The programme information in this document is based on the selection criteria that you entered in the online prospectus (www.maastrichtuniversity.nl/web/Faculties/SBE/TargetGroup/Education/Bachelor/InternationalBusiness/CourseDescription).

Should it not contain the information that you were looking for, we recommend that you try again using different selection criteria.

Please bear in mind that the programme information is continuously updated. It is therefore wise to check the online prospectus regularly.

The information for current and prospective students on the Maastricht University (UM) website has been compiled with the utmost care, and efforts have been made to make it as up to date as possible. Should there be inaccuracies in spite of this, neither UM nor the faculties involved can be held liable. No rights can be derived from any inaccurate or incomplete information.

In the event of doubt or uncertainty about specific information, please contact the School of Business and Economics.
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Management of Organisat. & Market. (IB)

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC1001

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
N.L. van den Elst

Description
"This course, which has an evident business administration character, addresses the issues of managing organisations and their marketing activities. This course introduces the basic concepts necessary to analyse and understand the functioning of any organisation, among others management, culture, and structure. Fundamental aspects like what management is and why we should study it will be dealt with, firstly. Subsequently, managerial responsibilities, ethics and diversity, teams, decision making, and structure will be discussed among others. Based on this knowledge the course deals with challenges faced by organisations nowadays. The marketing part of this course builds upon ‘marketing orientation’ as a foundation of contemporary firms. Attention is, for instance, paid to basic marketing tools, positioning and segmentation strategies, and customer motivation. Throughout the course examples of real life problems organisations face are given. Next to these main subjects, practical skills deemed relevant for a successful study career will be emphasised."

Goals
This introductory course Management of Organisations and Marketing serves two main purposes. First, it aims at providing you with crucial theoretical and practice-oriented knowledge that helps you to understand the functioning of companies and the behaviour of management in business contexts. This knowledge will be derived from two disciplines: management and organisation (1) and marketing (2). More details on the perspectives of these disciplines will be provided in the next section. A second purpose of this course relates to the development of basic learning skills that you will need throughout your study at Maastricht University. This skills training mainly focuses on Problem-Based Learning. We introduce the 7-jump, different roles in tutorial groups and various PBL working methods. During the group sessions, you will have ample opportunity to practice your newly acquired PBL skills. When you have successfully finished this course, you are: capable of studying in an academic problem-based learning environment -knowledgeable of the foundations of management and organisation studies knowledgeable of the foundations of marketing studies -capable of understanding
and explaining basic organisational and marketing problems in isolation

**Instruction language**
EN

**Prerequisites**
An advanced level of English

**Recommended literature**
"Introductory marketing book Introductory management book Articles Literature on PBL in an international classroom"

**Teaching methods**
Assignment(s)
Lecture(s)
PBL
Presentation(s)

**Assessment methods**
Attendance
Participation
Written exam

**Key words**
Quantitative Methods I (IB)

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC1005

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
D.T. Tempelaar

Description
“QM I is the first introduction to methodological topics that are quantitative in nature: mathematics, statistics and computer science. In mathematics, we will repeat and extend students’ knowledge about functions and equations. Questions that play a role in this course are: How to translate a given problem into a mathematical model? Most of these problems are questions for a maximum or minimum value or for the significance of the problem - mathematically, the existence of a solution. How to find maximum and minimum values of a function of 1 and 2 variables? We will make use of derivatives and partial derivatives in order to formulate equations and conditions for extreme values. In statistics, we will focus on the following topics: Methods of Data collection, and types of data; Descriptive statistics: describing important characteristics of populations or samples by numerical methods as mean, median, mode (measures of central tendency) and variance and standard deviations (measures of spread), and by graphical methods, like a histogram, bar chart or Box-and-Whiskers display; Probability theory, as an introduction to random variables; Discrete random variables and the most important discrete probability distribution: the Binomial distribution; Continuous random variables and two continuous probability distributions: the Uniform and the Normal distribution; Sampling distributions, as a first step to the topic that will prevail the QM statistics agenda from now on: inferential statistics, or inductive reasoning. Understanding why large samples provide so much more information than small samples is an important element of this first step. The construction of confidence intervals in estimating unknown population parameters and Hypothesis testing in the simplest case of one population, and concepts as null and alternative hypothesis, type I and type II errors and the p-value of a hypothesis test. With regard to computing skills, training will be offered in several of the applications that are relevant for your study, and the assignments and projects you are expected to perform. Examples of such applications are: Windows, Word, Internet Explorer, Outlook (Email), Excel (spreadsheet), and the Blackboard, electronic learning environment. The main aim of QM I is to achieve that all students, irrespective of their prior education, master the topics mentioned above, and in addition to that, master these topics in an active rather than passive manner. Practical work in

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different formats, like e.g. projects, will serve that last aim. The aim to level off prior quantitative knowledge of all incoming students implies that required efforts to pass this course will vary with your prior mathematical education. Students that did not have math as a major subject in their secondary education are advised to take summer classes in advance. SUBJECT TO CHANGE

**Goals**
Active mastery and knowledge of basic mathematical and statistical techniques.

**Instruction language**
EN

**Prerequisites**
Math secondary school at "minor" level.

**Recommended literature**

**Teaching methods**
PBL
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Participation
Written exam

**Key words**
Economics and Business

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period

Code
EBC1009

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator

Description
The course ‘Economics and Business’ introduces economic principles and concepts. The following topics are addressed in lectures and tutorials: supply and demand analysis, perfect competition, monopoly, game theory, oligopoly, agency theory, auction markets, and elements of macroeconomics. Since ‘Economics and Business’ is a first-year class, the presentation avoids the use of advanced mathematical concepts. However, knowledge of basic mathematical concepts such as solving equations, reading and working with graphs, or manipulating inequalities is an indispensable prerequisite.

Goals
Insight in basic economic theories, and the ability to apply them to the real world.

Instruction language
EN

Prerequisites
The undergraduate course Economics and Business introduces economic principles and concepts. The following topics are addressed in lectures and tutorials: supply and demand analysis, perfect competition, monopoly, game theory, oligopoly, auction markets, and elements of macroeconomics. Since Economics and Business is a first-year class, the presentation avoids the use of advanced mathematical concepts. However, knowledge of basic mathematical concepts such as solving equations, reading and working with graphs, manipulating inequalities, or working with single-variable functions is an indispensable prerequisite. If you feel that you have deficiencies in mathematics, here are two splendid textbooks: (1) Chiang, A.C., & Wainwright, K. (2005): Fundamental Methods in Mathematical Economics”; (2) Sydsaeter, K., & Hammond, P. (2006). Essential Mathematics for Economic Analysis.

Recommended literature

**Teaching methods**

PBL  
Lecture(s)  
Assignment(s)  
Paper(s)

**Assessment methods**

Final paper  
Participation  
Written exam

**Key words**
Accounting (IB)

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
EBC1013

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
I. Grabner

Description
The aim of this course is to introduce accounting to students. Accounting can be split into financial accounting and management accounting. In this course, we focus on management accounting. In discussing the subject of management accounting, which has an internal focus (like managers and the board of directors), we will concentrate on the value of management accounting information for the internal decision-making process.

Goals
"Graduates have academic, evidence-based knowledge and understanding of theories, methods and tools in business/economics. Graduates can apply their knowledge and understanding to identify and solve real life business/economic problems. This includes demonstrating analytical skills and a problem-solving attitude. Graduates can inform judgments on theoretical and practical business/economic issues. Graduates have largely self-directed learning skills and the ability to regulate their own learning process. Graduates have a professional attitude. This includes demonstrating an open mind, proactive behaviour, critical reflection and accountability."

Instruction language
EN

Prerequisites
No specific required knowledge requested

Recommended literature
Pearson

**Teaching methods**
PBL
Lecture(s)

**Assessment methods**
Participation
Written exam

**Key words**
Quantitative Methods II (IB)

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC1033

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
C.C.J.M.C. Kerckhoffs

Description
"QM II continues the quantitative topics that were initiated in QM I: mathematics and statistics. There is no separate formal training in (or testing of) computer science: this element has been integrated into the remaining two parts of the course. In the mathematics part, we will expand the analysis of functions and (systems of) equations. Issues that will be addressed are: - A collection of tools often used in finance but also in other fields (buzzwords: interest rates, present value, discounting, and geometric series). - The matrix representation of systems of linear equations (so called linear algebra) will be introduced and supplemented by the concepts of determinants and inverse matrices, which are important tools to manipulate such systems. All these topics will be introduced and illustrated using economic or business applications. In the second half of the course, we introduce the mathematical programming approach to solving decision problems in business. The analysis will focus on the variety of business decision problems that can be modelled as linear programming models. The emphasis is on modelling, while finding the optimal solution is left to the computer. In the statistics part, we will expand the coverage of inferential statistics, i.e. how to draw conclusions about a population based on a sample. Students will learn to apply the basic tools of inferential statistics (confidence intervals and hypothesis tests) to examine a large array of questions that may occur in economics or business. We will focus on the following topics: -How to examine whether the mean of some quantitative variable (e.g. income) differs between two or more populations (e.g. men vs. women). Related to this, we will also examine what to do when the data are paired, and when the variable of interest is a proportion. -How to analyse relationships between qualitative variables (e.g. between brand preference and gender). -How to analyse relationships between two or more quantitative variables (e.g. between income and age) using regression analysis. This is one of the most frequently used statistical techniques in economics and business. All these issues will involve the use of real-life data, which will be analysed using EXCEL."

Goals
"Introduction to the matrix representation of (linear) systems of equations, and to the modelling of linear programming problems. Introduction to the basic tools of inferential statistics, a.o. the independent samples t-test, the paired-sample t-test, one-way-ANOVA, the chi-square test and regression analysis."

**Instruction language**

EN

**Prerequisites**

"Basic knowledge of mathematics and statistics, comparable to the course Quantitative Methods I, code EBC1005/1006/1007. Exchange students must have attended a course similar to QM1 at their home university."

**Recommended literature**


**Teaching methods**

PBL
Lecture(s)
Assignment(s)

**Assessment methods**

Written exam

**Key words**
Finance (IB)

Academic year 2015-16

Date last modified
5-11-2015 1:21

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC1025

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J.W.B. Bos

Description
This course provides an introduction to the fundamentals of finance. Students learn how capital markets function and how individuals and companies wishing to raise capital approach financial markets. Students learn how to make investment decisions. The basic concepts of risk and return shall be taught. Equity markets and Bond markets are introduced and the tools with which to price stocks, bonds and other financial assets, which trade on financial markets, are covered. Analytical problems are applied to financial problems during tutorial group meetings to ensure students are provided with a solid grounding in finance from both a corporate and a personal perspective.

Goals
Learn how capital markets function. Apply knowledge to financial problems, capital budgeting and investment decisions.

Instruction language
EN

Prerequisites
No specific required knowledge requested

Recommended literature
Berk & De Marzo, Corporate Finance, Pearson

Teaching methods
PBL
Lecture(s)
Assignment(s)

**Assessment methods**
Participation
Written exam

**Key words**
Fundamentals of Supply Chain Management

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC1029

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
E. Vanpoucke

Description
This course is the introduction course for the business specialisation in supply chain management. Students will require a solid foundations in the topics and tools of both operations and supply chain management. While a strong internal operations function is vital to a firm’s survival, it is not sufficient. Firms must also understand how they link in with their supply chain partners. In this course, we will cover a wide range of topics such as supply chain strategy, forecasting, inventory management, purchasing, logistics, JIT/Lean, Quality and Capacity management.

Goals
Students obtain basic insight in operations and Supply Chain Management and understand relations with other functions. Students also learn basic project management skills.

Instruction language
EN

Prerequisites
Basic Statistics

Recommended literature

Teaching methods
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**

Participation
Final paper
Written exam

**Key words**
Strategy

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC1017

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
S.M.R. Zaar

Description
"Firms create substantial value for a wide variety of stakeholders, including customers, shareholders and employees. In order to grow the firm, and sustain its long-term competitiveness, managers need to think carefully about a number of high-level strategic decisions. Essentially, these strategic decisions involve the questions where to compete - i.e., corporate strategy - and how to compete - i.e., business strategy. The formulation of an adequate corporate and business strategy (strategy formulation) will, however, need to be guided by the vision and mission of the company as well as a careful analysis of the companies’ internal and external context (strategy analysis). The objective of this course is to familiarize students with some important concepts, frameworks and techniques that will help them successfully navigate through both phases of strategy analysis and strategy formulation. This should allow students to make better strategic decisions in their future professional lives, thereby safeguarding the value-creating potential of the firms they are active in. To achieve this objective, this course will rely on lectures, self-study, class presentations, case discussions, and team assignments. In combination, these different modes of study will offer students a deep understanding of the strategic management process and enhance their ability to apply these insights to real-life companies. As part of the skills training program in the first year, each student has to prepare a presentation on one of the topics dealt with in this course."

Goals
"Understand the strategic management process. Understand the importance of the external environment and the internal resources, capabilities and competences of the firm in making strategic decisions. Understand the use of strategic tools and frameworks when formulating business-level and corporate-level strategies. After the course students are able to give a professional presentation."

Instruction language
Prerequisites
“An advanced level of English. No specific knowledge required.”

Recommended literature
Introductory textbook on Strategy; Academic journal articles; Cases.

Teaching methods
PBL
Presentation(s)
Lecture(s)

Assessment methods
Attendance
Participation
Written exam

Key words
Reflections on academic discourse

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 3  Startdate: 11-Jan-16  Enddate: 22-Jan-16

Code
EBS1001

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
A. Baranski Madrigal

Description
"The present skills training is about the value of ideas in understanding our environment. The discussions provoked by the economic crisis will help you to consider why some theories are relevant over a certain time period in various cultures and others are not, while at the same time proponents of both sets of theories seem to consider their respective theories as absolutely true. We will encourage you to examine why for many theories that seem to be quite successful, you can find an opposite theory that is adopted by many other academics or practitioners. You have to choose a topical area to which you want to apply this course. All first years students in this School follow this course together (i.e. Economics Econometrics, Fiscal Economics and International Business students will meet each other)."

Goals

Instruction language
EN

Prerequisites
No specific required knowledge requested

Recommended literature
Teaching methods
Lecture(s)
Assignment(s)
Paper(s)

Assessment methods
Final paper
Participation
Written exam

Key words
Management Game

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS1005

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
P.W.L. Bollen

Description
"This skills training is organised as a game in which an international market is simulated in which six companies currently participate. The game consist of 10 rounds in which a number of firms participate in a (number of) markets. Every day students get feedback on the performance of their ‘company’ and their competitors . The examination of the game consists of a intro-test, a peer assessment and the actual results measured by a number of performance variables; equity ratios, stock price, profit used in the game for the firm in which the student is involved. The management game serves as a (simulated) real-life application and Integration of the acquired knowledge from the following 1st year IB courses: Management of Organisations and Marketing, Economics and Business , Accounting, Strategy, Finance, Fundamentals of logistics management. Every student is obliged to have an individual GBG licence."

Goals
Apply the knowledge of the courses in the 1st year IB in a simulated real-life business organisation

Instruction language
EN

Prerequisites
Required knowledge for exchange students: Knowledge on an introductory level on; organisation, strategy, marketing, accounting, finance and supply chain management An advanced level of English.

Recommended literature
Instruction Manual Global Business Game ( can be downloaded when students buy game licence )
**Teaching methods**
Lecture(s)
Assignment(s)

**Assessment methods**
Final paper
Attendance
Participation
Written exam

**Key words**
Finance and Accounting

Academic year 2015-16

Date last modified
12-2-2016 1:33

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2007

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
S. Ros - Kleimeier

Description
The first part deals with basic issues in finance, such as capital structure, dividend policy and derivatives. In particular, building on the finance knowledge presented in the first year of your studies, we will now provide you with additional concepts in the two main areas of finance: corporate finance and financial markets. Regarding corporate finance, this course builds on the basic concepts of investment decision making within a company and the role of the cost of capital of a firm and proceeds to discuss the relevance of an optimal corporate strategy regarding the choice between debt and equity and between dividends and retained earnings. Regarding financial markets and following the discussion of basic financial instruments such as stocks and bonds in the first year, this course now proceeds to more complex financial instruments including futures and options. After investigating the specific characteristics of these derivatives, their payoff structures and pricing will be the focus of attention. The aim of the second part of the course is to introduce financial accounting. Students will learn how to record basic business transactions in the financial statements. This part of the course also addresses the institutions (such as accounting regulation and governance) that affect the preparation and use of financial statements as well as techniques for analysing financial statements.

