA - FM	Ac. Jaar (september)	15.0	E_BA_THS_FM
Thesis MSc BA - IKM	Ac. Jaar (september)	15.0	E_BA_THS_IKM

## Academic Writing Master Class

<b>Vakcode</b>	E_ABRI_AWMC ()
<b>Periode</b>	Periode 4+5+6
<b>Credits</b>	5.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M. Soekijad
<b>Examinator</b>	dr. M. Soekijad
<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	500

### Doel vak

By the end of this course participants will:

- Have acquired know-how and skills needed for producing a research proposal and/or thesis that can be qualified as academic publication and/or job application, depending on the standards for publication in their (sub-) discipline.
- Have experienced the process of framing and writing an academic output.

Have learned how to adapt their academic writing outcomes to various audiences including scholars and practitioners.

### Inhoud vak

This course aims to equip the selective group of MSc Honours students with relevant knowledge and skills to produce a high quality research output. During the course participants will receive hands-on tips on how to deal with important issues such as writing academic English, framing and positioning in specific debates, structuring and argumentation, highlighting their implications for different audiences, and reviewing.

The course is designed as a set of separate master-classes taught by different lecturers, who are experts in the field. By engaging the participants with these experts, the course provides comprehensive insights into writing as an activity. Thus, it can equally serve as basis for participants who wish to pursue an academic as well as a professional career (e.g., consultant, policy making).

### Onderwijsvorm

Important to note that this is not a 'regular' course as it is designed as a set of separate master-classes. Through the use of published articles and reading material, exercises and hands-on examples from experts, participants will increase the ability to write and publish their work.

The master-classes are designed around a number of activities before (pre-seminar preparation work), during (in-class exercises) and after



(master-class assignment) class. The course as a whole is integrated by means of an individual reflection assignment.

### Toetsvorm

The grade for this course will be based on:

- 4 Master-class assignments (20% per assignment; cumulative 80% of the total grade)
- Individual Reflection assignment (20%)

Pre-seminar preparation work and in-class exercises – Although this coursework is not graded per-se, it has been developed to facilitate personal development and active participation in class. Therefore, participants are expected to hand in work prior to each seminar, even if not attending a seminar (see Attendance below). If not prepared, 1 point can be deducted from the final grade of the particular master-class assignment.

Attendance is obligatory for all the four master-classes. A one-time absence may be permitted, but only when a valid reason is provided.

### Literatuur

A set of academic articles and other reading materials will be made available for each session via Canvas.

### Vereiste voorkennis

This course is only available for students accepted to the MSc Honours Programme in Business Research (offered by ABRI Graduate School).

## Adv Service Management 4.1

<b>Vakcode</b>	E_BA_ASM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	M.S. Kaandorp MSc
<b>Examinator</b>	M.S. Kaandorp MSc
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Overige informatie

This course will not be lectured anymore from 2017-2018. For students who have attended the course 2016-2017 or earlier, but have not successfully completed the course, a transitional regulation is valid.

At the introduction page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Advanced Corporate Financial Management

<b>Vakcode</b>	E_BA_ACFM (61412390)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels

<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. ir. H.A. Rijken
<b>Examinator</b>	prof. dr. ir. H.A. Rijken
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

This course is an advanced course in Corporate Finance.

The Corporate Finance discipline is about matching companies' assets with investor's preferences. It has both a micro perspective on CFO decision making and a macro perspective on the functioning of Corporate Financial Markets. It applies to CFOs at non-financial companies and financial institutions and to policy makers.

This course has three main learning objectives.

1. Extending academic/ professional knowledge about Corporate Finance: learning about academic concepts in Corporate Finance. (Technical knowledge)
2. Applying academic concepts in Corporate Finance in real life cases: confrontation of academic concepts in Corporate Finance with real life situations. (Problem-solving skills; Conceptual reasoning; Communication skills)
3. Understanding the origin and empirical strength of academic concepts in Corporate Finance: test of underlying assumptions and robustness in empirical (academic) research. (Critical skills; Conceptual reasoning)

This course will give most attention to objectives 1 and 2. Objective 2 makes this course relevant for professional practice.

After following this course, you:

- Understand basic Corporate Finance concepts in economic terms, including their strengths and limitations.
- Have (quantitative skills) to apply these basic concepts.
- Understand the unique features of each concept and interrelationship between them.
- Are able to choose between various concepts and apply them in specific real life cases.

More specific learning objectives for the working classes and case solving are:

- Students are able to analyze and solve a case in Corporate Finance;
- write a (consulting) report on a case in Corporate Finance;
- Students are able to raise questions during the working class and to formulate their own position;
- Students are able to present their case solutions.

### Inhoud vak

The course consists of lectures and tutorials. Most important topics in this course are:

- leverage decision;
- dividend decision;
- risk management;
- credit risk measurement (including rating agencies);
- credit risk pricing;
- corporate debt market;
- structured corporate finance (project finance, asset securitization,

LBO);

- quantitative pricing of debt (value of debt in distress situations and convertible debt valuation);
- equity risk pricing.

### Onderwijsvorm

Lectures and tutorials

### Toetsvorm

TBA

### Literatuur

TBA

### Vereiste voorkennis

This course elaborates on classical text books like Corporate Finance (Berk and DeMarzo) and Principles of Corporate Finance (Brealey, Myers and Allen). These books mark the entry knowledge level of this course. The book Corporate Finance (Berk and DeMarzo) is comprehensively discussed and tested in the VU bachelor programme Economics and the VU bachelor programme Business Administration. Students not very familiar with these books are advised to have a look at these books or even buy it for (required) background knowledge to this course.

## Advanced Finance, Banking and Insurance

<b>Vakcode</b>	E_BA_AFBI (61412380)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. P.J. Wierds
<b>Examinator</b>	dr. P.J. Wierds
<b>Docent(en)</b>	dr. P.J. Wierds
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

This course provides you with theoretical knowledge about the functioning of financial markets and financial institutions. It enables you to use economic and business concepts and models to understand and analyse the impact of the external financial environment on a financial or non-financial corporate, from the perspective of a financial manager. As the financial sector is heavily regulated, you also learn to evaluate the impact of the main policies for the financial sector, in a European context.

After successfully completing this course you:

- are able to design an analysis of the impact of external financial variables on a corporate, from the perspective of a financial manager.
- are comfortable using your quantitative skills to answer specific questions.
- are able to use economic and business concepts and models to

understand the impact of the external financial environment, from the perspective of a financial manager.

- are able to effectively communicate your findings to the relevant stakeholders, in written and presentational form.
- have a broad understanding of the functioning of the financial system
- including different types of financial institutions, financial markets and infrastructures – and understand current challenges related to public policy.

### **Inhoud vak**

The course contains a general introduction on the functions of the financial system, and analyses European financial markets, institutions and financial sector policies. Central themes are:

#### 1. Setting the stage

- What are the functions of the financial system
- What is the impact of financial crises on the financial system?
- How does the monetary policy of the ECB work?
- To what extent are financial markets integrated in Europe?

#### 2. Financial markets and institutions

- What is the theory that underpins the business of banking and insurance?
- How are risk management models used in banks and insurers?
- What is the role of financial infrastructures including payment systems?
- What is the role of institutional investors and asset managers, including for example pension funds, investment funds, hedge funds and private equity?

#### 3. Policies for the financial sector

- Which policies have been instituted to foster financial stability at the European level in the aftermath of the financial crisis?
- What is the role of financial supervision and competition policy?

### **Onderwijsvorm**

Each of the six weeks of the course feature four hours of lectures, which follow the textbook. The content of the tutorials varies. The first two tutorials, in week 2, discuss the assignment. The tutorial in week 4 reviews previous exams. The tutorials in week 5 and 6 contain your presentations of the draft assignments, to get feedback from the other groups and the lecturer.

### **Toetsvorm**

To pass the course, you need a minimum grade of 5.50 both for the exam and for the assignment (group assignment). The final grade is calculated as  $0.6 \times (\text{exam grade}) + 0.4 \times (\text{assignment grade})$ .

### **Literatuur**

Haan, J. de, S. Oosterloo and D. Schoenmaker, Financial Markets and Institutions: A European Perspective. 3rd edition, Cambridge University Press, Cambridge, 2015.

In addition, specific literature suggestions are given in the first lecture to help you prepare the assignment.

### **Aanbevolen voorkennis**

Recommended is prior knowledge in the field of finance, financial markets and institutions, and the ability to perform quantitative

analysis for the assignment.

## Advanced Financial Accounting

<b>Vakcode</b>	E_BA_AFA ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	drs. J.F. Veldman
<b>Examinator</b>	drs. J.F. Veldman
<b>Docent(en)</b>	drs. A. Bavelaar
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

At the end of the course, students are expected to be familiar with:

- the main characteristics of the International Accounting Standards Board (IASB), and its approach to standard setting
- the main requirements concerning recognition and measurement of the IAS/IFRS covered in this course. This course does not deal with disclosure requirements unless specifically indicated
- the basics of financial statement analysis

Students should be able to demonstrate this familiarity by their ability to:

- explain and discuss the application of these standards in sample financial statements or simple example situations (financial and non financial firms);
- answer factual questions about the standards or questions about the interpretation of standards (e.g. is a particular treatment allowed or not; explain the meaning or significance of specific clauses in standards);
- express considered views on the merits of the accounting treatments in the standards discussed in the course, in particular with respect to the usefulness of the resulting accounting numbers for financial analysis;
- discuss current issues regarding the role and status of IFRS and the IASB.

### Inhoud vak

The course intends to provide students with a basic understanding of financial reporting as practised today by internationally active companies, and of the relevant institutional framework of accounting standards.

In line with reporting requirements in the European Union from 2005 onwards, the course is based on International Financial Reporting Standards (IFRS). Students will learn the nature and significance of IFRS as well as on its impact on financial reporting practice. The course does not intend to give a full review of IFRS. The course covers the basic concepts underlying IFRS, illustrated on the basis of a selection of topics.

### Onderwijsvorm

Six hours of classes each week, including both lectures and tutorials (assignment classes).

Lectures (Four hours, Fridays) are plenary (for all students). The purpose of the lectures is to provide an overview of the course topics.

The purpose of the tutorial s(Two hours, Tuesdays) is a discussion of an assignment which students can prepare at home and hand in for grading.

### **Toetsvorm**

Exam (individual) and assignments (group)

### **Literatuur**

The reading materials for this course consist of the following:

(1) Peter Walton and Walter Aerts, Global Financial Accounting and Reporting: Principles and Analysis, 4th edition , Cengage Learning EMEA, 2017, ISBN-13: 9781473729520

(2) A selection of International Financial Reporting Standards (IFRS), clean copies of which may be consulted during the exam.

### **Vereiste voorkennis**

Students should be familiar with financial accounting at the level of Weygandt, J.J., Kimmel, P.D. and D.E. Kieso, Financial Accounting: IFRS Edition, Wiley. Latest edition.

## **Advanced Financial Reporting**

<b>Vakcode</b>	E_ACC_AFR (60412050)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. C. Camfferman RA
<b>Examinator</b>	prof. dr. C. Camfferman RA
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### **Doel vak**

This course provides an overview of the main accounting issues in preparing the financial statements of large listed enterprises (technical proficiency). In line with reporting requirements for listed companies in the European Union, the course is based on International Financial Reporting Standards (IFRS) (institutional awareness). In working with IFRS, you will learn to draw simultaneously on technical, institutional, and academic skills (problem-solving skills, compliance skills, and conceptual reasoning).

After following this course, you will be familiar with:

- the objectives of the International Accounting Standards Board (IASB) and its general approach to standard-setting;
- the IASB's Framework and its key concepts with respect to recognition, measurement and performance presentation;
- the main requirements concerning recognition and measurement of the IAS/IFRS selected for this course. This course does not deal with disclosure and presentation requirements unless specifically indicated;
- the style in which accounting standards, and specifically those of the IASB, are written.

You should then be able to:

- read and understand an accounting standard by yourself, to understand at least its main provisions concerning recognition and measurement, to summarize these in the form of journal entries and to discuss the impact of the prescribed treatments, compared to possible alternatives, on reported income and financial position;
- give a reasoned opinion on questions concerning the application of the standards covered in this course;
- recognize and explain how IFRS has been applied in practice on the basis of extracts from financial statements of listed companies;
- discuss and evaluate aspects of standards in terms of their internal consistency, consistency with other standards, their agreement with the Framework, or the overall policies of the IASB.

### **Inhoud vak**

At the core of company financial reporting is the representation of financial position and financial performance in the balance sheet and income statement. Measuring these accounting numbers can be complex (think of uncertainty in provisions, or of financial instruments). IFRS contains extensive guidance in dealing with this complexity. In practice, IFRS can function as just a set of rules that needs to be complied with. However, it can also be seen as an evolving body of knowledge in which relevant accounting issues are identified and analyzed, and in which solutions are offered that aim to be principles-based and that are consistent with a set of underlying concepts. That is how IFRS is used in this course. We don't use a textbook, but we use IFRS to become familiar with important accounting issues, to understand how they can be resolved, and to reflect on the solutions offered in IFRS.

While the course will not turn you into an IFRS specialist, you will acquire a knowledge of issues and concepts that will allow you to follow intelligently future developments in financial reporting. You will also develop your practical skills in working with accounting standards so that you can find and apply more detailed knowledge when needed in practice or further specialized studies.

### **Onderwijsvorm**

Weblectures; lectures (4 hours per week); discussion classes (2 hours per week).

### **Toetsvorm**

Written exam; bonus points can be earned with optional assignments.

### **Literatuur**

IFRS International Financial Reporting Standards: Official Pronouncements issued at 1 January 2017, Part A (IFRS Foundation, 2017)

### **Vereiste voorkennis**

This course requires intermediate knowledge of financial accounting, including preparation of consolidated financial statements, equivalent to the contents of the course Financial Accounting (E\_EBE2\_FAC),

### **Aanbevolen voorkennis**

The course assumes basic knowledge of common transactions and arrangements, such as lease contracts, pension arrangements, business combinations, and common financial instruments including derivatives. The greater your familiarity with these topics, the easier it will be to

appreciate their discussion in IFRS.

## Advanced Management Accounting

<b>Vakcode</b>	E_ACC_AMA (60442020)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. E. Wiersma
<b>Examinator</b>	dr. E. Wiersma
<b>Docent(en)</b>	dr. E. Wiersma
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

This course provides an overview of the main issues that financial controllers will face in their daily work (technical proficiency). In the course we use both a set of quantitative methods and study academic papers to analyze how management accounting information will be used for decision making and evaluation (problem solving, critical skills, conceptual reasoning) Finally, this course discusses several issues where financial controllers face opposing forces to make decisions in their work (reflection).

After following the course, you should be able to:

- use quantitative methods (e.g., regression, linear programming, financial modelling), to assess the value of additional information, analyze the impact of uncertainty on profitability, analyze bottlenecks, and analyze cost behavior;
- read and understand academic papers and be able to formulate why results of these papers are informative for practical decisions;
- understand why the need for management accounting information has grown over time;
- recognize that financial controllers play a key role in decision making and performance evaluation;
- discuss and evaluate opposing forces that influence decisions that financial controller make (e.g, the watchdog role versus information supplier role of controllers).

### Inhoud vak

Since management accounting information is not subject to a set of extent regulations, other principles will guide which accounting information firms need. These principles are often based on cost-benefit reasoning, and on understanding the set of incentives that different layers of managers have.

In the course we analyze the value of management accounting devices based on these principles.

### Onderwijsvorm

Lectures supported by slidecast lectures (slides and voiceover).



## Toetsvorm

Written exam

Optional assignments yielding a maximum of 5 bonus points (out of 100 for final grade)

## Literatuur

Groot, T., & Selto, F. (2013), Advanced Management Accounting, Pearson Education, London. ISBN: 978-0-273-73018-7.

A selection of academic papers, to be published on Canvas.

## Aanbevolen voorkennis

The course assumes an understanding of management accounting at intermediate level.

## Airline Business

<b>Vakcode</b>	E_BA_AIRB (61452050)
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. A.J.H. Pels
<b>Examinator</b>	dr. A.J.H. Pels
<b>Docent(en)</b>	dr. A.J.H. Pels, dr. M.G. Lijesen
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

## Doel vak

The aviation sector is a popular topic in the media. Airport noise, airport expansion, airport privatization, airline alliances, airline bankruptcies, new aircraft design etc. etc. frequently are the topic of heated debate. This course looks at recent developments in the airline industry from a scientific perspective. The deregulation of the aviation markets in 1978 (in the U. S. ) and in the 1980s and 1990s (E. U. ) led to some drastic changes in airline strategies and management styles. The origins and consequences of these changes are considered in this course.

## Inhoud vak

Why did you pay more (or less) for your ticket than the person sitting next to you in the aircraft. Why do KLM and easyJet have different network types? How does competition from Emirates influence KLM and Schiphol? Why should we (or shouldn't we) open a secondary airport? By the end of this course, the student can answer such questions, and explain recent developments in the airline industry using basic economic knowledge on pricing, cost structures, and network design. Furthermore, the insights can be used to explain developments in other transportation sectors as well. Airline pricing, airline cost and network design are three important aspects that will be discussed throughout the course. The lectures specifically deal with the following topics:

- Airline markets
- Airline pricing
- Airline output and market structure

- Airline cost
- Network design
- Network competition
- Network management
- Revenue management
- Aviation policy

### Onderwijsvorm

lectures

students need to choose two (out of four) tutorials. The topics for the tutorials are based on current policy problems. Students need to review relevant literature and prepare short presentations on the topic. In a boardroom like meeting, students discuss their findings with other students to come to a final decision.

### Toetsvorm

Paper, written examination

### Literatuur

A selection of articles will be announced in the study guide; lecture slides.

### Vereiste voorkennis

The course 'Transport Economics and Management' is highly recommended. Students that did not follow this course have to contact the coordinators in advance.

## Alliances, Mergers and Networks

<b>Vakcode</b>	E_BA_AMN (61412360)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. B.V. Tjemkes
<b>Examinator</b>	dr. B.V. Tjemkes
<b>Docent(en)</b>	dr. B.V. Tjemkes, dr. H. Weng
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

Academic and Research Skills:

- Further develop academic and research skills within the context of the AMN field, exhibited among other skills by an ability to identify and describe relevant literatures, to use analytical skills in building conceptual models, and to use knowledge to conceptualize and resolve managerial challenges.

Knowledge of Theory + Methods and Solving Complex Problems:

- Possess an theoretical understanding of some of the most significant challenges inherently connected to strategic alliances, mergers and acquisitions, and networks.
- Are able to apply theoretical perspectives to a real-life problems and develop managerially meaningful interpretations of academic knowledge

#### Professional Social Skills:

- Are able to communicate their views with respect to AMN perspectives and approaches, both verbally and through written reports (individual and team-based).

#### Horizon Beyond Professional Area:

- Are able to develop critical thinking, creative thinking, and independent thinking in this course.

#### Self-Reflective Professional:

- Continuously learn and unlearn, reflect on social behaviour as well as knowledge absorption both at the individual level and at the team level.

#### Inhoud vak

During the lectures salient theoretical perspectives among which transaction cost economics, resource based view, resource dependence, inter-organizational learning, network view are discussed. Furthermore, alliance development, merger development, and network challenges are discussed, as well as extant real-life examples and illustrations (e.g. guest lectures). In addition, during tutorial sessions students are challenged to obtain a deeper understanding of the course insights as well as to apply these insights to make academic knowledge relevant to practitioners.

#### Onderwijsvorm

Lectures and tutorials. During the lectures, theory will be explained and illustrated with actual examples. Throughout the tutorials, the theory is applied to concrete managerial problems. Students discuss their progress through peer-review and in the form of written reports and/or oral presentations.

#### Toetsvorm

Individual written exam; individual and team assignment

#### Literatuur

- Tjemkes, Vos, and Burgers (2017), 2nd edition, Strategic Alliance Management. Abingdon, Routledge.
- Selection of articles

## Applied Research Methods

<b>Vakcode</b>	E_BA_ARM ()
<b>Periode</b>	Periode 4
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. T. de Graaff
<b>Examinator</b>	dr. T. de Graaff
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

#### Doel vak

In Applied Research Methods we present an overview of suitable research methods for a Master thesis in the area of Transport and Supply Chain Management. The main objective of this course is to give you a basic

understanding of the relevance of specific research frameworks and how to properly apply them to specific research problems in TSCM. Moreover, with a specific focus on your thesis topic, a specific research method will be taught in small dedicated tutorial groups. After following this course, you can distinguish between several research frameworks that can be developed in TSCM, (e.g., case study research, a survey (focused on developing a questionnaire), valuation using experiments (how to estimate willingness to pay), choice analysis (e.g., logistic or multinomial regression), quantitative analytical research (using simulation experiments); you can reflect on the question whether a specific research framework is suitable for a particular research question; you can set up your research within one of the above mentioned research frameworks; you are able to apply the above mentioned research framework to a stylized research project; you are able to validate the results obtained; and you can report on the use of the above mentioned research frameworks.

### **Inhoud vak**

The type of research that you perform determines the type of research framework that you will develop. There are basically two types of research: theory development and theory testing. Theory development is carried out when there is no body of theory available and hence no theories to start from. Testing theories is usually done in those situations where there are sufficient theories to base hypotheses on that can be tested. Do not confuse the question of choosing a particular research method with the discrimination between quantitative and qualitative research. The discrimination between qualitative and quantitative research only has limited relevance for the determination of the type of research framework. Ultimately, it is the research question that determines the type of approach and whether to use quantitative data or not.

### **Onderwijsvorm**

Lectures and tutorials

### **Toetsvorm**

Assignments (paper and presentation)

### **Literatuur**

Papers and syllabus

### **Vereiste voorkennis**

Business Research Methods

### **Aanbevolen voorkennis**

It is preferable that students have a working knowledge of Excel and R.

### **Doelgroep**

Students TSCM master

## **Applied Strategy**

<b>Vakcode</b>	E_BA_ASTR ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics

<b>Coördinator</b>	dr. M.D. Bahlmann
<b>Examinator</b>	dr. M.D. Bahlmann
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Overige informatie

This course will not be lectured anymore from 2017-2018. For students who have attended the course 2016-2017 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the introduction page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Audit Theory

<b>Vakcode</b>	E_ACC_AT (60442030)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. A.H. Gold
<b>Examinator</b>	prof. dr. A.H. Gold
<b>Docent(en)</b>	prof. dr. P. Wallage
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Responsiecollege
<b>Niveau</b>	400

### Doel vak

The focus of this course is to provide students an understanding of a range of topics (see course content for some examples) related to the financial statement audit process and the auditing profession from both an academic and practical perspective (technical knowledge). We apply academic papers, practice literature, and auditing cases to analyse how auditing is affected by these topics (institutional knowledge, problem-solving, critical skills, conceptual reasoning, communication skills, reflection). After completion of this course students will have knowledge of the theoretical foundation, research streams, practice applications, and understand some of the current developments the areas of both the audit process and the audit profession.

On successful completion of this course, students should be able to:

- formulate why the results of academic auditing research is relevant for audit practice;
- understand the economic and regulatory setting of auditing;
- understand the main factors that influence audit quality and auditor independence;
- understand the various risks that auditors assess during their work and the interrelationships between those risks;
- understand auditor communications with various stakeholders (including auditor reporting);
- understand the importance of cognitive limitations in auditing judgment and decision making;

- apply their obtained knowledge to basic practice-based cases.

### **Inhoud vak**

Auditing involves the testing and evaluation of evidence against agreed norms or criteria. It is embedded in a highly regulated institutional setting and has an important societal function because financial statement users and other stakeholders require assurance on the information found in the financial statements.

Audit Theory covers a wide range of topics that are of interest to audit researchers and practitioners. Topics include (but are not limited to) audit demand, audit quality, auditor independence, auditor judgment and decision making, and regulatory and institutional elements.

### **Onderwijsvorm**

Plenary lectures

Smaller group tutorials (max. 30 students per group)

Case college sessions ("responsiecolleges")

### **Toetsvorm**

Written final exam

Individual assignment(s)

Team assignment(s)

### **Literatuur**

- A selection of academic and practice papers, to be published on Canvas.

- Selected chapters of Hayes, R., H. Gortemaker & Wallage, Ph. (2014), Principles of Auditing, Harlow, United Kingdom: Pearson Education, 3rd Edition.

### **Vereiste voorkennis**

Students should have a basic knowledge of the audit process, to be obtained by e.g., reading the following textbook:

- Hayes, R., H. Gortemaker & Wallage, Ph. (2014), Principles of Auditing, Harlow, United Kingdom: Pearson Education, 3rd Edition.

## **Bank Management**

<b>Vakcode</b>	E_BA_BANKM (61442330)
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	drs. T.A.J. de Jong
<b>Examinator</b>	drs. T.A.J. de Jong
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### **Doel vak**

This course aims to deepen your knowledge on the business model of banks and the role they have in the wider economy. After completion of the course, you should:

Have a thorough understanding of how banks make their money and the risks involved.

Understand the concept of Asset & Liability Management, including

capital.

Explain the role of the different regulators and outline the most important new regulations that apply to banks and how these will impact their business model.

Assess a credit request and be able to apply a credit risk analysis for a corporate, form an opinion and decide on the request.

Acquire an academic and critical attitude towards the financial system in general and the role of banks in particular.

Understand the basics of Financial Stability and monetary policy and the impact on banks.

Understand and explain the concept of money creation.

### **Inhoud vak**

This course is a multidisciplinary course and deals with two important aspects of bank management: the bank business model and business process management within a bank. The first topic is about financial economics, however we will also zoom into the broader function of banks in the macro economy. The second is about business process management. In more detail there are 4 building blocks: The first building block is about the position of banks in the wider economy. Both the academic frameworks re macro and financial economy will be studied. The second building block is about bank management and consist of balance sheet risk management and credit risk. Re the latter, the loan portfolio is on average 50-75% of the portfolio and determines for a large part the business model of a bank. Focus will not only be on individual credits, also techniques to manage the loan portfolio will be studied. Balance sheet risk management consist out of capital, interest rate risk and liquidity. Managing financial risk at both the asset and liability side is key for banks. The recent banking crisis shows the impact of overlooking and underestimation financial risks. Improving a banking business model can be seen as an optimisation of a banking portfolio - having various product-market combinations - in terms of (financial) risk and return. The third building block focus on the regulatory environment. The Basel Framework has and has to be aligned with the Basel Framework, including Basel III and an outlook to Basel IV. Finally there will be attention for 'banking' alternatives. What is the future business model of banks, is it still viable in the coming decade?

### **Onderwijsvorm**

Lectures, and a (group) assignment

### **Toetsvorm**

To pass this course, you need a minimum final grade of 5.5. The final grade is given by: Final grade = 0.7\*(Written exam grade) + 0.1 \* (Individual Case) + 0.2\*(Group assignment).

### **Literatuur**

Bank Management & Financial Services, by Rose & Hudgins, 9th

## **Behavioral Finance**

<b>Vakcode</b>	E_FIN_BF ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics

<b>Coördinator</b>	prof. dr. M.J. van den Assem
<b>Examinator</b>	prof. dr. M.J. van den Assem
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

The aims of this course are to understand

- how people are subject to distortions or biases in their beliefs, such as overconfidence and optimism,
- that people have preferences that are not understood in a normatively acceptable framework, and exhibit for example loss aversion and narrow framing, and
- why such phenomena are highly relevant in the contexts of firms and financial markets.

### Inhoud vak

Finance courses and textbooks mostly tell us how we should make financial decisions. This course asks how we actually do make financial decisions, using insights from psychology and behavioral economics. It repeatedly contrasts decision making behavior with rational norms and explains why people deviate systematically from these norms. Understanding your own financial decision processes and those of others is fundamental to virtually every aspect of financial management, including valuation, capital budgeting, corporate governance, portfolio selection, financing issues, dividend policy, and risk management.

### Onderwijsvorm

Lectures (2 times 2 hours per week)

### Toetsvorm

Written exam (80%) and assignment (20%)

### Literatuur

- Bazerman & Moore, Judgment in Managerial Decision Making, Wiley, most recent edition.
- Selected articles (to be announced).

### Vereiste voorkennis

None

### Overige informatie

- This course is an elective for the MSc Finance and for the MSc Business Administration (Financial Management track).
- In the MSc Business Administration (Financial Management track) this course was formerly known as Financial Decision Making. Behavioral Finance and Financial Decision Making have merged into Behavioral Finance, with no material changes to the content.
- This elective should NOT be chosen by students who have followed the BSc3 course Judgment and Decision Making (part of the Minor "Understanding and Influencing Decisions in Business and Society") because of substantial overlap.

## Behavioral Strategy

<b>Vakcode</b>	E_BA_BS ()
<b>Periode</b>	Periode 5



<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M.M. Rietdijk
<b>Examinator</b>	dr. M.M. Rietdijk
<b>Docent(en)</b>	dr. M.M. Rietdijk
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### **Doel vak**

An important goal in strategic management is how to change business models.

In order to understand what business models will be robust in the future, scenario's must be written in which the current business model is windtunneld.

KPI's and behaviors that contribute to this new business model must be defined and realized.

This cours is aimed at strategy realization. How can we change results and behaviors? The robust science of behavior analysis (started by Ivan Pavlov)

is learned and applied by the student in a real life case. Preferably in an organizational context or else at the invidual level about gaining self-control.

### **Inhoud vak**

The content builds on the science and application of behavior analysis, started a century ago by Ivan Pavlov. By discussing laboratory and field experiments, the laws of conditioning are revealed. The founding ABC analysis and following steps of behavioral change are explained: Pinpointing behaviors and results, measurement, Feedback, goalsetting and reinforcement as performance management tool. This highly successful behavior modification approach is now available for companies.

The design of a field experiment is applied to a real life case, preferably in an organizational context, in small groups. Baseline measures are combined with understanding the current undesirable behavior (CUB), current desired behavior (CDB) and future desired behavior (FDB). Advantages of positive reinforcement (R+) are compared with negative reinforcement (R-), Punishment (P+) and Penalty (P-). Other concepts include schedules of reinforcement, contingencies of reinforcement, deprivations and satiation.

During the tutorials students are assisted by the teacher in designing and implemeting their highly applicablefield study. These will be presented at the end of the course.

Knowledge and application skills learned during this course is highly recommended to

future strategists, leaders, entrepreneurs and management consultants.

### Onderwijsvorm

- lectures;
- tutorials
- presentations
- web-based fluency training (voluntary);
- web-based Performance Improvement Plan for changing a specified performance

### Toetsvorm

- Examination about book, (guest-) lectures
- Performance Improvement Plan for field experiment
- Computer based fluency training - bonus point

### Literatuur

Daniels, A.C. (2016, 3rd ed.). Bringing out the best in people. New York: McGraw-Hill (available in e-book) - mandatory

### Vereiste voorkennis

This course builds on the bachelor course Strategic Management from a Practice Perspective, one day in the life of a CEO.

In that course 3 practical approaches for a CEO were discussed and applied to real life cases. Scenarioplanning, value acquisition and performance management by behavioral change were introduced.

### Aanbevolen voorkennis

Strategic Management from a Practice Perspective. One day in the life of a CEO.

Performance Management and Control.

### Doelgroep

Specializations Strategy & Organization, Leadership & Change Management, Management Consulting, Entrepreneurship

### Overige informatie

This course is organised by the VU. For more information, please go to <http://www.feweb.vu.nl/en/students/study-guide/msc-entrepreneurship/enrolment-courses-and-exams/index.asp>

## Business Ecosystems and Open Innovation

<b>Vakcode</b>	E_BA_BEOI ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. J. Du
<b>Examinator</b>	dr. J. Du
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

#### Academic and Research Skills:

- Possess an in-depth understanding of the fundamental knowledge elements and underlying logic of BE & OI.

#### Knowledge of Theory + Methods and Solving Complex Problems:

- Are equipped with both the classical and the most recent theories and practices of BE & OI.
- Are able to critically reflect on the key literature streams by management gurus in the field.
- Are able to apply BE & OI perspectives to real-life situations, and develop meaningful interpretations of the findings.

#### Professional Social Skills:

- Are able to communicate their views with respect to these BE & OI perspectives and approaches, both verbally and through written reports (individual and team-based).

#### Horizon Beyond Professional Area:

- Are able to develop critical thinking, creative thinking, independent thinking, and original thinking in this course, being innovative and become champions of technological/ organisational/ environmental/ social innovation in organisations and society.

#### Self-Reflective Professional:

- Continuously learn and unlearn, reflect on social behaviour as well as knowledge absorption both at the individual level and at the group level.

#### **Inhoud vak**

Most innovations fail, but companies which do not innovate, die. In nowadays rapidly-changing, increasingly inter-connected global economy, making use of a variety of innovative organizational modes in business ecosystems to achieve sustainable performance becomes an inevitable theme, which has caught the attention of many organizations. In the meanwhile, the modern ways of innovation have brought serious challenges to the theories and practices of traditional strategic management. On the one hand, we are constantly impressed by the emergence and success of several pioneering new types of firms, such as Uber, Airbnb, facebook, Tesla, Amazon, and Alibaba. While many long-established, resource-abundant and technologically-advanced firms gradually lose profit margins in their traditional markets, these new types of firms— many of them were with very limited initial resources, and several of them do not even produce any physical product— have achieved extraordinary performance. How and why did these once seemingly neglectable, small firms succeed? and how to strategically manage their innovation process to achieve sustainable performance? On the other hand, numerous well-established, reputable, and large corporations have opened their arms to embrace the new developments in management and strategy. Shell's "GameChanger" showcases the value of corporate venturing, Heineken's "Ideas Brewery" advocates crowd-sourcing, Unilever's "open innovation portal" emphasizes external partnerships, Eli Lilly's "InnoCentive" promotes innomediation, and the Philips-led "High-Tech Campus"— which is only an-hour drive away— is built entirely on the Open Innovation principle by encouraging knowledge inflows and outflows across the porous boundaries of individual organizations. In short, in the era of open innovation, there is no one dominating way to innovate and succeed, but instead, we see "a thousand flowers blooming". Indeed, we are now experiencing a dramatic shift from a focus on the value created by a single company and product to the evolution of the

whole value system created by networks of companies or product ecosystems (e.g.: the numerous companies that are based on the Android operating system and the ecosystem surrounding the iOS operating system) based on a wide range of innovative approaches, in which the internal assets and capabilities of each individual organization are blended with external entities. Many of these organizational arrangements fall outside the traditional value chain of suppliers and distributors that directly contribute to the creation and delivery of a product or service. Companies co-create business and societal value with other organizations in their ecosystems by encouraging complementary invention and exploiting indirect network effects. A business ecosystem includes heterogeneous stakeholders of your own business, including companies that are either horizontally or vertically linked to your business and provide complementary products that are used in conjunction with your offering, companies to which you outsource business functions, competitors and customers whose actions and feedback affect the development of your own products or processes. The ecosystem also comprises entities such as regulatory agencies and media outlets that can have a less immediate, but just as powerful, effect on your business. Relatedly, open innovation refers to both knowledge inflows and outflows across organizational boundaries in such business ecosystems, embodying a variety of (modern) organizational modes: in-/out-licensing, spin-in/out, outsourcing, transaction of Intellectual Property (IP), new business developments (NBD), incubation, corporate venturing, both formal (e.g.: strategic alliances) and informal collaborations (e.g.: participating in conferences, knowledge exchange via social media platforms), employee mobility, innomeditation, mergers and acquisitions, as well as divestments.