Goals
- Understand what finance theory says about the choice between debt and equity finance for a firm. Compare these theoretical predictions with corporate reality. - Understand dividends: Why do firms pay dividends? Do investors demand dividends? Should dividends matter for the firm or the investor? - Learn about derivatives, their pricing and use by firms and investors. - Learn how to prepare, analyse and interpret financial statements (income statement, balance sheet, cash flow statement) at an introductory level.

Instruction language
**Prerequisites**

Students are expected to understand the following finance concepts: Types of securities (stocks, bonds) and their returns; Markowitz’ portfolio theory (risk-return relationships, efficient frontier, security market line), CAPM (capital market line, beta); definitions and implications of market efficiency; principles of time value of money; converting accounting figures into cash flows; capital budgeting including NPV, IRR. Although there are no prerequisites for the accounting part of the course, students are expected to be familiar with different cost classifications, break-even analysis, introductory level budgeting, and basic product costing from the first year (management) accounting course. An advanced level of English is required.

**Recommended literature**


**Teaching methods**

PBL
Lecture(s)
Assignment(s)

**Assessment methods**

Participation
Written exam

**Key words**
Management of Organisations

Academic year 2015-16

Date last modified
12-2-2016 1:33

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2008

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A.T.M. van Iterson

Description
The course management of organizations aims to stimulate your critical thinking and personal development rather than providing clear-cut management recipes. You will be confronted with paradoxes that will aid your development. We will discuss the dilemmas that managers face in the changing management environment. Examples of topics that will be discussed are: management myths and realities, paradigm shifts (in management), paradox, learning, leadership and corporate social responsibility.

Goals
"During the course you will: 1. Learn about (new) approaches to management thinking and practice in a challenging and engaging way. 2. Conduct reasonably sophisticated discussions about the dilemmas managers face. 3. Learn to put critical notes where necessary. 4. Apply management concepts for understanding and analysing organizational practice 5. Bring some of the concepts into practice in the facilitation of a tutorial session. 6. Take your first steps in learning to manage (personal) paradoxes. 7. Develop your ability to read academic articles"

Instruction language
EN

Prerequisites
- Knowledge of management and organization concepts at a basic level (e.g. The first year course Management of Organization and Marketing) - An advanced level of English

Recommended literature
The course builds upon articles from academic journals and selected chapters from textbooks.

**Teaching methods**

PBL
Presentation(s)
Assignment(s)
Lecture(s)

**Assessment methods**

Attendance
Participation
Written exam

**Key words**
Marketing Management

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period

Code
EBC2009

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
M.E. Aguirre Lopez

Description
"In today’s internationally-oriented business environment, it is crucial for prospective managers to familiarize themselves with concepts and issues related to Marketing Management that provide them with the knowledge and skills needed to compete in this environment. Marketing Management can be considered an intermediate general marketing course and builds upon the first year course ‘Management of Organizations and Marketing’. Basic managerial, marketing, and statistical knowledge is a prerequisite for attending this course. The course adopts two formats: case study analysis and a marketing research project. In the case study format, emphasis is put on contemporary and international issues within a diverse scale of industries that focus on strategic as well as tactical marketing problems. Although conceptual material is provided and used as an instrument for analysis, emphasis is put on a critical and problem-solving approach of real-life cases. Through a marketing research project, students are challenged to delve into a real managerial issue and utilize skills that are developed within the course. To understand how to address this problem, students are tasked design and implement a full scale marketing research and provide a report with proposed solutions back to the company. The sessions build upon PBL-guided case study sessions, while in-class exercises and assignments help build students’ marketing research skills. Lectures support the elaboration of the research project. International marketing and research cases are being discussed on a regular basis in tutorial group meetings. The necessary knowledge for these discussions can be found in a basic textbook on marketing management, as well as a book on how to conduct marketing research. The latter is also necessary for successfully conducting a real-life marketing research project. Additional information on how to conduct marketing research will come from lectures. For Bachelor IB students, the course is given in term III, period 2. The course will be particularly appealing to those students interested in developing a better understanding of international marketing and marketing research practices. As a matter of fact, it is a fundamental course for every manager to be, regardless of whether or not he or she has a particular interest in the marketing discipline.”
Goals
Marketing Management focuses on the development of a better understanding of core marketing issues through the analysis of real-life marketing problems and marketing decision-making in an international context.

Instruction language
EN

Prerequisites
"- Course 1.1: Management of Organizations and Marketing - Knowledge of Marketing and statistical concepts at a basic level - Exchange students need to have taken at least one marketing and one statistical course at introductory level. - An advanced level of English"

Recommended literature

Teaching methods
PBL
Lecture(s)
Assignment(s)
Patient contact
Work in subgroups
Presentation(s)

Assessment methods
Participation
Written exam

Key words
Global Business

Academic year 2015-16

Date last modified
12-2-2016 1:33

Period

Code
EBC2021

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
W.A. Letterie

Description
“The topics covered in this course can roughly be grouped into three categories: FOUNDATIONS: Globalization drivers, internationalization, foreign direct investment and the multinational enterprise. STRATEGY: International, multinational, global and transnational strategies ORGANISATION: Cross-border management of business functions; transnational leadership, transnational company’s value system as well as inter-firm relationships.”

Goals
“The course develops a better understanding of the multinational enterprise (MNE) and its challenges and opportunities in a globalised world. Given the complexities of managerial decisions of MNEs, there is no “silver bullet”. Therefore, the course provides students with a better understanding of a firm’s external and internal factors that managers need to be taken into account. The course combines learning about relevant concepts from seminal, and state-of the art knowledge sources with own application in various real life contexts. The specific objectives are: 1. to understand a number of crucial theoretical, empirical and managerial issues in international business strategy; 2. to develop the ability to apply theory to real world cases and to find possible solutions to real world cases; 3. to develop the ability to critically assess the usefulness of competing or complementary theories and to decide yourself what is important; 4. to develop skills working in international teams; 5. to manage time; 6. to employ academic writing skills.”

Instruction language
EN

Prerequisites
Basic understanding of the development and implementation of firms' strategies.
**Recommended literature**
To be announced.

**Teaching methods**
PBL
Presentation(s)
Paper(s)

**Assessment methods**
Participation
Written exam

**Key words**
Management Information Systems

Academic year 2015-16

Date last modified
12-2-2016 1:33

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2003

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
M.P.M. Vluggen

Description
Students who are in the "new" programme IB (starting 1 September 2008) have to take this block in period 4. Students who are in the "old" programme IB (started before 1 September 2008) can take this block either in period 1 or in period 4. Students who are in the programme Infonomics (starting 1 September 2008) have to take this block in period 1. Too often IT is viewed as the province of technocrats, a domain inhabited by technical experts with little relevance to real-world business problems

Goals
The purpose of this course is: To give students an understanding of the role of information technology (IT) in organisations. To give students an understanding of the challenges of managing technology. To provide students with a thorough knowledge of different types of IT applications.

Instruction language
EN

Prerequisites

Recommended literature
Reader available via ELEUM.

Teaching methods
PBL
Presentation(s)
Lecture(s)
Assignment(s)

**Assessment methods**
Participation
Written exam

**Key words**
Corporate Governance

Academic year 2015-16

Date last modified
13-2-2016 1:29

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2020

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
R.W.J. Deumens

Description
Corporate governance involves a set of relationships between a company’s management, its board, its shareholders and other stakeholders, and is a key element in improving economic efficiency and growth as well as enhancing investor confidence. Corporate governance also provides the structure through which the objectives of the company are set, and the means of attaining those objectives and monitoring performance. This course examines various contemporary aspects of corporate governance, including issues relating to responsibility, accountability, sustainability, oversight, risk, ethics and incentives. The course is multi-disciplinary, integrating concepts from the disciplines of accounting, finance, law, economics, and business ethics. It will prove most useful to those seeking a thorough introduction to the subject for both academic and applied purposes. While a multiplicity of factors affect the governance and decision-making processes of firms, and are important to their long-term success, this course focuses on governance problems that result from the separation of ownership and control in large enterprises with diffuse ownership. However, this is not simply an issue of the relationship between shareholders and management, although that is indeed a central element. In some jurisdictions, governance issues also arise from the power of certain controlling shareholders over minority shareholders. In other countries, employees have important legal rights irrespective of their ownership rights. In addition, some of the other issues relevant to a company’s decision-making processes, such as environmental, anti-corruption or ethical concerns, are taken into account. Global economic integration has been a key factor in the salience of corporate governance questions. Next to the shareholder-oriented model, one that is today best exemplified by the large Anglo-American public firm, considerable attention is given to international differences in corporate governance. Although corporate governance has been a long-standing issue, the debate on corporate governance issues was given fresh impetus by well publicized corporate problems. These involved creative accounting, spectacular business failures, the apparent ease of unscrupulous directors in expropriating other stakeholders’ funds, the limited role of auditors, the claimed weak link between executive compensation and company performance, and the roles played by the market for corporate control and
institutional investors in generating apparently excessive short-term perspectives to the detriment of general economic performance. It is important for business students to get a comprehensive overview of the myriad of issues, both theoretical and practical, arising out of the current debate on creating effective corporate governance. To make the course active, lively and practical, we will use a variety of teaching methods and instruments, including renowned guest speakers from practice.

**Goals**
This course provides students with a comprehensive overview of the myriad of issues, both theoretical and practical, arising out of the current debate on creating effective corporate governance. The key objectives of the course are to help students: (1) Acquire a comprehensive overview of corporate governance; (2) Develop a deep understanding of the key elements of internal and external corporate governance; (3) Gain a general appreciation of institutional differences in corporate governance and many different codes of best practice world wide; and (4) Obtain a good understanding of how to analyse corporate governance in an individual company.

**Instruction language**
EN

**Prerequisites**
Students enrolling in this course should have previously completed courses that provide basic knowledge of accounting, finance and strategy.

**Recommended literature**
Textbook and academic articles.

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Participation
Written exam

**Key words**
Entrepreneurship and Small Business Man

Academic year 2015-16

Date last modified
12-2-2016 1:33

Period
Period 5  Startdate: 04-Apr-16  Enddate: 27-May-16

Code
EBC2158

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A.E.J. van Gils

Description
The course discusses the different steps in the entrepreneurial and small-business process, such as opportunity recognition, gathering resources, strategic planning in smaller companies, managing the venture, and growth, exit or failure of the business. It also introduces different types of entrepreneurship, such as social, academic and corporate venturing, as well as the theories that are important within this research field.

Goals
The Entrepreneurship and Small Business Management course aims to introduce students to the world of start-ups, SMEs (small-and medium-sized enterprises) and corporate venturing. The goal of the course is to acquaint students with concepts and theories that are relevant in the process of setting up and managing an own business. Besides, we will illustrate how entrepreneurial behaviour in large companies can positively influence multiple individual and firm-level performance variables. At the same time, the course will offer the students a 'learning-by doing' environment in which they can practice certain fundamentals of the entrepreneurial process such as value creation, opportunity recognition and creativity. Finally, this course aims to bridge theory and practice by having guest lectures from entrepreneurs and owner-managers of SMEs who will illustrate how the theories and concepts studied in this course are applied in their specific business context.

Instruction language

Prerequisites
Students need to have an advanced level of English and the ability to read and understand articles from scientific journals.
**Recommended literature**
selection of book chapters and journal articles

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)
Work in subgroups

**Assessment methods**
Final paper
Participation
Written exam

**Key words**
Management of Operations & Product Development

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period
Period 5  Startdate: 11-Apr-16   Enddate: 27-May-16

Code
EBC2022

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
B.P.J. Foubert

Description
Every year, companies launch thousands of new products. Many firms consider innovation the lifeblood of their business although failure rates of up to 80% are not uncommon. In this course we study what it takes to successfully develop products and bring them to the market. Specifically, we discuss how companies can translate customers’ needs into product concepts, and how they can produce and supply the new products in a cost-efficient yet customer-oriented manner. The course addresses the strategic, marketing, and operational decisions that lie at the core of this process.

Goals
Students will practice managerial skills and mathematical/statistical methods necessary to optimize the decisions involved in product development and management of operations.

Instruction language
EN

Prerequisites
Basic mathematics and statistics, general marketing concepts, basic finance. An advanced level of English.

Recommended literature

Teaching methods
PBL
Lecture(s)
Assignment(s)

**Assessment methods**
Participation
Written exam

**Key words**
Human Resource Management and Entrepreneurship

Academic year 2015-16

Date last modified
2-12-2015 1:18

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2026

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A.E.J. van Gils

Description
“The course is based on the assumption that there is no single ‘one best way’ of managing human resources and entrepreneurial energy, but rather that a range of approaches may be applicable to any one organization, depending on its environment, its business context and its employees. Consecutive issues in this course among others are: human resources for self-employment and staffing, corporate entrepreneurship, HRM in business organizations; social entrepreneurship and HRM; remuneration of -corporate- entrepreneurs, HRM in small enterprises and benchmarking corporate entrepreneurship and HRM.”

Goals
This Human Resource Management and Entrepreneurship course aims at introducing students to the intersections of the fields of human resource management, corporate entrepreneurship and new start-up entrepreneurship by addressing them from theory and practice. The goals of the course are to introduce students to the various issues that relate to ‘the human factor’ both in large incumbent corporations and in new ventures. It familiarizes students to the various tools available to deal with these issues and to provide a framework for evaluating the effectiveness and efficiency. Obviously, the descriptive nature of this course invites students to develop a critical understanding of the management of human resources and entrepreneurship in various business contexts. This implies that you will not learn how to actually practice HRM or run a new venture but rather why certain phenomena occur in the field of HRM and entrepreneurship in the context of different organizational environments (size, maturity, industry etc.).

Instruction language
EN
Prerequisites
Students need to have an advanced level of English and the ability to read and understand articles from scientific journals. For exchange students: fluid mastery of English and capacity to read academic journal articles An advanced level of English.

Recommended literature
selection of book chapters and journal articles

Teaching methods
PBL
Presentation(s)
Lecture(s)
Assignment(s)

Assessment methods
Attendance
Participation
Written exam

Key words
Quantitative Methods III (IB/FE)

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 3  Startdate: 11-Jan-16  Enddate: 22-Jan-16

Code
EBS2001

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
C.C.J.M.C. Kerckhoffs

Description
This skills training is devoted to refreshing and actively applying the basic inferential tools introduced in the statistics part of typical first year quantitative methods courses: a.o. the one-sample t-test, the independent-samples t-test, the paired sample t-test, one-way-ANOVA, the chisquare test and regression analysis. Six case studies using real-life datasets that reflect business problems from a.o. marketing and finance are examined extensively. The empirical analyses are performed with SPSS, a statistical software package widely used in professional practice.

Goals
¨ Learn to recognize the opportunities to apply basic tools from inferential statistics in practical business situations. 
¨ Learn to implement these tools correctly, using the statistical software package SPSS, also known as PASW...¨ Learn to interpret the results of such analyses correctly, and understand their limitations.”

Instruction language
EN

Prerequisites
"Basic principles from inferential statistics as discussed in typical first-year Quantitative Methods courses such as QM1 (code EBC 1005/1006/1007) and QM2 (code EBC 1033/1034/1035): basic probability theory, population versus sample, sampling distribution, point estimation, confidence intervals, type I error, regression analysis. Exchange students must have attended courses similar to QM1 and QM2 at their home university. If not, successful completion of QM3 is impossible.”
Recommended literature

Teaching methods
PBL
Lecture(s)
Assignment(s)

Assessment methods
Attendance
Participation
Written exam

Key words
Brand Management

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2062

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
E.C. Brüggen

Description
"Brand Management studies how to build, maintain, and exploit a company's most valuable asset: its brands. While products are increasingly becoming more standardized, the only difference that remains is the brand label on them. But brands are no manna from heaven. It takes serious efforts to build a brand, and marketing communication is a major tool in achieving an outstanding brand. How brands can be managed is the starting point and primary topic of the course. We will study what a brand is, which elements constitute a brand, and what needs to be considered in brand management. Brand measurement as well as the basic branding strategies related to brand systems and brand extensions will be discussed. For building brands, 'Integrated Marketing Communication' (IMC) is perhaps the most important instrument and deserves explicit attention. IMC seeks to influence consumer behavior; therefore, understanding the basic aspects of that topic is important for studying brand management. Throughout the course, students work on a real life branding or communication problem to which they have to apply all topics that they have explored in the course. For bachelor students at Maastricht University, the course is part of the Marketing Major. But it can also be chosen as an elective and may therefore be interesting for students who plan to focus on another business area. For example, accounting students learn about the background of an important intangible asset. Strategy students dive into one particularly important strategic issue. Further the course is of interest to anyone who wants to get experience in bridging theory and practice and who wants to learn more about the thrilling world of branding and advertising, which is around us anytime, anyplace, anywhere."

Goals
"The course has the following objectives: • Learning about the history of brand management • Developing an understanding of key terms and models in brand management • Understanding different theories in branding • Gaining an understanding of the role of brand management in marketing strategy • Introduction to several topics of brand
management • Introduction to the role of advertising and communication in branding • Studying how the effectiveness of branding initiatives can be measured • Learning about new development in branding • Actively applying the acquired knowledge by working on a real life branding and communication problem”

**Instruction language**

EN

**Prerequisites**

**Recommended literature**

A detailed literature list will be available on the Eleum site of the course

**Teaching methods**

PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**

Final paper
Attendance
Participation
Written exam

**Key words**
Strategic Marketing

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period

Code
EBC2063

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
R.W.H. Wetzels

Description
Description: This course focuses on designing strategies from the market back to create, deliver, and sustain customer value. To do so, this course views marketing as both a general management responsibility (building capabilities and firm processes) and an organizational orientation (culture and structure). Thus, the course will not pay attention to the tactical decisions (e.g. sales, advertising, pricing) or formal models of marketing decision-making (e.g. forecasting or product diffusion models) featured in other marketing courses. Finally, our level of analysis will be on the business unit and its network of channels, customer relationships, and alliances. Competences: In increasingly dynamic environment companies require a capacity to continuously learn about and swiftly respond to markets. Fundamental to this is the customer perspective, the recognition that company success comes from delivering superior customer value. Marketing traditionally has advocated the customer focus; yet, today, marketing needs to take on a more strategic, coordinative role within the firm to craft more interactive strategies about consumers and partners. Thus, it is an imperative for both marketing and non-marketing specialists to grasp how marketing helps the firm design strategies starting from the customer. We will take the viewpoint of the senior marketing manager to address the issues of (1) the nature and value of market orientation vs. other firm orientations, (2) uncovering customer value: value disciplines, (3) achieving and sustaining competitive advantage: sources and positions, (4) developing marketing capabilities and assets: market learning, customer relationships, alliances, (5) innovating strategies, (6) reaching markets: dynamic distribution channels strategies, (7) aligning the organization to the market: processes, capabilities, and structure. This course takes a very business oriented setup with many real-life examples. Students can improve their analytical, teamwork, presentation, and communication skills.

Goals
In increasingly dynamic environment companies require a capacity to continuously learn about and swiftly respond to
markets. Fundamental to this is the customer perspective, the recognition that company success comes from delivering superior customer value. Marketing traditionally has advocated the customer focus; yet, today, marketing needs to take on a more strategic, coordinative role within the firm to craft more interactive strategies about consumers and partners. Thus, it is an imperative for both marketing and non-marketing specialists to grasp how marketing helps the firm design strategies starting from the customer. We will take the viewpoint of the senior marketing manager to address the issues of (1) the nature and value of market orientation vs. other firm orientations, (2) uncovering customer value: value disciplines, (3) achieving and sustaining competitive advantage: sources and positions, (4) developing marketing capabilities and assets: market learning, customer relationships, alliances, (5) innovating strategies, (6) reaching markets: dynamic distribution channels strategies, (7) aligning the organisation to the market: processes, capabilities, and structure. This course takes a very business oriented setup with many real-life examples. Students can improve their analytical, teamwork, presentation, and communication skills.

**Instruction language**
EN

**Prerequisites**

**Recommended literature**
The basic textbook for this course is Kerin, R.A. and Peterson, R.A. (2013). Strategic Marketing Problems: Cases and Comments (13th edition). Pearson Education Limited. This textbook is supplemented by a limited set of articles. Cases will be used for the analysis of real life situations. Explanation: Through student evaluations it was revealed that students desired over the years a basic textbook that guides better their study into the theory of strategic marketing.

**Teaching methods**
PBL
Presentation(s)
Assignment(s)
Paper(s)

**Assessment methods**
Participation
Written exam

**Key words**
Consumer Behaviour

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4 Startdate: 01-Feb-16 Enddate: 01-Apr-16

Code
EBC2041

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
K. Geyskens

Description
Consumers and their needs are at the core of marketing. The past decades have witnessed a shift from a mere sales- and product-oriented approach (whereby marketing was a matter of pushing already existing product lines and creating awareness for those products) to a consumer-oriented approach (whereby products fit identified needs of well-delineated consumer segments, i.e. products need to be “positioned”). In order to be able to anticipate today’s rapid changes in consumers’ motives and needs, a decent understanding of the underlying mechanisms is a sine qua non. The objective of this course is to introduce the student to the principles of consumer behaviour. We start from formal theories and concepts and discuss their usefulness in developing effective marketing strategies. Most sessions will be organised around the consumer’s purchase decision process, consisting of Need Arousal, Information Search and Processing, Brand Evaluation and Attitude Development, Purchase, Consumption and Postpurchase Evaluation. Other sessions address specific consumer-specific or environmental variables that affect this decision process.

Goals
Consumer Behaviour aims at providing students with a better understanding of basic consumer buying behaviour in order to be able to describe, explain, and predict how consumers will behave under various marketing conditions and actions.

Instruction language
EN

Prerequisites
International marketing management /Marketing and management information systems Exchange students need to have taken at least one marketing course at introductory level (Comparable to: Principles of Marketing, by Kotler). Basic
statistical knowledge.

**Recommended literature**

**Teaching methods**
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Final paper
Participation
Written exam

**Key words**
Services Marketing

Academic year 2015-16

Date last modified
5-4-2016 1:15

Period
Period 5  Startdate: 11-Apr-16   Enddate: 27-May-16

Code
EBC2043

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J.G.A.M. Lemmink

Description
Services dominate most developed economies, representing significantly more than half of these countries' gross domestic product. Furthermore, in many lesser-developed nations services are considered as a way to expand and stimulate economic growth and development. Consistent with the economic growth has been a growth in services employment. In many countries the majority of the workforce is employed in services jobs, and the projected growth for the next decades is overwhelmingly dominated by services. Therefore it seems imperative to study the marketing of services. The specific problems of marketing of organisations (mostly although not exclusively profit-oriented businesses) that provide services form the central focus. Two kinds of services will be dealt with: - services which are offered by organisations in the service-sector (banks, assurance and transport companies, the hotel and catering industry, health care and the tourist industry, among others) - services which are offered by companies which manufacture products. In this context services refer mostly to the so-called “after/sales service” (repair services, service engineers, etc.) but also (product) instructions accompanying a sale. In addition, special attention will be given to the electronic services. There is a separate block dedicated to services marketing because: 1. Service companies have been providing an increasing amount of the National Income in recent years. 2. This sector requires a specific marketing policy due to the nature of its products. 3. The service sector is likely to provide an increasing contribution to a company’s profit as competition on the basis of pricing is getting tougher as a result of which profit margins of many companies will be under pressure. In this block emphasis will be placed more specifically on marketing management and customer perceptions. With regard to this, a number of presentation topics need to be researched both in a theoretical and a practical manner in addition to the discussion of a number of tasks. Moreover, three elaborate cases will be discussed

Goals
The general objective of this course is to introduce the different characteristics of services and their particular
consequences for marketing. On the one hand, this will be accomplished by studying the literature (the course textbook and selected articles). On the other hand, a major emphasis will be placed on presentations in which teams of participants are expected to lead the discussion on various service marketing themes and report practical research projects conducted to test and practice the theoretical concepts encountered. By these means, students should obtain an in-depth insight into the literature on the marketing of services and at the same time develop a (hands-on) feeling for conducting research in this area. Would-be participants should be aware of the fact that this course requires a considerable amount of planning, effort, and inventiveness.

**Instruction language**
EN

**Prerequisites**

**Recommended literature**
The textbook for this block is the recently published *Services Marketing, Integrating customer focus across the firm* by Zeithaml and Bitner (Irwin McGraw Hill 2003, 3rd ed.), ZB hereafter

**Teaching methods**
PBL
Presentation(s)
Paper(s)

**Assessment methods**
Written exam

**Key words**
Operations Management

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2064

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
V.J.C. Kreuzen

Description
The course focus is on methodologies that have shown to be indispensable for decision making in both production and service organisations. Topics that are going to be covered are Process Analysis, Project Management, Quality Control, Capacity Planning, Supply Chain Management, Inventory Management, Scheduling & Aggregate Planning, Material Requirements Planning, Lean Production/JIT. Addressing these topics, several quantitative techniques that have shown to be successful in these areas will be discussed using examples and exercises. The course combines student summary lectures, case and exercise discussions, and literature presentations. Quantitative models will be trained using exercises and cases.

Goals
Ability to understand and judge the role and functioning of quantitative models for decision making in the management of operations. Ability to use such models and derive managerial decisions.

Instruction language
EN

Prerequisites
Basic knowledge of the role and scope of Operations Management within Business. Moderate mathematical skills; ability to understand quantitative models and concepts. An advanced level of English.

Recommended literature
Teaching methods

PBL
Presentation(s)
Assignment(s)
Paper(s)

Assessment methods

Final paper
Participation
Written exam

Key words
Global Supply Chain Management

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period

Code
EBC2030

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
K.A. Chodakowski

Description
Global Supply Chain Management provides a first introduction to the design, organisation, and optimisation of a firm’s supply chain processes, from the procurement of raw materials via production and warehousing to distribution and transportation in an international context. Tutorials evolve around student presentations and discussion of relevant literature and case studies. Normally, a subgroup of students will be responsible for an entire session, presenting a key summary of the required as well as additional material, such as other academic articles, cases, and examples.

Goals
This course at the bachelor’s level is designed to provide IBE students with basic knowledge of international supply chain management activities. An integrative view is taken to the analysis of production and logistics systems in an international context. Problems and case studies are used to illustrate the different topics and concepts. Students will acquire the foundations of supply chain management knowledge, apply theoretical knowledge to practical cases and work on their presentation skills.

Instruction language
EN

Prerequisites
General insight and interest in business. This is the first supply chain management course in the major.

Recommended literature
Reader based on State-of-the-Art articles on Global Supply Chain Management
Teaching methods
PBL
Presentation(s)
Paper(s)

Assessment methods
Participation
Written exam

Key words
Global Transportation Management

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2065

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
S. Bartczek

Description
The aim of this course is to examine the role of transportation in international business in detail. It is the objective to provide students you with a conceptual understanding of the conditions faced by transportation managers in an international environment. Topics include complexity of international shipments, economic and legal environment of ocean, air carriers, freight forwarding, carrier selection, contract logistics and export documentation. Furthermore, it covers - among others - the cost structure and documentation of shipments, conference system for shipping lines, international sourcing, service priorities, and future outlooks for transportation logistics.

Goals
Global Transportation Management develops a fundamental understanding of the role of transportation in Supply Chain Management and familiarizes students with different modes of international transportation: ocean shipping, air, road and rail transportation.

Instruction language
EN

Prerequisites
At least one course in Logistics at Introductory level (level comparable to: The Management of Business Logistics: a Supply Chain Perspective, by J.J. Coyle, E.J. Bardi and C.J Langley (2003)).

Recommended literature
The literature assigned for this course draws from a variety of sources of stakeholders involved in global transportation
management. The course is supplemented by a large selection of scientific articles of leading academic logistics and supply chain journals. Cases are used to illustrate the different concepts.

**Teaching methods**
Presentation(s)
Lecture(s)
Assignment(s)

**Assessment methods**
Written exam
Final paper
Participation

**Key words**
Digital Supply Networks
Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2045

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
F. Mathmann

Description
Companies such Amazon, Airbnb and LinkedIn build and manage powerful supply networks to create value. The goal of this course is to provide students with an understanding of these networks and their relationships with customers as well as suppliers. We also zoom in on the digitization and innovation processes that govern these relationships. Students will critically evaluate cutting-edge thinking on these topics and discuss implications for supply chain management, strategy and marketing.

Goals
This course not only provides students with concepts to understand recent digitization processes but also prepares them with the conceptual tools to manage future in supply chain, marketing and strategy innovations.

Instruction language
EN

Prerequisites
A holistic understanding of Supply Chain Management, Marketing and Strategy; a keen interest in technology and innovation; Knowledge of Internet technologies and a good command of English

Recommended literature

Teaching methods
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

Assessment methods
Final paper
Participation
Written exam

Key words
Crisis Management in organisations

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2100

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
B.H.J. Schreurs

Description
The aim of this course is to provide you with an understanding of the phenomenon crisis, its attributes, and to discuss ideas on what can help us to avoid and handle a crisis intelligently. A crisis is a low probability, high-impact event that threatens the viability of the organization and is characterized by ambiguity of cause, effect and means of resolution, as well as by a belief that decisions must be made swiftly. Well-known examples are the BP oil spill and the Chernobyl disaster (hence, this is not a course about financial crises!). An enormous amount of articles have been written on how to solve crises situations. Often these solutions are presented in easy to use -to do- lists. Unfortunately, solving organizational crises is not that simple. This course presents a clear framework that may help you to understand how organizational crises arise, and aims to give you more insight in the complexity of crisis management. The course consists of three main parts. In the first part, we discuss the psychological, social-cultural and technological structural causes of an organizational crisis. In the second part, we examine to what extent organizations can prevent or plan for crises. In the last part, we study how organizations can cope with a crisis once it has hit, thereby focusing on crisis communication, leadership and organizational learning.

Goals
"After successfully completing this course, students should be able to: Understand the nature and types of organizational crises; Discuss the possible outcomes of organizational crises; Recognize how individual, social/organizational/cultural, and technological factors have contributed to the emergence of organizational crises; Explain which factors help in preventing, containing, and resolving organizational crises; Appreciate the role of individual/group decision-making, communication, and leadership in the crisis management process."

Instruction language
Prerequisites

Recommended literature
The literature in this course is of an advanced level as it draws from frontline scientific journals that often can be challenging. Furthermore, you are required to apply the literature to real life crisis situations.

Teaching methods
PBL
Presentation(s)
Work in subgroups
Lecture(s)
Assignment(s)
Paper(s)

Assessment methods
Participation
Written exam
Final paper

Key words
Comparative Management

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period

Code
EBC2067

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
S.J.B. van Diepen

Description
"Comparative management analyses the extent to which management principles are applicable from one business context (e.g., industry or country) to another. Comparative management seeks to determine the applicability of mainstream management know-how to other contexts. For example, the rise of many countries in Asia from being a developing country to global powerhouse status, the unprecedented transformation of societies through the adoption of market culture, and the economic integration in Europe have made it an imperative to explore alternative management approaches to standard theories. Note: Moreover Presentation/Facilitation will be part of the Assessment methods."