The Business Ecosystem & Open Innovation course brings together the recent developments on industry platforms, stakeholder management, organizational ecology, (open) innovation management and strategy, and shows how these literature streams relate to managing innovation within and outside the firm as well as to dealing with technological and market disruptions and change over time. Building on this, we will zoom in on each specific phase of the evolution of business ecosystems and their management, and engage in in-depth discussions regarding the modern organizational modes based on open innovation principles. We will be able to interact with leading industrial practitioners, and an additional fun part of this course is we'll have our own "innovation market fairs".

### **Onderwijsvorm**

Lectures, Seminars, Innovation Market Fairs

### **Toetsvorm**

The grade of this course is based on three types of assessments:

- 1) Class participation;
- 2) Research paper on a self-chosen topic in which you apply the BE and OI thinking (individual);
- 3) Innovation market fairs (team-based)

### **Literatuur**

The literature of this course consists of a selection of academic papers and news articles, to be announced on Canvas.

For students who want to get the most out of this course (or who do not have a management or strategy background), you can prepare yourself by reading the following books:

- Chesbrough, H. W. 2003. Open innovation: The new imperative for

creating and profiting from technology. Harvard Business Press: Boston.  
- Iansiti, M., & Levien, R. 2004. The keystone advantage: What the new dynamics of business ecosystems mean for strategy, innovation, and sustainability. Harvard Business Press: Boston.

### Vereiste voorkennis

Student in MSc Business Administration

### Aanbevolen voorkennis

This course can be followed by a broad audience, but preferably with an interest in strategic management and innovation

### Doelgroep

Master students

## Business Ethics in Human Resource Management

<b>Vakcode</b>	E_BA_BEHRM ()
<b>Periode</b>	Periode 4
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. J.F.D.B. Wempe
<b>Examinator</b>	prof. dr. J.F.D.B. Wempe
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

Academic and Research Skills:

Be able to explore academic debates in Business Ethics applied to HRM.

Knowledge of Theory + Methods and Solving Complex Problems:

Be able to evaluate the applied methods in studies on normative ethical questions in HRM, and able to do own research on such questions based on interviews, content analysis and conceptual analysis.

Professional Social Skills:

Be able to suggest action when moral dilemmas occur in the context of HRM.

Horizon Beyond Professional Area:

Be able to relate to stakeholder interests beyond your interest as HRM specialist.

Self-Reflective Professional:

Be able to self-reflect on ethical dilemma's related to HRM, that you have experienced during the master program

### Inhoud vak

The course business ethics in HRM aims at writing a paper on the ethical aspects of HRM. The lectures and seminars address different ethical issues HRM managers may encounter and explores ways to act on them. After this course students should be able to understand where these issues originate from, and how HRM managers can respond. It thus prepares them for the ethical challenges that await them, and helps with

finding ways to act on them.

### Onderwijsvorm

Lectures and workgroups

### Literatuur

Required Reading: Articles

For more details, see Canvas.

### Vereiste voorkennis

M.J. Sandel (2010), Justice: What is the right thing to do? New York:

FSG

We begin the course with pre testing your knowledge on ethics, based on Sandel's book. A course on (business) ethics in your bachelor program might also do as required pre knowledge.

### Aanbevolen voorkennis

HRM courses from period 1-3

## Business Ethics in International Management

<b>Vakcode</b>	E_BA_BEIM ()
<b>Periode</b>	Periode 4
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. K.J.P. Quintelier MA MSc.
<b>Examinator</b>	dr. K.J.P. Quintelier MA MSc.
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

Academic and Research Skills: ¶

Understand moral philosophies and their importance for current debates in international management. ¶

¶

Knowledge of Theory + Methods and Solving Complex Problems:¶

Apply moral philosophies to recent events and crises related to international management, and do research on moral questions based on interviews, content analysis or conceptual analysis. ¶

¶

Professional Social Skills:¶

Engage with different moral viewpoints related to international management and verbally suggest actions when moral issues arise in the context of international management. ¶

¶

Horizon Beyond Professional Area:¶

Engage with stakeholder interests and moral viewpoints beyond your interests as an international management professional. ¶

¶

Self-Reflective Professional:¶

Identify moral viewpoints in the master program and self-reflect on your moral viewpoints related to international management.

### **Inhoud vak**

Theories of international management do not always yield definitive answers to management questions, allowing moral philosophies to offer additional guidance. In the course business ethics in S&O, students learn to recognize and engage with moral assumptions and moral implications of current debates and developments in international management. The lectures and seminars address different moral philosophies and how they relate to international management developments and debates. Students will write a paper on integrating moral assumptions and implications in international decision making. After this course students should be better able to make informed decisions about issues in international management. It thus prepares students for the challenges that await them, and helps with finding solutions.

### **Onderwijsvorm**

Lectures and tutorials

### **Toetsvorm**

Paper and group presentation

### **Literatuur**

A selection of academic papers and cases will be published in the course manual.

### **Vereiste voorkennis**

M.J. Sandel (2010), Justice: What is the right thing to do? New York: FSG¶

We begin the course with pre testing your knowledge on ethics, based on Sandel's book.

### **Aanbevolen voorkennis**

International management courses from period 1-3

## **Business Ethics in Leadership and Change Management**

<b>Vakcode</b>	E_BA_BELCM ()
<b>Periode</b>	Periode 4
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. J.F.D.B. Wempe
<b>Examinator</b>	prof. dr. J.F.D.B. Wempe
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### **Doel vak**

After this course students are expected to:

Be able to recognize general academic debates in ethics, and apply these insights to Leadership and Change Management topic areas (Knowledge of Theory).

Be able to evaluate the research methods used in studies on normative ethical questions in Leadership and Change Management, and are able to conduct their own research on such questions based on interviews,

content analysis and conceptual analysis (Academic and Research Skills).

Be able to suggest action when moral dilemmas occur in the context of Leadership and Change Management (Solving Complex Business Problems).

Be able to relate to stakeholder interests beyond your interest as leader or change Manager in person (Horizon Beyond Professional Area)

Able to self-reflect on ethical dilemma's related to Leadership and Change Management, that you have experienced during the master program (Self-Reflective Professional)

### **Inhoud vak**

The course business ethics in Leadership and Change Management aims at writing a paper on the ethical aspects of leadership and change management. The lectures addresses different ethical issues consultants may encounter and in the seminars we explore ways leaders and change managers act on them. After this course students should be able to understand where these issues originate from, and how leaders and change managers can respond. It thus prepares them for the ethical challenges that await them, and helps with finding ways to act on them.

### **Onderwijsvorm**

Lectures and workgroups

### **Literatuur**

Required Reading: Articles  
For more details, see Canvas.

### **Vereiste voorkennis**

M.J. Sandel (2010), Justice: What is the right thing to do? New York: FSG

We begin the course with pre testing your knowledge on ethics, based on Sandel's book. A course on (business) ethics in your bachelor program might also do as required pre knowledge.

### **Aanbevolen voorkennis**

Leadership and Change Management courses from the previous periods

## **Business Ethics in Management Consulting**

<b>Vakcode</b>	E_BA_BEMC ()
<b>Periode</b>	Periode 4
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. O. Bouwmeester
<b>Examinator</b>	dr. O. Bouwmeester
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### **Doel vak**

Academic and Research Skills:

Be able to explore academic debates in ethics, applied to consultancies and individual consultants.



#### Knowledge of Theory + Methods and Solving Complex Problems:

Be able to evaluate the applied methods in studies on normative ethical questions in consulting, and able to do own research on such questions based on interviews, content analysis and conceptual analysis.

#### Professional Social Skills:

Be able to suggest action when moral dilemmas occur in the context of consulting.

#### Horizon Beyond Professional Area:

Be able to relate to stakeholder interests beyond your interest as consultant in person, or of the consultancy you work for.

#### Self-Reflective Professional:

Able to self-reflect on ethical dilemma's related to consulting, that you have experienced during the master program

### **Inhoud vak**

The course business ethics in MC aims at writing a paper on the ethical implications of violating one of the key principle in the code of conduct for Dutch consultants. The lectures addresses different ethical issues consultants may encounter and in the seminars we explores ways consultants act on them. After this course students should be able to understand where these issues originate from, and how consultants and consultancies can respond. It thus prepares them for the ethical challenges that await them, and helps with finding ways to act on them.

### **Onderwijsvorm**

Lectures and workgroups

### **Toetsvorm**

Essay and presentation

### **Literatuur**

Articles. For more details see course manual on Canvas.

### **Vereiste voorkennis**

We begin the course with pre testing your knowledge on ethics, based on Sandel's book: M.J. Sandel (2010), Justice: What is the right thing to do? New York: FSG

A course on (business) ethics in your bachelor program might also do as required pre knowledge.

### **Aanbevolen voorkennis**

Courses from periods 1-3 in master programme MC

## **Business Ethics in Strategy and Organization**

<b>Vakcode</b>	E_BA_BESO ()
<b>Periode</b>	Periode 4
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. K.J.P. Quintelier MA MSc.
<b>Examinator</b>	dr. K.J.P. Quintelier MA MSc.

<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### **Doel vak**

Academic and Research Skills:

Understand moral philosophies and their importance for theories of strategy and for current debates in strategy.

Knowledge of Theory + Methods and Solving Complex Problems:

Apply moral philosophies to recent events and crises related to strategy, and do research on moral strategic questions based on interviews, content analysis or conceptual analysis.

Professional Social Skills:

Engage with different moral viewpoints related to strategy and verbally suggest actions when moral issues arise in the context of strategy.

Horizon Beyond Professional Area:

Engage with stakeholder interests and moral viewpoints beyond your interests as a strategy professional.

Self-Reflective Professional:

Identify moral viewpoints in the master program and self-reflect on your moral viewpoints related to strategy

### **Inhoud vak**

Theories of strategy do not always yield definitive answers to strategic questions, allowing moral philosophies to offer additional guidance. In the course business ethics in S&O, students learn to recognize and engage with moral assumptions and moral implications, both of theories of strategy and of current debates in strategy. The lectures and seminars address different moral philosophies and how they relate to strategy theories and debates. Students will write a paper on integrating moral assumptions and implications in strategic decision making. After this course students should be better able to make informed decisions about strategic issues. It thus prepares students for the strategic challenges that await them, and helps with finding solutions to strategic issues.

### **Onderwijsvorm**

Lectures and tutorials

### **Toetsvorm**

Paper and group presentation

### **Literatuur**

A selection of academic papers and cases will be published in the course manual.

### **Vereiste voorkennis**

M.J. Sandel (2010), Justice: What is the right thing to do? New York: FSG

We begin the course with pre testing your knowledge on ethics, based on Sandel's book.

### **Aanbevolen voorkennis**

Strategy courses from period 1-3

# Business Process Management and IT Alignment

<b>Vakcode</b>	E_BA_BPMITA ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. B.J. van den Hooff
<b>Examinator</b>	prof. dr. B.J. van den Hooff
<b>Docent(en)</b>	prof. dr. B.J. van den Hooff, prof. dr. M. van Vliet
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

## Doel vak

Learning objectives:

Academic & research skills:

1. Be able to critically examine academic research in the area of Business Process Management and IT Alignment.

Bridging theory and practice

2. Show a critical understanding of state-of-the-art theory and empirical findings in the domain of Business Process Management and IT Alignment.

3. Be able to apply that understanding in (a) modelling, analyzing and redesigning business processes, and (b) formulating advice on the implementation of appropriate IT solutions based on that analysis and redesign.

## Inhoud vak

Increasingly rapid changes in digital technology and business environments require organizations to continuously adapt to a changing environment. Fundamental changes in today's business are always realized through the combination of people, process and technology, reflecting on the phenomenon that changes in an organization and its related processes can only be achieved by a synchronous change in the Information Technology (IT) that supports (or even shapes) these processes.

Moreover, business processes and technology have become so intertwined, that changing business processes is inevitably preconditioned by changes in IT, or that even changes in IT can drive the needed improvement in business processes and the related organization.

This course is focused on the alignment between business process management and IT. We will first discuss the concept of Business-IT alignment in more detail, and then elaborate both the business process angle and the IT angle. In terms of the business process angle, we will discuss the topics of business process modeling, business process reengineering and business process management. For the IT angle, we will address the history of Information Technology and discuss how concepts like Enterprise Architecture and agile software development are related to alignment. In the course we will pay specific attention to (a) the identification, modeling, analysis, and (re)design of business processes and (b) the implementation of related IT solutions in organizations. In relation to this, we address the way information technology can enable organizations to further develop and enhance their business processes, both on an inter-organizational level as well as on an

intra-organizational level, thereby facilitating the development of virtual or network organizations. The case on which the students will work is taken from real-life and deals with the topics addressed above.

### Onderwijsvorm

Lectures that include cases and (modelling) tutorials.

### Toetsvorm

Written exam, Team case assignment

### Literatuur

- Various papers that will be made available via Canvas.
- Book for the tutorial sessions: Dumas, M., La Rosa, M., Mendling, J., and Reijers, H. (2013). Fundamentals of Business Process Management. Berlin: Springer-Verlag. (available online).

### Doelgroep

MSc Business Administration

### Overige informatie

As students are likely to have differing levels of knowledge and expertise in business process modelling, analysis, and redesign, tutorial sessions will be offered in which these skills are practiced. These tutorial sessions are not obligatory, but strongly recommended for students who have not practiced these skills before, and will use the Dumas et al. (2013) book.

## Change Rhetoric and Politics

<b>Vakcode</b>	E_BA_CRPOL ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. O.N. Solinger
<b>Examinator</b>	dr. O.N. Solinger
<b>Docent(en)</b>	I.M. Brokerhof MPhil
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

The objective for the Change Rhetoric and Politics course is that you (1) show a critical mastery of core and state-of-the-art thinking in the areas of institutional change, classic and contemporary rhetorical theory, charismatic/transformational leadership, and power (Theoretical Knowledge). Further, this course aims to equip you in the application of this knowledge such that you (2) understand the political (e.g., power, multi-stakeholder) dimension of organizational change, and formulate innovative ideas to frame a particular change initiative in such a way that it minimizes political problems, making use of the theories and tools acquired in this course. Last but not least, an important objective of this course is for you to (3) develop a rhetorical ability, that is an ability in the symbolic manipulation of the audience's limited cognitive resources to persuade or "make known" meaning to oneself and to others in order to influence action in the context of

organizational or institutional change.

### **Inhoud vak**

Communication and interpersonal influence is a crucial condition to make organizations and institutions change. John Kotter argued that organizational actors just feel a need for change (a 'burning platform') for them to change. Indeed, without a convincing "rationale" that outlines the "why"-element behind a change initiative, you are probably not going to gain any buy-in from others who you seek to mobilize. To make matters worse, whether you will be able to mobilize others also depends on the different interests that multiple stakeholders with various degree of power will have in either reforming or maintaining their position. In this complex landscape, you will increase your success by improving your social skill in effectively framing lines of action in speeches for diverse stakeholders. This course therefore teaches knowledge and skills in the areas of rhetorics and politics around organizational and institutional change. Although being a great speaker is partly a natural ability, in this course we will learn to recognize and apply tips and tricks in the area of rhetorical performances such that you will be able to boost the effectiveness of your public performances in change contexts.

### **Onderwijsvorm**

Lectures  
work groups

### **Toetsvorm**

Individual assignment  
Written exam

### **Literatuur**

academic articles  
Text book on rhetoric

### **Doelgroep**

This course is open to all students enrolled in the Business Administration master (+ exchange students) and is part of the Leadership and Change Management curriculum

### **Intekenprocedure**

This course is open to all students enrolled in the Business Administration master (+ exchange students) and is part of the Leadership and Change Management curriculum

## **Colloquia / Portfolio**

<b>Vakcode</b>	E_BA_COPF ()
<b>Periode</b>	Periode 1+2+3+4
<b>Credits</b>	0.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. ir. S.L.J.M. de Leeuw
<b>Examinator</b>	prof. dr. ir. S.L.J.M. de Leeuw
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

**Doel vak**

The TSCM colloquia/portfolio course is aimed at broadening your horizon beyond the immediate subject of your study programme to reflect on TSCM problems from different perspectives.

**Inhoud vak**

In a series of (guest) lectures we explore practical problems and industry cases from different perspectives, including but not limited to ethical perspectives, social perspectives and environmental perspectives. The colloquia/portfolio course will culminate in a compulsory enclosure to the thesis where you have to reflect on your thesis topic from the perspectives addressed in the TSCM colloquia/portfolio course.

**Onderwijsvorm**

Hearing lectures.

**Toetsvorm**

Portfolio document (presented as enclosure to thesis).

**Vereiste voorkennis**

The participation in the TSCM colloquia/portfolio course is mandatory for all TSCM students.

**Doelgroep**

TSCM students. Non-TSCM students (including exchange students) cannot take this course unless explicit approval is obtained from the course coordinator beforehand.

## Company Law

<b>Vakcode</b>	E_BA_CL ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	mr. dr. B.H.A. van Leeuwen
<b>Examinator</b>	mr. dr. B.H.A. van Leeuwen
<b>Docent(en)</b>	mr. dr. B.H.A. van Leeuwen
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

**Doel vak**

The purpose of this course is raise awareness among financial master students of legal aspects of driving a business.

Business organisations are legal constructs in which boards, shareholders and employees work together towards a common goal. Getting familiar with the workings of the internal organisation of companies and the solving of business issues by legal means is the main objective. All this will be explained on a level suitable for non lawyers, using real life examples.

## Inhoud vak

This course starts with an introduction into the sources of law as far as companies are concerned, with a focus on the concept of legal personality. Then the focus is on the legal forms to do business in: their incorporation, the internal organization and the powers of the directors and the rights of shareholders and employees. With regard to shareholders two major topics will be: the function and workings of share capital and the functioning of the general meeting of shareholders. Attention will be given to other stakeholders, such as employees within a company. With regard to the management of the company the accent will be on directors duties and liabilities in the several jurisdictions. Then a closer look at the company in action: what is the role what are the obligations of directors and shareholders in case of a take over of the company. This involves also some attention for contract law in relation to the company's business and for competition law. This course will compare company law in Germany, UK, US and NL.

## Onderwijsvorm

The conveyance of legal thinking with regard to company law is planned along four types of instruction

1. The course consists of 6 lectures and 6 workshops; some lectures are guest lectures.

2. Students write three papers of 3 pages each during the course on topics of company law.

During the workshops practical cases are examined and the papers are discussed.

3. One mandatory handbook and material on canvas for the preparation of the lectures and workshop (self study)

4. In Canvas, the possibility is offered to test the students' understanding of the mandatory study material by bi-weekly test questions (self study)

## Toetsvorm

1. writing three papers on aspects of company law (topics are mandatory/partly optional)

2. written exam essay questions, open book

## Literatuur

Donald/Cahn: comparative company law

## Intekenprocedure

Only access to this course after admittance to the Honours Master

## Overige informatie

Restricted access!

## Consultancy Project

<b>Vakcode</b>	E_BA_CPROJ ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. J. Sieweke
<b>Examinator</b>	dr. J. Sieweke
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

**Doel vak**

By following the course, you will advance knowledge and skills both from an academic perspective and from a practical perspective: From an academic perspective, the course provides students with theories, knowledge and tools to critically reflect on and to learn from their experience working as a management consultant in a real consulting project. From a practical perspective, the consulting project provides students the opportunity to acquire practical knowledge working as a management consultant and to gain practical experiences in a field setting. By being involved in all stages of the consulting project students can gain an “end-to-end” experience they may not have in their early careers in the consulting industry.

**Consulting skills/Knowledge skills:** You will acquire hands-on knowledge about all stages of the consulting project (e.g., contracting, problem analysis) in a real-world setting.

**Academic skills:** You will learn theories, knowledge and tools to reflect on and to learn from your experience working as a management consultant.

**Social skills:** You will develop skills related to interacting and communicating with other consultants in a consulting team. You will also learn how to interact and communicate with clients. Finally, depending on the consulting project and the dynamics in the team, you can also acquire skills in conflict management and resolution.

**Inhoud vak**

Students will work in consulting teams on a real consulting project. The team members will be responsible for all parts of the consulting project starting with the entry stage (first contact with the client, contract negotiation) up to the termination stage (final report or presentation). Each team will be supported by an academic advisor who will help the students to critically reflect on and make sense of their experiences as a management consultant. Also, students will attend lectures that provide knowledge and skills related to the consulting experience and the critical reflection of the consulting practice.

**Onderwijsvorm**

Lectures

Project work

**Toetsvorm**

Project performance – Group assignment

Essay – Individual assignment

**Literatuur**

The reading list will be announced prior the start of the course.

**Vereiste voorkennis**

It is required that students who aim to participate in the Consulting Project have attended other courses in the Management Consulting master specialization, particularly Management Consulting, Organization Development and Change, Consultant Approaches, and Policy Evaluation and Advice. It is also required that each team has a client organization that is ready to receive them in the beginning of January. The agreement with the client organization must be signed until December 1; otherwise, the team cannot participate in the consulting project.



## Overige informatie

For any question please contact Dr. Jost Sieweke: [j.sieweke@vu.nl](mailto:j.sieweke@vu.nl)

## Consulting Research Project

<b>Vakcode</b>	E_BA_CRP (61472000)
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	12.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. O. Bouwmeester
<b>Examinator</b>	dr. O. Bouwmeester

### Doel vak

- Application of academic knowledge in the context of consulting
- Doing research for a client
- Publication of research findings in a report, a professional journal or as conference paper

### Inhoud vak

The content is based on the demands of a client, but it can be a contribution to a white paper, case bundling and an assessment of the effectiveness of consultancy tools, methods and approaches.

### Onderwijsvorm

Individual supervision

### Toetsvorm

- Contract that mentions the workload
- Output made for the consulting firm
- Publication

### Literatuur

Dependent on the project

### Vereiste voorkennis

Acceptance only based on interview

### Aanbevolen voorkennis

Participation in the honours track in Management Consulting

## Overige informatie

This course is only possible in combination with internship  
Management Consulting

## Contemporary Careers and Organizations

<b>Vakcode</b>	E_BA_CCO ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. S.N. Khapova

<b>Examinator</b>	prof. dr. S.N. Khapova
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

After successful completion of this C&O course, students will:

- Possess advanced practical knowledge on the topics related to the changing nature of work
- Possess advanced academic (research-based) knowledge on the topics related to the changing nature of work
- Offer critical views on the topic of the course and offer practical solutions to the discussed issues
- Understand how to conduct scholarly research on the topic of careers and organizations
- Have experience of conducting a qualitative research on the topic of the course
- Communicate on the course' topic and about their research to their peers and to the professional experts in writing and verbally on the academic level
- Reflect on and take responsibility for their own career development within or across organisations

### Inhoud vak

The course Careers and Organizations opens the MSc programme Business Administration, specialisation Human Resources. The goal of the course is to develop students' advanced understanding of the contemporary employment challenges associated with the changing nature of work, and how both individuals and organizations can address these challenges. With this goal the course aims to provide foundation to the subsequent courses of the MSc programme.

Specifically, the course addresses substantial changes in the structure of organizations, jobs, and individual careers and its implications for individual behaviours and organizational policies. Many people now work in jobs with only temporary contracts. Others are entrepreneurs by necessity. Newspapers suggest that it is especially difficult for graduates to enter employment. Given this employment context, are there many individuals who have the job they love? And consequently, what does it mean to work and to be employed today?

Indeed, with employment becoming more demanding and increasingly characterized by self-employment, short-term contracts and unpaid work, organizations face complex challenges to make work meaningful to individuals and groups. Business leaders and HR professionals increasingly note that more and more employees getting into the crisis of meaning and purpose. If individuals still are to aspire to do useful, interesting, expressive, or in some other way valuable, worthwhile and dignified work, the question arises: How should organizations arrange their practices to promote meaningful work? The course "Careers and Organizations" aims to answer to these and many other questions concerned with the implications of the changes in work and employment, focusing specifically on the concept of "meaningful work". The course also accommodates both individual and organizational perspectives on the issue.

### Onderwijsvorm

The course consists of 10- lectures scheduled on Mondays and Thursdays between 11:00-12:45, including plenary lectures, a career coaching

exercise, a few CEO guest speakers from industry, and 2 Course Conferences.

### **Toetsvorm**

The performance of students in this course is evaluated based on two assignments: 1 team assignment and 1 individual assignment. There is no exam at the end of the course. The team assignment includes Blogging (writing a Quest-Blog) on topics of each lecture. The individual assignment includes a course research-paper.

### **Literatuur**

Compulsory literature involves the book of Arthur, M.B., Khapova, S.N. & Richardson, J. (2017). *An Intelligent Career: Taking Ownership of Your Work and Your Life*. New York: Oxford University Press and scholarly articles available on the course's CANVAS page.

### **Vereiste voorkennis**

Basic knowledge in Organizational Behavior (Work & Organizational Psychology) and in Human Resource Management (Personnel Management) is assumed. We expect students to have at least a completed (BSc) degree in business administration, preferably with (some) (educational) HRM background, for example: the course 'Advanced HRM', 3rd year BSc in Business Administration.

### **Aanbevolen voorkennis**

Basic knowledge in Organizational Behavior (Work & Organizational Psychology) and in Human Resource Management (Personnel Management) is assumed. We expect students to have at least a completed (BSc) degree in business administration or a related discipline, preferably with (some) (educational) HRM background, for example: the course 'Advanced HRM', 3rd year BSc in Business Administration.

## **Control and Audit**

<b>Vakcode</b>	E_ACC_CA (61452090)
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	drs. J.G.I. van den Belt RA
<b>Examinator</b>	drs. J.G.I. van den Belt RA
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### **Doel vak**

This course aims to enable students to assess and discuss the influence of business risks and controls on the financial reporting by organizations. The focus is on the discovery of risks of misstatements by starting with an evaluation of business risks (Technical knowledge, Problem-solving skills). This will be studied from a practical as well as an academic point of view (Academic competencies), and students will train their capacity to present the outcome of their analysis to a relevant audience (Communication skills).

After following this course, you will have knowledge and understanding

of:

- a taxonomy of organizations
- a framework for risk assessment
- assessment of risks within an organization and design and assessment of an internal control system to mitigate these risks from managements perspective (control);
- assessment of risks for the audit opinion and assessment of an internal control system to mitigate these risks;
- determination of audit steps necessary to audit an internal control system;
- the principles of business risk audit and the relation with financial audit.

You should then be able to:

- apply the knowledge on organizations by analyzing risk related topics in annual reports and other documents or sites from those organizations;
- read and analyze academic papers related to business risk audit;
- perform oral and written presentation of cases.

### **Inhoud vak**

Management is responsible for controlling the company in order to reach the company goals. An important part of this is the design and the proper functioning of internal controls. Auditors are responsible for an adequate audit and a correct audit opinion. For this they use the internal control system of the company amongst others. So both management and auditors rely on the internal control system, but from different perspectives. In this course both worlds are brought together. Similarities and differences between both perspectives are analyzed.

### **Onderwijsvorm**

The course is given during six lectures of 4 hours in which the theory will be covered in 1 hour and discussion and application of the theory in 3-hour interactive workgroup tutorials.

Students are encouraged to ask questions and participate actively to discuss the topic at hand.

Each week a case and an academic paper need to be prepared in advance and presented. Preparation consists of answering a set of questions by studying the annual report of a company as well as acquiring information from other sources (e.g. internet).

### **Toetsvorm**

The maximum score possible is 100 points and is earned by:

- Attending the lectures
- Oral and written presentations
- Written exam

In order to be admitted to the exam, every student needs to participate in the discussions and preparation of the cases.

Preparation of cases and papers is done by a team consisting of 4-6 students (teams are formed during the first lecture) and must be delivered by an upload on Canvas, a few days before the lecture in which this is presented and discussed.

Prepared cases and papers are graded by the lecturer.

Every team has to present their work at least once.

### **Literatuur**

#### Required reading:

- Vaassen, E., Meuwissen, R., Schelleman, C. (2013), Accounting Information Systems and Internal Control, 2nd edition, Chichester, United Kingdom: Wiley
- Arens, A.A., Elder, R.J. & Beasley, M.S. (2014), Auditing and Assurance Services, An integrated Approach, 15th edition, Upper Saddle River, United States of America: Pearson 2014
- Several academic papers that will be published on Canvas

#### Vereiste voorkennis

Knowledge is assumed of:

- business processes and the relation with financial reporting, equivalent to the VU bachelor course Accounting Information Systems
- The content of the Audit Theory course in the MSc Accounting & Control

#### Aanbevolen voorkennis

Knowledge is assumed of:

- taxonomy of organizations;
- business processes and the relation with financial reporting;
- elementary audit theory.

This knowledge is provided in the VU-courses Accounting Information Systems and Audit Theory and can be found in the following literature:

- Oscar van Leeuwen en Jon Bergsma, Bestuurlijke informatieverzorging in perspectief. Relevante en betrouwbare informatie voor sturing en beheersing, Noordhoff, 2012.
- George H. Bodnar en William S. Hopwood, Accounting Information Systems, 10th or 11th edition, Pearson, 2010.
- R.W. Starrveld en O.C. van Leeuwen, Bestuurlijke informatieverzorging, deel 2A Fasen van de waardekringloop, 5e druk, Noordhoff.
- Hayes, Wallage, and Gortemaker, Principles of Auditing, 3rd edition, Pearson 2014.

#### Overige informatie

This course is mandatory for post-graduate accountancy students but can be taken as an elective as part of the master programme Accounting & Control.

## Corporate Valuation

<b>Vakcode</b>	E_BA_CV ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M. Millone MSc
<b>Examinator</b>	dr. M. Millone MSc
<b>Docent(en)</b>	dr. M. Millone MSc
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

#### Doel vak

This course elaborates on the course Advanced Corporate Finance 4.1. Aim is to complete the overview of the Corporate Finance field.

Corporate

Valuation is closely interconnected with Corporate Financing decisions.

### **Inhoud vak**

The course kicks off with a discussion of value drivers and Financial Statement Analysis. A valuation starts with a thorough understanding of the business strategy and an analysis of the financial figures.

Quickly thereafter the hard core of Corporate Valuation will be outlined: CF valuation techniques (theory and practice) and pricing models for equity investments and debt investments. We follow closely the methodology as outlined by McKinsey, regarded by professionals as the standard practice.

Corporate valuation depends very much on the perception of investors in financial markets. Therefore attention will be paid to the perspective of banks as loan providers, investment banks as dealers, equity analysts and private equity funds. These topics will be the basis of two guest lectures.

After this overview, specialized topics will be addressed: corporate valuation of start-ups, valuation of corporate social responsibility and finally we will discuss the valuation of companies such as Facebook and Instagram.

Corporate Valuation topics will be applied in three business cases provided by the coordinator and one case provided by a guest lecturer.

### **Onderwijsvorm**

Lectures (2 times 2 hours per week) and tutorials (1 time 2 hours per week).

### **Toetsvorm**

Written exam (60%) and four case assignments (40%).

### **Literatuur**

- Reading material provided on Canvas.
- Harvard business case course pack (this will be made available for purchase at the beginning of the course).
- Valuation, McKinsey (6th edition). (The 5th edition of this book can also be found as an e-book, but the students will be responsible to match the content between the two editions and no rights can be derived from using the older version of the book).

### **Vereiste voorkennis**

Advanced Corporate Financial Management 4.1

## **Cross Cultural Management**

<b>Vakcode</b>	E_BA_CCM (61452100)
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. S.G.M. van de Bunt
<b>Examinator</b>	dr. S.G.M. van de Bunt
<b>Docent(en)</b>	prof. dr. A.M.R. Trompenaars, dr. S.G.M. van de Bunt
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

**Doel vak**

Upon completion of this interdisciplinary course, students have broadened their horizon through accomplishment of:

**Knowledge and problem solving:**

Students will learn to develop and expand knowledge and understanding about: the basic (historical) drives behind national and organizational cultural differences, the impact of cultural issues in and between organizations.

Students will acquire an understanding of the importance and effectiveness of integrating value differences as a key (international) leadership strategy and problem solving capacity.

**Academic skills:**

Students will be able to diagnose the influence of cultural differences that play a role in intercultural relationships, global business interactions, and (online/local) communities by applying dilemma reconciliation models used in cross-cultural research.

Students will be able to analyze business and leadership challenges from different value perspectives.

Students will be able to apply a methodology to elicit, chart and reconcile cultural dilemmas that occur in a business context.

**Professional self-reflection:**

- students take responsibility for their own cross cultural learning and critically reflect on their own cross cultural aspirations, strengths and challenges

- students will increase awareness of their own cultural assumptions and respect for other cultural and historical perspectives

**Inhoud vak**

This interdisciplinary course introduces students to integrated principles and models of cross-cultural management. It aims to provide a new paradigm for looking at business management practices in a global context and, thereby, prepare students to act effectively in international business environments. It demonstrates how cultural diversity, as opposed to single cultural orientation is more effective at creating lasting and innovative solutions to business challenges/dilemmas. The recent economic crisis has unleashed a storm of critic and reflection about the state of international business. From all corners of the globe, there is growing call for a different kind of (corporate) leadership: less selfish and bonus-oriented, and more concerned with the sustainable wellbeing of company and society. This interest and attention to rethinking the paradigms of leadership in a global and cross-cultural business context has prompted the inclusion of a sub-theme within the course. In the academic year of 2017-18, the CCM course will pay special attention to 'Servant-Leadership' as principle and way of life that guides a leader's capacity to both direct the organization and its people while at the same time work in their service. This theme will be explored in a symposium, included in this course.

**Onderwijsvorm**

Lectures

Seminars

Symposium

**Toetsvorm**

Team assignment  
Individual examination

**Literatuur**

Course literature will be announced via Canvas

**Doelgroep**

The CCM course is one of the interdisciplinary electives, and relevant to Master students in HRM, IM, LCM, MC, and S&O.

**Culture and International Organizations**

<b>Vakcode</b>	E_BA_CIO ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. H. Weng
<b>Examinator</b>	dr. H. Weng
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

**Doel vak**

This course aims to enhance students' understanding of main theories and concepts in national cultures. By taking this course, students will learn to recognize, analyze, and evaluate the issues related to culture in the global context. After completing this course, students are expected to:

- define national culture, including key dimensions, main frameworks, and implications
- discuss how national culture may influence cross-border economic exchanges such as international trade and FDI
- analyze the impact of culture on other macro-phenomenon such as entrepreneurship and innovation
- analyze how culture may affect the initiation and effectiveness of international alliances and acquisitions
- articulate how culture affects the functioning of global teams and discuss the implications for the effective management of such teams

**Inhoud vak**

The course is structured from the perspective that culture is a key pillar of the macro environment that influence managerial decisions and actions. Taking this view, the course includes topics that are crucial to internationalizing firms, such as alliances, acquisitions, and entrepreneurship. The lectures and class discussion are designed to enhance students' understanding of, and appreciation for, cultural difference and its implications. The tutorials provide the practical application of the lecture content in the form of case studies and simulations.

**Onderwijsvorm**

Lectures  
Tutorials



**Toetsvorm**

Assignment  
Written final exam

**Literatuur**

Selected articles

## Data Analytics

<b>Vakcode</b>	E_BA_DA ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. D.D. Tönissen
<b>Examinator</b>	dr. D.D. Tönissen
<b>Docent(en)</b>	dr. D.D. Tönissen
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

**Doel vak**

Data Analytics is focused on furnishing you with methodological and technical skills to conduct data driven research in academic and industry projects. Student learn advanced statistical skills for processing and analyzing datasets and for testing theories and hypotheses by using (open source) software tools, including R.

**Inhoud vak**

The course focuses on:

- 1) Processing and analyzing datasets relevant for TSCM, using appropriate statistical methods and software tools.
- 2) Describing research results and draw managerial conclusions.

**Onderwijsvorm**

The course will be a combination of hearing lectures and tutorials.

**Toetsvorm**

Individual and team assessment.

**Vereiste voorkennis**

Basic knowledge of R is required. If you do not have such knowledge make sure to learn the basics of R before the start of this course.

**Doelgroep**

This is a course for TSCM students only; non-TSCM students (including exchange students) cannot take this course unless explicit approval is obtained from the course coordinator beforehand.

## Decision Making in Supply Chains

<b>Vakcode</b>	E_BA_DMSC (61442080)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. W.E.H. Dullaert
<b>Examinator</b>	prof. dr. W.E.H. Dullaert
<b>Docent(en)</b>	prof. dr. W.E.H. Dullaert
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Practicum
<b>Niveau</b>	400

### Doel vak

In today's highly competitive markets supply chain managers are challenged to design, plan and control logistics processes at company and supply chain level. Regardless of whether their supply chain is aiming for e.g. higher responsiveness, improved cost efficiency or supply chain vulnerability, the resulting decision problems tend to be complex and require quantitative analysis. Moreover, they often need to be addressed under time pressure without access to dedicated software tools.

This course wants to teach students how to use and build spreadsheet models to (i) analyze real-life company data, (ii) develop optimization and simulation models, (iii) report results and formulate recommendations to improve supply chain performance.

### Inhoud vak

In this course you learn a variety of methods for analyzing, modelling and improving logistics processes in supply chains. To make sure that you can apply these skills in practice we will use widely available spreadsheet software (and add-ins) instead of dedicated software which is often unavailable in companies. Important topics that we are going to address are data processing, optimization and simulation analysis.

Students will be challenged to solve exercises and case studies by designing appropriate spreadsheet models.

### Onderwijsvorm

Lectures and (computer) tutorials

### Toetsvorm

Team assessment

Individual exam

### Literatuur

- extensive handouts and additional course material to be distributed via Canvas
- handbook to be announced

### Vereiste voorkennis

Students not following the MSc BA TSCM programme are kindly requested to contact the course coordinator prior to enrollment.

## Derivatives

<b>Vakcode</b>	E_FIN_DER (60442060)
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. N.J. Seeger
<b>Examinator</b>	dr. N.J. Seeger
<b>Docent(en)</b>	dr. N.J. Seeger
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

The primary objective of this course is to provide students with an advanced introduction to derivative instruments. By the end of the course students should have a sound understanding of the pricing concepts, practical applicability, operational complexity, and risks of several linear and non-linear derivatives.

### Inhoud vak

In today's financial world, the role of derivatives gets increasingly important. Banks and pension funds use derivatives to manage their balance sheet risk, corporate treasuries need derivatives for mitigation of international trade risk, insurance companies actively apply derivatives strategically in order to hedge long term interest rate exposures. Worldwide derivatives trading has exploded to unprecedented levels in the last decades. Therefore, a sound understanding of derivatives is indispensable for anyone pursuing a job in finance.

The course aims to help students in developing a general understanding of the fundamental principles related to derivative instruments. When we try to understand derivative instruments we will ask questions like:

1. How do derivative instruments work?
2. Is it possible to decompose derivatives in basic assets?
3. How to determine the fair value of derivative instruments?
4. What are the risks of using derivative instruments?
5. How are derivative instruments applied in practice and are there any relevant operational issues in the real world?

Hence, the course focuses on facilitating conceptual understanding of derivative instruments and of the methods that are needed to apply derivatives in different settings of finance applications; whether it is for trading purposes, structuring products, risk management, etc.

The field of derivatives is one of the most mathematically sophisticated in finance. Therefore, to understand derivatives it is inevitable to deal with mathematical methods. However, we want to emphasize that in the course mathematical methods are primarily used as tools to understand derivatives. We intend to serve a balanced mix of theory, intuition and practical aspects.

The course will treat the following subjects:

- Why derivatives?
- Forwards, futures and options
- Pricing concepts of derivative instruments
- Discrete and continuous time option pricing models
- Understanding Black-Scholes formula
- Beyond Black-Scholes (stochastic volatility and jumps)

- Hedging strategies
- Estimating model parameters
- Credit derivatives / Financial Crisis

### Onderwijsvorm

The course spans a period of six weeks. There will be 12 lecture sessions of 2 x 45 minutes each (for dates and times see course schedule), in which the course material is presented. There will be two additional tutorial sessions in which solutions to programming problems related to derivatives topics will be discussed.

### Toetsvorm

The final grade of the course is the grade of the written exam.

### Literatuur

- Lecture slides
- John Hull: Options, Futures and other Derivatives, 8th Edition, 2011

### Further References:

- Das, R.K. and S.R. Sundaram: Derivatives: Principles and Practice, McGRAW-Hill International Edition, 2010
- Jarrow, R. and A. Chatterjea: An Introduction to Derivative Securities, Financial Markets, and Risk Management, W. W. Norton & Company, 2013
- Baxter/Rennie: Financial Calculus, Cambridge, 1996. - Neftci: Principles of Financial Engineering, Elsevier, 2nd edition, 2008.
- Bingham/Kiesel: Risk-Neutral Valuation: Pricing and Hedging of Financial Derivatives, Springer, 2004.
- Björk, T.: Arbitrage Theory in Continuous Time, Oxford University Press, 2004.

### Vereiste voorkennis

Students entering this course should be familiar with the basic corporate finance principles and techniques (e. g. Berk/DeMarzo, Corporate Finance. 2013) and investment management concepts (e. g. Bodie, Investments. 2010). In order to follow the course material right from the start it is recommended to review the derivatives material that has been covered in the courses: Financiering 2.5 and Investments 3.4. For solving the assignments, programming experience with Excel/VBA is required. A very good introduction to Excel/VBA can be found on the homepage <http://xlvu.weebly.com>; provided by Dr. Arjen Siegmans.

## Digital Business and Information Systems

<b>Vakcode</b>	E_BA_DBIS ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. J.F.M. Feldberg
<b>Examinator</b>	prof. dr. J.F.M. Feldberg
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

## **Doel vak**

Academic & research skills

- Identify and evaluate quality scientific publications, and integrate them in the substantiation and the reasoning of business cases.

Bridging theory and practice

- Apply scientific theories, concepts and frameworks in the organizational context.
- Develop sound academic reasoning and substantiate arguments grounded in theory.
- Reflect critically about the role of digital innovations and information systems in the contemporary organizational contexts.
- Assess and analyze the deployment of digital innovations and information systems as a basis for value creation and appropriation.

Professional / social skills

- Elaborate a digital business concept and pitch it to both academic and business audiences.
- Work in a self-managed team and assess one's role and contribution in the team context.

## **Inhoud vak**

Most of the course matter will be dealt with in context of the question: How can digital innovations and information systems (IS) contribute to value creation? To answer this question this course will consider an organization's (actual) IS resources in context of digital trends. Today's business managers must be able to address the implications of digital innovations like social networking (e.g. Twitter, FaceBook, LinkedIn, ask.fm, Foursquare and Pinterest), blockchain technology, internet of things, and big data and analytics on business strategies, decision making, trust building and business models. Exemplary questions in this context are: Does IT matter? What are the core systems of our digital strategy? How do we connect with the world? How does the nature of decision making change due to digital innovations? How can we build trust in a digital world? How to create and capture value through digital innovation?

This course is based on the premise that theory goes hand in hand with practice. As such several business cases will be presented and discussed, and business partners will actively participate in the lectures.

## **Onderwijsvorm**

Lectures, Tutorials, Dragons' Den Workshop

## **Toetsvorm**

Exam  
Paper Assignment

## **Literatuur**

Academic Papers, News and Journal Articles, Professional Journals.

## **Aanbevolen voorkennis**

Basic knowledge on digital innovation, information technology, business models, and information systems.

## **Intekenprocedure**

This course is only open for students in the Digital Business and Innovation master's programme.

## Overige informatie

This course is only open for students in the Digital Business and Innovation master's programme.

## Digital Consultancy Internship

<b>Vakcode</b>	E_BA_DCI ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. S.A. Rijsdijk
<b>Examinator</b>	dr. S.A. Rijsdijk
<b>Docent(en)</b>	dr. S.A. Rijsdijk
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

After following this course you will have learned to:

- Follow a structured approach to develop solutions for complex real life problem as external consultant ("bridging theory and practice").
- Interact effectively with stakeholders in a client organization ("professional/social skills")
- Be able to reflect on your strengths and weaknesses for a consulting career ("reflective practitioner").

### Inhoud vak

Many students pursue a consulting career after graduating from the Digital Business & Innovation programme or work on internal consulting assignments within established organizations. This course will help you to develop consulting approaches and skills by learning from experienced consultants.

In the course you will work on a solution for a real life problem of a specific organization. To participate in the course, you need to arrange access to an organization yourself. Usually, this can be the organization where you do your master thesis project because the course is to be followed in parallel to your master thesis project and can be completed at the end of your master thesis project.

Whereas your master thesis project aims for a contribution to generic knowledge in the field of digital innovation, this consultancy assignment aims at developing a solution for a specific organization and will be assessed separately.

The course will teach you basic skills with regard to setting up a consulting project, addressing a problem, and communicating with a client organization. The course will consist in a set of generic lectures and exercises and interactive feedback sessions that are supportive to your individual work on your project.

### Onderwijsvorm

Students will take part in in-class exercises and discussions, facilitated by experienced consultants. These sessions can have the format of a workshop. In parallel they will independently work on their assignment for the organization, for which they will deliver an

individual deliverable.

### **Toetsvorm**

Assignments

### **Literatuur**

To be announced

### **Doelgroep**

This course is only open for students in the Digital Business & Innovation specialization

### **Overige informatie**

Students need to gain access to an organization where they can define a consulting project before starting the course. As a condition to be able to participate in the course, they need to have this organization and project assessed by the course coordinator. Only upon timely approval by the course coordinator, students are allowed to take part.

## Digital Entrepreneurship Project

<b>Vakcode</b>	E_BA_DEP ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. ir. J.W.M. Gerrits
<b>Examinator</b>	prof. dr. ir. J.W.M. Gerrits
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### **Doel vak**

Bridging theory and practice

After following this course, you:

- know how to apply models like the business model canvas and network economics;
- can develop a business model, business case and business plan for a venture;
- know how to value your business;

Professional / social skills

After following this course, you:

- understand the value of business networks to develop a venture;
- are able to present your business plan to potential investors.

### **Inhoud vak**

This course is focused on setting up new e-business initiatives. The course builds on previous courses that introduced network economics and business models to develop e-business initiatives and includes such topics as network economics, funding and business planning. Students will develop a plan for starting up a new e-business venture. In order to develop the necessary network for starting up a company, students will be introduced to start-ups, relevant business networks and funding partners.

### Onderwijsvorm

#### Approach

The lectures introduce students to the necessary theory to develop a business plan for a e-business venture.

In the project, teams of 3 persons develop a business plan for a venture. Every week another part of the business plan will be developed. In the meetings the teams present their work which will be discussed with the entire group.

There are 6 sessions of 4 hours, each consisting of 2 hours lecture and 2 hours working groups.

### Toetsvorm

Written examination

Project paper

### Literatuur

Literature

A collection of academic articles.

### Vereiste voorkennis

Students have basic knowledge of network economics and information economics and of the business model canvas.

## Digital Innovation Lab

<b>Vakcode</b>	E_BA_DIL ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. S.C. Friesike
<b>Examinator</b>	dr. S.C. Friesike
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

Innovation lab is a hands-on lab class that takes students on a journey to develop their own innovation. The class is designed around the innovation funnel and takes students through five stages. We start with the concept of an innovation and show where innovations come from (1), then move towards creativity (2) before we cover innovation processes (3), and then cover the value capturing aspects of innovation management by examining business models (4), marketing, and intellectual property protection (5).

Learning goals:

Problem solving: Experience the process of innovation and develop skills to use digital technologies to create new products, services, business processes and business models.

Professional social skills: Working in teams and interacting with stakeholders.



Self-reflection: Build creative confidence.

### **Inhoud vak**

In this class students learn about the innovation process in a digital context, which heavily relies on early feedback and iteration. Students learn this not from an abstract framework but from hands-on experience. And experience that improves their creative confidence as they see that their own actions can lead to tangible results.

### **Onderwijsvorm**

The lecture alternates between topic based discussions and tasks for students

Throughout the class students work on an solution for a specific market

Past markets were:

- Light solutions
- Magnetic toys
- Home automation

### **Toetsvorm**

- 50% individual assessment (course participation and final presentation)
- 50% team assessment (prototype quality, teamwork, assignments)

### **Literatuur**

Literature will be provided on an individual basis depending on class projects.

### **Vereiste voorkennis**

Desired knowledge: prior mandatory courses

### **Aanbevolen voorkennis**

The innovation management class from DBI

### **Doelgroep**

DBI Master students

## **Digital Marketing**

<b>Vakcode</b>	E_MKT_DM ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	drs. E.F.J. Lancee
<b>Examinator</b>	drs. E.F.J. Lancee
<b>Docent(en)</b>	drs. E.F.J. Lancee
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### **Doel vak**

- Demonstrate a critical understanding of the concepts and theories used, as well as key topics covered, in the top academic journals on digital marketing and how such theories complement traditional theories.
- Effectively apply digital marketing theories both to understand

real-life marketing problems and to design (multichannel) solutions to those problems.

- Communicate and collaborate effectively with an international cohort of classmates to design and produce case solutions or other presentations, provided in English, to both academic and professional audiences.

### **Inhoud vak**

The Internet and digital media have transformed marketing and business since the first website went live in 1991. More than 20 years later over one billion people around the globe regularly use the web to find products, entertainment and soulmates. Consumer behavior and the way companies market to both consumers and businesses have changed dramatically. To succeed in the future, organizations will need marketers, strategists and agencies with up-to-date knowledge of how to apply digital media such as the web, e-mail and mobile. Digital marketing is an exciting area to be involved in, since it poses many new opportunities and challenges yearly, monthly and even daily. Therefore the following strategic topics from the digital marketing literature will be discussed:

- Theories about digital consumer behavior & psychology; (digital buying behavior, sharing behavior & social behavior)
- Theories about digital marketing strategy; (digital value creation, multichannel strategy, social media strategy)
- Theories about the digital marketing mix; (product, price, place)
- Theories about strategic digital and multichannel communication; (multichannel communication, social media (viral) communication, digital branding & digital advertising)
- Theories about digital relationship management; (personalization, participation, e-CRM, e-profiling, loyalty)

### **Onderwijsvorm**

Lectures, workgroups

### **Toetsvorm**

Written examination: 70%;

Assignment: 30%;

each to be completed with a minimum score of 5.0

### **Literatuur**

Academic articles and additional materials as mentioned in the course manual

### **Aanbevolen voorkennis**

Marketing strategy

Consumer marketing

## **Diversity in Organizations**

<b>Vakcode</b>	E_BA_DIO (61442380)
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. E. Doci
<b>Examinator</b>	dr. E. Doci

<b>Docent(en)</b>	dr. P.J. Peverelli, dr. C.J. Vinkenburg
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

This course is one of the interdisciplinary electives of the Business Administration Master program. Because diversity is a relevant topic for any student involved in BA, this course is relevant for students of HRM, IM, LCM, MC, and S&O.

#### Advanced Academic Skills

- You will analyze diversity in an organization based on the core theoretical frameworks on diversity

#### Knowledge of Theory and Methods + Complex Problem Solving

- You will explore the role of differences between individuals in organizations
- You will gain a complex understanding of the theory and practice of diversity in the workplace

#### Broadening your Horizon

- You will enhance your understanding of managing differences and inclusion;
- You will reflect on the consequences of a diverse workforce

#### Reflective Professional

- You will reflect on your own perspective on diversity and how it relates to your (professional) development

### Inhoud vak

In organizations, a wide diversity of people have to work together. They differ in terms of gender, race, professional specialization, sexuality, age, nationality, education, membership of social networks, etc. These differences are bound to affect the processes of organizing. Although this diversity can make it difficult to understand each other and work together smoothly, it also opens up possibilities for learning and exploring new solutions. In this course we will focus on theories and practices of dealing with diversity and inclusion in organizations. Diversity issues are related to human behavior in organizations but also to (international) strategic issues, consulting practices, and leadership in organizations. Therefore, this course is tailored to students of all five BA programs of HRM, IM, LCM, MC, and S&O.

### Onderwijsvorm

Lectures  
Seminars

### Toetsvorm

Individual assignment  
Group assignment

### Literatuur

The literature for this course will be announced through Canvas.

## Doing Business in Emerging Markets

<b>Vakcode</b>	E_BA_DBEM ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. P.J. Peverelli
<b>Examinator</b>	dr. P.J. Peverelli
<b>Docent(en)</b>	dr. P.J. Peverelli
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### **Doel vak**

This course focuses on how to engage in international business in the specific context of emerging markets and aims to achieve several learning goals:

Develop an advanced academic and research skills to contribute to the body of knowledge:

- Students will be able to critically discuss the academic literature related to EM.

Have thorough knowledge of relevant theory and methods, and an evidence-based approach to solving complex business problems:

- Students will be able to compare national cultures using Trompenaars'7-D model and formulate ways to reconcile cultural differences between own and host countries.
- Students will be able to discuss the institutional organization (national business systems) of EM and formulate ways to reconcile differences in institutional organization between own and host countries.
- Students will be able to discuss the various entry modes for doing business in EM.

Have the professional and social skills to interact with other professionals:

- Students will be able to consolidate the relevant theories and methods of the course to formulate an optimal market entry mode for a particular company/market in a concrete EM in the form of a strategic advice.

Develop a broad horizon beyond the professional area:

- Students will be able to reflect academically on the impact of the increasing influence of EM on international business and politics.

### **Inhoud vak**

The course starts with the definition of emerging markets and an introduction of the aspects on which they differ from more mature markets, such as cultural and political issues and the growing influence of emerging markets on global business. The course then applies this to a number of core issues in international management such as market entry mode and collaborating with local partners. The academic content of the lectures will be based on current discussions in relevant publications. The tutorials will allow students to practice with the models, in some cases with the help of guest lecturers with indepth practical experience.

**Onderwijsvorm**

Lectures  
Tutorials

**Toetsvorm**

Assignment  
Written final exam

**Literatuur**

To be communicated later via Canvas

**Aanbevolen voorkennis**

Bachelor of Business Administration

**Economics of Payment Systems**

<b>Vakcode</b>	E_FIN_EPS ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. W. Bolt
<b>Examinator</b>	prof. dr. W. Bolt
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

**Doel vak**

The aim of the course is to analyze the economics of payment markets in terms of pricing, competition, innovation and design. The retail payment landscape is changing fast: new players, new technologies, and new business models. How can we assess and evaluate these changes within a theoretic "multi-sided platform" framework, can we validate these models empirically, and what does it imply for modern competition policy and regulation?

After following this course, you will be able to:

- understand the industrial organization of the modern payment industry,
- understand the economics of payment systems including the role of multi-sided platforms and the behavioral economics of payments,
- understand the main drivers of adoption and usage of (new) payment instruments by consumers and merchants,
- discuss the impact of key innovations (FinTech, virtual currencies, blockchain, instant payments, mobile money, Google Wallet, Apple Pay, Uber) on the international payment landscape,
- assess the critical factors for effective competition policy and consumer protection.

**Inhoud vak**

Payment economics lies at the intersection of banking, monetary theory, and industrial organization. Tapping from these areas, this course examines a "workhorse" model suited for analyzing the economic incentives of payment behavior. The focus is on retail payments rather than wholesale. Economic design, pricing, competition, regulation, and innovation will be studied within this economic (multi-platform) framework. Network effects are also important, and their role – in

particular in relation to innovation – will be analyzed.

The payments industry is going through a period of significant change. Innovation is creating new opportunities, but also risks, for payment providers. New (non-bank) players introducing new technologies are attempting to get a piece of the "payment pie". In particular, Bitcoin and its 'blockchain' algorithm has tapped a nerve in the financial ecosystem. What does this mix of entry, innovation and regulation mean for the future of payments?

The course will broadly consist of four parts:

1. Industrial organization and economics of payment systems
2. Empirical validation of payment models
3. Competition policy and regulation of payments
4. Key innovations in payments and future landscape

### Onderwijsvorm

Lecture

### Toetsvorm

Written interim examination, open questions, closed book

### Literatuur

Papers to be announced

## Empirical Finance

<b>Vakcode</b>	E_FIN_EF (60442070)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. A. Lucas
<b>Examinator</b>	prof. dr. A. Lucas
<b>Docent(en)</b>	prof. dr. A. Lucas, dr. A. Opschoor
<b>Lesmethode(n)</b>	Hoorcollege, Casecollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

The student is able to:

- 1) translate a financial research question into a modelling equation that can be operationalized for statistical or mathematical analysis.
- 2) Apply various empirical models and methods - ranging from linear regression, maximum likelihood, time series models and forecasting – on empirical data, using statistical software
- 3) Report the results of his/her analysis clearly according to academic standards.

### Inhoud vak

The course concentrates on the following methodologies: regression model, endogeneity and instrumental variables, time series models, tests for information efficiency, market microstructure, credit risk, event study analysis, portfolio valuation, fixed income, volatility models (GARCH), switching models, forecasting.

This course offers students the opportunity to study advanced empirical

research methods in finance. The objective is to increase the students' ability to understand and to apply empirical methods in finance. The course represents an integration of theory, methods and examples. We use STATA as our standard software. The aim of the course is to enable students to undertake their own quantitative research projects in practice.

### **Onderwijsvorm**

The first week there is an introductory computer lab session to get familiar with the software used in class, STATA. There are two lecture sessions each week for six weeks. Next to this, there is a lab session each week in smaller groups.

The programme consists of lectures, classroom discussions, case work, and computer exercises. Students are expected to actively participate in all classroom discussions. The purpose of the compulsory case work is to give students the practical skills for solving empirical finance problems.

### **Toetsvorm**

There is a final written exam (70 percent; minimum grade 5.0 to pass the course).

There case work during the course (30 percent).

### **Literatuur**

Book: Introductory Econometrics for Finance, 2nd Edition, Chris Brooks, Cambridge University Press.

Slides and lecture notes.

Relevant academic papers (to be indicated at the start of the course).

### **Vereiste voorkennis**

Students should have a sound knowledge of introductory mathematics (including linear algebra) and statistics at the bachelor economics level and be familiar with key concepts of corporate finance, investments and financial markets.

Indication of entry level:

Sydsaeter and Hammond (2006, Prentice Hall): Essential Mathematics for Economic Analysis.

Business Statistics Berenson, Levine, Krehbiel (2002): Basic Business Statistics.

Brealey and Myers (2002): Principles of Corporate Finance, 7th ed.

Bodie, Kane, and Marcus (1996): Investments.

### **Aanbevolen voorkennis**

Core courses Advanced Corporate Finance (4.1) and Asset Pricing (4.1).

### **Doelgroep**

MSc Finance

## **Enterprising Skills**

<b>Vakcode</b>	E_ENT_ESK ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics

<b>Coördinator</b>	dr. M.W. van Gelderen
<b>Examinator</b>	dr. M.W. van Gelderen
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Instructiecollege

### Doel vak

Upon completion of this course, students have:

- acquired knowledge with regard to enterprising skills;
- gained insight into, and developed enterprising skills;
- developed coaching and mentoring skills.

### Inhoud vak

This course allows students to study as well as practice the so-called soft skills underlying entrepreneurship, such as generating ideas for opportunities, taking action, perseverance, teamwork, networking, and influence. These skills are becoming ever more essential whether the student is an entrepreneur (by any definition), self-employed (or zzp'er), freelancer, contract worker, or as an employee. Students will study the research and theory with regard to these skills (or competencies), and then practice these skills in the context of their own life. Moreover, students will also develop coaching and mentoring skills which are also highly relevant to any work in the entrepreneurial context. Students not only develop their skills but also learn a skill acquisition method.

### Onderwijsvorm

Lectures and experiential learning

### Toetsvorm

All (3) assignments are individual. Percentage: 40/30/30. All assignments need to be passed (no compensation).

### Resit

A second chance is allowed for all 3 assignments. However, the mark that one can obtain for a revision is capped at 6. For second chance submissions of entirely new assignments, no grade cap applies.

### Literatuur

Articles to be found at <http://www.enterprisingcompetencies.com> URL.

Geoff Colvin - Talent is Overrated (2010)

Additional literature to be announced.

### Intekenprocedure

Please note that there is a capacity cap of 45 students

### Overige informatie

This course is organised by the VU. For more information, please go to

<http://www.feweb.vu.nl/en/students/study-guide/msc-entrepreneurship/programme/index.asp> URL.

## Ethics in a Digital World

<b>Vakcode</b>	E_BA_EDW ()
<b>Periode</b>	Periode 3
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels



<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. J.F.D.B. Wempe
<b>Examinator</b>	prof. dr. J.F.D.B. Wempe
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

- Knowledge of the normative business ethical theories and concepts and ability to apply these on the concrete issues in the field of digital business and innovation.
- Be able to explore academic debates in Business Ethics applied to Digital Business & Innovation.
- Be able to reflect on ethical dilemmas and societal implications related to Digital Business & Innovation

### Inhoud vak

The course Business Ethics in Digital Business & Innovation aims at writing a paper on the ethical aspects of Digital Business & Innovation. The lectures and seminars address different ethical issues that Digital Business & Innovation specialists may encounter and explores ways to act on them. This includes the following issues and questions:

#### General:

Fundamental questions: Knowledge as source of moral responsibility of a company, digitalization as a possibility for companies to shape that responsibility

Technology and moral issues: Are all possibilities offered by digital technologies desirable? Is everything that is possible also desirable? Knowledge as product? Decisions based upon algorithms.

#### Specific:

The relationship: employee - company

- Privacy

The relationship: company - stakeholder

- Manipulation of information
- Customer: use of information of client in exchange for certain services
- Shareholders
- Partners

The relationship: company - society

- Inequality due to knowledge and information advantage
- Chain Management
- Replacement of (low level) employment due to digitalization
- The use of robots
- Use of data

After this course students, should be able to understand where these issues originate from, and how Digital Business & Innovation specialists can respond. It thus prepares them for the ethical challenges that await them, and helps with finding ways to act on them.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Midterm exam  
Essay

### Literatuur

Required Reading:

M.J. Sandel (2010), Justice: What is the right thing to do? New York:  
FSG

We begin the course with testing your knowledge on ethics, based on Sandel's book.

The first lectures helps you to refresh your ethics knowledge from the bachelor program or to give you a short introduction to the basic ethical theories and concepts. Your knowledge of the basic ethics theories and concepts will be assessed via the midterm exam.

Articles

For more details, see Canvas.

### Aanbevolen voorkennis

Working and organizing in a digital age (period 2)

Courses of the programme Digital Business & Innovation of period 1 and 2

### Doelgroep

This course is only open for students in the Digital Business & Innovation programme

## Financial Accounting Theory

<b>Vakcode</b>	E_ACC_FAT (60442010)
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. J.L. Wielhouwer
<b>Examinator</b>	prof. dr. J.L. Wielhouwer
<b>Docent(en)</b>	prof. dr. J.L. Wielhouwer
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

The prominence and complexity of financial reporting standards such as IFRS encourages people to think about financial reporting primarily in terms of compliance with rules. However, other questions about financial reporting than 'is this allowed or not' are highly relevant, in particular questions like: 'when, how and to whom is which information valuable?' 'how do accounting rules affect management decisions?'. Such questions require us to think beyond the rules.

Opinions on accounting (e.g., whether a particular IFRS-standard is 'good' or not) tend to differ in practice for example because of different interests. This course aims to provide students with factual knowledge and understanding of theoretical concepts to:

1. understand the role of accounting (more specifically financial reporting) in the economic environment, such as the capital market;
2. think about the usefulness of accounting from the point of view of

the different users;

3. understand and see through the interests of different stakeholders (users) of financial accounting information in order to properly judge on their proposals and reasoning.

Furthermore, this course intends to make students more familiar with research concepts how to measure the impact and relevance of financial accounting information. The concepts are discussed in relation with the audit profession and standard setting to understand and question the rationale for accounting standards and practices.

Students are therefore introduced to the mainstream economics-based approaches to accounting theory development and research.

### **Inhoud vak**

This course introduces students to an important part of the research literature, which takes its starting point in mainstream economics. The basic assumption is that financial accounting can be understood as part of the rational economic decision-making of firms and individuals. Important topics are: how accounting information can be (and is) used as source of information in decision making such as investment decisions; how this information value can be investigated empirically; how the efficiency of capital markets may influence the opinion on the role of accounting; how accounting information is used in contracting and what the consequences are when looking at the incentives of different stakeholders, and what aspects are important when developing or judging standard setting. The course has a strong focus on the economics of accounting. The course is based on academic papers covering a wide variety of topics in the area of economics of financial accounting.

### **Onderwijsvorm**

Lectures; weblectures; discussion classes with paper presentations and assignments

### **Toetsvorm**

Written exam with open questions (80%); presentations of papers (20%)

### **Literatuur**

A selection of academic papers

### **Aanbevolen voorkennis**

The course is intended for students who have obtained at least an intermediate knowledge of current financial reporting regulation and are able to read and understand (complex) academic papers based on the mainstream empirical research methods in accounting. It is highly recommended that students have knowledge of empirical research at the level of Empirical Research in Accounting.

### **Doelgroep**

Students specializing in financial accounting or auditing or those trying to get a broader understanding of the economic rationale for accounting and its applications by preparers and users of accounting information

## **Financial Data Decision Analysis**

<b>Vakcode</b>	E_BA_FDDA ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. G. Tumer Alkan
<b>Examinator</b>	dr. G. Tumer Alkan
<b>Lesmethode(n)</b>	Hoorcollege, Computerpracticum
<b>Niveau</b>	400

### Doel vak

In this course, students study the quantitative skills necessary to do empirical research.

You will be able to answer questions such as:

- How to handle financial data?
- What model should we use for this data and is this a valid model?
- What happens when the assumptions underlying the model do not hold?

Beyond understanding different type of models, you will also be able to work with them practically by means of the statistical software package Stata.

Finally, you learn how to interpret the outcomes of your analyses correctly and do proper inference.

After this course, you are able to:

- use financial data in a proper way and set up a plausible empirical model (Academic Skills - quantitative);
- to work with the classical linear regression model (and its shortcomings) and panel regressions making use of the software program Stata (Academic Skills - quantitative, Bridging Theory and Practice - application);
- interpret correctly the outcomes of the aforementioned models and report them according to the academic standards (Academic Skills - research).

### Inhoud vak

First of all, you will get in touch with different forms of data and learn how to summarize these by means of statistics. You will develop a thorough understanding of the classical linear regression model, the concept of inference and the assumptions and auxiliary assumptions needed for it, and what to do if any of these assumptions are violated. We will introduce the concept of dummy variables and what if the variables are nonlinearly transformed. You will be acquainted with the event study approach, binary choice and limited dependent variable models, models with time series data and panel data. Moreover, the course covers methods that help you identify causal links between variables. Observing a statistical relationship between two variables does not necessarily imply causality. You do not only learn about this in theory, but also actually apply what you learned in practical financial assignments using statistical software (Stata) by working in teams. The course thus covers a lot of ground, but sets you well on your way for the Research Seminar in January and your subsequent thesis research.

### Onderwijsvorm

Lectures (4 hrs/week)

Computer lab sessions (2 hrs/week)

### Toetsvorm

Written exam - Individual assessment

Case 1

Case 2

### Literatuur

Christopher Dougherty, Introduction to Econometrics, Fifth Edition, Oxford University Press.

### Doelgroep

Master students Business Administration, specialization Financial Management.

## Financial Management

<b>Vakcode</b>	E_BA_FINM ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M. Altieri
<b>Examinator</b>	dr. M. Altieri
<b>Docent(en)</b>	dr. M. Altieri
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

The main goal of this interdisciplinary elective is to provide a broad knowledge basis of the Financial Management field, especially meant for those Business Administration students who come from other educational background than BA.

#### Advanced Academic and Research Skills

- Students learn basic and advanced skills in the field of Financial Management

#### Knowledge of Theory and Methods + Complex Problem Solving

- Students develop a solid knowledge base of key topics in financial management

#### Professional Social Skills

- Students will be able to clearly present financial arguments in both academic and practical terms

#### Broadening your Horizon

- Students learn to form an academically sound judgement of the value creating capacities of an organization and link this to other processes in BA

### Inhoud vak

This course is one of the interdisciplinary electives of the Business Administration program. Its main aim is to help students without a background in BA to develop state-of-the-art knowledge and skills in the field of Financial Management. These are crucial competencies for BA

graduates, as virtually all of them will sooner or later get into contact with financial issues, such as financial accounting and corporate financing. Moreover, having a solid base of financial knowledge and skills will be an important complementary competency to developing other skills related to HRM, IM, LCM, MC, and S&O. To provide this solid knowledge and skill base, this course gives a broad overview on the financial management discipline in non-financial corporates. Topics that we will cover in this course include:

- Financial accounting;
- Financial statement analysis;
- Financial decision making tools
- Most important aspects on corporate financing and valuation

The final goal is to be able to judge an organization and their strategy on their value creation capacities.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Exam  
Assignment

### Literatuur

Detailed course literature will be announced in the course manual.