Goals
The purpose of teaching Comparative management is to provide students with comprehensive knowledge of various management styles practiced by managers in different countries and different business contexts, with the aim of preparing them to manage different organisations successfully. The intention is to help them to develop an awareness of the concept of culture and institutions and their pervasive and hidden influence on behaviour in organisations, particularly with respect to management and management practices. We want them to develop familiarity with the types of situations and issues that managers confront when working internationally or in otherwise diverging contexts (e.g., functional areas, professions and industries) and to appreciate the impact of working in a different context on one's personal behaviour.

Instruction language
EN

Prerequisites
“None, but some prior courses on organisation, management, leadership, organisational behaviour and the like greatly enhance the fruitfulness of this course. An advanced level of English.”

**Recommended literature**

Scientific journal articles and textbook chapters.

**Teaching methods**

PBL
Presentation(s)
Lecture(s)

**Assessment methods**

Attendance
Participation
Written exam

**Key words**
Organisation Design

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2047

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A.T.M. van Iterson

Description
“This course gives an advanced level treatment of aspects related to the design of organisations so as to help achieving added value for the customer, shareholder, employee, stakeholder and the wider society. In this course you will become familiar with the design of organisations, particularly in its wider market and societal context, as well as its link with organisational change. This course builds on the second-year course Management of Organisations and will take you deeper into the field. This course will be relevant for you whether you want to pursue a career as a specialist or as a generalist, whether you want to work in a for-profit organisation, in a not-for-profit organisation or whether you want to set up your own business. Central questions in this course are: What are organisations? What is their effect on society? And vice versa: how does society at large affect organisations? Why do organisations exist? (Put differently: why don’t all economic transactions take place via the market?) How can we classify organisational types? Why are there so many types of organisations? What makes an organisation effective and efficient? What makes an organisation ethical? Whose interests do organisations serve? Why do some organisations fail where others succeed? And most importantly: How should organisations be designed and changed?”

Goals
To develop: (i) a foundation of knowledge about different academic theories about the design and re-design of organisations; (ii) the capacity to analyse the strengths and weaknesses of different organisational theories, designs and practices, to compare and contrast approaches, and evaluate and assess these different models, (iii) the ability to apply the theoretical and conceptual ideas to concrete design and redesign problems, (iv) a tolerance and appreciation for, as well as an ability to manage, conflicting perspectives, ambiguity, paradox, and contradiction, and (v) an ability to analyse organisations in the context of the fundamental and persistent tensions that characterize all organisational design efforts
Instruction language
EN

Prerequisites
Basic knowledge of organisation theory. An advanced level of English

Recommended literature

Teaching methods
PBL
Presentation(s)
Lecture(s)

Assessment methods
Participation
Written exam

Key words
Organisational Behaviour

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5  Startdate: 11-Apr-16   Enddate: 27-May-16

Code
EBC2048

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
H. Günter

Description
This course will build on topics discussed during other courses in the major of Organization. While comparative management addresses the cultural impact on management decisions, organizational design the structural decision made by management, organizational behaviour will focus on what people actually do in an organization and how their behaviour affects organizational performance. A manager can design an organization fitting its institutional environment, but organizational performance can remain at a low level if the employees within an organization have: low motivation, high stress level and power conflicts. This course will thus focus on employment related situations. Topics discussed on an individual level will be: motivation, perception, learning and attitudes. On a group level the topics are: group decision making, teams and power and conflict.

Goals
"After the completion of this course students should be familiar with advanced theories of organisational behaviour (OB) that help in understanding why people and groups in organisations behave as they do; be able to read, understand and critically evaluate different types of academic literature: large-scale studies, case studies, theoretical articles, and review articles; be able to conduct reasonably sophisticated discussions about conflicting approaches and to form well-founded and - where necessary - critical opinions on these approaches; be able to apply OB concepts for diagnosing and analysing problems in organisations and to use this knowledge for suggesting and evaluating problem solutions."

Instruction language
EN

Prerequisites
Students should have basic knowledge of organizational theory. Prior courses in the field of organization, management and organizational design are advantageous. An advanced level of English

**Recommended literature**
To be announced at Eleum.

**Teaching methods**
Assignment(s)
PBL
Presentation(s)
Lecture(s)

**Assessment methods**
Participation
Final paper

**Key words**
Business and Politics in Europe

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1 Startdate: 31-Aug-15 Enddate: 25-Oct-15

Code
EBC2051

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
W. Swaan

Description
Please attention: There is no traditional exam in this course. The final paper has strict requirements on literature to be followed. Basically, it is an exam in the form of paper. It is NOT a “free” paper. Grading is on your understanding of the assigned literature. This course provides an advanced introduction to the interaction between business and politics in Europe, and is indispensable for anyone aspiring to become a leading business person in Europe. A creative, multidisciplinary approach is taken, using original and challenging literature from economics, business, political science and modern history. We start with a brief review of the history of the European Union with special attention to structures of decisionmaking. This is followed by an introduction into the emerging field of corporate political strategy. The increased impact of regulation on the competitive position of firms has led many firms to develop active political strategies. Based upon these introductions we are going to explore the relation between business and politics in Europe. This involves, among other things, an analysis of the varieties of capitalism in Europe, including the different traditions of political decision making, the historical background of these differences, the impact this has on lobbying practices in the EU and the various member states, and how as a business person one should this take into account when anticipating and influencing decision making in the EU. Apart from studying the assigned literature, students’ work in teams of 2-3 persons on a project, the topic of which may be chosen in one of the following areas: - Varieties of capitalism in Europe: comparing 2-3 countries on some elements of the business system, - A country or region in Europe: analysing the competitiveness of 2-3 industries, or analysing 2-3 elements of the institutional structure of the country - The implementation of EU regulation in a particular industry. The course is NOT offering some kind of toolbox containing all elements necessary for doing business in Europe, as some students seem to have been expecting in the past. This is impossible in one course of 8 weeks, at least not on an advanced level. Fulfilling this expectation would basically imply a repetition of a first year course Introduction to International Business. During your studies at UM you build your own toolbox by choosing advanced courses in Strategy, Organisation, Marketing, Logistics, Accounting etc. The current course
provides additional tools by understanding the interaction between business and politics in Europe. This indeed indispensable when doing business in Europe. More additional remarks concerning assessment methods: 90% attendance (max. 1 absence) Take home assignments on course material Project Presentations

**Goals**

Understand the wider institutional environment in which firms in Europe operate. Understand the relevant elements of institutional diversity in Europe; in particular how institutional diversity extends to elements other than culture.
Understand the differences in political systems in Europe, their historical roots and the implications this has for business.
Understand the mutual interaction between Business and Politics in Europe, in particular regarding the functioning of the European Union, the impact of regulation, the role of lobbying and the implications this all has for business. Ability to apply knowledge of the European institutional environment to relevant business decisions, including anticipation of regulatory changes and strategy development in general. Ability to work independently on a project, including independent literature search. Ability to work on a project in a multinational team of people with diverse backgrounds and prior knowledge. Ability to interpret developments and anticipate changes in European Business & Politics for the coming 5-10 years.

**Instruction language**

EN

**Prerequisites**

Two years of study in International Business and/or International Economic Studies at a level comparable to UM. Very good working knowledge of English (reading, writing, speaking). Special remarks follow for: Exchange Students; UM IES students; UM SBE students having taken a minor in European Studies. Note for Exchange Students Given the aims of the course, it would be very beneficial to have students from different national backgrounds, including students from outside Europe. Participation of exchange students in this course is usually greatly appreciated, both by themselves and by the regular students. In the past, advanced writing skills in English have proven to be critical for exchange students. If you are unsecure about your writing skills, you are advised to follow trainings in writing skills prior to or parallel to this course. You should be prepared and motivated to digest a wide range of topics and issues in a short time and apply these in a project together with students of different backgrounds. The course is NOT open to students majoring in subjects like Political Science (including International Relations), Psychology, European Studies etc. A sound prior knowledge in International Business or International Economics is a strict requirement. Note for UM IES students This course lies on the interface of international business and international studies and hence fits very well into the IES curriculum. Compared to the standard IES courses it has a much more applied character. It is especially recommended for people aspiring positions at regulatory agencies and international organisations in Europe, or at research positions within large international firms. Note for UM SBE students having taken a minor in European Studies Some of the topics in this course are also touched upon in the minor offered by European Studies. There is, however, no overlap regarding literature. The current course gives you the opportunity to apply your knowledge to a business setting.

**Recommended literature**

“Articles to be collected by students from the electronic library. For the academic year 2015-2016, it might be considered to use a new textbook (ca. € 30-40), in combination with a selection of articles. This will become clear by the time the course starts”

**Teaching methods**
PBL
Lecture(s)

**Assessment methods**
Final paper
Participation

**Key words**
International Business History

Academic year 2015-16

**Date last modified**
1-3-2016 1:20

**Period**

**Code**
EBC2069

**ECTS credits**
6.5

**Organisational unit**
School of Business and Economics

**Coordinator**
M.J. van Wegberg

**Description**
We study a path-breaking historical development in one or more leading industrial capitalist nations. We zoom in on business activities and their outcomes, and we zoom out to the historical and national context in which these events have taken place. Looking back at history can be concretely informative since much what exists now has its roots in the past. But studying history is also a way of developing creative notions about how humans interact with their business environment in a situation of pervasive uncertainty. This can broaden our mental scope in dealing with our own uncertain world. This may well be the most important learning to develop in our course.

**Goals**
“The course has two learning goals both linked to intellectual leadership, the ability to lead in interpreting situations, seeing opportunities where others don’t even look, and thinking through possible pathways towards jointly beneficial futures. These two goals are:  - study historical evolution in terms of human and organisational actors responding to opportunities in their environment in ways that pioneered entirely new industries and forms of business.  - Writing an essay that demonstrates that the student has ideas and is able to communicate these in a persuasive way.”

**Instruction language**
EN

**Prerequisites**
“This is a reading course for literate students with an excellent command of the English language in reading, writing, and conversation. I have to say that the reading load is quite considerable. Attendance in the first two meetings of the course is mandatory. You get introduced to tutor, fellow students, and the educational approach. Failure to attend both
meetings implies course failure.*

**Recommended literature**
Book and / or selected articles about business history with emphasis on the second industrial revolution.

**Teaching methods**
PBL
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Attendance
Final paper

**Key words**
Project and Process Management

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2050

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
P.W.L. Bollen

Description
The development of new products, services and processes is predominantly carried out in project groups. That means that people from different sectors of the organisation are brought together on a temporary basis to accomplish a complex task. The project management part of this course offers an insight in the role of project management in different organisational contexts. Special attention is given to the following issues: project selection, the project manager, project planning, resource allocation and project control. The production management part of this course deals with operation strategy and process management.

Goals
"The course is directed at the following learning and competences: · developing an awareness of the range, scope and complexity of the phenomena, issues and problems related to project and production management; · developing an integrated and process oriented perspective on managing complex projects and team work; · acquiring competencies in the usage of tools, techniques, methods and models for managing projects and processes."

Instruction language
EN

Prerequisites
The prior knowledge of the students on these topics is limited to parts of the organisation & marketing course. Exchange students should have prior knowledge of basic organisational and marketing concepts on an introductory level

Recommended literature
T.b.a.

Teaching methods
PBL
Presentation(s)
Lecture(s)
Assignment(s)

Assessment methods
Final paper
Participation

Key words
Strategic Management of Technology and Innovation

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2068

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
W.A. Letterie

Description
Many firms need to manage the innovation process. To that end firms obtain particular skills and knowledge. During the course we will probe into the strategic management of technology and innovation. Topics included are how organizational and industrial context shape technological innovation. We will cover which internal and external sources are important. For instance, links with customer needs and R&D alliances will be discussed. Another topic is how firms can appropriate the value of their innovations. In this context we will discuss corporate venturing and we touch upon the role open innovation may play.

Goals
Technology and innovation have to be managed by firms. In this course we will explore which concepts, techniques, tools and management processes are helpful to successfully advance technological innovations.

Instruction language
EN

Prerequisites
Basic knowledge of: marketing, organisation and strategy An advanced level of English

Recommended literature
Book and articles

Teaching methods
PBL
Assignment(s)

**Assessment methods**
Participation
Final paper

**Key words**
Investment Analysis and Portfolio Mngmnt

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1   Startdate: 31-Aug-15   Enddate: 25-Oct-15

Code
EBC2054

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
R.R.A.E. Otten

Description
The purpose of this course is to study how investors (both retail and institutional) construct and manage portfolios. We follow the investment process investors follow in real life. That is from Asset Liability Management to Strategic and Tactical Asset Allocation to Portfolio Management, Security Selection and finally Trading. Each week we study a different asset class. Next to traditional assets like listed stocks we look at the added value of real estate, mutual funds, hedge funds and private equity in order to build diversified portfolios. Finally the course will introduce you to a new development in professional asset management; Socially Responsible Investing (SRI). We study the impact of SRI on portfolio return and risk. All topics are explored via real life cases using actual data.

Goals
Learn to manage portfolio of financial assets. Apply to real life cases.

Instruction language
EN

Prerequisites
Knowledge and understanding of: portfolio theory (CAPM), basics of derivatives (options futures, forward) and basics of statistics (OLS regression). Exchange students need to have taken at least one introductory finance course. An advance level of English.

Recommended literature
articles to be distributed.

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)

**Assessment methods**
Written exam

**Key words**
Financial Management and Policy

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period

Code
EBC2055

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
G.M.B.J. Hübner

Description
Topic coverage includes: asset valuation, real options, capital structure, cost of capital, Hybrid Financing, dividend policy, corporate liabilities, short term finance. Throughout the course, practical applications of financial concepts and techniques will be carried out with the use of cases.

Goals
This course provides substantial background for several other advanced finance courses. This course covers important concepts and theories related to the financial management of firms.

Instruction language
EN

Prerequisites
Second year course in finance Knowledge and understanding of finance (level comparable to course Finance). Exchange students need to have taken at least one introductory finance course

Recommended literature

Teaching methods
Presentation(s)
Lecture(s)
Assessment methods
Participation
Written exam

Key words
International Financial Management

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2070

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
C.J.G. Vandenboorn

Description
This course focuses on international financial management. We will deal with corporate issues from the perspective of companies operating in a multi-country environment and with problems facing an international financial or risk manager. The objective of the course is to familiarise participants with the fundamental issues in international finance and how they relate to business practice. In order to meet this objective, the course will be based both on lectures and group sessions.

Goals
The objective of the course is to introduce students to the fundamentals of international finance, international asset allocation and international financial management.

Instruction language
EN

Prerequisites
Basic courses in finance, economics and statistics. Exchange students should have followed a basic finance course and basic economics course.

Recommended literature
Teaching methods
PBL
Presentation(s)
Lecture(s)
Assignment(s)

Assessment methods
Written exam

Key words
Options and Futures

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5   Startdate: 11-Apr-16   Enddate: 27-May-16

Code
EBC2053

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
P.J. Mauricio Rodrigues

Description
The basic valuation models such as the binominal Option Pricing Model and the Black and Scholes Model will be presented and discussed. Investment and hedging strategies, involving stock indices, currencies and interest rates with these new financial instruments will be studied in detail.

Goals
This course offers an introduction to options, forward and futures contracts, the organisation of their markets, their properties, the determination of their price and their use in trading strategies.

Instruction language
EN

Prerequisites
Second-year finance course. Students should be familiar with risk and return and asset pricing concepts. Exchange students need to have taken at least one introductory finance course.

Recommended literature

Teaching methods
PBL
Presentation(s)
Assignment(s)

Assessment methods
Participation
Written exam

Key words
Internal Control&Accounting Info Systems

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2057

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
C.C.M. Schelleman

Description
The area of internal control and accounting information systems concerns the quality of (financial) information. As a result of recent corporate financial scandals, this has become a significant issue in today's business. Every business needs a control system that monitors the effectiveness and efficiency of operations, reduces the risk of asset loss, and helps to ensure the reliability of financial reporting and compliance with laws and regulations. The course Internal Control & Accounting Information Systems is an introduction into the key concepts and techniques of internal control, such as information quality, the COSO control framework, IT controls and organisational controls. Based on these concepts and techniques, the course addresses the design of effective and efficient internal controls for the purchasing, inventory, production and sales activities of businesses.

Goals
"Understand the concept of quality of information and the importance of this concept. Understand the role of internal control in producing information of high quality and in promoting the efficiency and effectiveness of an organisation's operations. Learn about the different organizational processes within organisations, and learn how to design internal controls for each of these processes. Learn about the controls that specifically apply to Information Technology (IT) and integrate these into each of the business processes. Graduates have academic, evidence-based knowledge and understanding of theories, methods and tools in business/economics. Graduates can apply their knowledge and understanding to identify and solve real life business/economic problems. This includes demonstrating analytical skills and a problem-solving attitude. Graduates can inform Judgments on theoretical and practical business/economic issues. Graduates can effectively communicate both to specialist and nonspecialist audiences. This includes demonstrating strong presentation skills, project- management skills and interpersonal skills. Graduates have largely self-directed learning skills and the ability to regulate their own learning process. Graduates have a professional attitude. This includes
demonstrating an open mind, proactive behaviour, critical reflection and accountability. Graduates can effectively function in a multicultural environment and work in multicultural teams. This includes demonstrating interpersonal skills and a high proficiency of English. Graduates show social responsibility. This includes demonstrating awareness for academic and scientific responsibility in a broader social or ethical context.”

**Instruction language**

EN

**Prerequisites**

No specific knowledge required.

**Recommended literature**


**Teaching methods**

PBL
Presentation(s)
Assignment(s)

**Assessment methods**

Participation
Written exam

**Key words**
Management Accounting

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2059

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A. Brüggen

Description
The leading theme of this course is the value of accounting information for (strategic) decision-making within the firm. The course elaborates on cost accounting and cost management techniques. Some topics in this respect are: Activity Based Costing/Management, Balanced Scorecard, Cost Allocation and Performance Measurement. A selection of such issues will be covered in depth during the course. In addition, this course discusses state-of-the-art articles describing research studies and more popular contemplations regarding cost accounting and especially cost management.

Goals
“The leading theme of this course is the value of accounting information for (strategic) decision-making within the firm. The course provides an overview of state-of-the-art advanced cost accounting and cost management techniques. Some topics in this respect are: activity-based costing and activity-based management, performance evaluation (measurement) techniques (scorecards, ...) and cost allocation issues. A selection of such issues will be covered in depth during the course. In addition, this course introduces and discusses both state-of-the-art research studies and more popular contemplations regarding strategic cost accounting and especially cost management.”

Instruction language
EN

Prerequisites
“2nd year courses Accounting II (EBC2002) or Finance and Accounting (EBC2007). This course requires a basic knowledge of accounting procedures. Therefore, students should have at least completed a first year or second year bachelor course in accounting. Ideally, students should also have taken an intermediary course in financial or management accounting.
Students that do not have any background in accounting should have a full bachelor degree in business or economics

**Recommended literature**
Textbook

**Teaching methods**
PBL
Presentation(s)
Assignment(s)

**Assessment methods**
Participation
Written exam

**Key words**
International Financial Accounting

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2056

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
P.J. Vorst

Description
The course covers corporate financial accounting and reporting. The objectives of and international differences in financial accounting are discussed. However, the focus of the course will be on the understanding and application of financial accounting methods required by IAS/IFRS in various areas. During the meetings the required literature, questions, and assignments will be discussed.

Goals
"Understanding the sources and implications of international differences in accounting approaches, Becoming familiar with IAS/IFRS, but more importantly, Developing the conceptual knowledge of financial accounting in order to facilitate the understanding (i) of current financial accounting practice, (ii) of why IAS/IFRS prescribes certain accounting methods, and (iii) of why other standard setters (such as the US FASB) may have chosen to prescribe alternative methods”

Instruction language
EN

Prerequisites
"2nd year courses Accounting II (EBC2002) or Finance and Accounting (EBC2007) . Students from outside the UM should have sufficient knowledge of the topics discussed in chapters 1, 2, 3, 4, 6, 7, 8, 13, 14 of the textbook of Libby, Libby, & Short “Financial Accounting”.

Recommended literature
Teaching methods
Presentation(s)
PBL

Assessment methods
Participation
Written exam

Key words
Auditing

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2058

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
L.E. Timmermans

Description
The course is aimed at giving students a solid introduction to auditing. The evolution of the auditing function, the role of auditing in a modern economy, the different manifestations of auditing, as well as the most elementary auditing techniques are discussed.

Goals
Solid understanding of the audit process; Basic knowledge of the literature on auditing; Obtain problem solving skills in auditing settings and develop experience in using and interpreting data in common decision contexts.

Instruction language
EN

Prerequisites
"Internal control & accounting systems Knowledge and understanding of internal control and accounting systems (level comparable to: course Internal control & accounting systems). An advanced level of English"

Recommended literature
Textbook and articles

Teaching methods
PBL
Lecture(s)
Assessment methods

Participation
Written exam

Key words
Information Management

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2060

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
L.H.H. Bollen

Description
"The course will discuss themes that are directly relevant to producing information management professionals. Some of these topics are: 1. Measuring the impact of IT on business performance 2. The success and failure of IT projects 3. The design of an IT architecture 4 The role of Business Intelligence and Business analytics All of these topics are on the top of the agenda of an information manager and practitioners are constantly looking for methods to better address these issues. For non IM specialists, a discussion of these topics helps to understand the most relevant problems that are part of using IT in organisations. Given the widespread use of IT, managers who are active outside the field of IT also deal with many of these same problems on a regular basis. The discussion of each topic will focus on methods and tools that are being used by practitioners to deal with these issues. For most topics, additional readings are available to provide background knowledge for students who lack the relevant prior knowledge."

Goals
his course introduces students to the field of information management with particular emphasis on the management of information within organizations. Students will be provided with opportunities to explore the basic concepts and principles of information management as well as apply these concepts and principles to practical problems. Advanced topics will also be introduced throughout the course to foster greater depth of understanding, to challenge students to think about established issues in new ways, and to highlight gaps in our current understanding. Some appreciation will also be fostered for the limitations of empirical research and for the unique challenges associated with the management of information. Key Learning Objectives. Develop an awareness and understanding of key principles, theories, and technologies related to the management of information. Obtain experience in applying information management concepts to address substantive, real-world information management issues.; Appreciate how empirical research can guide efforts to address real-world information management issues. Foster ability to communicate business issues to
technical audiences and complex technical issues to non-technical audiences

**Instruction language**
EN

**Prerequisites**
There are no specific prerequisites for this course. However, it does build upon the basic understanding of the role of information systems in organizations that is provided in an introductory MIS course such as the Management Information Systems course offered to International Business students (EBC2003). For further details on the topics covered in EBC2003 and the literature that is used please refer to EleUM.

**Recommended literature**
Reader

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Participation
Written exam

**Key words**
Knowledge Management

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period

Code
EBC2039

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J.R. Sweeney

Description
This course studies the knowledge management practices of contemporary organizations. Knowledge management can be defined as the systematic, explicit and deliberate acquisition, storage and application of organizational knowledge, aimed at maximizing organizations’ return on knowledge assets. The discipline of knowledge management is a very young one: it is little more than ten years old. Yet, people in organizations have always acquired, used and valued knowledge. Explicitly recognizing knowledge as a corporate asset is new, however, as is understanding the need to manage it with the same care paid to other, more tangible assets. Now that the foundation of industrialized economies has shifted from natural resources to intellectual capital, executives have been compelled to examine the knowledge underlying their businesses. This is a difficult endeavour, because knowledge originates in the human mind and can be difficult to codify. Hence, this course is concerned with a very fundamental question: “How can we manage knowledge?”

Goals
Students that have followed this course should be able to: Understand Knowledge Management (KM) concepts and tools; Understand KM processes (acquisition, selection, generation, internalisation, externalisation); Identify how KM can be used effectively within specific environments; Understand the facilitating role that information technology can play in knowledge management; Understand the challenges posed by KM implementation.

Instruction language
EN

Prerequisites
No prerequisites
**Recommended literature**
Electronic Reader

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Paper(s)

**Assessment methods**
Participation
Written exam

**Key words**
Systems Analysis and Design

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2072

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
L.H.H. Bollen

Description

"This course will provide students with the necessary tools & skills to analyse and design an information system. Also basics of data management and data modelling will be part of this course. After completing this course students will be able to translate business requirements into an information systems design. No programming skills are necessary to follow this course. However, good analytical skills are needed. During the course we will address and apply techniques such as Data flow diagrams, Entity-Relationship diagrams and relational modelling. For the more technical parts of the course, various lectures will be organized to properly introduce and explain the topics at hand. These lectures will be followed by a group sessions in which students apply their knowledge. During most tutorial meetings, exercises will be discussed. These exercises have to be prepared by all individual students. Working in teams or groups on these assignments is fully acceptable, but in no way mandatory. In addition, each student will be involved in hosting one or several tutorial meetings. Finally, the course includes one group assignment which has to be prepared by subgroups of 3-4 students."

Goals

"All businesses and organizations develop or buy information system. While the main purpose of these systems is to store and retrieve information, each system is unique and meets a different demand. In order to build properly functioning systems, it is essential that all requirements of the new information systems are analysed and translated into blueprints for future system implementations. This course will provide you with the necessary insights, and teach you the skills and methodologies to analyse and design information systems. Graduates have academic, evidence-based knowledge and understanding of theories, methods and tools in business/economics. Graduates can apply their knowledge and understanding to identify and solve real life business/economic problems. This includes demonstrating analytical skills and a problemsolving attitude. Graduates can effectively function in a multicultural environment and work in multicultural teams. This includes demonstrating interpersonal skills and a high proficiency of English."
**Instruction language**
EN

**Prerequisites**
An advanced level of English

**Recommended literature**

**Teaching methods**
PBL
Lecture(s)
Assignment(s)

**Assessment methods**
Participation
Written exam

**Key words**
ERP and Business Intelligence Systems

Academic year 2015-16

Date last modified
28-1-2016 1:17

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2061

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
L.H.H. Bollen

Description
“The focus of this course will be on how firms (re)organise their information structures by using information technologies such as ERP-systems (e.g. SAP and Oracle), data warehouses and Business Intelligence systems. Over the last 2 decades, the availability of these systems have profoundly changed the way in which management information is produced and used within organisations. As a result, new and dynamic ways of meeting the information needs of management are emerging. But also, these developments result in new problems within firms which, again, result in new approaches in trying to face these problems. It is important to understand that this course will take a management approach to Information and Communication Technology (ICT). There will be no technical analysis of the information systems that will be discussed during this course. Also, as far as ERP systems are concerned there is no focus on a logistics point of view. However, the emphasis of this course will be on the impact these systems have on organisations and people within these organisations. More specifically, we will address the issue on how these ICT developments change the role of information within organisations, focussing on a managerial level of decision making.”

Goals
“This course will build on the literature on ERP systems and Business Intelligence systems, in order to introduce students to two recently developed concepts in the IT practice: digitized platforms and big data. Could the enterprise become a full-time laboratory? What if you could analyse every transaction, capture insights from every customer interaction, and didn’t have to wait for months to get data from the field? Data are flooding in at rates never seen before as a result of greater access to customer data from public, proprietary, and purchased sources, as well as new information gathered from Web communities and newly deployed smart assets. These trends are broadly known as “big data.” Web-based companies, such as Amazon.com, eBay, and Google, have been early leaders, testing factors that drive performance—from where to place buttons on a Web page to the sequence of content displayed—to determine what will
increase sales and user engagement. Companies selling physical products are also exploiting big data for rigorous experimentation using Business Intelligence technology. Ford Motor, PepsiCo, and Southwest Airlines, for instance, analyse consumer postings about them on social-media sites such as Facebook and Twitter to gauge the immediate impact of their marketing campaigns and to understand how consumer sentiment about their brands is changing. Most companies are far from accessing all the available data. Many haven’t even mastered the digital platform needed to capture and analyse the valuable information they can access. More commonly, they don’t have the right talent and processes to design experiments and extract business value from big data, which require changes in the way many executives now make decisions: trusting instincts and experience over experimentation and rigorous analysis. Graduates have academic, evidence-based knowledge and understanding of theories, methods and tools in business/economics. Graduates can apply their knowledge and understanding to identify and solve real life business/economic problems. This includes demonstrating analytical skills and a problem-solving attitude. Graduates can effectively function in a multicultural environment and work in multicultural teams. This includes demonstrating interpersonal skills and a high proficiency of English.”

**Instruction language**
EN

**Prerequisites**
“This course requires a basic knowledge on the role of information systems in organisations. Students should be aware of the various types of information systems that are used within large organisations (e.g. operational information systems versus decision support systems). Therefore an introductory course on management information systems is recommended as a prerequisite. No technical IT knowledge is required. An advanced level of English”

**Recommended literature**

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)

**Assessment methods**
Participation
Written exam

**Key words**
Business and Politics in Europe

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2051

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
W. Swaan

Description
Please attention: There is no traditional exam in this course. The final paper has strict requirements on literature to be followed. Basically, it is an exam in the form of paper. It is NOT a “free” paper. Grading is on your understanding of the assigned literature. This course provides an advanced introduction to the interaction between business and politics in Europe, and is indispensable for anyone aspiring to become a leading business person in Europe. A creative, multidisciplinary approach is taken, using original and challenging literature from economics, business, political science and modern history. We start with a brief review of the history of the European Union with special attention to structures of decisionmaking. This is followed by an introduction into the emerging field of corporate political strategy. The increased impact of regulation on the competitive position of firms has led many firms to develop active political strategies. Based upon these introductions we are going to explore the relation between business and politics in Europe. This involves, among other things, an analysis of the varieties of capitalism in Europe, including the different traditions of political decision making, the historical background of these differences, the impact this has on lobbying practices in the EU and the various member states, and how as a business person one should this take into account when anticipating and influencing decision making in the EU. Apart from studying the assigned literature, students’ work in teams of 2-3 persons on a project, the topic of which may be chosen in one of the following areas: - Varieties of capitalism in Europe: comparing 2-3 countries on some elements of the business system, - A country or region in Europe: analysing the competitiveness of 2-3 industries, or analysing 2-3 elements of the institutional structure of the country - The implementation of EU regulation in a particular industry. The course is NOT offering some kind of toolbox containing all elements necessary for doing business in Europe, as some students seem to have been expecting in the past. This is impossible in one course of 8 weeks, at least not on an advanced level. Fulfilling this expectation would basically imply a repetition of a first year course Introduction to International Business. During your studies at UM you build your own toolbox by choosing advanced courses in Strategy, Organisation, Marketing, Logistics, Accounting etc. The current course
provides additional tools by understanding the interaction between business and politics in Europe. This indeed indispensable when doing business in Europe. More additional remarks concerning assessment methods: 90% attendance (max. 1 absence) Take home assignments on course material Project Presentations

**Goals**
Understand the wider institutional environment in which firms in Europe operate. Understand the relevant elements of institutional diversity in Europe; in particular how institutional diversity extends to elements other than culture. Understand the differences in political systems in Europe, their historical roots and the implications this has for business. Understand the mutual interaction between Business and Politics in Europe, in particular regarding the functioning of the European Union, the impact of regulation, the role of lobbying and the implications this all has for business. Ability to apply knowledge of the European institutional environment to relevant business decisions, including anticipation of regulatory changes and strategy development in general. Ability to work independently on a project, including independent literature search. Ability to work on a project in a multinational team of people with diverse backgrounds and prior knowledge. Ability to interpret developments and anticipate changes in European Business & Politics for the coming 5-10 years.