### Doelgroep

The course is meant for Master students having no or little Bachelor background knowledge in the discipline of corporate financial management

## Financial Sector Regulation

<b>Vakcode</b>	E_BA_FSR ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. S.G. van der Lecq
<b>Examinator</b>	prof. dr. S.G. van der Lecq
<b>Docent(en)</b>	prof. dr. S.G. van der Lecq
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Overige informatie

This course will not be lectured anymore from 2017-2018. For students who have attended the course 2016-2017 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the introduction page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUNet is necessary. The course description (including literature) can be found in last year's study guide.

## Financial System Design

<b>Vakcode</b>	E_BA_FSD (61452310)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. P.J. Wierds
<b>Examinator</b>	dr. P.J. Wierds
<b>Docent(en)</b>	dr. P.J. Wierds
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Overige informatie

This course will not be lectured anymore from 2017-2018. For students who have attended the course 2016-2017 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the introduction page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Geographic Information Systems

<b>Vakcode</b>	E_STR_GIS (60452030)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. E. Koomen
<b>Examinator</b>	dr. E. Koomen
<b>Docent(en)</b>	dr. E. Koomen, dr. E. Simao Da Graca Dias
<b>Lesmethode(n)</b>	Hoorcollege, Computerpracticum
<b>Niveau</b>	400

### Doel vak

For economists, the spatial-economic market model of Von Thünen (1780-1850) was a major breakthrough in their spatial thinking. During this course, we will see how this spatial thinking has evolved from Von Thünen's time to the world of today.

The aim of this course is to make students understand the importance of space and distance as key factors in applied research, in particular in the fields of regional, urban, transport and environmental economics. The students will be introduced into the theoretical and methodological issues of GIScience and GISystems and they will be trained in how GIS can assist and extend research.

At the end of the course students:

- can carry out a spatially explicit analysis in which they apply relevant theories and concepts as discussed during the lectures
- know how to use GIS software and tools in their analysis
- will be able to explain what GIS is and how it can be used in business

processes, government policy planning and scientific analysis

### **Inhoud vak**

This course introduces students to the role of location in (spatial) economics. It focuses on the informational value of location and on how to use the factor location when doing analysis.

The following list of core issues will be discussed during the lectures and practiced with during the tutorial/practical hours and the GIS assignment:

- introduction to GIS (data types and data storage)
- collecting spatial data
- setting up a spatial analysis
- spatial analysis methods
- visualisation of spatial data

### **Onderwijsvorm**

The course consists of a combination of lectures in which the core concepts are explained and assignments in which the spatial concepts are applied in practice using GIS- software and spatial data. Active participation of the students is expected in all lectures and practical assignments.

### **Toetsvorm**

Written interim examination: 50 percent

Assignments: 50 percent

(Each to be completed with a minimum score of 5.0)

### **Literatuur**

Academic papers provided through the digital learning environment.

### **Doelgroep**

This is an elective course in the STREEM programme that is also open to students from other Master programmes who have an interest in the analysis of spatial patterns and processes.

The course provides links with the STREEM core courses Regional and Urban Economics (period 2), Transport Economics and Environmental Economics (period 4), and with the course Advanced Methods (period 1) as it includes spatial data research performed in these domains during the lectures and using spatial data from these fields during the tutorials.

## **Growth Strategies and Organizational Challenges**

<b>Vakcode</b>	E_BA_GSOC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M.J. Flikkema
<b>Examinator</b>	dr. M.J. Flikkema
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Academic and Research Skills:

- To grasp and illustrate the theories and focal concepts of growth at



the individual, firm, and industry level.

Knowledge of Theory + Methods and Solving Complex Problems:

- To understand, describe and explain the motives, modes, and dilemmas of growing a firm in mature and emerging markets at home and abroad.
- To understand and describe the organizational challenges, contingencies, and outcomes of various growth strategies.

Professional Social Skills:

- To propose evidence-based managerial interventions targeted at financial or non-financial growth.

Horizon Beyond Professional Area:

- To critically evaluate research on growth strategies.

Self-Reflective Professional:

- To apply insights from the GS&OC course to the professional growth trajectory in the S&O Master specialization.

### **Inhoud vak**

‘Growth is magic. It makes it easier to fund new investments, attract great talent, and acquire assets. But the environment for growth has been difficult since 2008, and while there are signs that the Great Recession is at last receding, significant challenges remain.’ (Atsmon and Smit, 2015). According to McKinsey, we’re still living in a business environment in which ‘grow or go’ dictates strategists’ behaviors. Growing a firm and dealing with organizational challenges effectively is therefore more than ever key for competitive reasons.

The GS&OC course focuses on contemporary growth challenges in mature and emerging markets at home and abroad. The course addresses core growth challenges at the individual, firm, and industry level. Throughout the course, we pay attention to how researchers study growth-related topics. Students are invited to co-study relevant growth challenges and to apply insights in a real life case study.

### **Onderwijsvorm**

Lectures and tutorials

### **Toetsvorm**

Written exam; case study report; reflective paper; systematic literature review

### **Literatuur**

Scholarly articles, to be announced

### **Aanbevolen voorkennis**

Strategic management

### **Doelgroep**

BA master students

## Honours Research Colloquia

<b>Vakcode</b>	E_ABRI_HRC ()
<b>Periode</b>	Periode 3+4
<b>Credits</b>	9.0
<b>Voertaal</b>	Engels

<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M. Soekijad
<b>Examinator</b>	dr. M. Soekijad
<b>Docent(en)</b>	prof. dr. S.N. Khapova
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	500

### **Doel vak**

By the end of this course students will:

- 1) Be aware of key research topics in ten business fields.
  - 2) Be acquainted with differences in research designs and methods applicable to separate business fields.
  - 3) Have experienced first-hand how students' own disciplinary backgrounds can inform and enable research and practices in other business fields.
- Have initiated and composed a high quality research proposal.

### **Inhoud vak**

This course focuses on introducing a selected group of talented students, representing different disciplines and different Master degree specializations, to advances in business research in 10 business fields: corporate finance; distribution and supply chain logistics; strategy and entrepreneurship; human resources management; knowledge, information and networks; marketing; operations research; organizational behavior; accounting and control, and organization theory. Next to introducing students to the advanced business research topics, the course also addresses specifics of the research conducted in different business fields, including the types of research questions studied, the relevant methods used, and the implications flowing from this research.

The course aims to serve as an intellectual platform for future business leaders and academics. It involves students representing different disciplines and is therefore designed to enable cross-disciplinary debates leading to identifying "new" problems calling for urgent attention of business practitioners and researchers. These debates are also aimed at becoming an important source of knowledge creation for the students' individual course assignment – a research proposal. It concerns a theory development on an original business topic and a description of a potential study and aims at developing the skills to be able to find and develop a topic that is concrete and relevant, and write it in such a way that it attracts potential sponsors.

### **Onderwijsvorm**

The course consists of 10 weeks, plus introduction. Each week is dedicated to one business field referred to as a 'module'. Each module consists of 4 hours sessions.

Small teams are formed that will consist of students from a similar discipline to enable stronger debates between teams during the course. Teams are responsible for formulating research propositions for each week.

Sessions are typically structured in three major 'blocks':

- 1st part: lecture by a representative of the research group; often a full professor
- 2nd part: presentations by teams of the compulsory articles of the theme

of the week

3rd part: interactive plenary discussion led by the professor

### Toetsvorm

The grade for this course consists of 70% individual research proposal; and 30% for the in-class team presentation of assigned articles.

### Literatuur

A set of approx. 4 academic articles each week that are distributed via Canvas.

### Vereiste voorkennis

This course is only available for students accepted to the MSc Honours Programme in Business Research (offered by ABRI Graduate School).

## HRD Analytics

<b>Vakcode</b>	E_BA_HRDA ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. S. Nijs
<b>Examinator</b>	dr. S. Nijs
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

Advanced Academic and Research Skills: students are able to analyze and test evidence-based methods related to human resource development in organizations, and are able to use HR analytics methods to calculate evidence for training and development practices.

Knowledge of Theory and Methods, and Solving Complex Problems: students have a strong understanding of training and development practices and talent management practices, and are able to integrate this knowledge with an evidence-based approach to managing human resources. They are able to solve problems related to evidence-based development practices based on the latest scientific literature.

Professional Social Skills: students are able to present the results of HR analytical calculations in an understandable and clear way.

Broadening your Horizon: students understand the interdisciplinary field in which HR Analytics unfold and see the value of those disciplines for formulating effective integrative methods of evidence-based management.

### Inhoud vak

The Human Resource Management function has been rapidly changing during the past years. In the contemporary world of work, one of the key changes related to developing human resources – that is, to mobilize people – in organizations is that it is becoming increasingly evidence-based and steered by metrics and data. More specifically, the use of HR Analytics is a major trend in organizations today as it offers them many opportunities related to systematically analyzing large

databases concerning the effectiveness of their Human Resource Development (i.e., HRD) practices. Evidence-based training and development practices are crucial as people are still the largest cost for most organizations, and effectively investing in HRD is therefore a crucial activity for today's HR departments. At the same time, HR Analytics is still a young discipline that is only starting to gain momentum in science and practice. This makes it both a challenging and a relevant topic of study for any future HRM professional.

This course will help you to better understand what evidence-based training and development entails, and also provide you with tools on how to effectively deal with HR Analytics. The course has two main goals: (1) to provide you with state-of-the-art knowledge and theory about HRD, training & development, and talent management in contemporary organizations; and (2) to provide you with skills necessary to work with large datasets and become more proficient at using HR analytics to achieve evidence-based HRD practices. Using real-life examples and dilemmas concerning evidence-based management and big data, we will prepare you to become a frontrunner and expert in an important, yet very young field of study.

### Onderwijsvorm

Lectures  
Tutorials (regular tutorials and computer tutorials)

### Toetsvorm

Individual assessment  
Group assessment

### Literatuur

Selection of academic papers. Will be announced in the course manual.

### Aanbevolen voorkennis

It is recommended - though not strictly mandatory - to have done the previous HRM courses in period 1 and 2 before enrolling in HRD Analytics.

## Information Risk Management

<b>Vakcode</b>	E_ACC_IRM ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	J. Droogsma MSc
<b>Examinator</b>	J. Droogsma MSc
<b>Docent(en)</b>	drs. J.B.T. Bergsma RA, drs. W. de Kater RA
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

This course aims to provide students with an understanding of how internal controls have to be designed to realize reliable management information from a perspective of risk management.

### **Inhoud vak**

The content of the course concerns an introduction of the management control systems, the internal control systems and management information of organizations, the Internal control framework of COSO, and the design of control activities in processes and taxonomies of organizations. Also some cases are added to the course by which students can practice in describing control activities of organizations.

### **Onderwijsvorm**

The course consists of 6 tutorials in which the literature and the solutions of the cases will be explained.

### **Toetsvorm**

At the end of the course there will be an examination. This will be a closed book examination. Student have to design control activities of organisation to realize reliable management information The case looks like the cases that have been made during the course and are explained in the tutorials.

### **Literatuur**

Leeuwen, O.C., The introduction to the spinning topmodel (most actual version)

Vaassen, E., Meuwissen, R and Schelleman, C., Accounting Information Systems and Internal Control (most actual version)

Papers and other documents on Canvas

### **Aanbevolen voorkennis**

Students are assumed to have a knowledge of accounting information systems equivalent to the SBE Bachelor course Accounting Information Systems (E\_EBE3\_ACIS).

### **Doelgroep**

The course is relevant both for students who wish to continue in auditing and those who wish to pursue a career in controlling. Students who continue with the postgraduate education for certified auditor (RA) and who do not complete this course as part of the MSc Accounting & Control will be required to take the course as part of their postgraduate programme.

## **Institutional Investments**

<b>Vakcode</b>	E_BA_IINV ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M. Boes
<b>Examinator</b>	dr. M. Boes
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### **Doel vak**

The objective of this course is threefold. First, we will go through the academic foundations of portfolio decision making and asset pricing.

Second, students will review the characteristics of the most important asset classes used in portfolio management, such as stocks, bonds, but also alternatives such as hedge funds and private equity, and derivatives (predominantly interest rate swaps). The focus will be on both the theoretical concepts and how they are implemented in practice.

Finally, students will gain insight in the way major financial players such as pension funds, institutional asset managers and insurance companies manage their balance sheet (risk). Students will not only see how the various asset classes are used to fulfill the goals of these institutions, but also the tools and the processes that play a role in the decision making, e.g. Asset and Liabilities Management (ALM) for pension funds.

The notion of risk modeling and monitoring will be covered all along the course.

After following this course students should be able to apply the reviewed theoretical concepts in real life cases.

### **Inhoud vak**

The course treats the following topics:

- traditional portfolio construction based on market capitalization and modern alternative construction methods (risk based strategies, fundamental indexing, etc.)
- the characteristics of asset classes (fundamentals, risk and return, their function in the portfolio);
- the available instruments to get exposure to these asset classes;
- risk management tools for portfolio construction;
- the allocation process between asset classes (strategic versus tactical asset allocation);
- the Asset and Liabilities Management (ALM) process within financial institutions;
- strategic and tactical asset allocation versus ALM asset allocation;
- portfolio construction process for pension funds and fiduciary managers.

### **Onderwijsvorm**

Lectures (2 times 2 hours per week) and tutorials (2 hours per week)

### **Toetsvorm**

- Written exam;
- Two cases (group assessment);
- Cases are mandatory; if students do not participate in the cases they cannot pass for the course.

### **Literatuur**

- Andrew Ang: A Systematic Approach to Factor Investing, Oxford University Press
- Additional course material (e.g. academic papers) will be provided on Canvas

## **International Consultancy Project**

<b>Vakcode</b>	E_BA_ICP ()
<b>Periode</b>	Periode 3

<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. R.O. Mihalache
<b>Examinator</b>	dr. R.O. Mihalache
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### **Doel vak**

The International Consultancy Project aims to deepen students' ability to analyze and provide solutions to practical international management problems by applying IM theories and concepts (for instance, identifying a potential foreign market for a company and the appropriate entry mode into that market). This course is primarily focused on the following learning goals:

Knowledge of theory and methods, and solving complex problems: Students use an evidence-based approach to solve complex business problems of companies doing business across borders by drawing on IM theory.

Professional social skills: communicate both in writing and orally to various audiences the solutions proposed for the IM practical problem.

Develop a broad horizon beyond the professional area: analyze a practical problem from the perspective of different stakeholders of a multinational organization.

Advanced academic and research skills: students need to identify theoretical models that are relevant for analyzing a particular practical problem of a multinational organization.

Self-reflecting professionals: students reflect on their own aspirations, strengths, and challenges when working towards a creative solution to a complex problem together with a group of colleagues.

### **Inhoud vak**

In the International Consultancy Project students need to work in groups to advise a company on an international management problem. For instance, students can develop an international expansion strategy in which they advise a company to which foreign country to expand, what type of entry mode to use, and the initial implementation steps. The course requires students to do extensive research to develop a solution grounded in facts about the company, industry, and foreign countries involved. Furthermore, students need to present their advice to various audiences in different formats.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Assignment  
Presentations

### **Literatuur**

## International Entrepreneurship

<b>Vakcode</b>	E_BA_INTE ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. F.B. Zapkau
<b>Examinator</b>	dr. F.B. Zapkau
<b>Docent(en)</b>	dr. F.B. Zapkau
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

Located at the intersection between International Business and Entrepreneurship, International Entrepreneurship (IE) focuses on firms which cross national borders in an innovative, proactive, and risk-seeking fashion to create value. A major focus of IE is on new ventures internationalizing rapidly and proactively shortly after their inception. However, the full scope of IE is broader and includes firms' entrepreneurial internationalization irrespective of their size and age.

The course aims to deepen students' understanding of theories, concepts, and methods in the field of IE. Students will learn to recognize, analyze, and evaluate critical challenges during a firm's entrepreneurial internationalization. After completing this course, students:

- can define IE and understand the field's focal concepts and theories
- understand the antecedents, consequences, and boundary conditions of IE strategies
- can analyze strategic decisions of entrepreneurial internationalizers
- can discuss IE management topics knowledgeably
- can critically evaluate IE research

### Inhoud vak

The course is organized around the seminal articles in IE research dealing with the antecedents, consequences, and boundary conditions of entrepreneurial internationalization. The course addresses core concepts such as born globals and topics such as resources (particularly knowledge), networks, learning, or institutional challenges in IE and investigates also the outcomes of entrepreneurial internationalization. The course has a focus on young and/or knowledge-intensive firms. Throughout the course, we pay attention to how researchers study IE. The tutorials foster the practical application of the lecture content in the form of presentations and practical examples.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Presentation  
Written final exam



## Literatuur

Selected articles

## International Management

<b>Vakcode</b>	E_BA_INTM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. R.O. Mihalache
<b>Examinator</b>	dr. R.O. Mihalache
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

This course aims to deepen students' understanding of theories and concepts in the field of international management. Students will learn to recognize, analyze, and evaluate critical challenges relevant to international management. After completing this course, students are able to:

- define international management, multinational corporations, and global strategies
- discuss international management topics knowledgeably
- explain how and why companies expand internationally
- critically evaluate international management research
- analyze common decisions internationalization firms need to make

### Inhoud vak

The course is organized around the main questions that internationalizing firms need to make. The course addresses topics such as international strategy choice, location choice, entry mode, and global collaboration. Throughout the course, we pay attention to how researchers study international management. The tutorials foster the practical application of the lecture content in the form of case studies and simulations.

### Onderwijsvorm

Lectures

Tutorials

### Toetsvorm

Assignment

Written final exam

## Literatuur

Selected articles

## Internship for FM

<b>Vakcode</b>	E_BA_INTFM ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	0.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. A.C.F. Vorst
<b>Examinator</b>	prof. dr. A.C.F. Vorst
<b>Niveau</b>	400

### Doel vak

An internship is an excellent way to apply the knowledge and (academic) skills which students acquire during their studies. For this reason it is highly recommended. The most important learning goal of internships is to familiarize with professional and market-related skills in a real and new organizational environment. With the job market becoming increasingly competitive, gaining relevant experience will give students a good start into their professional career.

The Master Internship 0 EC course is available for all master programmes. Students can do an internship parallel to their study or after completion of all courses. Since the internship will appear on the student's grade list, this requires some sort of assessment.

### Toetsvorm

Prof. dr. Vorst ([a.c.f.vorst@vu.nl](mailto:a.c.f.vorst@vu.nl)) is the coordinator of the 0 EC internships. He will appoint an SBE-supervisor for your internship.

Students who want their internship to appear on their grade list need to fulfill the following requirements:

1. Internship proposal by the student
2. An internship report after completion of the internship

We will elaborate on these requirements below.

#### 1. Internship proposal by the student (max. 3 A4)

Main purpose of the internship proposal is a description of what the student intends to learn during the internship. The proposal includes the following elements:

- Describe the organization and the department where the internship is located (for instance, sector, age of the organization, number of employees, etc.);
- a description of your internships tasks and responsibilities;
- personal learning objectives: what do you intend to learn from this internship?;
- describe why the internship is relevant for your study programme.

The internship proposal should be submitted to prof. dr. Vorst by email ([a.c.f.vorst@vu.nl](mailto:a.c.f.vorst@vu.nl)).

#### 2. Internship report (max. 5 A4)

Main purpose of the internship report is a description of what the student has learned during the internship. The proposal includes the following elements:

- description of the internship (i.e. goal, activities, results);
- a personal reflection on the internship (i.e., the supervision by the organization providing the internship, the working atmosphere, comparison of expectations and realizations, etc.);
- reflection on your personal learning objectives.

The SBE supervisor checks whether the student has met the requirements and subsequently sends a confirmation to the study administration.

### **Intekenprocedure**

The internship proposal should be submitted to prof. dr. Vorst by email ([a.c.f.vorst@vu.nl](mailto:a.c.f.vorst@vu.nl)). He will appoint an SBE supervisor for your internship. To be sure that you will get credits for the internship, your SBE supervisor has to approve your internship proposal. The internship proposal has to be discussed at least four weeks before the start of your internship. Make an appointment for this with your SBE supervisor. At least 48 hours before that appointment, you need to e-mail the internship proposal to the SBE supervisor.

Please note that students don't have to register for this course through VUnet.

The SBE Office of Career Services can help you prepare for your internship, for instance when it comes to writing a good resume and application letter, or discussing what kind of internship is right for you. For more information, see <https://careerservices.sbe.vu.nl/en/>

### **Overige informatie**

Doing an internship is suitable for EU-students. When you are a non-EU student please contact the SBE Career Office.

The course manual can be found on the general Canvas page for your programme.

## **Internship for HRM**

<b>Vakcode</b>	E_BA_INTHRM ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. E. Lysova
<b>Examinator</b>	dr. E. Lysova
<b>Niveau</b>	400

### **Doel vak**

The aim of the internship is to provide an opportunity for students to gain practical or research experience. Two types of internships are distinguished: work and research internship. In a work experience internship, students work alongside employees in order to gain experience and taste what it is like to work at a professional organization (broadly understood, i.e., business firm, governmental or non-governmental organization). The internship can be taken at any time during the academic year, but the students need to make sure that conflicts with course work are avoided. It is recommended to do this work experience internship in periods 4 to 6. In a research internship, students address a specific business/managerial problem with the aim to produce a research report as a product of the internship. The research internship can either take a more practically-oriented and solution-driven perspective (e.g., producing a case report, policy briefing, or advice project) or a more theory-driven perspective (e.g.,

producing a research report).

### **Inhoud vak**

As far as the work experience internship is concerned, the students are expected to deliver a reflection paper on how the internship contributes to their personal development and how this work experience internship is interlinked with the academic program (2,000 words). The students should make insightful that the tasks undertaken are of an academic level.

As far as the research internship is concerned, expectations differ between solution-oriented and theory-driven reports. For the solution-oriented research report, the students can collaborate with companies and/or ongoing applied research projects and apply scientific concepts to solve a problem in practice. Scientific concepts must relate to the curriculum of the BA MSc program. For the theory-driven research report, the students approach a problem from an academic perspective and aim to provide a deeper understanding of a specific situation by drawing on theory, rather than solving an immediate managerial problem. This internship can be done in cooperation with organizations and/or with School members. Although the topic of the internship might be related to the Master thesis, the research internship needs to be a separate project with a separate output in the form of a research report. In addition, this internship should be of a more conceptual nature, for instance developing a new model or conducting a conceptual meta-analysis by an in-depth literature review. The report has a length of about 15-20 pages (+/- 6,000 words).

### **Toetsvorm**

Concerning the work experience internship:

- Work experience internships are always assessed by the thesis coordinator of the respective specialization - HRM, IM, LCM, MC, and S&O - who also acts as internship coordinator (handling questions, etc.).
- The report must be handed in no later than August 15th.

Concerning the research internship:

- Research internships are evaluated by SBE School members based on the student's research report.
- Research internship reports need to be handed in no later than June 30th unless otherwise formally agreed with the supervisor.
- The research internship will be supervised by a School member, which can be thesis supervisor but also another School member who the student cooperates with on the research internship project.

Students who start an internship of any type more than 30 full working days before June 30th in the ongoing academic year should opt to submit their thesis on June 30th. However, in case the grade is insufficient, they can resubmit their thesis not later than August 15th without the final grade being capped at 6,00. In this period (after June 30th) no supervision is provided.

### **Intekenprocedure**

Credits will only be granted if a student gets written approval of the internship by internship/thesis coordinator of their specialization - HRM, IM, LCM, MC, and S&O - before the official start of the internship. See BA internship manual available on Canvas for further details.

## **Internship for IM**

<b>Vakcode</b>	E_BA_INTIM ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. F.B. Zapkau
<b>Examinator</b>	dr. F.B. Zapkau
<b>Niveau</b>	400

### Doel vak

The aim of the internship is to provide an opportunity for students to gain practical or research experience. Two types of internships are distinguished: work and research internship. In a work experience internship, students work alongside employees in order to gain experience and taste what it is like to work at a professional organization (broadly understood, i.e., business firm, governmental or non-governmental organization). The internship can be taken at any time during the academic year, but the students need to make sure that conflicts with course work are avoided. It is recommended to do this work experience internship in periods 4 to 6. In a research internship, students address a specific business/managerial problem with the aim to produce a research report as a product of the internship. The research internship can either take a more practically-oriented and solution-driven perspective (e.g., producing a case report, policy briefing, or advice project) or a more theory-driven perspective (e.g., producing a research report).

### Inhoud vak

As far as the work experience internship is concerned, the students are expected to deliver a reflection paper on how the internship contributes to their personal development and how this work experience internship is interlinked with the academic program (2,000 words). The students should make insightful that the tasks undertaken are of an academic level.

As far as the research internship is concerned, expectations differ between solution-oriented and theory-driven reports. For the solution-oriented research report, the students can collaborate with companies and/or ongoing applied research projects and apply scientific concepts to solve a problem in practice. Scientific concepts must relate to the curriculum of the BA MSc program. For the theory-driven research report, the students approach a problem from an academic perspective and aim to provide a deeper understanding of a specific situation by drawing on theory, rather than solving an immediate managerial problem. This internship can be done in cooperation with organizations and/or with School members. Although the topic of the internship might be related to the Master thesis, the research internship needs to be a separate project with a separate output in the form of a research report. In addition, this internship should be of a more conceptual nature, for instance developing a new model or conducting a conceptual meta-analysis by an in-depth literature review. The report has a length of about 15-20 pages (+/- 6,000 words).

### Toetsvorm

Concerning the work experience internship:

- Work experience internships are always assessed by the thesis coordinator of the respective specialization - HRM, IM, LCM, MC, and S&O

- who also acts as internship coordinator (handling questions, etc.).
- The report must be handed in no later than August 15th.

Concerning the research internship:

- Research internships are evaluated by SBE School members based on the student's research report.
- Research internship reports need to be handed in no later than June 30th unless otherwise formally agreed with the supervisor.
- The research internship will be supervised by a School member, which can be thesis supervisor but also another School member who the student cooperates with on the research internship project.

Students who start an internship of any type more than 30 full working days before June 30th in the ongoing academic year should opt to submit their thesis on June 30th. However, in case the grade is insufficient, they can resubmit their thesis not later than August 15th without the final grade being capped at 6,00. In this period (after June 30th) no supervision is provided.

### Intekenprocedure

Credits will only be granted if a student gets written approval of the internship by internship/thesis coordinator of their specialization - HRM, IM, LCM, MC, and S&O - before the official start of the internship. See BA internship manual available on Canvas for further details.

## Internship for LCM

<b>Vakcode</b>	E_BA_INTLCM ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. O.N. Solinger
<b>Examinator</b>	dr. O.N. Solinger
<b>Niveau</b>	400

### Doel vak

The aim of the internship is to provide an opportunity for students to gain practical or research experience. Two types of internships are distinguished. First, in a work experience internship, students work alongside employees in order to gain experience and taste what it is like to work at a professional organization (broadly understood, i.e., business firm, governmental or non-governmental organization). The internship can be taken at any time during the academic year, but the students need to make sure that conflicts with course work are avoided. It is recommended to do this work experience internship in periods 4 to 6. Second, in a research internship, students address a specific business/managerial problem with the aim to produce a research report as a product of the internship. The research internship can either take a more practically-oriented and solution-driven perspective (e.g., producing a case report, policy briefing, or advice project) or a more theory-driven perspective (e.g., producing a research report).

### Inhoud vak

As far as the work experience internship is concerned, the students are expected to deliver a reflection paper on how the internship contributes to their personal development and how this work experience internship is interlinked with the academic program (2,000 words). The students should make insightful that the tasks undertaken are of an academic level. As far as the research internship is concerned, expectations differ between solution-oriented and theory-driven reports. For the solution-oriented research report, the students can collaborate with companies and/or ongoing applied research projects and apply scientific concepts to solve a problem in practice. Scientific concepts must relate to the curriculum of the BA MSc program. For the theory-driven research report, the students approach a problem from an academic perspective and aim to provide a deeper understanding of a specific situation by drawing on theory, rather than solving an immediate managerial problem. This internship can be done in cooperation with organizations and/or with School members. Although the topic of the internship might be related to the Master thesis, the research internship needs to be a separate project with a separate output in the form of a research report. In addition, this internship should be of a more conceptual nature, for instance developing a new model or conducting a conceptual meta-analysis by an in-depth literature review. The report has a length of about 15-20 pages (+/- 6,000 words).

### **Toetsvorm**

Concerning the work experience internship:

- Work experience internships are graded with a pass/fail, with this score being based on a series of questions on a 5-point scale. Average based on the SBE internship evaluation form needs to be 3,0 (satisfactory) to pass.
- Work internships are always assessed by the thesis coordinator of the LCM master programme who also acts as internship coordinator (handling questions, etc.).
- The report must be handed in no later than August 15th.

Concerning the research internship:

- Research internships are evaluated by SBE School members based on the student's research report on a 1-10 scale (similar to Master thesis) and based on the SBE research internship grading scheme.
- Research internship reports need to be handed in no later than June 30th unless otherwise formally agreed with the supervisor.
- The research internship will be supervised by a School member, which can be thesis supervisor but also another School member who the student cooperates with on the research internship project.

### **Intekenprocedure**

Master thesis submission policy in relation to internships:

Independent of the type of master thesis and whether combined with an internship or not, the deadline for all theses is 30th of June.

- Without an internship: Students who did not do an internship of any type before this date and where the thesis is not sufficient (i.e., 5.0) by the submission date have the opportunity to resubmit their thesis not later than August 15th without further supervision and with a grade cap of 6.0 (see also MSc thesis manual).
- With internship: Students who started an internship of any type more than 30 full working days before 30th of June in the ongoing academic year can opt for not submitting their thesis June 30th but only on August 15th (and without supervision after June 30). In their case the grade cap does not apply.

## **Internship for MC**

<b>Vakcode</b>	E_BA_INTMC ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	J. Muhlhaus
<b>Examinator</b>	J. Muhlhaus
<b>Niveau</b>	400

### Doel vak

Academic and Research Skills:

You excel in analysis, abstraction, argumentation, and theory application. You examine and understand problems from different perspectives and you put forward well-founded, substantiated points of view. You are able to translate practically relevant problems into (academically) relevant research questions; you design and execute a project using a systematic, analytical approach in a real business environment.

Knowledge of Theory + Methods and Solving Complex Problems:

You are able to apply theoretical knowledge in a specific organizational context. You know how to formulate relevant recommendations for practice based on your knowledge acquired. You have a better understanding of what the expectations of the academic and professional field are in terms of knowledge and skills needed.

Professional Social Skills:

You are aware of the roles and needs of different types of stakeholders that you need to interact with as a professional. You are able to work well in a team. You are skilled in communicating your ideas both in spoken and written format as well as providing and receiving feedback.

Horizon Beyond Professional Area:

You are more aware of the various career opportunities that the field offers and the role of that specific field within society.

Self-Reflective Professional:

You are able to reflect on your own role in the organization and on your personal development. You are trained in processing feedback from others.

### Inhoud vak

We distinguish two types of internships:

Work experience internship MC

You work alongside employees in order to gain experience and to taste what it is like to work as (internal) consultant at a professional organization.

Research internship MC

This internship allows you to address a specific business problem with the aim of producing a research report. Research internships can either take a more practically-oriented and solution-driven perspective (e.g., producing a case report, policy briefing, or advice project) or from a more theory-driven perspective (e.g. producing a research report).



**Onderwijsvorm**

Individual supervision, mostly by supervisor at the hosting organization

**Toetsvorm**

Based on internship output

**Literatuur**

Not applicable

**Vereiste voorkennis**

Work experience internship

- A contract which shows that the internship will comprise at least 168 working hours and it has started after the official start of the academic year for which credits are to be granted.
- Credits will only be granted if you get written approval of the internship by MC internship/thesis coordinator before the official start of the internship.
- Internship at a relevant consultancy or as part of internal consulting.
- Tasks at a Junior Consultant level.

Research internship

- To receive credits for an advice or research internship, you need approval from your (VU research/advice internship) supervisor in advance.

**Aanbevolen voorkennis**

MC courses of periods 1-3

**Internship for SO**

<b>Vakcode</b>	E_BA_INTSO ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. V. Duplat
<b>Examinator</b>	dr. V. Duplat
<b>Niveau</b>	400

**Doel vak**

Work experience internship – student works alongside employees in order to gain experience and to taste what it is like to work at a professional organization (broadly understood, i.e., business firm, government, non-governmental organization; if unclear (hospital, school, etc.) student has to consult with internship coordinator. Internships can be taken at any time during the academic year, but students need to make sure that conflicts with course work are avoided. It is recommended to do internships in periods 4-6.

**Inhoud vak**

After completion of the internship:

- An overview of tasks carried out during the internship. Student should make insightful

that these tasks were of an academic level.

- A reflection paper on how the internship contributed to student's personal development and how work experience and the academic program were interlinked (2,000 words). Further details concerning the structure and content of the final report can be found in Appendix IV.
- A written assessment by the company's internship supervisor (1 page) OR company's internal internship evaluation form.
- The official internship evaluation form provided by SBE/M&O, filled out and signed by company supervisor.

### Toetsvorm

Evaluation:

- Work experience internships are graded with a pass/fail. Average based on the SBE internship evaluation form needs to be 3,0 (satisfactory) to pass.
- Work internships are always assessed by the thesis coordinator of the respective specialization who also acts as internship coordinator (handling questions, etc.).

Specializations may have additional demands, e.g. for MC:

- Work experience internship at relevant consultancy
- Work experience activities on a 1st year consultant level

### Vereiste voorkennis

Before the start of the internship:

- A contract which shows that the internship will comprise at least 168 working hours and it has started after the official start of the academic year for which credits are to be granted.
  - To be able to graduate in the ongoing academic year, students need to complete the internship (at least 168 working hours; a positive evaluation by the company; additional documents that need to be handed in; see below) before 31st of August. The report has to be submitted by the 15th of August to your thesis coordinator.
  - Students that finish their internship after this date need to stay enrolled in the academic program until the end of the internship and will be able to graduate at a later point in time.
- Credits will only be granted if student gets written approval of the internship by internship/thesis coordinator of their specialization before official start of the internship.
- If required, School (internship coordinator) can sign a declaration of student status.

### Intekenprocedure

Credits will only be granted if a student gets written approval of the internship by internship/thesis coordinator of their specialization - HRM, IM, LCM, MC, and S&O - before the official start of the internship. See BA internship manual available on Canvas for further details.