**Instruction language**
EN

**Prerequisites**
Two years of study in International Business and/or International Economic Studies at a level comparable to UM. Very good working knowledge of English (reading, writing, speaking). Special remarks follow for: Exchange Students; UM IES students; UM SBE students having taken a minor in European Studies. Note for Exchange Students Given the aims of the course, it would be very beneficial to have students from different national backgrounds, including students from outside Europe. Participation of exchange students in this course is usually greatly appreciated, both by themselves and by the regular students. In the past, advanced writing skills in English have proven to be critical for exchange students. If you are unsecure about your writing skills, you are advised to follow trainings in writing skills prior to or parallel to this course. You should be prepared and motivated to digest a wide range of topics and issues in a short time and apply these in a project together with students of different backgrounds. The course is NOT open to students majoring in subjects like Political Science (including International Relations), Psychology, European Studies etc. A sound prior knowledge in International Business or International Economics is a strict requirement. Note for UM IES students This course lies on the interface of international business and international studies and hence fits very well into the IES curriculum. Compared to the standard IES courses it has a much more applied character. It is especially recommended for people aspiring positions at regulatory agencies and international organisations in Europe, or at research positions within large international firms. Note for UM SBE students having taken a minor in European Studies Some of the topics in this course are also touched upon in the minor offered by European Studies. There is, however, no overlap regarding literature. The current course gives you the opportunity to apply your knowledge to a business setting.

**Recommended literature**
“Articles to be collected by students from the electronic library. For the academic year 2015-2016, it might be considered to use a new textbook (ca. € 30-40), in combination with a selection of articles. This will become clear by the time the course starts”

**Teaching methods**
PBL
Lecture(s)

**Assessment methods**
Final paper
Participation

**Key words**
Investment Analysis and Portfolio Mngmnt

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1   Startdate: 31-Aug-15   Enddate: 25-Oct-15

Code
EBC2054

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
R.R.A.E. Otten

Description
The purpose of this course is to study how investors (both retail and institutional) construct and manage portfolios. We follow the investment process investors follow in real life. That is from Asset Liability Management to Strategic and Tactical Asset Allocation to Portfolio Management, Security Selection and finally Trading. Each week we study a different asset class. Next to traditional assets like listed stocks we look at the added value of real estate, mutual funds, hedge funds and private equity in order to build diversified portfolios. Finally the course will introduce you to a new development in professional asset management; Socially Responsible Investing (SRI). We study the impact of SRI on portfolio return and risk. All topics are explored via real life cases using actual data.

Goals
Learn to manage portfolio of financial assets. Apply to real life cases.

Instruction language
EN

Prerequisites
Knowledge and understanding of: portfolio theory (CAPM), basics of derivatives (options futures, forward) and basics of statistics (OLS regression). Exchange students need to have taken at least one introductory finance course. An advance level of English.

Recommended literature
articles to be distributed.

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)

**Assessment methods**
Written exam

**Key words**
Information Management

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2060

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
L.H.H. Bollen

Description
“The course will discuss themes that are directly relevant to producing information management professionals. Some of these topics are: 1. Measuring the impact of IT on business performance 2. The success and failure of IT projects 3. The design of an IT architecture 4 The role of Business Intelligence and Business analytics All of these topics are on the top of the agenda of an information manager and practitioners are constantly looking for methods to better address these issues. For non IM specialists, a discussion of these topics helps to understand the most relevant problems that are part of using IT in organisations. Given the widespread use of IT, managers who are active outside the field of IT also deal with many of these same problems on a regular basis. The discussion of each topic will focus on methods and tools that are being used by practitioners to deal with these issues. For most topics, additional readings are available to provide background knowledge for students who lack the relevant prior knowledge.”

Goals
his course introduces students to the field of information management with particular emphasis on the management of information within organizations. Students will be provided with opportunities to explore the basic concepts and principles of information management as well as apply these concepts and principles to practical problems. Advanced topics will also be introduced throughout the course to foster greater depth of understanding, to challenge students to think about established issues in new ways, and to highlight gaps in our current understanding. Some appreciation will also be fostered for the limitations of empirical research and for the unique challenges associated with the management of information. Key Learning Objectives . Develop an awareness and understanding of key principles, theories, and technologies related to the management of information . Obtain experience in applying information management concepts to address substantive, real-world information management issues .;Appreciate how empirical research can guide efforts to address real-world information management issues . Foster ability to communicate business issues to
technical audiences and complex technical issues to non-technical audiences

**Instruction language**
EN

**Prerequisites**
There are no specific prerequisites for this course. However, it does build upon the basic understanding of the role of information systems in organizations that is provided in an introductory MIS course such as the Management Information Systems course offered to International Business students (EBC2003). For further details on the topics covered in EBC2003 and the literature that is used please refer to EleUM.

**Recommended literature**
Reader

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Participation
Written exam

**Key words**
Brand Management

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period
Period 1 Startdate: 31-Aug-15 Enddate: 25-Oct-15

Code
EBC2062

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
E.C. Brüggen

Description
“Brand Management studies how to build, maintain, and exploit a company’s most valuable asset: its brands. While products are increasingly becoming more standardized, the only difference that remains is the brand label on them. But brands are no manna from heaven. It takes serious efforts to build a brand, and marketing communication is a major tool in achieving an outstanding brand. How brands can be managed is the starting point and primary topic of the course. We will study what a brand is, which elements constitute a brand, and what needs to be considered in brand management. Brand measurement as well as the basic branding strategies related to brand systems and brand extensions will be discussed. For building brands, ‘Integrated Marketing Communication’ (IMC) is perhaps the most important instrument and deserves explicit attention. IMC seeks to influence consumer behavior; therefore, understanding the basic aspects of that topic is important for studying brand management. Throughout the course, students work on a real life branding or communication problem to which they have to apply all topics that they have explored in the course. For bachelor students at Maastricht University, the course is part of the Marketing Major. But it can also be chosen as an elective and may therefore be interesting for students who plan to focus on another business area. For example, accounting students learn about the background of an important intangible asset. Strategy students dive into one particularly important strategic issue. Further the course is of interest to anyone who wants to get experience in bridging theory and practice and who wants to learn more about the thrilling world of branding and advertising, which is around us anytime, anyplace, anywhere.”

Goals
“The course has the following objectives: • Learning about the history of brand management • Developing an understanding of key terms and models in brand management • Understanding different theories in branding • Gaining an understanding of the role of brand management in marketing strategy • Introduction to several topics of brand
management • Introduction to the role of advertising and communication in branding • Studying how the effectiveness of branding initiatives can be measured • Learning about new development in branding • Actively applying the acquired knowledge by working on a real life branding and communication problem”

**Instruction language**

EN

**Prerequisites**

**Recommended literature**

A detailed literature list will be available on the Eleum site of the course

**Teaching methods**

PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**

Final paper
Attendance
Participation
Written exam

**Key words**
Operations Management

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2064

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
V.J.C. Kreuzen

Description
The course focus is on methodologies that have shown to be indispensable for decision making in both production and service organisations. Topics that are going to be covered are Process Analysis, Project Management, Quality Control, Capacity Planning, Supply Chain Management, Inventory Management, Scheduling & Aggregate Planning, Material Requirements Planning, Lean Production/JIT. Addressing these topics, several quantitative techniques that have shown to be successful in these areas will be discussed using examples and exercises. The course combines student summary lectures, case and exercise discussions, and literature presentations. Quantitative models will be trained using exercises and cases.

Goals
Ability to understand and judge the role and functioning of quantitative models for decision making in the management of operations. Ability to use such models and derive managerial decisions.

Instruction language
EN

Prerequisites
Basic knowledge of the role and scope of Operations Management within Business. Moderate mathematical skills; ability to understand quantitative models and concepts. An advanced level of English.

Recommended literature
**Teaching methods**
PBL
Presentation(s)
Assignment(s)
Paper(s)

**Assessment methods**
Final paper
Participation
Written exam

**Key words**
Crisis Management in organisations

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2100

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
B.H.J. Schreurs

Description
The aim of this course is to provide you with an understanding of the phenomenon crisis, its attributes, and to discuss ideas on what can help us to avoid and handle a crisis intelligently. A crisis is a low probability, high-impact event that threatens the viability of the organization and is characterized by ambiguity of cause, effect and means of resolution, as well as by a belief that decisions must be made swiftly. Well-known examples are the BP oil spill and the Chernobyl disaster (hence, this is not a course about financial crises!). An enormous amount of articles have been written on how to solve crises situations. Often these solutions are presented in easy to use 'to do'- lists. Unfortunately, solving organizational crises is not that simple. This course presents a clear framework that may help you to understand how organizational crises arise, and aims to give you more insight in the complexity of crisis management. The course consists of three main parts. In the first part, we discuss the psychological, social-cultural and technological structural causes of an organizational crisis. In the second part, we examine to what extent organizations can prevent or plan for crises. In the last part, we study how organizations can cope with a crisis once it has hit, thereby focusing on crisis communication, leadership and organizational learning.

Goals
"After successfully completing this course, students should be able to: Understand the nature and types of organizational crises; Discuss the possible outcomes of organizational crises; Recognize how individual, social/organizational/cultural, and technological factors have contributed to the emergence of organizational crises; Explain which factors help in preventing, containing, and resolving organizational crises; Appreciate the role of individual/group decision-making, communication, and leadership in the crisis management process."

Instruction language
Prerequisites

Recommended literature
The literature in this course is of an advanced level as it draws from frontline scientific journals that often can be challenging. Furthermore, you are required to apply the literature to real life crisis situations.

Teaching methods
PBL
Presentation(s)
Work in subgroups
Lecture(s)
Assignment(s)
Paper(s)

Assessment methods
Participation
Written exam
Final paper

Key words
Birthing new ventures

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2145

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
C.M. Do Rosário Costa

Description
"Not many will contest the societal impact of enterprising individuals and entrepreneurial ventures on our economies. Entrepreneurs may start-up new companies with the intent to challenge (and sometimes even overthrow) incumbents. In the process, they create new jobs and apply competitive pressure on established firms. Entrepreneurs supposedly have an important direct and indirect effect on driving innovation. Not surprisingly, academics have sought to unravel the entrepreneurial process. From their findings we learn that all that happens prior to a formal launch of a new venture is critical to understand the essence of entrepreneurship. For example, we know that many more people see opportunities than those that actually seek to exploit the opportunities they have discovered. In this course you will explore why and how opportunities are created and/or discovered by more or less enterprising individuals. In addition you will explore why only a few of those that see an opportunity will actually engage in efforts to further explore and exploit the opportunities that they have spotted. You will identify factors that drive entrepreneurship at the level of the individual. You will explore how personality characteristics, experience, education, and social embeddedness shape entrepreneurial journeys. You will learn that entrepreneurship is not necessarily about taking risk, since many entrepreneurs put a lot of effort in minimizing (or even outsourcing) risk prior to the launch of their venture."

Goals
"This course aims to highlight the importance of the process stages that precede the launch of an entrepreneurial venture. We learned that the developmental process that results in the birthing of new ventures has a long-lasting impact on venture survival and/or entrepreneurial growth, therefore it is important to study it. This course provides a bird’s eye view on factors and processes that lead to the launch of entrepreneurial ventures. It builds a foundational understanding of the initial stages of the entrepreneurial process that will allow you to deepen your understanding of entrepreneurship in the subsequent courses of the Entrepreneurship minor. Primary course objective: You understand the critical role of
the individual-opportunity nexus in initiating new ventures; Secondary course objectives: [1] You understand how disciplinary perspectives have enriched (and continue to enrich) the scholarly understanding of the entrepreneurial process. [2] You understand why the stages that precede the formal start-up of a new venture are so critical to understanding the outcomes of enterprising behaviour. [3] You know how personalities and cognitive characteristics shape the emergence of new ventures. 4] You understand how and why new entrepreneurial opportunities arise. [5] You are able to explain how entrepreneurs screen and select opportunities. [6] You can decide on approaches to assess and enhance the value promise of embryonic business concepts.”

Instruction language

EN

Prerequisites

“The courses of the Entrepreneurship minor (see also http://www.mc4e.nl/minor) draw on the academic entrepreneurship literature. They do NOT expect students to have already developed an understanding of the functional domains of business administration or small business management (e.g. strategy, marketing, accounting, HRM, finance, operations). We encourage students to take the two introductory courses of the minor (Birthng new ventures and Mobilising resources [EBC2145; EBC2146]) BEFORE taking the other courses in the Minor. As this minor is delivered in English, your command of the English language (speaking and writing) should be good enough to actively prepare, participate, and contribute to class.”

Recommended literature

“e-Reader with papers; Set of teaching cases (costing approx. €20).”

Teaching methods

PBL
Assignment(s)
Work in subgroups

Assessment methods

Key words
Mobilising resources for entrepreneurial

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 1 Startdate: 31-Aug-15 Enddate: 25-Oct-15

Code
EBC2146

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J. Thiel

Description
"The societal impact of enterprising individuals cannot be contested. They found companies that challenge (and often replace) incumbents and they have an important role in introducing innovative products and services to new or established markets. However, entrepreneurs never operate in isolation; many entrepreneurs cofound their venture with others and establish partnerships to gather the resources necessary for launching and growing their ventures. 121105 We start the Resource mobilization course with exploring the two most essential resources for launching and growing a venture: human and financial. In so doing, you will explore how to put together an entrepreneurial team, examine team dynamics as well as how to recruit the best employees. You will review different types of financial resources available to entrepreneurs as well as how to select the best one for a specific type of venture. Based on this, you will also examine the role of business planning as part of a venture's resource mobilisation. This course will explore the concept of bootstrapping or how to get things done when you do not have the required resources. In all of the above, attention will be paid to how a venture's resource mobilisation strategy is not a static concept, but is one that changes dynamically over the lifecycle of a venture."

Goals
Whereas the "Birthng new ventures" course deepens your understanding of the pre-launch stage in the entrepreneurial process, this course aims to highlight the importance of putting entrepreneurship in context in that we go beyond the intersection of the entrepreneur and his/her opportunity. Specifically, this course aims to provide you insight into how to launch and grow a high-impact venture from a resource-based perspective. In other words, after having taken this course you should understand which resources are crucial to venture success, how to gather them, what elements to take into account when mobilizing resources as well as how you can get things done without resources.
Instruction language
EN

Prerequisites
The courses of the Entrepreneurship minor (see also http://www.mc4e.nl/minor) draw on the scholarly entrepreneurship literature. They do NOT expect that you have already developed an understanding of the functional domains of business administration or small business management (e.g. strategy, marketing, accounting, HRM, finance, operations). We encourage you to take the two introductory courses of the minor (Birthing new ventures and Mobilising resources [EBC2145; EBC2146]) BEFORE taking the other courses of the Minor. As this minor is delivered in English, your command of the English language in speech and writing should be good enough to actively prepare for, participate in, and contribute to the classes.

Recommended literature
- e-Reader with papers - Set of teaching cases (sold by MC4E) - Each student is to select and read a biography of an entrepreneurial venture/entrepreneur"

Teaching methods
PBL
Lecture(s)
Assignment(s)
Paper(s)

Assessment methods
Participation
Written exam

Key words
Global Supply Chain Management

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period

Code
EBC2030

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
K.A. Chodakowski

Description
Global Supply Chain Management provides a first introduction to the design, organisation, and optimisation of a firm’s supply chain processes, from the procurement of raw materials via production and warehousing to distribution and transportation in an international context. Tutorials evolve around student presentations and discussion of relevant literature and case studies. Normally, a subgroup of students will be responsible for an entire session, presenting a key summary of the required as well as additional material, such as other academic articles, cases, and examples.

Goals
This course at the bachelor’s level is designed to provide IBE students with basic knowledge of international supply chain management activities. An integrative view is taken to the analysis of production and logistics systems in an international context. Problems and case studies are used to illustrate the different topics and concepts. Students will acquire the foundations of supply chain management knowledge, apply theoretical knowledge to practical cases and work on their presentation skills.

Instruction language
EN

Prerequisites
General insight and interest in business. This is the first supply chain management course in the major.

Recommended literature
Reader based on State-of-the-Art articles on Global Supply Chain Management
Teaching methods
PBL
Presentation(s)
Paper(s)

Assessment methods
Participation
Written exam

Key words
Knowledge Management

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period

Code
EBC2039

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J.R. Sweeney

Description
This course studies the knowledge management practices of contemporary organizations. Knowledge management can be defined as the systematic, explicit and deliberate acquisition, storage and application of organizational knowledge, aimed at maximizing organizations’ return on knowledge assets. The discipline of knowledge management is a very young one: it is little more than ten years old. Yet, people in organizations have always acquired, used and valued knowledge. Explicitly recognizing knowledge as a corporate asset is new, however, as is understanding the need to manage it with the same care paid to other, more tangible assets. Now that the foundation of industrialized economies has shifted from natural resources to intellectual capital, executives have been compelled to examine the knowledge underlying their businesses. This is a difficult endeavour, because knowledge originates in the human mind and can be difficult to codify. Hence, this course is concerned with a very fundamental question: “How can we manage knowledge?”

Goals
Students that have followed this course should be able to: Understand Knowledge Management (KM) concepts and tools; Understand KM processes (acquisition, selection, generation, internalisation, externalisation); Identify how KM can be used effectively within specific environments; Understand the facilitating role that information technology can play in knowledge management; Understand the challenges posed by KM implementation.

Instruction language
EN

Prerequisites
No prerequisites
Recommended literature
Electronic Reader

Teaching methods
PBL
Presentation(s)
Lecture(s)
Paper(s)

Assessment methods
Participation
Written exam

Key words
Financial Management and Policy

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period

Code
EBC2055

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
G.M.B.J. Hübner

Description
Topic coverage includes: asset valuation, real options, capital structure, cost of capital, Hybrid Financing, dividend policy, corporate liabilities, short term finance. Throughout the course, practical applications of financial concepts and techniques will be carried out with the use of cases.

Goals
This course provides substantial background for several other advanced finance courses. This course covers important concepts and theories related to the financial management of firms.

Instruction language
EN

Prerequisites
Second year course in finance Knowledge and understanding of finance (level comparable to course Finance). Exchange students need to have taken at least one introductory finance course.

Recommended literature

Teaching methods
Presentation(s)
Lecture(s)
Assessment methods

Participation
Written exam

Key words
Strategic Marketing

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period

Code
EBC2063

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
R.W.H. Wetzels

Description
Description: This course focuses on designing strategies from the market back to create, deliver, and sustain customer value. To do so, this course views marketing as both a general management responsibility (building capabilities and firm processes) and an organizational orientation (culture and structure). Thus, the course will not pay attention to the tactical decisions (e.g. sales, advertising, pricing) or formal models of marketing decision-making (e.g. forecasting or product diffusion models) featured in other marketing courses. Finally, our level of analysis will be on the business unit and its network of channels, customer relationships, and alliances. Competences: In increasingly dynamic environment companies require a capacity to continuously learn about and swiftly respond to markets. Fundamental to this is the customer perspective, the recognition that company success comes from delivering superior customer value. Marketing traditionally has advocated the customer focus; yet, today, marketing needs to take on a more strategic, coordinative role within the firm to craft more interactive strategies about consumers and partners. Thus, it is an imperative for both marketing and non-marketing specialists to grasp how marketing helps the firm design strategies starting from the customer. We will take the viewpoint of the senior marketing manager to address the issues of (1) the nature and value of market orientation vs. other firm orientations, (2) uncovering customer value: value disciplines, (3) achieving and sustaining competitive advantage: sources and positions, (4) developing marketing capabilities and assets: market learning, customer relationships, alliances, (5) innovating strategies, (6) reaching markets: dynamic distribution channels strategies, (7) aligning the organization to the market: processes, capabilities, and structure. This course takes a very business oriented setup with many real-life examples. Students can improve their analytical, teamwork, presentation, and communication skills.

Goals
In increasingly dynamic environment companies require a capacity to continuously learn about and swiftly respond to
markets. Fundamental to this is the customer perspective, the recognition that company success comes from delivering superior customer value. Marketing traditionally has advocated the customer focus; yet, today, marketing needs to take on a more strategic, coordinative role within the firm to craft more interactive strategies about consumers and partners. Thus, it is an imperative for both marketing and non-marketing specialists to grasp how marketing helps the firm design strategies starting from the customer. We will take the viewpoint of the senior marketing manager to address the issues of (1) the nature and value of market orientation vs. other firm orientations, (2) uncovering customer value: value disciplines, (3) achieving and sustaining competitive advantage: sources and positions, (4) developing marketing capabilities and assets: market learning, customer relationships, alliances, (5) innovating strategies, (6) reaching markets: dynamic distribution channels strategies, (7) aligning the organisation to the market: processes, capabilities, and structure. This course takes a very business oriented setup with many real-life examples. Students can improve their analytical, teamwork, presentation, and communication skills.

**Instruction language**
EN

**Prerequisites**

**Recommended literature**
The basic textbook for this course is Kerin, R.A. and Peterson, R.A. (2013). Strategic Marketing Problems: Cases and Comments (13th edition). Pearson Education Limited. This textbook is supplemented by a limited set of articles. Cases will be used for the analysis of real life situations. Explanation: Through student evaluations it was revealed that students desired over the years a basic textbook that guides better their study into the theory of strategic marketing.

**Teaching methods**
PBL
Presentation(s)
Assignment(s)
Paper(s)

**Assessment methods**
Participation
Written exam

**Key words**
Comparative Management

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period

Code
EBC2067

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
S.J.B. van Diepen

Description
"Comparative management analyses the extent to which management principles are applicable from one business context (e.g., industry or country) to another. Comparative management seeks to determine the applicability of mainstream management know-how to other contexts. For example, the rise of many countries in Asia from being a developing country to global powerhouse status, the unprecedented transformation of societies through the adoption of market culture, and the economic integration in Europe have made it an imperative to explore alternative management approaches to standard theories. Note: Moreover Presentation/Facilitation will be part of the Assessment methods."

Goals
The purpose of teaching Comparative management is to provide students with comprehensive knowledge of various management styles practiced by managers in different countries and different business contexts, with the aim of preparing them to manage different organisations successfully. The intention is to help them to develop an awareness of the concepts of culture and institutions and their pervasive and hidden influence on behaviour in organisations, particularly with respect to management and management practices. We want them to develop familiarity with the types of situations and issues that managers confront when working internationally or in otherwise diverging contexts (e.g., functional areas, professions and industries) and to appreciate the impact of working in a different context on one's personal behaviour.

Instruction language
EN

Prerequisites
“None, but some prior courses on organisation, management, leadership, organisational behaviour and the like greatly enhance the fruitfulness of this course. An advanced level of English.”

**Recommended literature**
Scientific journal articles and textbook chapters.

**Teaching methods**
PBL
Presentation(s)
Lecture(s)

**Assessment methods**
Attendance
Participation
Written exam

**Key words**
Consumer Behaviour

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2041

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
K. Geyskens

Description
Consumers and their needs are at the core of marketing. The past decades have witnessed a shift from a mere sales- and product-oriented approach (whereby marketing was a matter of pushing already existing product lines and creating awareness for those products) to a consumer-oriented approach (whereby products fit identified needs of well-delineated consumer segments, i.e. products need to be “positioned”). In order to be able to anticipate today’s rapid changes in consumers’ motives and needs, a decent understanding of the underlying mechanisms is a sine qua non. The objective of this course is to introduce the student to the principles of consumer behaviour. We start from formal theories and concepts and discuss their usefulness in developing effective marketing strategies. Most sessions will be organised around the consumer’s purchase decision process, consisting of Need Arousal, Information Search and Processing, Brand Evaluation and Attitude Development, Purchase, Consumption and Postpurchase Evaluation. Other sessions address specific consumer-specific or environmental variables that affect this decision process.

Goals
Consumer Behaviour aims at providing students with a better understanding of basic consumer buying behaviour in order to be able to describe, explain, and predict how consumers will behave under various marketing conditions and actions.

Instruction language
EN

Prerequisites
International marketing management /Marketing and management information systems Exchange students need to have taken at least one marketing course at introductory level (Comparable to: Principles of Marketing, by Kotler). Basic
statistical knowledge.

**Recommended literature**

**Teaching methods**
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Final paper
Participation
Written exam

**Key words**
Organisation Design

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4 Startdate: 01-Feb-16 Enddate: 01-Apr-16

Code
EBC2047

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A.T.M. van Iterson

Description
“This course gives an advanced level treatment of aspects related to the design of organisations so as to help achieving added value for the customer, shareholder, employee, stakeholder and the wider society. In this course you will become familiar with the design of organisations, particularly in its wider market and societal context, as well as its link with organisational change. This course builds on the second-year course Management of Organisations and will take you deeper into the field. This course will be relevant for you whether you want to pursue a career as a specialist or as a generalist, whether you want to work in a for-profit organisation, in a not-for-profit organisation or whether you want to set up your own business. Central questions in this course are: What are organisations? What is their effect on society? And vice versa: how does society at large affect organisations? Why do organisations exist? (Put differently: why don’t all economic transactions take place via the market?) How can we classify organisational types? Why are there so many types of organisations? What makes an organisation effective and efficient? What makes an organisation ethical? Whose interests do organisations serve? Why do some organisations fail where others succeed? And most importantly: How should organisations be designed and changed?”

Goals
To develop: (i) a foundation of knowledge about different academic theories about the design and re-design of organisations; (ii) the capacity to analyse the strengths and weaknesses of different organisational theories, designs and practices, to compare and contrast approaches, and evaluate and assess these different models, (iii) the ability to apply the theoretical and conceptual ideas to concrete design and redesign problems, (iv) a tolerance and appreciation for, as well as an ability to manage, conflicting perspectives, ambiguity, paradox, and contradiction, and (v) an ability to analyse organisations in the context of the fundamental and persistent tensions that characterize all organisational design efforts.
Instruction language
EN

Prerequisites
Basic knowledge of organisation theory. An advanced level of English

Recommended literature

Teaching methods
PBL
Presentation(s)
Lecture(s)

Assessment methods
Participation
Written exam

Key words
Internal Control & Accounting Info Systems
Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2057

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
C.C.M. Schelleman

Description
The area of internal control and accounting information systems concerns the quality of (financial) information. As a result of recent corporate financial scandals, this has become a significant issue in today's business. Every business needs a control system that monitors the effectiveness and efficiency of operations, reduces the risk of asset loss, and helps to ensure the reliability of financial reporting and compliance with laws and regulations. The course Internal Control & Accounting Information Systems is an introduction into the key concepts and techniques of internal control, such as information quality, the COSO control framework, IT controls and organisational controls. Based on these concepts and techniques, the course addresses the design of effective and efficient internal controls for the purchasing, inventory, production and sales activities of businesses.

Goals
"Understand the concept of quality of information and the importance of this concept. Understand the role of internal control in producing information of high quality and in promoting the efficiency and effectiveness of an organisation's operations. Learn about the different organizational processes within organisations, and learn how to design internal controls for each of these processes. Learn about the controls that specifically apply to Information Technology (IT) and integrate these into each of the business processes. Graduates have academic, evidence-based knowledge and understanding of theories, methods and tools in business/economics. Graduates can apply their knowledge and understanding to identify and solve real life business/economic problems. This includes demonstrating analytical skills and a problem-solving attitude. Graduates can inform judgments on theoretical and practical business/economic issues. Graduates can effectively communicate both to specialist and non-specialist audiences. This includes demonstrating strong presentation skills, project- management skills and interpersonal skills. Graduates have largely self-directed learning skills and the ability to regulate their own learning process. Graduates have a professional attitude. This includes
demonstrating an open mind, proactive behaviour, critical reflection and accountability. Graduates can effectively function in a multicultural environment and work in multicultural teams. This includes demonstrating interpersonal skills and a high proficiency of English. Graduates show social responsibility. This includes demonstrating awareness for academic and scientific responsibility in a broader social or ethical context.”

**Instruction language**
EN

**Prerequisites**
No specific knowledge required.

**Recommended literature**

**Teaching methods**
PBL
Presentation(s)
Assignment(s)

**Assessment methods**
Participation
Written exam

**Key words**
Management Accounting

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2059

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A. Brüggen

Description
The leading theme of this course is the value of accounting information for (strategic) decision-making within the firm. The course elaborates on cost accounting and cost management techniques. Some topics in this respect are: Activity Based Costing/Management, Balanced Scorecard, Cost Allocation and Performance Measurement. A selection of such issues will be covered in depth during the course. In addition, this course discusses state-of-the-art articles describing research studies and more popular contemplations regarding cost accounting and especially cost management.

Goals
"The leading theme of this course is the value of accounting information for (strategic) decision-making within the firm. The course provides an overview of state-of-the-art advanced cost accounting and cost management techniques. Some topics in this respect are: activity-based costing and activity-based management, performance evaluation (measurement) techniques (scorecards, ...) and cost allocation issues. A selection of such issues will be covered in depth during the course. In addition, this course introduces and discusses both state-of-the-art research studies and more popular contemplations regarding strategic cost accounting and especially cost management."

Instruction language
EN

Prerequisites
"2nd year courses Accounting II (EBC2002) or Finance and Accounting (EBC2007) . This course requires a basic knowledge of accounting procedures. Therefore, students should have at least completed a first year or second year bachelor course in accounting. Ideally, students should also have taken an intermediary course in financial or management accounting."
Students that do not have any background in accounting should have a full bachelor degree in business or economics

**Recommended literature**

Textbook

**Teaching methods**

PBL
Presentation(s)
Assignment(s)

**Assessment methods**

Participation
Written exam

**Key words**
International Financial Management

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2070

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
C.J.G. Vandenboorn

Description
This course focuses on international financial management. We will deal with corporate issues from the perspective of companies operating in a multi-country environment and with problems facing an international financial or risk manager. The objective of the course is to familiarise participants with the fundamental issues in international finance and how they relate to business practice. In order to meet this objective, the course will be based both on lectures and group sessions.

Goals
The objective of the course is to introduce students to the fundamentals of international finance, international asset allocation and international financial management.

Instruction language
EN

Prerequisites
Basic courses in finance, economics and statistics. Exchange students should have followed a basic finance course and basic economics course.

Recommended literature
Teaching methods
PBL
Presentation(s)
Lecture(s)
Assignment(s)

Assessment methods
Written exam

Key words
Systems Analysis and Design

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2072

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
L.H.H. Bollen

Description
“This course will provide students with the necessary tools & skills to analyse and design an information system. Also basics of data management and data modelling will be part of this course. After completing this course students will be able to translate business requirements into an information systems design. No programming skills are necessary to follow this course. However, good analytical skills are needed. During the course we will address and apply techniques such as Data flow diagrams, Entity-Relationship diagrams and relational modelling. For the more technical parts of the course, various lectures will be organized to properly introduce and explain the topics at hand. These lectures will be followed by a group sessions in which students apply their knowledge. During most tutorial meetings, exercises will be discussed. These exercises have to be prepared by all individual students. Working in teams or groups on these assignments is fully acceptable, but in no way mandatory. In addition, each student will be involved in hosting one or several tutorial meetings. Finally, the course includes one group assignment which has to be prepared by subgroups of 3-4 students.”