## Internship for TSCM

<b>Vakcode</b>	E_BA_INTTSC ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	0.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics

<b>Coördinator</b>	prof. dr. ir. S.L.J.M. de Leeuw
<b>Examinator</b>	prof. dr. ir. S.L.J.M. de Leeuw
<b>Niveau</b>	400

### Doel vak

The internship Transport & Supply Chain Management is focused on applying academic transport and supply chain management models and methods to practical problems.

### Inhoud vak

The internship Transport & Supply Chain Management is typically done in a company research project. Students are encouraged to suggest (company) internship projects.

### Toetsvorm

Individual assessment

### Vereiste voorkennis

Obligatory course work finished. You need to apply for an internship by writing a proposal. By means of a selection procedure, based on grades and motivation, it will be decided if you are eligible to perform the internship.

### Doelgroep

TSCM students only (no exchange students).

## Intervention and Project Management

<b>Vakcode</b>	E_BA_IPM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. O.N. Solinger
<b>Examinator</b>	dr. O.N. Solinger
<b>Docent(en)</b>	prof. dr. W.D. ten Have, S.F.M. Twaalfhoven MSc
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

The objective for the Intervention and Project Management 4.1 course is for you, as a student of Leadership and Change Management (LCM) master programme, to (1) know and understand the latest academic theories and best-practices that apply to the domains of strategic interventions and project management, including common pathologies in these areas, and the substantive differences and synergies that exist between the two professional areas. Our second (2) objective is that we want you to know and understand how elements of the Change Competence Model (rationale, effect, focus, energy, connection, and context) relate to both strategic interventions and project management, including the specific dysfunctions that may occur if one or several of these elements is insufficiently addressed. Third, (3) we want you to know and understand how "hard" and "soft" aspects of strategic interventions and project management relate to one another, including the specific pathologies

that may occur if either one of them is insufficiently addressed. The former three objective reside in the area of theoretical understanding and professional knowledge. Beyond knowledge and understanding, another (4) objective is that you develop skills and invent effective solutions in the implementation of strategic interventions and projects, based on appropriate theories, methods, and techniques commonly used in these fields (Application of Professional Knowledge). Another objective in the area of application, is that we want you, as LCM student, to (5) demonstrate the social and communication skills that are required to effectively address project management issues at hand, including the handling of multiple stakeholders with diverging interests. A final objective is that we want you, as a student of LCM to (6) take responsibility for your own learning and critically reflect on your own aspirations, strengths and challenges in the area of project management

### **Inhoud vak**

Managing organizational change and managing projects are crucial functions in modern organizations. In fact, there is a large and realistic chance that you with a diploma of Business Administration with a specialization in Leadership and Change Management, may start your career as change manager or project manager. In this course you will learn about the main academic theories and best-practices that apply to the domains of strategic interventions and project management, such that you will be able to hit the ground running in these professional fields when the time comes. We will emphasize the balancing of "hard" elements (e.g., being "in control" of your [change] project, the international golden standard of project management) and soft elements (e.g., motivation, momentum, teamwork, conflict, leadership) and how to make "plans" versus the actual execution of plans come together. You will learn about important synergies between change and project management. For instance, you will learn that the "compass" for successful change management and successful project management is quite the same. Additionally, some change projects can benefit greatly from careful project management, and vice versa. Yet, there are also important distinctions between these professional fields that we will elaborate on in this course.

### **Onderwijsvorm**

Lectures and work groups

### **Toetsvorm**

Individual assignment  
Group-based assignment  
Written exam

### **Literatuur**

Academic articles  
Professional articles  
Text book on project-based working (by Peter Storm)

### **Doelgroep**

This course is meant for students (and/or exchange students) enrolled in the Leadership and Change Management master programme

## **Knowledge and Innovation Networks**

<b>Vakcode</b>	E_BA_KIN (61422180)
<b>Periode</b>	Periode 1

<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M. Soekijad
<b>Examinator</b>	dr. M. Soekijad
<b>Docent(en)</b>	dr. M. Soekijad, dr. P.R. Tuertscher
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Overige informatie

This course will not be lectured anymore from 2017-2018. For students who have attended the course 2016-2017 or earlier, but have not successfully completed the course, a transitional regulation is valid.

At the introduction page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Leadership

<b>Vakcode</b>	E_BA_LS ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. J.K. Oostrom
<b>Examinator</b>	dr. J.K. Oostrom
<b>Docent(en)</b>	dr. L.A. Havermans
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Overige informatie

This course will not be lectured anymore from 2017-2018. For students who have attended the course 2016-2017 or earlier, but have not successfully completed the course, a transitional regulation is valid.

At the introduction page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Leadership and Learning

<b>Vakcode</b>	E_BA_LL ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. E. Doci
<b>Examinator</b>	dr. E. Doci

<b>Docent(en)</b>	dr. E. Doci
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Becoming a leader is a learning process: Clarifying what one is standing for within the organization, becoming aware of one's values and figuring how one can realize them within organizational reality; understanding how leadership emerges from and evolves in the organizational matrix of human relations; learning when to take charge and when to share leadership; learning to lead and learning to be led. Furthermore, leaders are not only responsible for their own, continuous learning: they facilitate the learning of others too, and they are in the forefront of building learning organizations. The purpose of this course is to guide you through what learning to be a leader means on different levels: on the level of the individual leader, on the interpersonal level, and on the team and organizational level. On each level, you will learn practices to apply the learned theories to your own work as a (future) leader.

### **OBJECTIVES**

#### Individual level

- Know and critically reflect on major theories about leadership emergence
- Understand the societal, organizational and individual processes that affect leadership emergence
- Developing awareness of the psychological resources needed for effective leadership
- Acquire methods to enhance one's own psychological resources to become a 'sustainable leader'
- Understand the individual and organizational processes that encourage the emergence of the dark side of leadership, and reflect on one's own, 'dark' inclinations

#### Interpersonal level

- Know and critically reflect on relational leadership theories
- Understand the processes that lead to the development of positive and negative leader-subordinate relations
- Acquire interpersonal and communication skills that help developing good leader-subordinate relations and that enhance co-workers' resources

#### Team and organizational level

- Acquire the systemic perspective on organizations
- Know and critically reflect on shared leadership theories and their practical applications
- Understand the concept of learning organizations and how to facilitate organizational learning

### **Inhoud vak**

While the question whether leaders are 'born or made' remains the topic of scholarly debate, one thing is certain: hardly anyone starts their adult life and career as a leader. Whether you have talent for leadership or not, whether you are charismatic or have zero appeal, emerging as a leader in an organization is a learning process. Even for the best of us, it takes time to refine and practice the thinking patterns, interpersonal skills and behaviors that makes one an effective

leader.

**INDIVIDUAL LEVEL** We will start the course with a short review of major leadership theories, with special focus on theories that regard leadership and leadership emergence as a process. You will learn about the behaviors individuals need to show to be seen as having leadership potential, and the behaviors it takes to be an authentic, transformational leader. You will also learn about the ideas and ideals people tend to hold about leadership, and the impact these ideals have on who may and who may not be recognized as a potential leader. You will learn about the societal and organizational obstacles members of groups that do not fit these ideal types (e.g. women, ethnic minorities) face in emerging as leaders. You will learn about individual differences between people in terms of their aspirations toward becoming leaders, and the societal factors that affect these aspirations. You will learn about the interpersonal and organizational resources that are needed to emerge as a leader and operate as an effective leader, and you will learn how to go about to acquire these resources in the organization.

Leaders need to take care of themselves and their own resources if they want to practice sustainable leadership. You will learn about the psychological resources that leadership requires: the inner stability needed to cope with the pressures of leadership; the confidence needed to inspire, stimulate, motivate and coach others; the capacity to critically reflect on one's own beliefs and assumptions; the strength it takes to stand up for one's values and vision; and the courage needed to face and handle one's own insecurities. You will learn how to enhance these psychological resources to empower yourself for the leadership role.

You will learn about the dark side of leadership: the narcissistic, Machiavellian, dominant and selfish side of all of us that power too often inflates; and why organizations are often inclined to select people with strong dark characteristics for leadership positions. You will learn how to confront your own dark side and how to keep it in check when being in power.

**INTERPERSONAL LEVEL.** On the interpersonal level of analysis, you will learn about relational leadership theories (LMX, social construction of leadership, dialectical theories of leadership), with special focus on how high quality relationships with co-workers are developed. Beyond self-care, a major responsibility of leaders is guiding others in the process of acquiring psychological, interpersonal and organizational resources, and thus become healthy, effective, and satisfied employees. Leaders can contribute to the well-being and well-functioning of co-workers by the means of effective mentoring and coaching practices; by showing care and consideration for others' needs; by recognizing their strengths and appreciating their efforts; by providing them with inspiring and achievable goals.

In this part of the course, you will practice interpersonal and communication skills that leadership requires, for example the capacity to solicit ideas and listen to others; give and receive feedback; instruct others effectively and seek instructions; solve conflicts and facilitate conflict resolution, and generate psychological safety for people to thrive in.

**TEAM AND ORGANIZATIONAL LEVEL.** On this level of analysis, you will learn to view the organization as a tightly interconnected system, where each

actor's experiences are shaped by the organization as a whole; and one's actions may affect the entire organization. You will learn about shared leadership theories, the do's and don'ts of sharing leadership in practice, and about leading self-managed teams. You will be introduced to learning organizations and how leaders can facilitate organizational learning.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Written exam – Individual assessment  
Assignment(s) – Individual assessment  
Assignment(s) – Group assessment

### Literatuur

This course is taught article-based

We also make use of the book : Lussier, R. N., & Achua, C. F. (2015). Leadership: Theory, application, & skill development. Nelson Education. Available on Amazon.co.uk

### Aanbevolen voorkennis

Qualitative research skills

## Macro and International Finance

<b>Vakcode</b>	E_FIN_MIF ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. A.J. Menkveld
<b>Examinator</b>	prof. dr. A.J. Menkveld
<b>Docent(en)</b>	prof. dr. A.J. Menkveld
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

The goals of this course are:

- to gain a thorough understanding of the role of financial markets in the macro-economy and international capital flows.
- to develop a critical attitude towards competing theories in macro-finance.
- develop skills to answer macro-finance questions using advanced statistical analyses.

### Inhoud vak

Macro-finance addresses the link between asset prices and economic fluctuations. Potential topics that will be discussed in this course include:

- consumption based asset pricing models
- exchange rate models



- finance and growth
- foreign direct investments and portfolio investments
- monetary policy

### Onderwijsvorm

In each of the six weeks of this period:

- 2 \* 2 hours lecturing
- 1 \* 2 hours tutorial

### Toetsvorm

The final grade consists of a written exam (min. 5.0) and assignments.

### Literatuur

Selection of academic articles.

### Aanbevolen voorkennis

Students are strongly advised to have bachelor level knowledge of Investments (Bodie, Kane, and Markus: Investments, McGraw-Hill), Macro-economics, and Statistics.

### Doelgroep

Students in Master Finance, Master Economics, Master Business Administration - Financial Management.

## Management Control

<b>Vakcode</b>	E_ACC_MC (60442110)
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. H.C. Dekker
<b>Examinator</b>	prof. dr. H.C. Dekker
<b>Docent(en)</b>	dr. P.C.M. Claes, prof. dr. H.C. Dekker
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

This course provides in-depth knowledge that relates to how firms create the conditions to achieve predetermined or desirable outcomes (technical proficiency). It allows students by means of a textbook, cases and academic papers to consider a wide range of control mechanisms that can be used to achieve this purpose of achieving organizational objectives, ranging from formal information-based mechanisms to more informal personnel and social control mechanisms (academic competencies). Students share their thoughts on application and use of controls by presenting cases and paper reviews and lead classroom discussions (communication skills), balancing pros and cons - also from an ethical point of view, to express their suggestions on the application of controls in practice (reflection).

After following this course, you will be familiar with:

- Acquiring a thorough understanding of the components of MCS, their effects on human behavior, their interrelationships and design

criteria.

- Active learning using the case method, in which the analysis of actual events of companies stimulates learning, and identification and application of relevant knowledge to complex problems.
- Developing skills to critically evaluate how empirical (accounting) research and its outcomes contribute to a theoretical understanding of the field and to implications for practice.
- Further development of competencies in presenting and discussing business analyses and academic papers.

### **Inhoud vak**

The contents of this course can broadly be divided into two sections. The first section deals with the control function of management and management control system design. This section includes topics such as the cause of control problems and the need for management control systems (MCS) in organizations, management control alternatives and their effects on behavior, and the determinants of MCS design. This part of the course will build mainly on the book by Merchant and van der Stede as referred to below, and case presentations and discussions. The second section of the course uses these insights from part I to study MCS in different organizational forms: (1) performance measurement and incentive compensation in profit seeking firms, (2) management control in hospitals and (3) management control in interfirm relationships. In analyzing the control function in these three different forms of organization, contemporary empirical accounting and management research is examined, by critically studying, presenting and reporting on articles from the accounting literature. This section therefore also builds on both theory insight from part I and skills in research methods acquired earlier during the economics and business administration curriculum.

### **Onderwijsvorm**

Class in a group of ca. 30 students on Monday and Thursday.

### **Toetsvorm**

Case reports (2 \* 7.5% of final grade)  
Presentation (case or paper review – 7.5% of final grade)  
Paper review (7.5% of final grade)  
Written exam (70% of final grade)  
Optional assignment yielding a maximum of 1 full point on top of final grade.

### **Literatuur**

- Merchant, K.A. & Van der Stede, W.A. (2017). Management Control Systems: Performance Measurement, Evaluation and Incentives, Pearson, 4rd Edition.
- Selected articles for review, presentation and discussion (to be announced in the course manual).

### **Aanbevolen voorkennis**

The course assumes basic knowledge of common economic theories (e.g., transaction cost economics, agency theory) and accounting knowledge (e.g., cost behavior, investment decisions).

### **Overige informatie**

In enrolling for the course, please take note of the fact that presentation, cases and paper reviews are subject to team work (of max 3 students, to be formed during the first lecture). This means that once starting this course, you must finish it!

# Management Idea Factory

<b>Vakcode</b>	E_BA_MIF ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. H.S. Heusinkveld
<b>Examinator</b>	dr. H.S. Heusinkveld
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

## Doel vak

This interdisciplinary elective of the Master in Business Administration concentrates on providing an introduction into the key constructs, theories and debates about the creation, dissemination and implementation of management ideas. For this purpose, students will empirically study the emergence and prevalence of a given management idea in the business community.

### Academic and Research Skills:

In this course students will (1) obtain theoretical knowledge on the generative mechanisms by which management ideas are created and put into practice, (2) develop advanced skills in empirically studying the emergence and prevalence of these ideas in a business community, and (3) enhancing their ability to adequately analyze the deployment of this idea within an organizational context and critically reflect on its impact on management and organizational practice in general.

### Knowledge of Theory + Methods and Solving Complex Problems:

In this course, students will develop a scientifically-grounded basis for critically and independently reflecting on the possibilities and limitations of the management ideas -that have been taught in the different specializations- in actually addressing complex managerial issues. In relation to the students' future work context, the obtained knowledge and skills can advantageously be applied in establishing oneself as 'thought leader', but also in recognizing and addressing the main difficulties associated with putting these ideas into organizational practice.

### Professional Social Skills:

In this course students will further develop their professional social skills by adequately collecting relevant interview data with people who use a given idea in daily practice, performing analyses and presenting research results on the emergence and prevalence of a given management ideas in a team setting. Moreover, students will learn providing a comprehensive and constructive review of other student's paper that is considered helpful in the further development of their peers' work.

### Horizon Beyond Professional Area:

The course can be connected with specializations in Management Consulting, HRM, Leadership & Change Management, Strategy & Organization, and particularly contributes to developing a broader view that extends beyond each of these specialization. As such, students will

come in contact with management ideas that prevail in other specializations, will learn how in these different disciplinary fields management ideas are created and promoted, as well as how people from these different fields may understand and use them.

#### Self-Reflective Professional:

This course goes beyond more functionalistic perspectives that are still prevalent in most of the business school curricula. This is a nontrivial issue given that learning about the way these ideas are fabricated and socially accepted in a business community may enhance students' critical assessment of their broader values, the underlying interests and beliefs of those who produced them, promote the recognition of viable alternatives, and furthers an adequate understanding of the potential impact of these management on the working lives of many people and on the society as a whole. Overall, through this course student will be able to construct, and critically assess one's own position towards the diffusion of management ideas in relation to management theory and management and organizational practice.

#### Inhoud vak

New management ideas are generally presented as offering solutions to complex managerial issues. Well-known examples are Lean Management, Competence Management, Career Planning, Business Process Management, Agile, Balanced Scorecard, Blue Ocean Strategy, Corporate Social Responsibility and ISO 9000. Given their inclusion in many standard textbooks and in generally all the business school curricula, some of these ideas have become a taken-for-granted element in the canon of management, or at least seen as an inseparable part of the accepted management vocabulary and related processes of socialization. Given the assumed defining role of these ideas in the business community, this course addresses the important need, both practical and scientific, to develop an advanced and critical understanding of (1) where these ideas come from, (2) how and why particular ideas may prevail in a business community, and (3) the way they may impact management and organizational practice.

#### Onderwijsvorm

Lectures, tutorials, and individual meetings.

#### Toetsvorm

Research paper, presentation and academic review.

#### Literatuur

Selection of academic articles. Literature will be announced at the start of the course.

#### Doelgroep

his is one of the interdisciplinary electives of the Master in Business Administration and can be connected to specialization in Management Consulting, but also in, HRM, Leadership & Change Management, and Strategy & Organization.

## Management of Digital Innovation

<b>Vakcode</b>	E_BA_MDI ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. P.R. Tuertscher
<b>Examinator</b>	dr. P.R. Tuertscher
<b>Docent(en)</b>	prof. dr. ir. J.J. Berends, dr. P.R. Tuertscher, dr. ir. F. Deken
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

Academic & research skills: Be able to critically examine established and new innovation management concepts in the area of digital innovation

Knowledge: Knowledge of the technological, organizational, processual, and economic aspects of the management of digital innovation

Professional social skills: Ability to work effectively in teams and communicate on project findings

Self awareness: Ability to reflect about the learning process itself, which enables students to take responsibility for their own learning and knowledge creation

### Inhoud vak

The digitization of products, services and business models requires an effective approach to the management of innovation. Innovation is increasing in speed and scope and becoming more disruptive with the digitization of business. The management of digital innovation can draw upon established innovation management concepts, but some existing approaches may have limited relevance and even be counterproductive. New concepts are emerging but their reach and effectiveness are yet to be tested. Therefore this course explores innovation management for products, services and business models that incorporate digital technologies, with simultaneous attention for technology, process, organization and industrial dynamics.

Thus, the course will be organized around three interrelated topics: basic properties of digital innovation (e.g. layered modular architecture, digital materiality, digital platforms); industrial dynamics associated with digital innovation (industry disruption, network economics, ecosystems and collaboration); and innovation processes for digital innovation (e.g. traditional and agile approaches, entrepreneurial approach).

The course will center around assignments that will be organized as "course research". Students apply concepts to real life cases and examine the validity and usefulness of existing innovation management concepts as well as new theories focused on digital innovation.

### Onderwijsvorm

Lectures  
Seminars

### Toetsvorm

Individual assignments  
Group assignments  
Peer evaluation  
Exam

## Literatuur

A list of academic articles will be provided via Canvas before the start of the course.

## Aanbevolen voorkennis

Basic knowledge of innovation management and organization studies.

## Overige informatie

This course is only open for students of the Digital Business & Innovation and Science, Business & Innovation programmes

## Management of Sustainable Innovation

<b>Vakcode</b>	E_BA_MANSI ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. R.J.A. Klein Woolthuis
<b>Examinator</b>	dr. R.J.A. Klein Woolthuis
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

## Doel vak

Students are inspired to become a sustainable business leader.

Therefore, after this course students should be able to:

- Understand and critically assess theories of sustainable value creation and diffusion of sustainable innovation, and understand how sustainable entrepreneurs and business leaders help to transform industries and co-create a more sustainable future.
- Apply theoretical insights to conceive sustainable business innovations that create shared value, such as cars without emissions, houses that produce their own energy, technologies that make clean drinking water for the poor
- Define strategies and tactics can be used to align the interests of stakeholders, i.e. companies, public and government and make these innovations a success

## Inhoud vak

A paradigm shift is happening at this moment. Where over the past decades firms were focused on creating monetary profits for shareholders, the creation of 'shared value' is now gaining terrain: the creation of value for people, planet and profit. Think of:

- Elon Musk of Tesla who want to revolutionize our energy industries and take people to Mars,
- Feike Sijbesma of DSM that is transforming his chemicals company into a bio-tech company geared up to health and nutrition,
- Teun Van der Keuken who created Tony Chocology and managed to get 80% of Dutch chocolate fair trade certified within a year,
- Jaap Korteweg of the Vegetarische Slager who wins championships for best meat products with his cleverly engineered plant based meats, and
- Boyan Slate who has no lesser ambition than to clean up the oceans

from plastic with his Ocean Cleanup.

Shared value creation inspires business leaders and entrepreneurs around the world to do things differently, to radically change the way they do business and think about what role they want to play in our societies. This course aims to inspire you to also become such a protagonist for change. Who are these business leaders that change our world? What do their business models look like? What strategies and tactics do they use to become successful? How do strategies centered around respect for the environment, employees, and other stakeholders create positive self-reinforcing cycles of value creation? All these changes require fundamentally different management models in which collaboration with a wide array of stakeholders is key.

Sustainability is hence no longer a story of wishful thinking or environmental activists, it is at the core of corporate strategy and decision making. Moreover, growth in sustainable markets as renewable energy, organic food, and e.g. fair trade products is double digit year after year. Sustainability is not a fashion or an attempt of firms to 'look good'. Empirical evidence suggests that proper sustainability management improves firm performance and creates new entrepreneurial opportunities in rapidly growing markets.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Written exam  
Assignment/business pitch

### **Literatuur**

Academic articles (to be announced in course manual).

All lectures will discuss 2-3 academic articles that will help students to understand sustainable business models and the way sustainable entrepreneurs and business leaders implement these.

Book for background reading (obligatory):

Senge, Peter M., Bryan Smith, Nina Kruschwitz, Joe Laur, Sara Schley, 2008, *The Necessary Revolution: How Individuals and Organizations Are Working Together to Create a Sustainable World*, Doubleday (or later edition)

### **Vereiste voorkennis**

For the course it is required that students know:  
The concept of Triple P: Planet, people, profit.  
The Brundtland report *Our common future* 1987  
The 17 UN Global Sustainability goals.

### **Aanbevolen voorkennis**

For the course it is recommended that students have basic understanding of sustainability, such as:  
The concept of Triple P: Planet, people, profit.  
The Brundtland report *Our common future* 1987  
The 17 UN Global Sustainability goals.

## Doelgroep

Students that want to make a change in existing companies, or co-create change in our societies. Concrete profile:

- Students that want to become business or policy consultant in new business models and sustainability.
- Students that want to become a manager in large companies and want to support the company in making the necessary transition towards more sustainable business models.
- Students that want to work in a policy role in a community, province or national government to develop knowledge on how regions can be transformed to co-create value in business and society.

## Managing Service Innovation

<b>Vakcode</b>	E_BA_MSI ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M.J. Flikkema
<b>Examinator</b>	dr. M.J. Flikkema
<b>Docent(en)</b>	dr. M.J. Flikkema
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

1. Have the advanced academic and research skills to contribute to the body of knowledge:
  - Are able to write a good problem statement that triggers the need for service innovation.
2. Have thorough knowledge of relevant theory and methods, and an evidence-based approach to solving complex business problems:
  - Can recommend and illustrate management practices that are fit for service innovation purposes.-
  - Apply service innovation models from state-of-the-art academic literature validly.
  - Develop managerial skills through the application of MSI-knowledge in complex contexts through assignments and case studies.
3. Have the professional and social skills to interact with other professionals:
  - Act as an effective community of advanced learners.
4. Are self-reflective professionals:
  - Are able to apply the STARR methodology for reflection.

### Inhoud vak

This course is one of the interdisciplinary electives of the Business Administration HRM, IM, LCM, MC, and S&O programs. The course features several key topics:

1. Service innovation: core issues & challenges
2. Service innovation patterns, strategies and models
3. Service design methods
4. Open service innovation practices
5. HRM and service innovation performance
6. Intellectual Property Rights for appropriating the rents from service



innovation

### Onderwijsvorm

Seminars and an extensive case study

### Toetsvorm

Case study

Midterm exam

### Literatuur

Reader with state-of-the art literature about Managing Service Innovation. Will be published online.

### Aanbevolen voorkennis

Innovation management

### Overige informatie

Maximum number of participants: 75.

## MC: A Human Perspective

<b>Vakcode</b>	E_BA_MCHP ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. L.C. Noury
<b>Examinator</b>	dr. L.C. Noury
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

By following this course, studying the obligatory literature and working on the assignments, the students are introduced to the field of consulting. This course takes an organizational behavior perspective to advance students' knowledge on the way consultants are organized and work with their clients. The course also has a strong writing component and aims to familiarize students with the different writing styles that consultants need to master.

#### Academic and Research Skills:

In this course, you will advance your scholarly knowledge about consulting and learn about the key contemporary debates in this field of research. Through a variety of open assignments (including interviewing professionals), you will be encouraged to use the literature to develop independent and critical thinking. This course will also help you start elaborating your reflection on your Master thesis.

#### Knowledge of Theory + Methods and Solving Complex Problems:

You will gain in-depth knowledge about what consultants do and how they are organized. This course also prepares you for your future career as a consultant by familiarizing you with complex and open assignments that, in many ways, resemble client problems. This will help you to learn how to understand, frame and act on an unstructured question.

#### Professional Social Skills:

Through the different assignments, you will learn to communicate your

ideas both orally and on paper. You will develop your ability to adapt your writing to your audience (academics, clients, professional journal readers, etc.), which is a core skill of consultants. In the seminars, you will also be asked to provide feedback to your peers and help them improve their own work.

#### Horizon Beyond Professional Area:

In this course, you are encouraged to develop your own thoughts on consulting practice and to use the literature to critically reflect on it and its impact on client organizations.

#### Self-Reflective Professional:

Through the lectures and assignments, you will be asked to reflect on your own work. You will also be held accountable for your own progress and learning path.

#### Inhoud vak

This course will introduce you to the field of consulting and consulting practice, with a specific focus on what consultants do and how they are organized. We will cover topics such as:

- The organization of consulting and other professional firms
- The roles of consultants
- The client-consultant relationship
- Rhetorics
- Careers, stress and work-life balance
- The consultancy process (including acquisition)

In the seminars, you will experiment different writing and communication styles central to the practice of consulting (writing and structuring reports, writing a journal article, presentations for clients, etc.)

#### Onderwijsvorm

Lectures, seminars

#### Toetsvorm

To be announced later

#### Literatuur

To be announced at the start of the course

#### Overige informatie

For inquiries, please contact course coordinator Dr. Lucie Noury:

[l.noury@vu.nl](mailto:l.noury@vu.nl)

## MC: Business Model Development

<b>Vakcode</b>	E_BA_MCBMD ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. A.P. de Man
<b>Examinator</b>	prof. dr. A.P. de Man
<b>Docent(en)</b>	dr. L.C. Noury
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

## **Doel vak**

The consulting world is changing rapidly. Existing consultants wrestle with their profitability and ways of working. Old names are disappearing, like Booz which was acquired by PwC. New players enter the market with new approaches. This course focuses on change in the consultancy sector by putting business model innovation at the centre stage. The aim of the course is to make students aware of the changes in the consultancy sector, to enable them to recognize the impact of changes and to give them the tools to cope with change.

The concept of business models is a conceptual lens that helps in understanding how the consulting business is changing. The course will guide you through the business model concept and help you apply it to a real-life situation in the consultancy sector. In this course students are challenged to apply concepts in practice by giving advice to consultants on how to innovate in their business model. They will act as a consultant to consultants, trying to uproot consultants' business logic and offering them new perspectives on their business. Changes in the way consultancies make their money often go against deeply held beliefs and assumptions consultants have. It is up to the students to help change the consultant's mindset about his or her business. This assignment is carried out in groups of three.

This course helps students understand the most relevant trends in the consultancy sector, a sector in which many students will be employed or will be in touch with sooner or later in their careers. Within the Master it is one of the courses with highest practical content. This is not only achieved by the use of guest lecturers from consultancies, but also by the fact that students will have to give advice to a consultant about that consultant's business model.

## **Inhoud vak**

The course has four lectures. Lecture 1 helps to get you started with the business model assignment. Lecture 2, 3 and 4 are useful to help you fill in important elements of the business model. In guest lectures, consultants will explain their innovative business model. These guest lectures are meant to inspire you when creating the new business model for your consultant. Learn from the tips, tricks and examples of three practitioners. There are four working group sessions. Working groups aim to ensure progress in this assignment and to help students improve the business model they develop. During the working group sessions students will report on their research progress and will get feedback and ideas for improvement from their fellow students.

## **Onderwijsvorm**

Lectures, guest lectures, working groups, literature. The most important element however is that students are guided through the process of developing a business model for a consultant.

## **Toetsvorm**

The grade is determined by four assignments: a value proposition developed for a consultant (20%; individual), a take home exam (20%; individual), a presentation of the draft of the business model assignment (10%; group of three) and the business model assignment (50% group of three). They are graded on a 1 to 10 scale. Failing to attend one of the working groups or not handing in an intermediate assignment about the consultant's current business model will lead to a 0.5 point

deduction from the grade resulting from this formula. In order to pass, the final grade has to be sufficient and the grade for the business model assignment should not be lower than 5. When the business model assignment is resubmitted after an insufficient grade, the maximum grade you can get is 6.

### Literatuur

The course makes use of selected articles and instruction videos.

### Vereiste voorkennis

Bachelor

### Aanbevolen voorkennis

General knowledge of the consulting industry is helpful

### Doelgroep

The main target group for this course is business administration students with an interest in consulting. Strategy students that want to practice business modelling in reality will also find much of interest in this course.

## MC: Second Opinion Writing

<b>Vakcode</b>	E_BA_MCSOW ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. O. Bouwmeester
<b>Examinator</b>	dr. O. Bouwmeester
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

Academic and Research Skills:

You learn to discuss and apply theories on argumentation in a context of policy/decision making and you get some basics in project management.

Knowledge of Theory + Methods and Solving Complex Problems:

You learn to distinguish between academic and consultant criteria for evaluating the quality of advice, and you are able to apply a relevant set of criteria to an existing advice report. You can identify unsolved problems, and you work towards own solutions based on literature study, interviews with the consultant, the client and experts on the topic, and by own analysis.

Professional Social Skills:

You act in the role of a consultant who writes a second opinion, which reviews an existing consultant report delivered to a paying client. You develop your own advice and you practice with pitching your ideas.

Horizon Beyond Professional Area:

You get aware of the context in which a consultant assignment is done.

Self-Reflective Professional:

You learn to reflect on your work, how much time you need to perform your job, how to give and receive feedback on the work you and your peers perform and how you develop towards becoming a consultant.

### **Inhoud vak**

The main assignment in this course is to write a second opinion. That is a common assignment for consultants. Often companies or ministries develop a strategic plan based on what internal staff members think would be a right course of action. However, management can feel insecure about such a plan. In such cases they might ask external consultants for a second opinion. Or a works council is asked for their opinion, and they feel not qualified to give advice on such a strategic plan. Then they might hire consultants to help them out. Consultants help by writing a second opinion on what management has proposed, and guide the works council. Writing a second opinion requires a normative perspective in two ways: in making an assessment of the report or the initial idea, and in giving advice on how to improve the client's situation, based on one's own assessment and some own research that is needed to fill in the discovered gaps. Second opinion writing is the first skills course in the MC programme.

### **Onderwijsvorm**

Lectures and tutorials

### **Toetsvorm**

Assignments and intermediate take home exam

### **Literatuur**

Bouwmeester (2010) *Economic Advice and Rhetoric: Why do Consultants perform Better than Academic Advisers?* Cheltenham: Elgar.  
Several articles that will be published in the course manual (see Canvas).

### **Vereiste voorkennis**

not applicable

### **Aanbevolen voorkennis**

not applicable

### **Overige informatie**

All literature will be available as ebook or ejournal via VU library. If you prefer hard copy you need to order the book in advance.

## **Multi-Stakeholder Management**

<b>Vakcode</b>	E_BA_MSM ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. K.J.P. Quintelier MA MSc.
<b>Examinator</b>	dr. K.J.P. Quintelier MA MSc.
<b>Docent(en)</b>	dr. K.J.P. Quintelier MA MSc.
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

## **Doel vak**

### Academic and Research Skills:

Understand current theoretical developments towards stakeholder-oriented theories and their strategic relevance for firms.

Possess knowledge of and insights into existing types, phases and functions of multi-stakeholder initiatives.

### Knowledge of Theory + Methods and Solving Complex Problems

Apply theoretical issues, concepts, and insights to real-world cases of stakeholder oriented firms and multi-stakeholder initiatives.

### Professional Social Skills:

Verbally engage with stakeholders' interests, as well as the theories, arguments and findings used to defend these interests.

### Horizon Beyond Professional Area

Observe the changing role of business in society, recognize new factors influencing firm performance, and recognize patterns that might constitute new theoretical principles.

### Self-Reflective Professional

Understand the role of personal values when engaging in strategic decision making.

## **Inhoud vak**

In today's global market environments, firms are increasingly faced with complex societal problems that force them to rethink how they interact with stakeholders – including, among others, competitors, business partners, employees, customers, civil society organizations and activist organizations. In this course, we focus on how firms should strategically engage with stakeholders, for example in order to create responsible solutions for pressing societal challenges. To engage with stakeholders' interests and behavior, managers need to apply knowledge from a variety of scientific fields including strategy, psychology and morality, and they need to cultivate certain interpersonal skills.

The course will increase students' knowledge, insights and skills by offering lectures and tutorials focusing on the following themes.

- The moral and instrumental aspects of stakeholder theory. In these lectures, we cover moral arguments about managing stakeholders, as well as instrumental arguments – this is, the business case – for managing stakeholders.

- The psychological foundations of stakeholder theory. In these lectures, we cover stakeholders' moral psychology – how stakeholders think about moral issues –, and how this shapes stakeholders' behavior towards other stakeholders and towards the firm.

- Multi-stakeholder initiatives. In these lectures, we cover how this specific form of stakeholder management is discussed by stakeholder theorists. In addition, we synthesize descriptive reports of existing MSI's.

- In tutorials, students apply acquired knowledge to real-world cases and work on a complex problem in a stakeholder-oriented firm or in a MSI. By assuming the role of a specific stakeholder – e.g. a business representative – and by negotiating with each other, students communicate their own interests and engage with others' interests, they identify conflicts, and develop possible solutions.

**Onderwijsvorm**

Lectures and tutorials

**Toetsvorm**

Individual paper, group presentations, tutorial participation

**Literatuur**

A selection of academic papers and cases will be published in the course manual.

**Vereiste voorkennis**

Not applicable

**Aanbevolen voorkennis**

Knowledge of Strategic CSR in period 2

**Network Analysis**

<b>Vakcode</b>	E_BA_NA (61422100)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. T. de Graaff
<b>Examinator</b>	dr. T. de Graaff
<b>Docent(en)</b>	dr. T. de Graaff
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

**Doel vak**

Firms and consumers typically operate in various types of networks. These can be both physical networks (such as transport and communication networks) and non-physical networks (such as information networks). The main objective of this course is to give you a basic understanding of economic network theory, which enables you to identify the relevance and consequences of networks for firms as well as for consumers.

After following this course, you:

- have a basic understanding of the fundamental economic principles underlying applied network theory;
- understand the role and behavior of various agents (government, consumers and firms) within network sectors;
- are able to understand the economic impacts that various forms of networks (i.e., transport networks, consumer networks, information networks, clustering of firms) have on the nature, size and behavior of firms;
- are able to determine optimal firm and consumer behavior conditional on the nature of the network;
- and have used applied network theory with (stylized) cases studies, in order to determine optimal firm or consumer behavior in combination with the nature of the network.

**Inhoud vak**

The economic principles behind networks and their consequences for both firms and consumers form the backbone of this course. The lectures

specifically deal with the following topics:

- basic applied network theory;
- government interventions in network sectors;
- clustering and spill-over effects between firms;
- network sectors (e.g. telecom, transportation, energy);
- information and communication goods;
- switching costs and lock-in effects;
- network externalities.

In the working groups we will make use of the software package R, as it is capable of optimizing, analysing and plotting network structures (amongst many other things). A basic understanding of R is recommended but not necessary, as tutorials will be provided and working groups typically constitute of in-class hands-on assignments as well.

### Onderwijsvorm

Lectures and working groups concentrate on the application of network theory on stylized case studies.

### Toetsvorm

Written interim examination (75%) and assignments (25%)

### Literatuur

- Syllabus
- Selected papers

### Vereiste voorkennis

Transport Economics and Management (or knowledge of microeconomics at a bachelor level)

## Operations Performance Benchmarking

<b>Vakcode</b>	E_BA_OPB ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. G. Maroti
<b>Examinator</b>	dr. G. Maroti
<b>Docent(en)</b>	dr. G. Maroti
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

With this course we aim to furnish students with knowledge on assessing and benchmarking operations performance in practice. Upon finishing this course students are able to:

- Identify and understand state-of-the-art methods for benchmarking and evaluating operations performance.
- Decide on the use of appropriate static and/or dynamic performance assessment methods dependent on situational criteria.
- Apply theory on performance benchmarking and assessment on a real-life situation and draw managerial conclusions.
- Understand the role and importance of behavioral factors in managing performance.



### **Inhoud vak**

Performance assessment and benchmarking is a topic that has received considerable attention in both practice and academia across a wide variety of disciplines. This course is aimed at students who wish to broaden their understanding of methods related to evaluating and benchmarking performance, with a specific emphasis on Operations Management. The course will focus on academic methods relevant to benchmarking of operations performance in business practice. This includes the wider area of disciplines necessary to organize the primary processes within and between companies. As such, the course is of value to students an interest in topics including but not limited to quality management, logistics, behavioral aspects of operations management, resources management and operations strategy. The course is therefore also accessible to students without prior knowledge of TSCM.

### **Onderwijsvorm**

Lectures and tutorials.

### **Toetsvorm**

A combination of group assignments and a written exam

### **Literatuur**

Extensive handouts and additional course materials to be distributed via Canvas; supporting chapters from a handbook (to be determined).

### **Overige informatie**

Students who are not enrolled in the full time or online MSc BA programme with specialization in TSCM are kindly requested to contact the course coordinator prior to enrollment.

## **Organization Development and Change**

<b>Vakcode</b>	E_BA_ODC (61442010)
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. L.C. Noury
<b>Examinator</b>	dr. L.C. Noury
<b>Lesmethode(n)</b>	Hoorcollege, Practicum, Werkgroep
<b>Niveau</b>	400

### **Doel vak**

By following this course, you will advance your scholarly knowledge on the field of Organization Development and Change. Rather than advocating for one specific model of change, this course takes on multiple perspectives on a variety of change-related topics, to enable you to gain a well-informed understanding of this field of research; to develop critical thoughts on the conduct of change, and to become reflexive practitioners in your future careers as consultants or managers.

Academic and Research Skills: By following this course, you will discover different perspectives on change. You will learn about the central contemporary debates in this field, be able to identify and

critically assess key contrasting positions in these debates and to develop your own position, grounded in this academic literature.

**Knowledge of Theory + Methods and Solving Complex Problems:** Through the lectures, you will understand key concepts and contributions regarding change in organizations. You will then translate this knowledge into practice and exercise your analytical skills to assess a given change case, develop your own diagnostic and propose creative interventions.

**Professional Social Skills:** Through the different group and individual assignments, you will exercise your communication skills to collaborate with others to analyse a given change and to translate your knowledge into a convincing argument, both orally and on paper. In the seminars, you will also provide feedback to your peers and help them improve their own work.

**Horizon Beyond Professional Area:** In this course, you will learn to use some of the diagnostic tools used by practitioners and to mobilise the course literature to critically reflect on these tools, on the way consultants manage change and their societal impact.

**Self-Reflective Professional:** Finally, through the different lectures and assignments, you will learn to confront different perspectives on change to reflect not only on the practice of change management but also on your own assumptions regarding change.

### Inhoud vak

This course will introduce you to the field of Organization Development and Change from multiple perspectives (from typical organization development approaches to more critical accounts of what is at stake during the change process). Through the lectures and seminars, students will explore and deepen their knowledge about a number of key topics related to the conduct of change (such as: the need for change, the role of the change agent, resistance to change, etc.) to develop their ability to critically assess and diagnose a change situation and to reflect on the practices and tools of change management.

### Onderwijsvorm

Lectures, seminars

### Toetsvorm

Assignments and exam

### Literatuur

To be announced later

### Overige informatie

For inquiries, please contact the course coordinator Dr. Lucie Noury:

[l.noury@vu.nl](mailto:l.noury@vu.nl)

## Organizational Change Serious Game

<b>Vakcode</b>	E_BA_OCSG ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. O.N. Solinger
<b>Examinator</b>	dr. O.N. Solinger
<b>Lesmethode(n)</b>	Hoorcollege

**Doel vak**

When you finish this course, the objective is that you (1) are able to apply the totality of five elements of the Change Competence Lemniscate (rationale, effect, focus, energy, connection, and context) in order to diagnose a change situation, design a strategic intervention, and carefully implement it in a particular organization, keeping dynamic shifts among these elements during the change process continuously in mind. Further, our objective is that you (2) show command of social skill and behavioral flexibility to adapt one's change leadership style and practices to what a situation requires at a given moment in an organizational change process. Final objective is that you (3) acquire and demonstrate social and communication skills to explain the rationale for change and create buy-in for a proposed strategic intervention, in a multi-stakeholder context.

**Inhoud vak**

Curricula that teach leadership and/or change management are often criticized for the fact that they try to teach competences that are only truly learnt in practise and in response to the feedback of real-life situations, that is, learning "on the ground.". We are proud to present an innovative course that answers to this critique. In cooperation with Prof dr. Steven ten Have and ABN AMRO, we offer a serious game which simulates actual situations you may encounter in change situations. This will allow you to test and get real-time feedback on your leadership and change management actions in a safe environment. Another advantage of such a learning environment is that it allows you to test ability to think on your feet and flexibly adapt your leadership behavior to dynamic disruptions in the organizational change process, keeping the balance of elements in the "change compass" (i.e., Ten Haven et al.'s 2015 Change Competence Lemniscate) in mind.

**Onderwijsvorm**

Serious/Business game  
instruction/work groups

**Toetsvorm**

Individual assignment  
Group assignment

**Literatuur**

Ten Have et al. (2015). Change Competence:Implementing effective change. London, UK: Routledge

**Vereiste voorkennis**

Students are expected to have read and learnt [Ten Have et al. (2015). Change Competence:Implementing effective change. London, UK: Routledge] before the class starts

**Doelgroep**

This course is meant for students enrolled in the Leadership and Change Management master, but also open to other students from the Business Administration Master

## Performance Management

<b>Vakcode</b>	E_BA_PMAN ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. P.G.W. Jansen
<b>Examinator</b>	prof. dr. P.G.W. Jansen
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### **Doel vak**

In this master course we will focus on theories, processes and practices of Performance Management (PM). By studying leading-edge research and best practices in PM, the student will be able to:

- analyze
- and (re-) design PMC problems in practice
- and argue the validity of his/her PMC design using scientific literature.

### **Inhoud vak**

In a series of teaching classes or lectures the following topics will be discussed: theories and practices of performance management, performance management in professional services organizations, performance appraisal and measurement, internal performance and external contribution, balanced score card, critical success factors, performance indicators, commitment and performance, the dimensions of work performance, performance management, and performance driven behavior. These themes will be studied from two perspectives: an economic perspective, and a psychological perspective.

These topics will be integrated and applied in a design project of an actual PM system. Students have to work in teams at the analysis and redesign for a PM system. They can present and discuss their 'work in progress' with the teacher during a number of seminars. The design has to be made in the context of an actual organization. This context can be obtained by actually contacting an organization, or by using documents from newspapers, journals, or other sources. Combination of an economic perspective and a psychological perspective in handling the design question is mandatory. Topics from the lectures and the literature have to be integrated into the design. The design should both be feasible, and arguable on account of the literature as discussed during the course. Students have to search for, and use, additional relevant literature. In addition, students will have to do an individual assignment in which knowledge and understanding of basic and important concepts and theories from the literature are assessed.

### **Onderwijsvorm**

- Lectures (teaching classes) on obliged literature. Teachers will discuss the obliged literature.
- Meetings during which student groups present and discuss the progress of the design projects with one of the teachers. In addition, there is room for further explanation and discussion of the course literature.
- Guest lectures.

### **Toetsvorm**

Individual examination (exact format to be determined) and group case work. The exact way of determination of the final course grade will be

announced in the course manual.

### Literatuur

Compilation text by teachers, and journal articles. To be announced.

### Aanbevolen voorkennis

Knowledge at the level of the 3rd year course Advanced HRM.

### Uitleg in Blackboard/Canvas

CANVAS

### Intekenprocedure

The following is required before the first meetings of the design project teams:

- Student have to form groups themselves.
- The group has to find an existing organization where the performance management & control system (PMC) can be studied. The organization can be obtained by actually contacting an organization, or by using documents from newspapers, journals, or other sources. Some examples are hospital, police, municipality, auditing firm, consultancy firm, or high school.

At the learning site, you can find some examples of earlier reports.

## Perspectives on Organizational Change

<b>Vakcode</b>	E_BA_TOC ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. R.A. Ruotsalainen
<b>Examinator</b>	dr. R.A. Ruotsalainen
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

Aim of this course is to make you able to understand organizational change from various theoretical perspectives as well as argue for and defend a particular perspective through written and oral communication. This overall goal comprises the following three learning objectives. First objective is to know and understand main theoretical perspectives on organizational change (Knowledge of Theory). Second objective is to be able to integrate main theoretical perspectives on change into an academic essay that provides a theoretical, creative, and holistic understanding of change (Academic and Research Skills). Third objective is to be able to be able to argue for and defend a particular perspective on organizational change during a debate (Professional Social Skills).

### Inhoud vak

This course provides students means for understanding organizational change. Change is one of the most complex issues in the theory and management of organizations. To understand such complexity, during the course we will go through main theoretical perspectives to change. These

share the aim to understand and explain organizational change but they differ in key assumptions concerning how to conceptualize and understand organizational change.

In addition to learning about academic theories of organizational change, we will practice how to argue for a particular perspective in debates.

### Onderwijsvorm

Lectures  
Tutorials

### Toetsvorm

Written exam – individual assessment  
Oral exam - individual assessment  
Written assignment - individual assessment

### Literatuur

Required Reading: A selection of academic papers to be announced during the first lecture of the course.

### Vereiste voorkennis

Not applicable.

### Aanbevolen voorkennis

Bachelor's level understanding of organizations and management.

## Portfolio Finance

<b>Vakcode</b>	E_BA_PTFIN ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	0.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M.B.J. Schauten
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep

## Qualitative Research Methods

<b>Vakcode</b>	E_ABRI_QRM (60505210)
<b>Periode</b>	Periode 4+5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M. Soekijad
<b>Examinator</b>	dr. M. Soekijad
<b>Docent(en)</b>	dr. A.J. Porter
<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	500

### **Doel vak**

Participants learn to conduct various elements of qualitative research that eventually aims at publishing qualitative research (design, data collection, data analysis, writing). Each session has its own detailed learning outcomes, as explained in the course manual.

### **Inhoud vak**

The course enables a selected group of MSc Honours students to conduct in-depth, analytical, complexity-structuring empirical research. Students learn to conduct the various parts of qualitative research that fit with the elements of a qualitative research publication (methodology and methods, literature, empirical findings, discussion/analysis, conclusion). This advanced course is based on seminal work in journals such as AMR, AMJ, OSci, JMS, SMJ, ASQ and taught by faculty who will use their own practical experience with publishing qualitative research.

### **Onderwijsvorm**

The course consists of 5 full-day sessions. Each session is dedicated to one element of a qualitative research process, and will consist of two parts, typically structured as follows: a morning part in which the topic is introduced and discussed and an afternoon part in which participants interactively work on a relevant assignment. All participants are expected to complete the assignments individually.

### **Toetsvorm**

Students have to hand in 4 individual assignments, linked to the sessions, of which the best three are graded. The assignments can be based on the honours student's Master's thesis project (if that fulfils the requirements). Assignments and exact evaluation criteria for grading will be explained during the sessions.

Part of passing the requirements of this course is that attendance is mandatory, being absent for more than one day leads to not passing the course. Besides attendance, a number of mandatory in-class assignments need to be handed in (not for grades). Active participation in discussions in class is expected as research is engaging in a debate and a willingness to do so should also be shown in class.

### **Literatuur**

A set of academic articles will be made available via Canvas. The literature is assumed to have been read prior to each session.

### **Vereiste voorkennis**

This course is only available for students accepted to the MSc Honours Programme in Business Research (offered by ABRI Graduate School).

## **Quantitative Financial Risk Management**

<b>Vakcode</b>	E_FIN_QFRM (60422110)
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. S.A. Borovkova
<b>Examinator</b>	dr. S.A. Borovkova
<b>Docent(en)</b>	dr. S.A. Borovkova, dr. A. van Haastrecht

<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

Deep understanding and ability to implement modern quantitative risk measurement and management techniques, in the areas of market, operational and liquidity risk.

### Inhoud vak

The lecturers are Dr. S. Borovkova, an expert on derivatives and quantitative risk management. We will focus on financial risks facing corporations and financial institutions, such as market, liquidity and operational risks (note that credit risk is handled in a separate course Credit, Complexity and Systemic Risk). The course will encompass both theoretical and applied aspects of risk management. This course will give you a solid fundamental for measurement and management of financial risks, knowledge of newest quantitative methods and the ability to apply your knowledge in corporate environment. The lectures are complemented by practical assignments designed to maximally match actual risk management applications in banking environment. For this course you need a strong quantitative focus and affiliation with statistics and probability as well as (some) affiliation with finance, or an intention to learn necessary concepts and vocabulary.

### Onderwijsvorm

Lectures (4 hours per week) and practice sessions (2 hours a week)

### Toetsvorm

2 practical assignments and written exam

### Literatuur

Embrechts, Frey and McNeal "Quantitative Risk Management"

### Aanbevolen voorkennis

Introductory statistics and probability, implementation skills (Matlab, R, Python or any other computer package)

## RABO Honours Class

<b>Vakcode</b>	E_FIN_RHC ()
<b>Periode</b>	Periode 4+5
<b>Credits</b>	9.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. T.C. Dyakov
<b>Examinator</b>	dr. T.C. Dyakov
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Inhoud vak

The Rabo Honours Class is an extra-curricular programme at the Masters level for selected students. The programme is primarily intended for



students from the MSc Finance (MFIN) programme and the MSc Business Administration, specialization Financial Management (MFM) programme, but students from other fields (Econometrics, Business Analytics, Stochastics and Financial Mathematics, Law) are also welcome if they meet the entry requirements.

The aims of the Rabo Honours Class are

- to expose a select group of motivated master students to a range of current recent research topics in the area of finance (broadly defined) by means of master class sessions and to enhance their academic skills in this way;
- to guide students to the frontiers of professional research, to see where theory meets practice, and to assess where one lags or leads the other and where opportunities lie for further improvements and innovation;
- to train students in translating academic research findings in policy or management advice;
- to provide a stimulating learning experience for students where they are challenged to push beyond their comfort zone, engage into stimulating discussions, challenge their instructors, their peers, and above all, themselves.

The programme is developed in close cooperation with core researchers in the Finance group at VU University Amsterdam and leading professional experts at Rabobank. This mix provides students with an ideal exposure to top-notch academic research on the one hand, and expert professional guidance and experience on the other hand. It also opens a window of opportunity to selected students to experience where the challenges lie in the profession, and to gear their academic profile and job market search strategy more into that direction.

The programme comprises 9 ects and is extra-curricular. The extra-curricular character of the programme creates a selective entry barrier. Students that participate in the programme have to be fully motivated. The selective character of the programme also ensures that students meet their equally motivated peers who share their ambition to push their boundaries, engage into discussion, and think deeper about the issues facing the world of finance today.

## Real Estate Management

<b>Vakcode</b>	E_BA_REM (61452040)
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. J. Rouwendal
<b>Examinator</b>	prof. dr. J. Rouwendal
<b>Docent(en)</b>	prof. dr. J. Rouwendal, dr. F. Hamelink
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

The course provides an introduction to the understanding and the analysis of real estate markets and the investment alternatives available to both debt and equity investors. A large part of the focus will be on residential real estate. Students study both the owner occupied and rental markets and pay particular attention to financial

aspects, in particular the mortgage market. The secondary market for mortgages, where institutional investors invest in pools of mortgages, is analysed in detail, in particular in light of the recent financial crisis. The last part of the course deals with other forms of real estate that institutional investors may invest in. This part will cover other property types (offices, commercial real estate, etc.) and investment vehicles, such as REITS. Although the course takes an international perspective, special attention is given to the Dutch situation.

### **Inhoud vak**

Students study the characteristics of mortgage loans used by households to finance the purchase of a house, the functioning of the Dutch housing market including the role of policy interventions (notably mortgage interest deductibility and spatial planning), and the role of housing corporations. The secondary market for debt related to this financing is analysed with a focus on the various instruments (such as CDOs and CMOs) that have played an important role in the current financial crisis. Finally, students also look at the other side of the financing of real estate, namely, students take the perspective from an (institutional) investor, such as a pension fund, who considers real estate as one of many available asset classes. Students will study the main characteristics in terms of risk and returns of the different forms of real estate available to the investor (such as investing in mortgage pools, investing in buildings, securitised real estate, etc.), as well as by property type (such as residential versus commercial real estate). After following this course, students should be able to understand:

- the main characteristics of the most popular types of mortgage loans;
- the pros and cons of fixed rate and adjustable rate mortgages;
- the impact of fiscal measures on mortgage payments;
- the role of the housing corporations on the Dutch rental housing market;
- the importance of the secondary market in mortgages, as well as the available instruments for institutional investors such as pension funds;
- the risk and returns characteristics of the main investment vehicles in real estate available to an institution investor.

Real Estate Management is a joint effort of the departments of Spatial Economics and Finance.

### **Onderwijsvorm**

Lectures, including a guest lecture by a real estate specialist.

### **Toetsvorm**

Written examination. Duration 2 h and 45 min. Open questions. No interim results.

### **Literatuur**

- Baum, A.E. & Hartzell, D. (2011). Global Property Investment: Strategies, Structures, Decisions. Wiley-Blackwell, ISBN: 978-1-4443-3528-6, Paperback, 576 pages;
- additional course material, mainly academic papers, that will be provided on Canvas.

## **Recruitment and Selection**

<b>Vakcode</b>	E_BA_RECS ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. J.K. Oostrom
<b>Examinator</b>	dr. J.K. Oostrom
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Advanced Academic and Research Skills

- Students are able to develop and test valid and reliable tools that can be used for recruitment and selection purposes.

Knowledge of Theory and Methods, and Solving Complex Problems

- Students develop a state-of-the-art knowledge of key topics in contemporary recruitment and selection  
- Students are able to translate a real-life complex business challenge or problem into an academically sound instrument to contribute to this challenge or problem.

Professional Social Skills

- Students are able to execute an effective selection interview, both in their role as applicant and recruiter

Broadening your horizon and becoming a self-reflective professional are also part of this course but are not explicitly assessed

### **Inhoud vak**

Recruitment and selection comprise one of the essential functions of Human Resource Management (HRM). This course will provide theoretical and practical knowledge of and insights into contemporary issues in the field of employee recruitment, selection, and assessment. This knowledge is of utmost importance for HRM graduates, because recruitment and selection determine the quality of the employees in an organization, and thereby impact the organization's performance. Furthermore, numerous HRM graduates are employed at consultancies/departments involved in recruitment, selection, and assessment.

Organizational environments in which recruitment and selection instruments are being used have continued to evolve and generally become more and more complex. This course will therefore focus on (new) processes for developing and evaluating such instruments. For example, you will learn how to conduct structured interviews (both as an applicant and a recruiter), and in close collaboration with a large international organization, you will develop your own instrument and examine its reliability and validity.

### **Onderwijsvorm**

Lectures  
Tutorials

### **Toetsvorm**

Exam  
Group assignment(s)

## Literatuur

Selection of academic papers, which will be announced in the course manual

## Aanbevolen voorkennis

Prior knowledge about HRM practices, and specifically recruitment and selection practices, is recommended. A basic understanding of the HRM function, which is part of the period 1 courses in the Master HRM, is needed for this course. Also, basic recruitment and selection knowledge, which can be found in standard HRM introduction books, will help to be successful in this course

## Research Design and Methods

<b>Vakcode</b>	E_BA_RDM ()
<b>Periode</b>	Periode 3+4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M.H. Rezazade Mehrizi
<b>Examinator</b>	dr. M.H. Rezazade Mehrizi
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

## Doel vak

Developing your academic & research skills  
Learning how to integrate theories and methods through a research project

## Inhoud vak

The overall aim of the research design & methods course is to help you advance your knowledge of how to design and execute a high-quality systematic research. This means we need to think deeply and critically upfront through the research project and make informed, consistent choices regarding the focus of the research, research question, research approach, and data collection and analysis methods that altogether produce a high-quality research. The course attempts to expand your understanding and skills towards a selection of advanced research methods and approaches that are highly popular in academic research as well as corporate researches. The course contains both qualitative and quantitative modules; from which you have the flexibility to choose and follow the orientation that suits best your own research projects and interests. Throughout the course, you apply the knowledge of research design by further specifying the design of a research that you choose based on your own interests.

The course expects that you have learned the basics of research methods (e.g., what have been discussed in courses such as Advanced Business Research Methods and Qualitative and Quantitative Research Methods). Given its limited scope, the does not cover all the details of executing all research methods and skills; rather, to help you develop your own capabilities to design, choose and learn how to execute research methods. Although you can benefit from the content and exercises in the course for your master theses, please bear in mind that research design & methods course has its own learning objectives and the execution of

your master thesis is the responsibility of you and your supervisor.

### Onderwijsvorm

Lectures and interactive discussions and workshops

### Toetsvorm

Individual and team-based assignments

### Literatuur

To be announced.

### Aanbevolen voorkennis

Basic research methods (qualitative and quantitative)

Basic academic skills

## Research Project for Finance

<b>Vakcode</b>	E_FIN_RPFIN (60432010)
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. J.A.F. Schnitzler
<b>Examinator</b>	dr. J.A.F. Schnitzler
<b>Docent(en)</b>	prof. dr. A. Lucas, dr. S.A. Borovkova, dr. G. Tumer Alkan, dr. M. Millone MSc, dr. T. Artiga Gonzalez, prof. dr. A.C.F. Vorst
<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	400

### Doel vak

1. Disciplinary knowledge. Students know the main defining principles, methodological cornerstones, and tools in the discipline and possess applicable knowledge to analyze complex questions in corporate finance, investments / asset pricing and institutional finance

2. Analytical thinking

a. Critical reading and judgement. Students are able to search, identify, read and understand the relevant academic literature in the area of finance and critically assess academic research.

b. Abstraction in complex settings. Students are able to abstract complex realistic problems in finance to their core, formulate precise research questions and hypotheses, and create their own frame of analysis to address the research question.

3. Quantitative skills. Students possess the quantitative analysis skills to answer complex research questions in the area of finance; they are able to select the appropriate quantitative techniques for analysis, gather empirical data from financial databases, manipulate large data sets, efficiently use statistical software to perform the analysis and critically interpret estimation results.

4. Professional skills

a. Professional independence and Communication. They have the ability to work and plan a demanding project on a tight time-line, both individually and in teams; they are able to communicate effectively (report the research set-up and findings clearly, both orally and in writing) and in a balanced way to a variety of audiences (professionals,

non-experts).

b. Societal awareness. Students possess the skills to identify new relevant questions in the area of finance; they are able to put these questions into societal context.

c. Reflection. Students have the ability to self-reflect, to critically assess their own (and others) output and performance, and to improve upon this where needed; formulate issues and/or research questions that lie beyond (or after) the research question at hand and thus contribute to further knowledge creation.

### **Inhoud vak**

Before the end of Period 2, students will be requested to form groups and make a choice from a provided list of projects. This will be communicated via Canvas and VU-email. Each project includes a detailed description, allowing the students to have some understanding of the implications of the topic. The projects will cover various areas in finance; corporate finance, investments / asset pricing and institutional finance. A few projects requiring a strong background in econometrics will also be provided for participants of the Quantitative Finance Track. Starting references from the relevant academic literature will be provided, but students should actively look for additional relevant literature. Between the end of Period 2 and the beginning of this course in January (period 3), students will prepare an initial set-up for their project and carry out a preliminary literature review on their subject. They will present this set-up to the other students in class during the start of period 3. The actual research can then go ahead at full speed during the actual four weeks of period 3. During this initial preparation period, as well as during period 3, individual meetings with the lecturer can be organized. During period 3, each group will be required to:

- make an concise initial, kick-off presentation
- make an intermediate presentation to all other groups
- make a final presentation to all other groups at the end of the period
- write up a research paper (usually around 40 pages), written as a scientific paper, presenting their research, which includes the literature overview and the empirical findings. Writing style and layout should follow those of one of the major academic Finance journals (Journal of Finance, Journal of Financial Economics, Review of Financial Studies).

Students are encouraged to strengthen their applied research outcomes by input from practitioners from the financial industry.

### **Onderwijsvorm**

- individual meetings with each group
- three plenary sessions for presentations of research set-up and (intermediate) results

### **Toetsvorm**

The course grade is based on the final report, the presentation of the results, and the student's discussion participation (as a discussant of one of the presented projects, as well as for his/her contribution to the discussion in the plenary sessions).

### **Literatuur**

A literature review is required for each project. Starting references from the relevant academic literature are provided by the supervisor.

### **Vereiste voorkennis**

For Finance students, the material of Empirical Finance. For Quantitative Finance Track students, we require knowledge of Advanced Econometrics. All projects require students to work with real life data, for which students may choose an appropriate software package of their liking (Excel, or more sophisticated econometric / statistical software) and appropriate available databases (Datastream, SDC, CRSP, Compustat, ...) or proprietary data sources.

## Research Seminar - HRM

<b>Vakcode</b>	E_BA_RSHRM ()
<b>Periode</b>	Periode 4+5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. D.P. Kroon
<b>Examinator</b>	dr. D.P. Kroon
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Instructiecollege
<b>Niveau</b>	400

### Doel vak

After having completed Research in Business Administration, students will be able to:

Advanced academic and research skills:

- identify and recognize the strengths and weaknesses of different research designs;
- develop a theoretically and practically relevant research question;
- write a literature review;
- create a research design for answering a particular research question;
- analyze quantitative/qualitative data which has been collected for writing a master thesis;
- create frameworks and propositions (qualitative research) and conceptual models and hypotheses (quantitative research).

Thorough knowledge of theory + methods and solving complex problems:

- apply analytical techniques (by means of software programs) to solve relevant and interesting problems for theory and practice;
- understand when and with what purpose research designs are chosen;
- reflect on and critically evaluate the choice for and use of a particular research design.

### Inhoud vak

The course aims to help students develop a research question and to make an informed decision regarding the research design and analysis for answering that question. Research in Business Administration is thus designed to support you in working on your Master Thesis.

Additionally, the course aims to provide general knowledge about the main methods used in academic research and practice. We provide you with the opportunity to further develop your research skills. As such, we will discuss the core elements of research projects: develop a research question, conducting a high-quality literature review, collecting and analyzing qualitative/quantitative data, drawing conclusions and writing up the findings.

## Onderwijsvorm

### General Lectures

Although your research topics, methodology and methods are quite diverse, there are some principles that are central and core.

### Advanced Lectures

You will enjoy the opportunity to choose modules at the advanced level to further develop your research skills. We offer a quantitative and a qualitative track.

### Workshops

The goal of the workshops is to practice all aspects of the qualitative or quantitative research cycle, including the use of software programs and writing process. We offer several exercises in which you practice the skills that are central to the theme of the particular workshop.

### Feedback Sessions

Our most important task as teaching staff is to support you on this (individual) learning journey and provide you with the feedback and guidance needed to obtain the level of knowledge and skills required from a Master of business graduate.

## Toetsvorm

The course contains several individual assignments. These assignments are marked on a 1-10 scale. To pass Research in Business Administration, the average grade should be at least 5.5, and the minimum grade for each assignment is 5.0.

## Literatuur

The course literature consists of a series of academic articles and book chapters around particular themes.

## Aanbevolen voorkennis

This is an advanced course and it is expected that you have a Bachelor- or Pre-Master-level knowledge of research methods and techniques. We expect you to have revised and refreshed previous coursework in the area of research methods, techniques and tools. The goal is to consolidate your knowledge and learn how to apply what you know to concrete research tasks, such as those that you will encounter in your thesis trajectory. If you feel your knowledge in a particular area is insufficient, consider taking additional instruction (online or offline).

## Doelgroep

Research in Business Administration is open to students from five specializations within the Business Administration master program: Human Resource Management, Strategy and Organization, International Management, Leadership and Change Management, and Management Consulting. The basic structure and content of the course will be the same for all students, but the application of the material will be tailored to each specialization.

## Research Seminar - IM

<b>Vakcode</b>	E_BA_RSIM ()
<b>Periode</b>	Periode 4+5
<b>Credits</b>	6.0



<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. D.P. Kroon
<b>Examinator</b>	dr. D.P. Kroon
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Instructiecollege
<b>Niveau</b>	400

### **Doel vak**

After having completed Research in Business Administration, students will be able to:

- identify and recognize the strengths and weaknesses of different research designs;
- understand when and with what purpose research designs are chosen;
- apply analytical techniques (by means of software programs) to solve relevant and interesting problems for theory and practice;
- analyze quantitative/qualitative data which has been collected for writing a master thesis;
- reflect on and critically evaluate the choice for and use of a particular research design;
- develop a theoretically and practically relevant research question;
- write a literature review;
- create a research design for answering a particular research question;
- create frameworks and propositions (qualitative research) and conceptual models and hypotheses (quantitative research).

### **Inhoud vak**

The course aims to help students develop a research question and to make an informed decision regarding the research design and analysis for answering that question. Research in Business Administration is thus designed to support you in working on your Master Thesis.

Additionally, the course aims to provide general knowledge about the main methods used in academic research and practice. We provide you with the opportunity to further develop your research skills. As such, we will discuss the core elements of research projects: develop a research question, conducting a high-quality literature review, collecting and analyzing qualitative/quantitative data, drawing conclusions and writing up the findings.

### **Onderwijsvorm**

General Lectures

Although your research topics, methodology and methods are quite diverse, there are some principles that are central and core.

Advanced Lectures

You will enjoy the opportunity to choose modules at the advanced level to further develop your research skills. We offer a quantitative and a qualitative track.

Workshops

The goal of the workshops is to practice all aspects of the qualitative or quantitative research cycle, including the use of software programs and writing process. We offer several exercises in which you practice the skills that are central to the theme of the particular workshop.

Feedback Sessions

Our most important task as teaching staff is to support you on this (individual) learning journey and provide you with the feedback and guidance needed to obtain the level of knowledge and skills required from a Master of business graduate.

### **Toetsvorm**

Several individual assignments.

### **Literatuur**

The course literature consists of a series of academic articles and book chapters around particular themes.

### **Aanbevolen voorkennis**

This is an advanced course and it is expected that you have a Bachelor- or Pre-Master-level knowledge of research methods and techniques. We expect you to have revised and refreshed previous coursework in the area of research methods, techniques and tools. The goal is to consolidate your knowledge and learn how to apply what you know to concrete research tasks, such as those that you will encounter in your thesis trajectory.

If you feel your knowledge in a particular area is insufficient, consider taking additional instruction (online or offline).

### **Doelgroep**

Research in Business Administration is open to students from five specializations within the Business Administration master program: Human Resource Management, Strategy and Organization, International Management, Leadership and Change Management, and Management Consulting.

The basic structure and content of the course will be the same for all students, but the application of the material will be tailored to each specialization.

## **Research Seminar - LCM**

<b>Vakcode</b>	E_BA_RSLCM ()
<b>Periode</b>	Periode 4+5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. D.P. Kroon
<b>Examinator</b>	dr. D.P. Kroon
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Instructiecollege
<b>Niveau</b>	400

### **Doel vak**

After having completed Research in Business Administration, students will be able to:

- identify and recognize the strengths and weaknesses of different research designs;
- understand when and with what purpose research designs are chosen;
- apply analytical techniques (by means of software programs) to solve relevant and interesting problems for theory and practice;
- analyze quantitative/qualitative data which has been collected for writing a master thesis;
- reflect on and critically evaluate the choice for and use of a

particular research design;

- develop a theoretically and practically relevant research question;
- write a literature review;
- create a research design for answering a particular research question;
- create frameworks and propositions (qualitative research) and conceptual models and hypotheses (quantitative research).

### **Inhoud vak**

The course aims to help students develop a research question and to make an informed decision regarding the research design and analysis for answering that question. Research in Business Administration is thus designed to support you in working on your Master Thesis.

Additionally, the course aims to provide general knowledge about the main methods used in academic research and practice. We provide you with the opportunity to further develop your research skills. As such, we will discuss the core elements of research projects: develop a research question, conducting a high-quality literature review, collecting and analyzing qualitative/quantitative data, drawing conclusions and writing up the findings.

### **Onderwijsvorm**

General Lectures

Although your research topics, methodology and methods are quite diverse, there are some principles that are central and core.

Advanced Lectures

You will enjoy the opportunity to choose modules at the advanced level to further develop your research skills. We offer a quantitative and a qualitative track.

Workshops

The goal of the workshops is to practice all aspects of the qualitative or quantitative research cycle, including the use of software programs and writing process. We offer several exercises in which you practice the skills that are central to the theme of the particular workshop.

Feedback Sessions

Our most important task as teaching staff is to support you on this (individual) learning journey and provide you with the feedback and guidance needed to obtain the level of knowledge and skills required from a Master of business graduate.

### **Toetsvorm**

The course contains several individual assignments. These assignments are marked on a 1-10 scale. To pass Research in Business Administration, the average grade should be at least 5.5, and the minimum grade for each assignment is 5.0.

### **Literatuur**

The course literature consists of a series of academic articles and book chapters around particular themes.

### **Aanbevolen voorkennis**

This is an advanced course and it is expected that you have a Bachelor- or Pre-Master-level knowledge of research methods and techniques. We expect you to have revised and refreshed previous coursework in the area of research methods, techniques and tools. The goal is to consolidate your knowledge and learn how to apply what you know to concrete research tasks, such as those that you will encounter in your thesis trajectory.

If you feel your knowledge in a particular area is insufficient, consider taking additional instruction (online or offline).

### Doelgroep

Research in Business Administration is open to students from five specializations within the Business Administration master program: Human Resource Management, Strategy and Organization, International Management, Leadership and Change Management, and Management Consulting. The basic structure and content of the course will be the same for all students, but the application of the material will be tailored to each specialization.

## Research Seminar - MC

<b>Vakcode</b>	E_BA_RSMC ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. J. Sieweke
<b>Examinator</b>	dr. J. Sieweke
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

After having completed the course, students will be able to:

- develop a theoretically and practically relevant research question;
- write a literature review;
- create frameworks and propositions (qualitative research) and conceptual models and hypotheses (quantitative research);
- identify and recognize the strengths and weaknesses of different research designs;
- create a research design for answering a particular research question;
- understand when and with what purpose research designs are chosen;
- reflect on and critically evaluate the choice for and use of a particular research design
- apply analytical techniques (by means of software programs) to solve relevant and interesting problems for theory and practice;
- analyze quantitative and qualitative data.

### Inhoud vak

The course aims to help students develop a research question and to make an informed decision regarding the research design and analysis for answering that question. Thus, the course is designed to support you in working on your Master Thesis.

Additionally, the course aims to provide general knowledge about the main methods used in academic research and management consulting practice. We provide you with the opportunity to further develop your research skills. As such, we will discuss the core elements of research projects: develop a research question, conducting a high-quality literature review, collecting and analyzing qualitative and quantitative data, drawing conclusions and writing up the findings.

**Onderwijsvorm**

Lectures  
Tutorials

**Toetsvorm**

Individual assignments  
Group assignments

**Literatuur**

The reading list will be announced prior the start of the course.

**Aanbevolen voorkennis**

This is an advanced course and it is expected that you have a Bachelor- or Pre-Master-level knowledge of research methods and techniques. We expect you to have revised and refreshed previous coursework in the area of research methods, techniques and tools. The goal is to consolidate your knowledge and learn how to apply what you know to concrete research tasks, such as those that you will encounter in your thesis trajectory. If you feel your knowledge in a particular area is insufficient, consider taking additional instructions (online or offline).

**Doelgroep**

Students in the Management Consulting Master's program

**Overige informatie**

For any question please contact Jost Sieweke: [j.sieweke@vu.nl](mailto:j.sieweke@vu.nl)

**Research Seminar - SO**

<b>Vakcode</b>	E_BA_RSSO ()
<b>Periode</b>	Periode 4+5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. D.P. Kroon
<b>Examinator</b>	dr. D.P. Kroon
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Instructiecollege
<b>Niveau</b>	400

**Doel vak**

After having completed Research in Business Administration, students will be able to:

- identify and recognize the strengths and weaknesses of different research designs;
- understand when and with what purpose research designs are chosen;
- apply analytical techniques (by means of software programs) to solve relevant and interesting problems for theory and practice;
- analyze quantitative/qualitative data which has been collected for writing a master thesis;
- reflect on and critically evaluate the choice for and use of a particular research design;
- develop a theoretically and practically relevant research question;
- write a literature review;
- create a research design for answering a particular research question;

- create frameworks and propositions (qualitative research) and conceptual models and hypotheses (quantitative research).

### **Inhoud vak**

The course aims to help students develop a research question and to make an informed decision regarding the research design and analysis for answering that question. Research in Business Administration is thus designed to support you in working on your Master Thesis.

Additionally, the course aims to provide general knowledge about the main methods used in academic research and practice. We provide you with the opportunity to further develop your research skills. As such, we will discuss the core elements of research projects: develop a research question, conducting a high-quality literature review, collecting and analyzing qualitative/quantitative data, drawing conclusions and writing up the findings.

### **Onderwijsvorm**

#### General Lectures

Although your research topics, methodology and methods are quite diverse, there are some principles that are central and core.

#### Advanced Lectures

You will enjoy the opportunity to choose modules at the advanced level to further develop your research skills. We offer a quantitative and a qualitative track.

#### Workshops

The goal of the workshops is to practice all aspects of the qualitative or quantitative research cycle, including the use of software programs and writing process. We offer several exercises in which you practice the skills that are central to the theme of the particular workshop.

#### Feedback Sessions

Our most important task as teaching staff is to support you on this (individual) learning journey and provide you with the feedback and guidance needed to obtain the level of knowledge and skills required from a Master of business graduate.

### **Toetsvorm**

The course contains several individual assignments. These assignments are marked on a 1-10 scale. To pass Research in Business Administration, the average grade should be at least 5.5, and the minimum grade for each assignment is 5.0.

### **Literatuur**

The course literature consists of a series of academic articles and book chapters around particular themes.

### **Aanbevolen voorkennis**

This is an advanced course and it is expected that you have a Bachelor- or Pre-Master-level knowledge of research methods and techniques. We expect you to have revised and refreshed previous coursework in the area of research methods, techniques and tools. The goal is to consolidate your knowledge and learn how to apply what you know to concrete research tasks, such as those that you will encounter in your thesis trajectory.

If you feel your knowledge in a particular area is insufficient, consider taking additional instruction (online or offline).

## Doelgroep

Research in Business Administration is open to students from five specializations within the Business Administration master program: Human Resource Management, Strategy and Organization, International Management, Leadership and Change Management, and Management Consulting. The basic structure and content of the course will be the same for all students, but the application of the material will be tailored to each specialization.

## Research Seminar FM

<b>Vakcode</b>	E_BA_RSFIMA ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. G. Tumer Alkan
<b>Examinator</b>	dr. G. Tumer Alkan
<b>Docent(en)</b>	dr. A. Opschoor, prof. dr. M.J. van den Assem
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

## Doel vak

Students are trained to write an academic paper. In groups they must first do empirical research, and then report their result in writing and presentation.

## Inhoud vak

Students must conduct an academic research project, which includes all the steps of research (problem scanning, literature search and survey, research question definition, data gathering, data analyses, reporting (presentations and in writing)). Each group must choose a topic from a list of topics, and will receive supervision from the respective supervisor.

The final grade will be based on the quality of the written paper, and on the quality of the presentations and discussions of the students. In detail, classes will be formed of about 6 groups of students (18 students in total). The classes will be held 3 times, and last about 4 hours each. In each class, all the 6 groups of students must present their work in front of the other students. In the first class they present the research proposal, in the second class the preliminary findings, and in the third class the final report. In addition, each group must discuss the work of 1 other group in each class. Thus, each group gives a presentation (10-15 mins), gets a discussion (5 min) and receives feedback / group discussion (10 minutes), summing to 30 minutes per group. For 6 groups, including breaks, each class lasts about 4 hours.

The role as discussant is to show you have understood the paper and to show your ability to ask critical questions. You should aim for deep questions on research set-up, validity, robustness, interpretation, methodology, etc.

## Onderwijsvorm

Each team will have two individual meetings with the supervisor; and there will be 3 times where each team present their work to other teams.

### Toetsvorm

The final grade will be based on the quality of the written paper, and on the quality of the presentations and discussions of the students. So each student has to present once (given there are three meetings and three students in a group), and everyone has to act as the discussant of another group once.

### Literatuur

Students must find academic papers themselves.

## Research Seminar I - I&KM

<b>Vakcode</b>	E_BA_RS1IKM ()
<b>Periode</b>	Periode 3
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M.H. Rezazade Mehrizi
<b>Examinator</b>	dr. M.H. Rezazade Mehrizi
<b>Docent(en)</b>	dr. L.C.M. Agterberg
<b>Lesmethode(n)</b>	Werkgroep, Hoorcollege
<b>Niveau</b>	400

### Overige informatie

This course will not be lectured anymore from 2017-2018. For students who have attended the course 2016-2017 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the introduction page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Research Seminar I HRM

<b>Vakcode</b>	E_BA_RS1HRM ()
<b>Periode</b>	Periode 3
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	drs. B.A. de Jong
<b>Examinator</b>	drs. B.A. de Jong
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Overige informatie

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the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Research Seminar I MC

<b>Vakcode</b>	E_BA_RS1MC ()
<b>Periode</b>	Periode 3
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	drs. B.A. de Jong
<b>Examinator</b>	drs. B.A. de Jong
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Overige informatie

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## Research Seminar I SO

<b>Vakcode</b>	E_BA_RS1SO ()
<b>Periode</b>	Periode 3
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	drs. B.A. de Jong
<b>Examinator</b>	drs. B.A. de Jong
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Overige informatie

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## Research Seminar I TSCM

<b>Vakcode</b>	E_BA_RS1TSCM (61432320)
<b>Periode</b>	Periode 1
<b>Credits</b>	3.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. J. de Vries
<b>Examinator</b>	dr. J. de Vries
<b>Lesmethode(n)</b>	Werkgroep, Hoorcollege
<b>Niveau</b>	400

#### Overige informatie

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### Research Seminar II - HRM

<b>Vakcode</b>	E_BA_RS2HRM ()
<b>Periode</b>	Periode 4
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. E. Lysova
<b>Examinator</b>	dr. E. Lysova
<b>Lesmethode(n)</b>	Werkgroep, Hoorcollege
<b>Niveau</b>	400

#### Overige informatie

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### Research Seminar II - I&KM

<b>Vakcode</b>	E_BA_RS2IKM ()
<b>Periode</b>	Periode 4
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M.H. Rezazade Mehrizi
<b>Examinator</b>	dr. M.H. Rezazade Mehrizi
<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	400

### Overige informatie

This course will not be lectured anymore from 2017-2018. For students who have attended the course 2016-2017 or earlier, but have not successfully completed the course, a transitional regulation is valid.

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## Research Seminar II - MC

<b>Vakcode</b>	E_BA_RS2MC ()
<b>Periode</b>	Periode 4
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. J. Sieweke
<b>Examinator</b>	dr. J. Sieweke
<b>Lesmethode(n)</b>	Werkgroep, Hoorcollege
<b>Niveau</b>	400

### Overige informatie

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## Research Seminar II - S&O

<b>Vakcode</b>	E_BA_RS2SO ()
<b>Periode</b>	Periode 4
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. J. Du
<b>Examinator</b>	dr. J. Du
<b>Docent(en)</b>	dr. J. Du
<b>Lesmethode(n)</b>	Werkgroep, Hoorcollege
<b>Niveau</b>	400

### Overige informatie

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literature) can be found in last year's study guide.

## Small Business Development

<b>Vakcode</b>	E_BA_SBD (61422370)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	M.S. Kaandorp MSc
<b>Examinator</b>	M.S. Kaandorp MSc
<b>Docent(en)</b>	dr. F. van den Born
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Overige informatie

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## Statistical Quantitative Research Methods

<b>Vakcode</b>	E_ABRI_SQRM (60502210)
<b>Periode</b>	Periode 4+5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. H. van Herk
<b>Examinator</b>	prof. dr. H. van Herk
<b>Docent(en)</b>	dr. M.H. Morren
<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	500

### Doel vak

During this course students will learn about how to:

- Understand the qualities and pitfalls of survey research.
- Analyze survey data on quality and validity.
- Test and interpret structural equation models.

### Inhoud vak

This course offers a selected group of MSc Honours students an overview of advanced statistical quantitative methods in different research design settings. Students are taught to make informed decisions regarding choices of statistical analysis techniques. The emphasis is on advanced and recent techniques that are used in top business journals including Accounting, Organizations & Society, Organization Science, and The Journal of Marketing among others. These methods include for example

structural and simultaneous equation models, partial least-squares models, models relating to self-selectivity and endogeneity.

This course offers an introduction to several important topics in conducting research. Students will learn about statistical methods, such as the chi square test, t-test and the F-test. Next to statistics, other research topics, such as data collection and survey design, will be treated. The focus will be on how data collection can lead to surprising results in analysis, and how the various analysis methods are related to one another. Finally the course will teach students how to develop and test structural equation models (SEM) and provides hands on experience to use software to test these models.

### Onderwijsvorm

The course consists of 7 days, each day is dedicated to one research topic, and will typically consist of a session in which the topic is introduced and one in which there is time for practice by means of in-class assignments. Lab sessions will be organized to give students hands-on experience.

### Toetsvorm

The final grade is based on the average of the five best assignments (out of a maximum of 6). Attendance is mandatory. Being absent for more than one session leads to not passing the course. There is no written exam.

### Literatuur

A set of academic articles and materials will be made available for each session via Canvas and are expected to be read before a session starts.

### Vereiste voorkennis

This course is only available for students accepted to the MSc Honours Programme in Business Research (offered by ABRI Graduate School).

## Strategic and Organizational Change

<b>Vakcode</b>	E_BA_SOC (61442350)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. R.A. Ruotsalainen
<b>Examinator</b>	dr. R.A. Ruotsalainen
<b>Docent(en)</b>	dr. R.A. Ruotsalainen
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Overige informatie

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literature) can be found in last year's study guide.

## Strategic Corporate Social Responsibility

<b>Vakcode</b>	E_BA_SCSR ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. C.M.J. Wickert
<b>Examinator</b>	dr. C.M.J. Wickert
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

Academic and Research Skills:

- To understand, describe and explain key debates in corporate social responsibility and its strategic relevance for business firms.

Knowledge of Theory + Methods and Solving Complex Problems:¶

- To critically analyze, reflect and evaluate on various CSR themes, using research articles from leading academic research and hands-on practical examples.

Professional Social Skills:

- To connect CSR themes to practice and analyze the dilemmas and tensions of managing CSR in corporate reality, and communicate them verbally and in writing.

Horizon Beyond Professional Area:

- Formulate and defend independent standpoint on strategically relevant CSR-issues and be able to recognize and evaluate evolving CSR-themes that might become strategically relevant for business firms.

Self-Reflective Professional:

- Understand and communicate personal values in thinking about the role of business in society.

### Inhoud vak

In an era of unfettered and deregulated markets, increasingly complex and global supply chains, media presence of wide-ranging and structural human rights violations, environmental destruction, large-scale corruption and fraud, public trust in the world of business has been plunging. The public is increasingly sceptical about the legitimacy of the private sector and its contribution to societal welfare.

In response, corporations have started to approach the topic of corporate social responsibility strategically and have developed a portfolio of commitments, practices and procedures to ensure that their operations are socially and environmentally sustainable and morally sound. CSR, in essence, has become a common practice requiring strategic attention of corporations.

This course focuses on obtaining theoretical and practical knowledge on key CSR themes, including the conceptual boundaries of CSR, motives why

business firms strategically engage in CSR, how CSR is implemented in strategies and organizational processes. A guest speaker (Global Director Sustainability at Friesland Campina) will give first-hand insights about how a globally operating MNC is strategically implementing CSR. In the course, we will also take a step back and examine critically current forms of corporate social irresponsibility and greenwashing, i.e. cases in which corporations do not live up to their promises made under the name of CSR.

In particular, the course aims to develop skills in critically assessing and reflecting on the various positions on key CSR themes. In addition, the course asks students to consider how these theoretical concepts relate to practice, thereby stipulating the dilemmas, tensions, paradoxes and controversies that are emblematic for CSR. This should contribute to a deeper understanding of CSR and the strategic role of this concept within contemporary organizations.

### Onderwijsvorm

Lectures (1 weekly), Research Seminars (1 weekly), Case seminars (1 weekly)

### Toetsvorm

Individual research paper; Team-based assignments (case studies, research paper presentations, video documentary, company assessment)

### Literatuur

Mainly article based. Readings will be made available by the course coordinator at the beginning of the course.

### Vereiste voorkennis

Enrolled in MSc BA

### Aanbevolen voorkennis

Strategic management, organization theory

## Strategic Entrepreneurship and Organizational Renewal

<b>Vakcode</b>	E_BA_SEOR ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. K.J.P. Quintelier MA MSc.
<b>Examinator</b>	dr. K.J.P. Quintelier MA MSc.
<b>Docent(en)</b>	prof. dr. ir. V.A. Gilsing
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

Academic and Research Skills:

Possess state-of-the-art knowledge of and insight into internal strategic factors for successful strategic entrepreneurship and innovation.

Understand theories of strategic entrepreneurship and organizational

renewal.

Critically evaluate theoretical perspectives on strategic entrepreneurship and organizational renewal.

Knowledge of Theory + Methods and Solving Complex Problems:

Apply relevant theories and findings to real-life problems.

Professional Social Skills:

Verbally propose a strategic solution with arguments for a particular business problem.

Engage with others' proposed strategic solutions and arguments for a particular business problem.

Horizon Beyond Professional Area

Observe the changing business landscape, distil new factors influencing successful strategic entrepreneurship and innovation, and recognize patterns that might constitute new theoretical principles.

Self-Reflective Professional

Understand the role of personal motivation when engaging in strategic decision making.

### **Inhoud vak**

How do companies such as Google, Tesla, Facebook and Apple continuously create new market spaces, and revolutionize the world? Their strategic entrepreneurship not only makes them outperform the competition; it makes competition irrelevant. However, in the end only very few companies have such an entrepreneurial culture and strong innovation spirit. How, then, can established companies still renew themselves in order to boost their innovation and foster organizational renewal?

Risk taking and dealing with uncertainty are inherent to innovation projects. To encourage these attitudes in creative employees, companies need to rethink their structures, systems, leadership and culture. This urges us to rethink the boundaries of the firm, the nature of competition as well as the purpose and identity of the firm.

In this course, we focus on the practice and theory of strategic entrepreneurship and organizational renewal. In particular, we aim to provide students with the knowledge, insights and skills to assess existing strategies for nurturing strategic entrepreneurship and innovation. In addition, we give students the opportunity to practice communicative skills related to strategic entrepreneurship and organizational renewal. Next, we want students to generate new insights about new business development within an established company, by focusing on a topic of their own interest. Finally, we teach students to consider future developments in strategies for strategic entrepreneurship and innovation with the aim to reshape the competitive landscape.

### **Onderwijsvorm**

Lectures and tutorials

### **Toetsvorm**

Open Exam, group presentations, tutorial participation

### **Literatuur**

A selection of academic papers and cases will be published in the course manual.



**Vereiste voorkennis**

Not applicable

**Aanbevolen voorkennis**

Not applicable

**Strategy, Control and Design**

<b>Vakcode</b>	E_BA_SCD (61412000)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. T. Elfring
<b>Examinator</b>	prof. dr. T. Elfring
<b>Docent(en)</b>	dr. M.J. Flikkema, prof. dr. T. Elfring, dr. P.J. Peverelli, drs. E.A.H. Kleijn
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Responsiecollege
<b>Niveau</b>	400

**Overige informatie**

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**Supply Chain Execution**

<b>Vakcode</b>	E_BA_SUCE ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. J. de Vries
<b>Examinator</b>	dr. J. de Vries
<b>Docent(en)</b>	dr. J. de Vries
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

**Doel vak**

Supply Chain Execution focuses on different aspects of warehouse operation and design. The objectives of this course are:

- o To understand the material flow in a warehouse,
- o To realize the warehouse equipments, the layout of a warehouse, order picking, automation, and

o To learn how to measure the performance of a warehouse.  
 At the end of this course, the students should be able to critically evaluate the warehouse issues, support the identified issues by data analysis, propose improvement projects (design and operational) and present and defend their work.

**Inhoud vak**

The content of this course should:  
 make you conversant in the language of warehousing and material handling,  
 enhance your critical thinking, in the areas of warehousing and supply chain management,  
 provide you with both quantitative and qualitative tools to identify, analyze and manage warehouse operations and logistics issues,  
 build your confidence in the areas of warehousing by developing your verbal skills to voice,  
 explain and support your conceptual thinking.

**Toetsvorm**

Written exam (Multiple choice & open questions)

**Supply Chain Lab**

<b>Vakcode</b>	E_BA_SCL ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. R. Roberti
<b>Examinator</b>	dr. R. Roberti
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

**Doel vak**

Designing and redesigning transport and distribution networks is a major strategic challenge for contemporary supply chain managers, involving large datasets, different stakeholders, conflicting objectives and a wide variety of side constraints. The same holds for planning transport flows and managing scarce resources effectively within these networks. Experience has shown that industry optimization projects can lead to significant cost savings, improved service and sustainability when managed appropriately.  
 This course therefore aims at exploring complex decision problems arising in real-life transport and distribution management at strategic, tactical and operational levels. Solution approaches and tools will be introduced to students for better management. In that respect, the course extends the scope of the Decision Making in Supply Chains course and builds upon the key methods and skills acquired there.  
 Upon successfully completing this course, students should be able to:

- analyze real-life industry problems and formulate managerial recommendations
- formulate optimization models using algebraic modelling language
- apply network optimization and integer programming techniques

- solve integer and network optimization problems using dedicated software
- identify the capabilities and limitations of optimization models in distribution logistics

### Inhoud vak

Transport and distribution management often consists of interrelated decisions involving network design, production planning and scheduling, product storage and warehousing, transport and distribution. This course introduces students to these specific decision problems, and also equips them with tools and methods to solve these problems.

Network optimization, integer programming techniques and heuristics are powerful tools for improving transport and distribution decision processes. As they are being used more often in the industry, the course wants to offer students key insights and sufficient training to be able to participate in development and implementation projects in their professional career. To this end, dedicated software packages are introduced for modeling and solving distribution problems. This course extends the scope of the Decision Making in Supply Chains course to more complex optimization problems arising in real-life transport and distribution planning. Solution approaches are illustrated by means of a selection of topics, e.g. transportation planning, facility location, network design, vehicle routing and scheduling, manpower planning, and rostering.

The teaching and learning are largely based on "learning by doing" with a number of cases in different industrial applications. A mixture of lectures, tutorials, assignments and case studies offers students the best possible support to master sufficient skills to tackle real-life cases in distribution logistics.

### Toetsvorm

Based on an individual computer-based exam and a course group project.

### Literatuur

Anderson, D.R., Sweeney, D.J., Williams, T.A. and M. Wisniewski (2014). An introduction to management science – quantitative approaches to decision making. 2nd edition. ISBN 978-1-4080-8840-1. The book is available in the VU bookshop.

In addition to the handbook, extensive handouts will be made available the evening before each lecture day. The exercises and cases for the tutorials will also be announced via Canvas.

## Supply Chain Management

<b>Vakcode</b>	E_BA_SCM ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. E. Spiliotopoulou
<b>Examinator</b>	dr. E. Spiliotopoulou
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

## **Doel vak**

During the Master TSCM courses, the context will be expanded to encompass multiple companies. The central theme is cooperation between shippers, customers and logistics service providers. The objective of this course is to introduce students to the topic of demand & supply chain management and to discuss relevant concepts to matching supply and demand in these chains. More specifically, upon completion of this course you will be able to:

- Analyse the strategy, structure and planning of a supply chain in a fact-based and structured manner;
- Develop recommendations for improving the strategy, structure and planning of a supply chain.

## **Inhoud vak**

After an introduction to the concepts of SCM, we will discuss the design and implementation of SCM concepts taking into account the flow of information, money and materials across the supply chain. Amongst other issues, the following questions will be dealt with in this course:

- What is the interaction among general business strategy and logistics strategy? What is the effect of logistics trends on managing the value chain?
- How can you manage inventories to minimize costs without compromising your customer service level?
- What are the different forecasting techniques and how to choose a forecasting method?
- How can supply chains be supported by supply contracts and what is the value of information in a supply chain?
- What concepts exist to match supply and demand in value chains? How to plan inbound, internal and outbound logistics in an integrated way?
- What is the role of strategic alliances in supply chain management? (both in sourcing and distribution)

## **Onderwijsvorm**

Hearing lectures and tutorials

In small groups, the students will work on an assignment for a specific supply chain. Separate assignment meetings will be scheduled. Additional relevant theory and literature has to be searched for by the groups.

## **Toetsvorm**

Written exam and assignments

## **Literatuur**

Simchi-Levi, D., Kaminsky, P., Simchi-Levi, E. (2008). Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies (3rd ed). Irwin: McGraw-Hill.

Additional material (via Canvas)

## **Vereiste voorkennis**

All non-TSCM Master students (including all exchange students) are required to contact the course coordinator before enrolling; permission from the course coordinator is obligatory prior to participating in this course.

## **Aanbevolen voorkennis**

The contents of Chopra & Meindl (Supply Chain Management: strategy, planning and operation)

## Technology and Innovation Processes

<b>Vakcode</b>	E_BA_TIP ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. P.R. Tuertscher
<b>Examinator</b>	dr. P.R. Tuertscher
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Overige informatie

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## The Changing HRM Environment

<b>Vakcode</b>	E_BA_CHRME ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. S.E. Beijer
<b>Examinator</b>	dr. S.E. Beijer
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

Academic and research skills: Students are able to collect and analyse information regarding developments in the external environment.

Knowledge: Students have knowledge of the important theories and models related to the management of human resources and the role of the external environment and are able to apply these.

Solving problems: Students are able to analyse contemporary challenges that organizations are facing due to changes in the external environment and discuss their implications for the management of human resources. Students are capable of providing theoretically-founded solutions to such challenges that take into account organizational and environmental characteristics.

Professional and social skills: Students develop their social skills further through working together with others on a group assignment. Additionally, by working on a business challenge students will develop their professional skills.

Self-reflection: Students are challenged to critically evaluate their own learning process.

## Inhoud vak

This course introduces students to the challenges that organizations face related to the topic of mobilizing people (i.e., HRM). Central to this course is the idea that organizations do not operate in isolation, rather, the external environment impacts organizations in significant ways. In order to effectively manage human resources it is crucial to be able to recognize, analyse, and adapt to these developments in the external organizational environment. Examples of developments that organizations currently face include the need for increased flexibility and the associated legal, social, and organizational challenges. Also, demographic changes resulting in a more diverse workforce might require adaptations in organisational designs and HRM strategies and practices. Finally, individualisation of the employment relationship (as evidenced by the use of individualized/customized work arrangements and increasing numbers of self-employed workers) is discussed and it is analysed how such developments in the external environment impact HRM policies and practices. The course will provide you with in-depth knowledge on these types of challenges that contemporary organizations face and will provide you with the skills required for analysing these contexts and successfully managing human resources. In parallel to this course, students participate in the course Contemporary Careers and Organizations, in which implications of these organizational developments on individual employees are examined in more detail. Together these courses provide insight in both the importance of the legal, political and social environment for HRM as well as the implications for individual employees and their careers.

## Onderwijsvorm

Lectures  
Tutorials

## Toetsvorm

Written exam - Individual assessment  
Assignment + presentation - Group assessment

## Literatuur

Selection of academic papers. To be announced in the course manual.

## Thesis MSc BA - DBI

<b>Vakcode</b>	E_BA_THS_DBI ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	15.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. P.R. Tuertscher
<b>Examinator</b>	dr. P.R. Tuertscher
<b>Niveau</b>	400

## Doel vak

After completing the master thesis, students will have developed:

- Ability to formulate a clear research problem that fits within the field of business administration, which has managerial and scientific relevance.

- Understanding how to frame the problem from a theoretically relevant perspective that is useful in order to research the problem statement.
- Ability to develop a research design appropriate for addressing the problem statement.
- Ability to report the findings of the research properly, using a clear and well-structured presentation, correct use of language, complete and correct referencing.
- Ability to critically reflect on the results and limitations of the research.
- Ability to recognize and reflect about managerial relevance and/or societal implications of the research.
- Ability to professionally manage the relationships with all involved stakeholders, following the standard norms of scholarly conduct and ethical behaviour in research.
- Ability to carry out the proposed research independently and to professionally manage his project.

### **Inhoud vak**

The Master's thesis is an essential component of the BA-Master's program specialization Digital Business & Innovation. It is the final part of the study in which students individually give proof of their academic ability. It offers students the opportunity to explore an area of interest in depth and produce an academic piece of work. Students must demonstrate their knowledge and skills of how to design, execute and write up an academic study. In so doing, students carry full responsibility for the process of writing as well as the quality and content of their Master's thesis. The thesis supervisor will help students to plan and outline the thesis, but the project needs to be an independent piece of work and will be assessed accordingly.

### **Onderwijsvorm**

Guidance and regular feedback from the thesis supervisor.

### **Toetsvorm**

The submitted master thesis will be assessed independently by the thesis supervisor and a second assessor.

### **Vereiste voorkennis**

Passing the two DBI main courses from period 1 (that is, Digital Business & Information Systems and Management of Digital Innovation) is a prerequisite for receiving thesis supervision during the January-June period.

In case a student fails either of both courses (including the re-takes), then he/she may apply for thesis supervision in the November-February period of the subsequent academic year, provided that both courses from period 1 have been passed.

## **Thesis MSc BA - DSF-FMR**

<b>Vakcode</b>	E_BA_THS_FMR ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	18.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. A.C.F. Vorst

<b>Examinator</b>	prof. dr. A.C.F. Vorst
<b>Niveau</b>	400

### Doel vak

The thesis is an important part of your academic training where all the previous elements come together: knowledge, skills, attitude, and creativity. The thesis gives you the opportunity to engage in your own independent academic research and to give your distinctive 'signature' of what you are up to in a relatively short period of time. This can be a valuable signal towards the labor market.

### Inhoud vak

You are going to define your own research project and subsequently go through all necessary steps like: gathering literature, getting a sharp research question, gathering and manipulating data, choosing the right empirical methodology and getting results, interpreting them, doing robustness checks and writing down everything crisply and concisely, and being able to communicate effectively about your results.

### Onderwijsvorm

You will work on your own and will be supervised by one of the members of the department of Finance. You will have regular meetings with your supervisor.

### Toetsvorm

Graded by supervisor and second reader

### Literatuur

Depends on your research topic.

### Vereiste voorkennis

At least two core courses from the first two blocks and the Research Seminar should be passed.

### Intekenprocedure

Students should sign up in time according to the manual, which is available on Canvas

### Overige informatie

You can write your thesis in two periods: either in Spring or in Fall. There are entry requirements: two core courses from the first two blocks and the Research seminar should be passed.

## Thesis MSc BA - DSFR

<b>Vakcode</b>	E_BA_THSS_DS ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	15.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. A.C.F. Vorst
<b>Examinator</b>	prof. dr. A.C.F. Vorst
<b>Niveau</b>	400



### Overige informatie

This course will not be lectured anymore from 2017-2018. For students who have attended the course 2016-2017 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the introduction page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Thesis MSc BA - FM

<b>Vakcode</b>	E_BA_THS_FM ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	15.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. A.C.F. Vorst
<b>Examinator</b>	prof. dr. A.C.F. Vorst
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Overige informatie

This course will not be lectured anymore from 2017-2018. For students who have attended the course 2016-2017 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the introduction page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Thesis MSc BA - IKM

<b>Vakcode</b>	E_BA_THS_IKM ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	15.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. P.R. Tuertscher
<b>Examinator</b>	dr. P.R. Tuertscher
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Overige informatie

This course will not be lectured anymore from 2017-2018. For students who have attended the course 2016-2017 or earlier, but have not successfully completed the course, a transitional regulation is valid. At the introduction page of this study guide you will find an overview of transitional arrangements. In order to pass the course subscribing to the course in VUnet is necessary. The course description (including literature) can be found in last year's study guide.

## Thesis MSc BA - MC

<b>Vakcode</b>	E_BA_THS_MC ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	15.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	J. Muhlhaus
<b>Examinator</b>	J. Muhlhaus
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Doel vak

Academic and Research Skills:

You are capable of formulating a clear research problem that fits within the field of Business Administration/MC and which has a managerial and scientific relevance. You are able to present the problem in a theoretically relevant perspective and know how to arrive at a useful theoretical framework or model to research your problem statement.

Knowledge of Theory and Methods and Solving Complex Problems:

You are able to study the research problem in a suitable way, preferably using an empirical approach which is reflected in a clear description of the method and a correct usage of the methods and techniques. You are capable of analyzing the problem critically using relevant theories, models and methods and are able to draw correct, complete and unequivocal conclusions by providing an answer to the problem, which has been clearly derived from the data. You offer practical and theoretical recommendations that are based on conclusions, and that are comprehensible, detailed, relevant, and realistic.

Professional Social Skills:

You are capable of performing research in an ethical way and conduct high-quality research independently. Besides, you are trained in effectively processing feedback by your thesis supervisor at different stages of your thesis writing.

Horizon Beyond Professional Area:

In your thesis, you are able to reflect on the relevance of your research for society.

Self-Reflective Professional:

You are able to critically reflect on the results and limitations of your own research as well as on your ethical and professional functioning as a researcher. Finally, you evaluate your own time- and project management skills.

### Inhoud vak

With the master thesis you give proof of your academic ability. It is the final part of the study offering you the opportunity to produce an academic piece of work in your area of interest and to explore this area in depth. In line with the approach taken in the Business Administration program, the master thesis is multidisciplinary. You are required to discuss and address the research problem from the perspective of more

than one discipline and relate it to Management Consulting.

### Onderwijsvorm

Individual supervision

### Toetsvorm

Final thesis

### Literatuur

A selection of academic papers will be published in the course manual and on canvas.

### Vereiste voorkennis

Submit the thesis application form no later than 1 December, 2017.

### Aanbevolen voorkennis

MC specialization courses and research seminar MC

### Overige informatie

For any further questions, please contact Julia Mühlhaus at [j.muhlhaus@vu.nl](mailto:j.muhlhaus@vu.nl)

## Thesis MSc Business Administration - Human Resource Management

<b>Vakcode</b>	E_BA_THS_HRM ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	15.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. E. Lysova
<b>Examinator</b>	dr. E. Lysova
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Doel vak

The thesis is an academic (or scientific) paper. In this context, “academic” means that the thesis systematically, objectively and verifiably demonstrates the knowledge that the student has acquired vis-à-vis the thesis topic, as follows:

1. The structure of the thesis is systematic. For example, a thesis consists of an introduction, literature review, research design and question, data presentation and analysis, discussion, and conclusion. There should be a tight connection between these individual thesis sections. From the literature review, for instance, it should be apparent why the research question is relevant. The methods should capture data that can be used to actually answer the research question. Each choice (the literatures to review, the questions to ask, the methods to apply, how to analyze the data, et cetera) must be well motivated and connected to and grounded in prior sections. The reference section should count at least 60 references.
2. Results must be based on empirical findings, which are properly verified, or which are open to verification. For qualitative research, we expect students to conduct (the equivalent of) at least 12 interviews. For quantitative research, we expect students to generate (the equivalent of) at least 100 surveys.

3. It must be possible to confirm the research method. The incorporation of the literature, the execution of the research and the conclusions drawn must be recorded and motivated in such a way that any reader with the relevant expertise should be capable of assessing the validity of the statements made in the thesis and/or should be able to replicate the research with similar outcomes as a result, unless the circumstances of the research provide very little or no opportunity for such assessment. There are two issues at stake here: the manner in which the research itself has been carried out and the transparency with which the research study is reported in the thesis.

**Content thesis:** To answer research questions (whether of an applied or theoretical nature), students have to conduct a theoretical investigation under the form of a literature review as well as a sound empirical inquiry. Here, the student visits/ observes the object of his/ her research (one or more companies, individuals or other organizational units) to collect data, which enable to answer the research question. This can involve conducting interviews, making observations, sending out questionnaires, studying documents, analyzing sets of data or carrying out case studies, experiments. Students could instead engage in developmental modeling, or simulation research. In this latter kind of research, the student develops a mathematical model to simulate business processes under varying conditions.

### **Inhoud vak**

In the Master thesis process, students should demonstrate the following capabilities:

1. To be capable of formulating a clear research problem that fits within the field of business administration and has a managerial and scientific relevance.
2. To be capable of presenting the problem through a theoretically relevant perspective and to know how to end up with a useful theoretical framework or model aimed at addressing the problem statement. This is witnessed by a discussion of theories and/or models drawn from various literatures that are:
  - a. relevant for the problem at hand;
  - b. state- of- the- art;
  - c. accurately, in-depth, and critically described.
3. To be capable of studying the problem in a suitable way, preferably by using an empirical approach. This involves:
  - a. a clear description of the method (in terms of sources used, respondents selected, techniques used or operational definitions);
  - b. a proper usage of the methods and techniques;
  - c. an ability to analyze the problem by relying on relevant theories, models and methods; and an ability to draw correct, complete, and unequivocal conclusions based on the data collected.
4. To be capable of identifying shortcomings and making practical and theoretical recommendations. Those recommendations must be based on the conclusions, and be comprehensible, detailed, relevant, and realistic.
5. To be capable of reporting the research properly. This means:
  - a. a clear, consistent, and structured presentation;
  - b. a proper use of language;
  - c. an accurate and complete list of references.
6. To be capable of performing the research in an ethical way and conducting high-quality research independently.
7. To be capable of reflecting critically on the results and limitations of the research, as well as their own (ethical and professional) functioning as researchers.

### **Toetsvorm**

Assessment of a Master thesis proceeds as follows. The student submits his/her thesis to the supervisor and uploads the thesis on Canvas for the anti-plagiarism check. Also, students are expected to hand in a separate file that contains the raw data upon which the thesis is based (e.g., interview recordings and transcripts, survey data). If a student is not able to comply, the thesis cannot be assessed.

The thesis coordinator allocates the thesis to an independent second reader who is knowledgeable of the thesis topic and/ or its methodology. After carefully examining the thesis, the supervisor and the second reader discuss the strengths and weaknesses of the thesis and determine the appropriate grade. In so doing, the thesis is assessed on both qualitative and quantitative criteria.

If the two assessors differ substantially in their evaluation of the thesis (i.e., by two grade points or more), a third evaluation will be sought from the department head or program manager. The thesis grade corresponds to the rounded average of the three grades established by the three assessors. In case the supervisor and second assessor differ in opinion with regards to whether the thesis is sufficient or not, the head of department decides. This process ensures a fair and unbiased evaluation of the Master thesis. Students must attain a 6.0 or higher to advance to graduation. A '7' is a very satisfactory grade for a Master thesis project. An 8 may be awarded if the supervisor judges both the project and the thesis as excellent.

If the thesis supervisor and second reader intend to grade the thesis with a 9 (or higher), a third assessor must be consulted from outside the S&O department. The grade 9 can be awarded only if the third assessor agrees. After receiving the grade, the student submits a digital version of the thesis to the VU library thesis database. A student can also fail the thesis. Failure results in an insufficient grade. In case a student hasn't handed in a thesis by the final deadline (i.e., no-show), the supervisor will grade the thesis 1.0.

### **Vereiste voorkennis**

Passing two main courses from period 1 (receiving a minimum grade of 6 for each of the two courses) is a prerequisite for receiving thesis supervision during the January-June period. In case a student does not fulfill this requirement, he/she may still apply for the January round of thesis supervisor if and only if at least 3 courses in periods 1 and 2 are completed successfully before the deadline of January 1st (including re-take of period 1 courses, and 1st opportunity of period 2 courses). If this is not the case, these courses should first be completed and the thesis can only be started in November of the next academic year.

### **Intekenprocedure**

See BA Master thesis course manual (available on Canvas) for application procedures.

## **Thesis MSc Business Administration - Transport and Supply Chain Management**

<b>Vakcode</b>	E_BA_THS_TSC ()
<b>Periode</b>	Ac. Jaar (september)

<b>Credits</b>	15.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. R. Roberti
<b>Examinator</b>	dr. R. Roberti
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### **Doel vak**

In line with the approach taken in the Master TSCM program, the thesis is the proof of students` academic abilities and knowledge on a specific TSCM topic. This work applies the knowledge students acquired in the TSCM program. A thesis is the result of a rigorous investigation of a research question by using methodologies learnt during the courses, with the purpose to solve an applied research problem (which is either academically inspired or based on an actual problem in practice). The content of the thesis should therefore be scientifically as well as practically relevant.

### **Inhoud vak**

The TSCM thesis follows the structure of articles published in the most notorious Supply Chain, Logistics, and Operations Management journals. As a general rule of thumb it is advisable to consult papers from journals in the field (e.g., International Journal of Physical Distribution and Logistics Management). These journals are useful as examples to check how good papers / different sections are written.

### **Onderwijsvorm**

The thesis will follow the structure of an academic journal paper and is limited in word count.

### **Toetsvorm**

The thesis assessment will be carried out according to the following general criteria:

1. Defining the research topic (Introduction)
2. Performing a literature review and building a conceptual model (Theory)
3. Methodology
4. Analyzing the collected data (Results)
5. Defining shortcomings, implications, and summarizing the results (Discussion & Conclusion)
6. Thesis structure and style
7. Research ethics & process management
8. Student reflection on managerial relevance

### **Vereiste voorkennis**

Before entering the thesis phase, students need to write a research proposal, which is a document that sheds light on the topic students have chosen for their thesis, the research questions they wish to address, the methodology they want to apply, the timeline for their thesis, and an initial set of references that they use.

### **Aanbevolen voorkennis**

Although students are expected to use their acquired knowledge, new research skills and methodologies may be required during the project to properly fulfil all thesis requirements.

### Overige informatie

The thesis must be written within the period January-June and there is one moment of entry only. You select a thesis topic based on a list provided in November or by submitting your own proposal. Thesis topics are allocated to students before Christmas.

The progress on a thesis will be frequently monitored through meetings that supervisors will schedule.

Supervisors can decide to organise meetings in the form of workshops to give and provide feedback on students` developments. Students must pay attention to these deadlines because missed deadlines imply missed opportunity to get feedback on a specific session and its related thesis topic. Supervisors do not organise additional meetings if a student misses a deadline without any serious motivation. Because there is a constant student turnover every year, the thesis supervision expires in September even if a student has not used any supervision time by this date.

## Thesis MSc Business Administration: Financial Management

<b>Vakcode</b>	E_BA_THS_FIM ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	18.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	prof. dr. A.C.F. Vorst
<b>Examinator</b>	prof. dr. A.C.F. Vorst
<b>Niveau</b>	400

### Doel vak

The thesis is an important part of your academic training where all the previous elements come together: knowledge, skills, attitude, and creativity. The thesis gives you the opportunity to engage in your own independent academic research and to give your distinctive `signature` of what you are up to in a relatively short period of time. This can be a valuable signal towards the labor market.

### Inhoud vak

You are going to define your own research project and subsequently go through all necessary steps like: gathering literature, getting a sharp research question, gathering and manipulating data, choosing the right empirical methodology and getting results, interpreting them, doing robustness checks and writing down everything crisply and concisely, and being able to communicate effectively about your results.

### Onderwijsvorm

You will work on your own and will be supervised by one of the members of the department of Finance. You will have regular meetings with your supervisor.

### Toetsvorm

Graded by supervisor and second reader.

### Literatuur

Depends on your research topic.

### Vereiste voorkennis

At least two core courses from the first two blocks and the Research Seminar should be passed.

### Intekenprocedure

Students should sign up in time according to the manual, which is available on Canvas.

### Overige informatie

You can write your thesis in two periods: either in Spring or in Fall.

There are entry requirements: two core courses from the first two blocks and the Research seminar should be passed.

## Thesis MSc Business Administration: International Management

<b>Vakcode</b>	E_BA_THS_IM ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	15.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. F.B. Zapkau
<b>Examinator</b>	dr. F.B. Zapkau
<b>Niveau</b>	400

### Doel vak

The thesis is an academic (or scientific) paper. In this context, “academic” means that the thesis systematically, objectively and verifiably demonstrates the knowledge that the student has acquired vis-à-vis the thesis topic, as follows:

1. The structure of the thesis is systematic. For example, a thesis consists of an introduction, literature review, research design and question, data presentation and analysis, discussion, and conclusion. There should be a tight connection between these individual thesis sections. From the literature review, for instance, it should be apparent why the research question is relevant. The methods should capture data that can be used to actually answer the research question. Each choice (the literatures to review, the questions to ask, the methods to apply, how to analyze the data, et cetera) must be well motivated and connected to and grounded in prior sections. The reference section should count at least 60 references.
2. Results must be based on empirical findings, which are properly verified, or which are open to verification. For qualitative research, we expect students to conduct (the equivalent of) at least 12 interviews. For quantitative research, we expect students to generate (the equivalent of) at least 100 surveys.
3. It must be possible to confirm the research method. The incorporation of the literature, the execution of the research and the conclusions drawn must be recorded and motivated in such a way that any reader with the relevant expertise should be capable of assessing the validity of the statements made in the thesis and/or should be able to



replicate the research with similar outcomes as a result, unless the circumstances of the research provide very little or no opportunity for such assessment. There are two issues at stake here: the manner in which the research itself has been carried out and the transparency with which the research study is reported in the thesis.

**Content thesis:** To answer research questions (whether of an applied or theoretical nature), students have to conduct a theoretical investigation under the form of a literature review as well as a sound empirical inquiry. Here, the student visits/ observes the object of his/ her research (one or more companies, individuals or other organizational units) to collect data, which enable to answer the research question. This can involve conducting interviews, making observations, sending out questionnaires, studying documents, analyzing sets of data or carrying out case studies, experiments. Students could instead engage in developmental modeling, or simulation research. In this latter kind of research, the student develops a mathematical model to simulate business processes under varying conditions.

### **Inhoud vak**

In the Master thesis process, students should demonstrate the following capabilities:

1. To be capable of formulating a clear research problem that fits within the field of business administration and has a managerial and scientific relevance.
2. To be capable of presenting the problem through a theoretically relevant perspective and to know how to end up with a useful theoretical framework or model aimed at addressing the problem statement. This is witnessed by a discussion of theories and/or models drawn from various literatures that are:
  - a. relevant for the problem at hand;
  - b. state- of- the- art;
  - c. accurately, in-depth, and critically described.
3. To be capable of studying the problem in a suitable way, preferably by using an empirical approach. This involves:
  - a. a clear description of the method (in terms of sources used, respondents selected, techniques used or operational definitions);
  - b. a proper usage of the methods and techniques;
  - c. an ability to analyze the problem by relying on relevant theories, models and methods; and an ability to draw correct, complete, and unequivocal conclusions based on the data collected.
4. To be capable of identifying shortcomings and making practical and theoretical recommendations. Those recommendations must be based on the conclusions, and be comprehensible, detailed, relevant, and realistic.
5. To be capable of reporting the research properly. This means:
  - a. a clear, consistent, and structured presentation;
  - b. a proper use of language;
  - c. and a accurate and complete list of references.
6. To be capable of performing the research in an ethical way and conducting high-quality research independently.
7. To be capable of reflecting critically on the results and limitations of the research, as well as their own (ethical and professional) functioning as researchers.

### **Toetsvorm**

Assessment of a Master thesis proceeds as follows. The student submits his/her thesis to the supervisor and uploads the thesis on Canvas for

the anti-plagiarism check. Also, students are expected to hand in a separate file that contains the raw data upon which the thesis is based (e.g., interview recordings and transcripts, survey data). If a student is not able to comply, the thesis cannot be assessed.

The thesis coordinator allocates the thesis to an independent second reader who is knowledgeable of the thesis topic and/ or its methodology. After carefully examining the thesis, the supervisor and the second reader discuss the strengths and weaknesses of the thesis and determine the appropriate grade. In so doing, the thesis is assessed on both qualitative and quantitative criteria.

If the two assessors differ substantially in their evaluation of the thesis (i.e., by two grade points or more), a third evaluation will be sought from the department head or program manager. The thesis grade corresponds to the rounded average of the three grades established by the three assessors. In case the supervisor and second assessor differ in opinion with regards to whether the thesis is sufficient or not, the head of department decides. This process ensures a fair and unbiased evaluation of the Master thesis. Students must attain a 6.0 or higher to advance to graduation. A '7' is a very satisfactory grade for a Master thesis project. An 8 may be awarded if the supervisor judges both the project and the thesis as excellent.

If the thesis supervisor and second reader intend to grade the thesis with a 9 (or higher), a third assessor must be consulted from outside the S&O department. The grade 9 can be awarded only if the third assessor agrees. After receiving the grade, the student submits a digital version of the thesis to the VU library thesis database. A student can also fail the thesis. Failure results in an insufficient grade. In case a student hasn't handed in a thesis by the final deadline (i.e., no-show), the supervisor will grade the thesis 1.0.

### **Vereiste voorkennis**

Passing two main courses from period 1 is a prerequisite for receiving thesis supervision during the January-June period. In case a student does not fulfil this requirement, he/she may still apply for the January round of thesis supervisor if and only if at least 3 courses in periods 1 and 2 are completed successfully before the deadline of January 1st (including re-take of period 1 courses, and 1st opportunity of period 2 courses).

### **Intekenprocedure**

See BA Master thesis course manual (available on Canvas) for application procedures.

## **Thesis MSc Business Administration: Leadership and Change Management**

<b>Vakcode</b>	E_BA_THS_LCM ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	15.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. O.N. Solinger
<b>Examinator</b>	dr. O.N. Solinger
<b>Niveau</b>	400

## **Doel vak**

The thesis is an academic (i.e., scientific) paper. In this context, “academic” means that the thesis systematically, objectively and verifiably demonstrates the knowledge that the student has acquired vis-à-vis the thesis topic, as follows:

1. The structure of the thesis is systematic. For example, a thesis consists of an introduction, literature review, research design and question, data presentation and analysis, discussion, and conclusion. There should be a tight connection between these individual thesis sections. From the literature review, for instance, it should be apparent why the research question is relevant. The methods should capture data that can be used to actually answer the research question. Each choice (the literatures to review, the questions to ask, the methods to apply, how to analyze the data, et cetera) must be well motivated and connected to and grounded in prior sections. The reference section should count at least 60 references.
2. Results must be based on empirical findings, which are properly verified, or which are open to verification. For qualitative research, we expect students to conduct (the equivalent of) at least 12 interviews. For quantitative research, we expect students to generate (the equivalent of) at least 100 surveys.
3. It must be possible to confirm the research method. The incorporation of the literature, the execution of the research and the conclusions drawn must be recorded and motivated in such a way that any reader with the relevant expertise should be capable of assessing the validity of the statements made in the thesis and/or should be able to replicate the research with similar outcomes as a result, unless the circumstances of the research provide very little or no opportunity for such assessment. There are two issues at stake here: the manner in which the research itself has been carried out and the transparency with which the research study is reported in the thesis.

Content thesis: To answer research questions (whether of an applied or theoretical nature), students have to conduct a theoretical investigation under the form of a literature review as well as a sound empirical inquiry. Here, the student visits/ observes the object of his/ her research (one or more companies, individuals or other organizational units) to collect data, which enable to answer the research question. This can involve conducting interviews, making observations, sending out questionnaires, studying documents, analyzing sets of data or carrying out case studies, experiments. Students could instead engage in developmental modeling, or simulation research. In this latter kind of research, the student develops a mathematical model to simulate business processes under varying conditions.

## **Inhoud vak**

In the Master thesis process, students should demonstrate the following capabilities:

1. To be capable of formulating a clear research problem that fits within the field of business administration and has a managerial and scientific relevance.
2. To be capable of presenting the problem through a theoretically relevant perspective and to know how to end up with a useful theoretical framework or model aimed at addressing the problem statement. This is witnessed by a discussion of theories and/or models drawn from various literatures that are:

- a. relevant for the problem at hand;
  - b. state-of-the-art;
  - c. accurately, in-depth, and critically described.
3. To be capable of studying the problem in a suitable way, preferably by using an empirical approach. This involves:
- a. a clear description of the method (in terms of sources used, respondents selected, techniques used or operational definitions);
  - b. a proper usage of the methods and techniques;
  - c. an ability to analyze the problem by relying on relevant theories, models and methods; and an ability to draw correct, complete, and unequivocal conclusions based on the data collected.
4. To be capable of identifying shortcomings and making practical and theoretical recommendations. Those recommendations must be based on the conclusions, and be comprehensible, detailed, relevant, and realistic.
5. To be capable of reporting the research properly. This means:
- a. a clear, consistent, and structured presentation;
  - b. a proper use of language;
  - c. and a accurate and complete list of references.
6. To be capable of performing the research in an ethical way and conducting high-quality research independently.
7. To be capable of reflecting critically on the results and limitations of the research, as well as their own (ethical and professional) functioning as researchers.

### **Toetsvorm**

Assessment of a Master thesis proceeds as follows. The student submits his/her thesis to the supervisor and uploads the thesis on Canvas for the anti-plagiarism check. Also, students are expected to hand in a separate file that contains the raw data upon which the thesis is based (e.g., interview recordings and transcripts, survey data). If a student is not able to comply, the thesis cannot be assessed.

The thesis coordinator allocates the thesis to an independent second reader who is knowledgeable of the thesis topic and/ or its methodology. After carefully examining the thesis, the supervisor and the second reader discuss the strengths and weaknesses of the thesis and determine the appropriate grade. In so doing, the thesis is assessed on both qualitative and quantitative criteria.

If the two assessors differ substantially in their evaluation of the thesis (i.e., by two grade points or more), a third evaluation will be sought from the department head or program manager. The thesis grade corresponds to the rounded average of the three grades established by the three assessors. In case the supervisor and second assessor differ in opinion with regards to whether the thesis is sufficient or not, the head of department decides. This process ensures a fair and unbiased evaluation of the Master thesis. Students must attain a 6.0 or higher to advance to graduation. A '7' is a very satisfactory grade for a Master thesis project. An 8 may be awarded if the supervisor judges both the project and the thesis as excellent.

If the thesis supervisor and second reader intend to grade the thesis with a 9 (or higher), a third assessor must be consulted from outside the S&O department. The grade 9 can be awarded only if the third assessor agrees. After receiving the grade, the student submits a digital version of the thesis to the VU library thesis database. A student can also fail the thesis. Failure results in an insufficient grade. In case a student hasn't handed in a thesis by the final deadline

(i.e., no-show), the supervisor will grade the thesis 1.0.

### Vereiste voorkennis

In order to start with the thesis MSc Business Administration, students should have completed at least the first two courses from period 1 of the programme (received a minimum grade of 6 for each of the two courses). If this is not the case, these courses should first be completed and the thesis can only be started in November of the next academic year.

There is one exception to this rule: a student that fails one of the two courses in period 1 and receives a minimum grade of 4 for the course he/she failed, is allowed to start working on his/her Master thesis, but only if he/she scored a 6 or higher for all other courses in period 1 and period 2. This exception implies that students that score a 6 or higher during the first round of exams (no resits) for all courses in period 2 may start working on their Master thesis in January/February (this is the regular time to start). Those students that fail one or both courses in period 2 during the first round of exams, but receive a minimum grade of 6 through resit(s) in March may start working on their Master thesis in April, but only if they scored a 6 or higher for one course in period 1 and received a minimum grade of 4 for the course they failed in period 1.

Students wanting to make use of this exception will have to approach their specialization coordinator with a formal request (by email), and hand in a filled-out application form with the specialization's thesis coordinator. If this is not the case, students should first complete the courses of period 1 in the next academic year and the thesis can only be started in November of the next academic year. For details please consult the Canvas site Thesis MSc Business Administration: per specialization.

### Intekenprocedure

See BA Master thesis course manual (available on Canvas) for application procedures.

## Thesis MSc Business Administration: Strategy and Organization

<b>Vakcode</b>	E_BA_THS_SO ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	15.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. V. Duplat
<b>Examinator</b>	dr. V. Duplat
<b>Docent(en)</b>	dr. M.D. Bahlmann
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	500

### Doel vak

The thesis is an academic (or scientific) paper. In this context, "academic" means that the thesis systematically, objectively and verifiably demonstrates the knowledge that the student has acquired vis-à-vis the thesis topic, as follows:

1. The structure of the thesis is systematic. For example, a thesis consists of an introduction, literature review, research design and question, data presentation and analysis, discussion, and conclusion. There should be a tight connection between these individual thesis sections. From the literature review, for instance, it should be apparent why the research question is relevant. The methods should capture data that can be used to actually answer the research question. Each choice (the literatures to review, the questions to ask, the methods to apply, how to analyze the data, et cetera) must be well motivated and connected to and grounded in prior sections. The reference section should count at least 60 references.

2. Results must be based on empirical findings, which are properly verified, or which are open to verification. For qualitative research, we expect students to conduct (the equivalent of) at least 12 interviews. For quantitative research, we expect students to generate (the equivalent of) at least 100 surveys.

3. It must be possible to confirm the research method. The incorporation of the literature, the execution of the research and the conclusions drawn must be recorded and motivated in such a way that any reader with the relevant expertise should be capable of assessing the validity of the statements made in the thesis and/or should be able to replicate the research with similar outcomes as a result, unless the circumstances of the research provide very little or no opportunity for such assessment. There are two issues at stake here: the manner in which the research itself has been carried out and the transparency with which the research study is reported in the thesis.

Content thesis: To answer research questions (whether of an applied or theoretical nature), students have to conduct a theoretical investigation under the form of a literature review as well as a sound empirical inquiry. Here, the student visits/ observes the object of his/ her research (one or more companies, individuals or other organizational units) to collect data, which enable to answer the research question. This can involve conducting interviews, making observations, sending out questionnaires, studying documents, analyzing sets of data or carrying out case studies, experiments. Students could instead engage in developmental modeling, or simulation research. In this latter kind of research, the student develops a mathematical model to simulate business processes under varying conditions.

### **Inhoud vak**

In the Master thesis process, students should demonstrate the following capabilities:

1. To be capable of formulating a clear research problem that fits within the field of business administration and has a managerial and scientific relevance.

2. To be capable of presenting the problem through a theoretically relevant perspective and to know how to end up with a useful theoretical framework or model aimed at addressing the problem statement. This is witnessed by a discussion of theories and/or models drawn from various literatures that are:

- a. relevant for the problem at hand;
- b. state-of-the-art;
- c. accurately, in-depth, and critically described.

3. To be capable of studying the problem in a suitable way, preferably by using an empirical approach. This involves:

- a. a clear description of the method (in terms of sources used, respondents selected, techniques used or operational definitions);

- b. a proper usage of the methods and techniques;
  - c. an ability to analyze the problem by relying on relevant theories, models and methods; and an ability to draw correct, complete, and unequivocal conclusions based on the data collected.
4. To be capable of identifying shortcomings and making practical and theoretical recommendations. Those recommendations must be based on the conclusions, and be comprehensible, detailed, relevant, and realistic.
5. To be capable of reporting the research properly. This means:
- a. a clear, consistent, and structured presentation;
  - b. a proper use of language;
  - c. and a accurate and complete list of references.
6. To be capable of performing the research in an ethical way and conducting high-quality research independently.
7. To be capable of reflecting critically on the results and limitations of the research, as well as their own (ethical and professional) functioning as researchers.

### **Toetsvorm**

Assessment of a Master thesis proceeds as follows. The student submits his/her thesis to the supervisor and uploads the thesis on Canvas for the anti-plagiarism check. Also, students are expected to hand in a separate file that contains the raw data upon which the thesis is based (e.g., interview recordings and transcripts, survey data). If a student is not able to comply, the thesis cannot be assessed.

The thesis coordinator allocates the thesis to an independent second reader who is knowledgeable of the thesis topic and/ or its methodology. After carefully examining the thesis, the supervisor and the second reader discuss the strengths and weaknesses of the thesis and determine the appropriate grade. In so doing, the thesis is assessed on both qualitative and quantitative criteria.

If the two assessors differ substantially in their evaluation of the thesis (i.e., by two grade points or more), a third evaluation will be sought from the department head or program manager. The thesis grade corresponds to the rounded average of the three grades established by the three assessors. In case the supervisor and second assessor differ in opinion with regards to whether the thesis is sufficient or not, the head of department decides. This process ensures a fair and unbiased evaluation of the Master thesis. Students must attain a 6.0 or higher to advance to graduation. A '7' is a very satisfactory grade for a Master thesis project. An 8 may be awarded if the supervisor judges both the project and the thesis as excellent.

If the thesis supervisor and second reader intend to grade the thesis with a 9 (or higher), a third assessor must be consulted from outside the S&O department. The grade 9 can be awarded only if the third assessor agrees. After receiving the grade, the student submits a digital version of the thesis to the VU library thesis database. A student can also fail the thesis. Failure results in an insufficient grade. In case a student hasn't handed in a thesis by the final deadline (i.e., no-show), the supervisor will grade the thesis 1.0.

### **Vereiste voorkennis**

Passing two main courses from period 1 is a prerequisite for receiving thesis supervision during the January-June period. In case a student does not fulfil this requirement, he/she may still apply for the January round of thesis supervisor if and only if at least 3 courses in periods

1 and 2 are completed successfully before the deadline of January 1st (including re-take of period 1 courses, and 1st opportunity of period 2 courses).

### **Intekenprocedure**

See BA Master thesis course manual (available on Canvas) for application procedures.

## **Transport Economics and Management**

<b>Vakcode</b>	E_BA_TEM (61422300)
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. A.J.H. Pels
<b>Examinator</b>	dr. A.J.H. Pels
<b>Docent(en)</b>	dr. A.J.H. Pels, dr. V.A.C. van den Berg
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### **Doel vak**

The transport sector is very important for the Netherlands and the Benelux. In a relatively small area, we find the ports of Rotterdam, Antwerp and Amsterdam. In the same area we have the Amsterdam Airport Schiphol and Brussels Zaventem as main airports. These important international nodes are connected to the hinterland (Germany, France) by an extensive road and rail system and inland waterways. These nodes, and the access and regress modes provide an important contribution to the economy. How is the transport sector organized? What are the strategies, and how do we set prices?

### **Inhoud vak**

In this course, we discuss the economic foundations of pricing and network strategies in transport sectors, and the implications for transport policy. In the first part of the course we discuss the microeconomic theory of market structures, pricing, externalities and regulation, with a strong focus on transport markets. Which market structures can we use to describe transport sectors? How does this influence price setting for passenger and freight transport? How do we deal with environmental effects? We also discuss the costs of operating transport networks. How can we describe the cost of operating, for example, a rail network or a shipping company? Using regression analysis we illustrate how cost and demand functions can be estimated, and used in policy making.

In the second part of the course several transport markets will be discussed, applying the theories and techniques discussed in the first part. We discuss the maritime transport market, road transport, and also the rail market. In addition, the students will have to do an assignment using basic econometric techniques.

### **Onderwijsvorm**

There will be two lectures each week in which the emphasis is on the teacher's explanation of the essential material. Active participation of



the students is, however, expected in all lectures. The tutorials focus on empirical applications of some concepts discussed during the lectures (cost functions, ship size).

Furthermore, during the tutorials we practice with the materials from the lectures.

### Toetsvorm

tutorials 25 percent, written interim examination 75 percent

### Literatuur

- Mallard & G., S. Glaister, Transport Economics Theory, Application and Policy. Palgrave Macmillan, New York, 2008.
- Lecture slides will be distributed via Canvas.

### Vereiste voorkennis

We expect students followed a bachelor course in (micro) economics and statistics.

### Aanbevolen voorkennis

We expect students followed a bachelor course in (micro) economics and statistics. If you followed these courses no further preparation is necessary.

The following book gives an indication of the expected entry level:

'Stuart Cole (2005), Applied Transport Economics: Policy, management and decision making, Third edition, Kogan Page Ltd'.

## Watson Innovation

<b>Vakcode</b>	X_405129 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Exacte Wetenschappen
<b>Coördinator</b>	dr. L.M. Aroyo
<b>Examinator</b>	dr. L.M. Aroyo
<b>Docent(en)</b>	dr. L.M. Aroyo, A. Dumitrache MSc
<b>Lesmethode(n)</b>	Hoorcollege, Computerpracticum
<b>Niveau</b>	400

### Doel vak

The Watson Innovation course is a collaboration between the Vrije Universiteit, University of Amsterdam and IBM Netherlands. It offers a unique opportunity to learn about IBM Watson, cognitive computing and the meaning of such artificial intelligence systems in a real world and big data context. Students from Computer Science and Economics faculties will join their complementary efforts and creativity in cross-disciplinary teams to explore the business and innovation potential of these technologies.

### Inhoud vak

- Basics of Cognitive Computing and IBM Watson
- Understanding the original IBM Watson
- Develop ideas for Cognitive Computing apps
- Build real prototypes using IBM Watson technologies
- Showcase your ideas to real clients.

### Onderwijsvorm

Lectures & practical sessions at locations of the VU Amsterdam and IBM Netherlands.

### Toetsvorm

Evaluation of group projects and individual peer-reviews

### Literatuur

Course lecture slides and related articles:

- What is IBM Watson?

(<http://www.ibm.com/smarterplanet/us/en/ibmwatson/what-is-watson.html>)

- Building Watson: An overview of the DeepQA project

(<http://www.aaai.org/ojs/index.php/aimagazine/article/download/2303/2165>)

- CrowdTruth papers (<http://crowdtruth.org/papers/>)

### Aanbevolen voorkennis

knowledge in machine learning is recommended

### Doelgroep

A balanced mix of Computer Science, AI, Information Science, Business Analytics and Business & Economics students (from VU as well as UvA) in their 3rd year of bachelor or master level.

### Intekenprocedure

Places are limited, so sign up as soon as possible. For questions, please contact [b.timmermans@vu.nl](mailto:b.timmermans@vu.nl) or [oana.inel@vu.nl](mailto:oana.inel@vu.nl)

### Overige informatie

Lecturer(s)

dr. L.M. Aroyo, B. Timmermans, O.Inel, A. Dumitrache

## Working and Organizing in a Digital Age

<b>Vakcode</b>	E_BA_WODA ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	School of Business and Economics
<b>Coördinator</b>	dr. M. Soekijad
<b>Examinator</b>	dr. M. Soekijad
<b>Docent(en)</b>	dr. M. Soekijad, dr. A.J. Porter
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	400

### Doel vak

Academic and research skills:

- Be able to (empirically) investigate a theoretical perspective within the themes related to new ways of working/organizing, which for example could be: mobility and changing work practices, open office spaces and collaboration, enterprise social media and transparency, open science and crowdsourcing communities, sharing economy and platforms, robotics in the workplace.

Bridging theory and practice (knowledge):

- Have a sound theoretical understanding of the themes related to new ways of working/organizing and the interplay between technology and work/organizing practices and be able to analyze and demonstrate that interplay.

Broadening your horizon:

- Be able to critically reflect on the consequences and implications of "new ways of working/organizing" for the work practices of individual knowledge workers and how people organize.

### **Inhoud vak**

This course is all about the implications of (digital) technology for how people work and organize. At an individual level, technology for instance allows for increased mobility, either in (open) offices, in co-working spaces or while people act as 'digital nomads', and increased virtuality, such as in online communities or when using robotics in the workplace. At the organization level, technology causes new organizational 'forms' to emerge, such as online communities, sharing economy, crowdsourcing platforms, open and citizen science. The digital technologies that give rise to these changes can range from mobile devices and robotics to social media and platforms.

The possible consequences and implications of these new ways of working/organizing are often predicted but not yet fully and academically understood. In one part of the course, students discuss and critically reflect on different theories and perspectives related to new ways of working/organizing. In a second part, students conduct an empirical study related to a selected new way of working/organizing, providing them hands-on experience and an understanding of how relevant theories are in a real business case.

### **Onderwijsvorm**

The first part of the course includes interactive discussions and critical reading of the literature. This is tested in an individual written (interim) exam.

The second part consists of an empirical study that students do in small teams in/for a real-life organizational setting. During this phase, teams report on their progress, receive feedback and write a research paper.

### **Toetsvorm**

Individual assignment (interim exam)

Group assignment

### **Literatuur**

Reader will be distributed via Canvas.

### **Doelgroep**

This course is only open for students in the Digital Business and Innovation master's programme.

### **Intekenprocedure**

This course is only open for students in the Digital Business and Innovation master's programme.

**Overige informatie**

This course is only open for students in the Digital Business and Innovation master's programme.

During the course, students will conduct an empirical study at an organization. The course has a very tight schedule and requires flexibility in terms of availability during the complete course. It could also involve some travelling (within the Netherlands).