Goals
“All businesses and organizations develop or buy information system. While the main purpose of these systems is to store and retrieve information, each system is unique and meets a different demand. In order to build properly functioning systems, it is essential that all requirements of the new information systems are analysed and translated into blueprints for future system implementations. This course will provide you with the necessary insights, and teach you the skills and methodologies to analyse and design information systems. Graduates have academic, evidence-based knowledge and understanding of theories, methods and tools in business/economics. Graduates can apply their knowledge and understanding to identify and solve real life business/economic problems. This includes demonstrating analytical skills and a problem-solving attitude. Graduates can effectively function in a multicultural environment and work in multicultural teams. This includes demonstrating interpersonal skills and a high proficiency of English.”
Instruction language
EN

Prerequisites
An advanced level of English

Recommended literature

Teaching methods
PBL
Lecture(s)
Assignment(s)

Assessment methods
Participation
Written exam

Key words
Services Marketing

Academic year 2015-16

Date last modified
5-4-2016 1:15

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2043

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J.G.A.M. Lemmink

Description
Services dominate most developed economies, representing significantly more than half of these countries' gross domestic product. Furthermore, in many lesser-developed nations services are considered as a way to expand and stimulate economic growth and development. Consistent with the economic growth has been a growth in services employment. In many countries the majority of the workforce is employed in services jobs, and the projected growth for the next decades is overwhelmingly dominated by services. Therefore it seems imperative to study the marketing of services. The specific problems of marketing of organisations (mostly although not exclusively profit-oriented businesses) that provide services form the central focus. Two kinds of services will be dealt with: - services which are offered by organisations in the service-sector (banks, assurance and transport companies, the hotel and catering industry, health care and the tourist industry, among others) - services which are offered by companies which manufacture products. In this context services refer mostly to the so-called “after/sales service” (repair services, service engineers, etc.) but also (product) instructions accompanying a sale. In addition, special attention will be given to the electronic services. There is a separate block dedicated to services marketing because: 1. Service companies have been providing an increasing amount of the National Income in recent years. 2. This sector requires a specific marketing policy due to the nature of its products. 3. The service sector is likely to provide an increasing contribution to a company’s profit as competition on the basis of pricing is getting tougher as a result of which profit margins of many companies will be under pressure. In this block emphasis will be placed more specifically on marketing management and customer perceptions. With regard to this, a number of presentation topics need to be researched both in a theoretical and a practical manner in addition to the discussion of a number of tasks. Moreover, three elaborate cases will be discussed

Goals
The general objective of this course is to introduce the different characteristics of services and their particular
consequences for marketing.
On the one hand, this will be accomplished by studying the literature (the course textbook and selected articles). On the other hand, a major emphasis will be placed on presentations in which teams of participants are expected to lead the discussion on various service marketing themes and report practical research projects conducted to test and practice the theoretical concepts encountered. By these means, students should obtain an in-depth insight into the literature on the marketing of services and at the same time develop a (hands-on) feeling for conducting research in this area. Would-be participants should be aware of the fact that this course requires a considerable amount of planning, effort, and inventiveness.

**Instruction language**

EN

**Prerequisites**

**Recommended literature**

The textbook for this block is the recently published *Services Marketing, Integrating customer focus across the firm* by Zeithaml and Bitner (Irwin McGraw Hill 2003, 3rd ed.), ZB hereafter

**Teaching methods**

PBL
Presentation(s)
Paper(s)

**Assessment methods**

Written exam

**Key words**
Organisational Behaviour

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5   Startdate: 11-Apr-16   Enddate: 27-May-16

Code
EBC2048

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
H. Günter

Description
This course will build on topics discussed during other courses in the major of Organization. While comparative management addresses the cultural impact on management decisions, organizational design the structural decision made by management, organisational behaviour will focus on what people actually do in an organization and how their behaviour affects organizational performance. A manager can design an organization fitting its institutional environment, but organizational performance can remain at a low level if the employees within an organization have: low motivation, high stress level and power conflicts. This course will thus focus on employment related situations. Topics discussed on an individual level will be: motivation, perception, learning and attitudes. On a group level the topics are: group decision making, teams and power and conflict.

Goals
"After the completion of this course students should be familiar with advanced theories of organisational behaviour (OB) that help in understanding why people and groups in organisations behave as they do; be able to read, understand and critically evaluate different types of academic literature: largescale studies, case studies, theoretical articles, and review articles; be able to conduct reasonably sophisticated discussions about conflicting approaches and to form well-founded and - where necessary - critical opinions on these approaches; be able to apply OB concepts for diagnosing and analysing problems in organisations and to use this knowledge for suggesting and evaluating problem solutions."

Instruction language
EN

Prerequisites
Students should have basic knowledge of organizational theory. Prior courses in the field of organization, management and organizational design are advantageous. An advanced level of English

**Recommended literature**
To be announced at Eleum.

**Teaching methods**
Assignment(s)
PBL
Presentation(s)
Lecture(s)

**Assessment methods**
Participation
Final paper

**Key words**
Options and Futures

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2053

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
P.J. Mauricio Rodrigues

Description
The basic valuation models such as the binominal Option Pricing Model and the Black and Scholes Model will be presented and discussed. Investment and hedging strategies, involving stock indices, currencies and interest rates with these new financial instruments will be studied in detail.

Goals
This course offers an introduction to options, forward and futures contracts, the organisation of their markets, their properties, the determination of their price and their use in trading strategies.

Instruction language
EN

Prerequisites
Second-year finance course. Students should be familiar with risk and return and asset pricing concepts. Exchange students need to have taken at least one introductory finance course.

Recommended literature

Teaching methods
PBL
Presentation(s)
Assignment(s)

**Assessment methods**
- Participation
- Written exam

**Key words**
International Financial Accounting

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2056

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
P.J. Vorst

Description
The course covers corporate financial accounting and reporting. The objectives of and international differences in financial accounting are discussed. However, the focus of the course will be on the understanding and application of financial accounting methods required by IAS/IFRS in various areas. During the meetings the required literature, questions, and assignments will be discussed.

Goals
"Understanding the sources and implications of international differences in accounting approaches, Becoming familiar with IAS/IFRS, but more importantly, Developing the conceptual knowledge of financial accounting in order to facilitate the understanding (i) of current financial accounting practice, (ii) of why IAS/IFRS prescribes certain accounting methods, and (iii) of why other standard setters (such as the US FASB) may have chosen to prescribe alternative methods"

Instruction language
EN

Prerequisites
"2nd year courses Accounting II (EBC2002) or Finance and Accounting (EBC2007) . Students from outside the UM should have sufficient knowledge of the topics discussed in chapters 1, 2, 3, 4, 6, 7, 8, 13, 14 of the textbook of Libby, Libby, & Short "Financial Accounting"."

Recommended literature
**Teaching methods**
Presentation(s)
PBL

**Assessment methods**
Participation
Written exam

**Key words**
Auditing

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2058

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
L.E. Timmermans

Description
The course is aimed at giving students a solid introduction to auditing. The evolution of the auditing function, the role of auditing in a modern economy, the different manifestations of auditing, as well as the most elementary auditing techniques are discussed.

Goals
Solid understanding of the audit process; Basic knowledge of the literature on auditing; Obtain problem solving skills in auditing settings and develop experience in using and interpreting data in common decision contexts.

Instruction language
EN

Prerequisites
"Internal control & accounting systems Knowledge and understanding of internal control and accounting systems (level comparable to: course Internal control & accounting systems). An advanced level of English"

Recommended literature
Textbook and articles

Teaching methods
PBL
Lecture(s)
Assessment methods

Participation
Written exam

Key words
ERP and Business Intelligence Systems

Academic year 2015-16

Date last modified
28-1-2016 1:17

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2061

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
L.H.H. Bollen

Description
"The focus of this course will be on how firms (re)organise their information structures by using information technologies such as ERP systems (e.g. SAP and Oracle), data warehouses and Business Intelligence systems. Over the last 2 decades, the availability of these systems have profoundly changed the way in which management information is produced and used within organisations. As a result, new and dynamic ways of meeting the information needs of management are emerging. But also, these developments result in new problems within firms which, again, result in new approaches in trying to face these problems. It is important to understand that this course will take a management approach to Information and Communication Technology (ICT). There will be no technical analysis of the information systems that will be discussed during this course. Also, as far as ERP systems are concerned there is no focus on a logistics point of view. However, the emphasis of this course will be on the impact these systems have on organisations and people within these organisations. More specifically, we will address the issue on how these ICT developments change the role of information within organisations, focussing on a managerial level of decision making."

Goals
"This course will build on the literature on ERP systems and Business Intelligence systems, in order to introduce students to two recently developed concepts in the IT practice: digitized platforms and big data. Could the enterprise become a full-time laboratory? What if you could analyse every transaction, capture insights from every customer interaction, and didn’t have to wait for months to get data from the field? Data are flooding in at rates never seen before as a result of greater access to customer data from public, proprietary, and purchased sources, as well as new information gathered from Web communities and newly deployed smart assets. These trends are broadly known as “big data.” Web-based companies, such as Amazon.com, eBay, and Google, have been early leaders, testing factors that drive performance—from where to place buttons on a Web page to the sequence of content displayed—to determine what will
increase sales and user engagement. Companies selling physical products are also exploiting big data for rigorous experimentation using Business Intelligence technology. Ford Motor, PepsiCo, and Southwest Airlines, for instance, analyse consumer postings about them on social-media sites such as Facebook and Twitter to gauge the immediate impact of their marketing campaigns and to understand how consumer sentiment about their brands is changing. Most companies are far from accessing all the available data. Many haven’t even mastered the digital platform needed to capture and analyse the valuable information they can access. More commonly, they don’t have the right talent and processes to design experiments and extract business value from big data, which require changes in the way many executives now make decisions: trusting instincts and experience over experimentation and rigorous analysis. Graduates have academic, evidence-based knowledge and understanding of theories, methods and tools in business/economics. Graduates can apply their knowledge and understanding to identify and solve real life business/economic problems. This includes demonstrating analytical skills and a problem-solving attitude. Graduates can effectively function in a multicultural environment and work in multicultural teams. This includes demonstrating interpersonal skills and a high proficiency of English.”

**Instruction language**
EN

**Prerequisites**
“This course requires a basic knowledge on the role of information systems in organisations. Students should be aware of the various types of information systems that are used within large organisations (e.g. operational information systems versus decision support systems). Therefore an introductory course on management information systems is recommended as a prerequisite. No technical IT knowledge is required. An advanced level of English”

**Recommended literature**

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)

**Assessment methods**
Participation
Written exam

**Key words**
International Business History

Academic year 2015-16

Date last modified
1-3-2016 1:20

Period

Code
EBC2069

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
M.J. van Wegberg

Description
We study a path-breaking historical development in one or more leading industrial capitalist nations. We zoom in on business activities and their outcomes, and we zoom out to the historical and national context in which these events have taken place. Looking back at history can be concretely informative since much what exists now has its roots in the past. But studying history is also a way of developing creative notions about how humans interact with their business environment in a situation of pervasive uncertainty. This can broaden our mental scope in dealing with our own uncertain world. This may well be the most important learning to develop in our course.

Goals
“The course has two learning goals both linked to intellectual leadership, the ability to lead in interpreting situations, seeing opportunities where others don’t even look, and thinking through possible pathways towards jointly beneficial futures. These two goals are: - study historical evolution in terms of human and organisational actors responding to opportunities in their environment in ways that pioneered entirely new industries and forms of business. - Writing an essay that demonstrates that the student has ideas and is able to communicate these in a persuasive way.”

Instruction language
EN

Prerequisites
“This is a reading course for literate students with an excellent command of the English language in reading, writing, and conversation. I have to say that the reading load is quite considerable. Attendance in the first two meetings of the course is mandatory. You get introduced to tutor, fellow students, and the educational approach. Failure to attend both
meetings implies course failure.”

**Recommended literature**
Book and / or selected articles about business history with emphasis on the second industrial revolution.

**Teaching methods**
PBL
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Attendance
Final paper

**Key words**
Commercialising Science & Technology

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period

Code
EBC2144

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J. Thiel

Description
"The course Commercializing Science & Technology aims to help you understand and master core entrepreneurial challenges of turning science into products and products into businesses. In so doing, we will adopt a strongly entrepreneurial lens. That means that we will look at important technology commercialization activities through the eyes of a potential technology entrepreneur. Adopting the view of technology entrepreneurs means that market-related aspects of science commercialization move center stage. In that, one of the most important tasks entrepreneurs have to perform is to understand their full opportunity space, i.e. the range of potential opportunities and the conditions of value creation within those opportunities. Opportunity validation and development becomes the key focus, all the while paying attention to the challenges of developing the technology in parallel. If this process is mastered it can be a highly rewarding task—not only for individual inventors and their team, but also for stakeholders such as future employees, research and other value chain partners, the region, and the country. The competencies you will acquire in this course will help you prepare for your own entrepreneurial journey. They will also be extremely valuable should you choose a career in managing technology at an established firm or within a public or private research lab. In particular university labs and corporate R&D department rely increasingly on professionals that help bridging the gap between science production (conference presentations, scientific publications, and patents) and commercial value creation (revenues, funding for scientific and applied research). In both settings efforts in research and development need to be legitimized and be able to answer to which extent they will ultimately result in economic performance—a core learning goal in this course."

Goals
"Primary goal: To understand how science-based research and technological breakthroughs can be transformed into new business. Secondary goals: [1] To develop a solid theoretical understanding of the process of market opportunity
Identification and evaluation in the context of new technologies. [2] To explore the frontier of current knowledge when it comes to creating value from technological inventions and managing early-stage commercialization processes. [3] To practically apply your knowledge on early stage commercialization efforts. [4] To channel back your practically acquired knowledge into theoretical conceptualizations of the entrepreneurial opportunity identification and evaluation process.”

**Instruction language**
EN

**Prerequisites**
“The courses of the Entrepreneurship minor (see also http://www.mc4e.nl/minor) draw on the scholarly entrepreneurship literature. You do NOT need to have prior knowledge in the functional domains of business administration or small business management (e.g. strategy, marketing, accounting, HRM, finance, operations). However, we strongly encourage you to take the two introductory courses of the minor (Birthng new ventures & Mobilising resources [EBC2145; EBC2146]) BEFORE taking this course. Your command of English in speech and writing needs be adequate to actively prepare for, participate in, and contribute to the classes. Also, make sure you can commit sufficient time during this block to accommodate the work load this course will bring with it.”

**Recommended literature**
”- e-Reader with papers. - Set of teaching cases (sold by MC4E for approx. € 30)”

**Teaching methods**
PBL
Lecture(s)
Assignment(s)
Paper(s)
Presentation(s)
Work in subgroups

**Assessment methods**
Attendance
Participation
Written exam

**Key words**
Social & Environmental Entrepreneurship

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period

Code
EBC2147

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
S.M.F. Akin

Description
"Social and environmental entrepreneurship aims to combine social and/or environmental goals with financial sustainability. Social ventures such as Annie Connect or Onze Saar showcase that profit can be made while serving a social cause. Other social ventures such as the Aravind Eye Hospitals do not seek to generate profit. They want to maximize the social value that they create. Environmental ventures, such as Solar Century, Lemnis and E-Max, illustrate that profit can be made while serving an environmental cause. Other environmental ventures do deem the serving of an environmental cause as more important than generating (shareholders) profits. This course explores the special features of social and environmental entrepreneurship (creating social or environmental value) in comparison to regular entrepreneurship (creating economic value). Attention is given to the variety of issues addressed by social entrepreneurs, how traditional business concepts such as performance and finance are translated in a social and/or environmental entrepreneurship setting as well as limitations of and problems encountered in social and environmental venturing."

Goals
"Primary goal: You understand the virtues and characteristics of social and environmental entrepreneurship Secondary goals: [1] You understand and are able to explain the subtle but sometimes substantial differences between social and traditional ventures. [2] You understand and are able to explain the challenges of pursuing opportunities in the social/environmental sphere."

Instruction language
EN

Prerequisites
“The courses of the Entrepreneurship Minor (see also http://www.mc4e.nl/minor) draw on the scholarly entrepreneurship literature. They do NOT expect that you have already developed an understanding of the functional domains of business administration or small business management (e.g. strategy, marketing, accounting, HRM, finance, operations). We encourage you to take the two introductory courses of the minor (Birthing New Ventures and Mobilising Resources [EBC2145; EBC2146]) BEFORE taking the other courses of the Minor. As this minor is delivered in English, your command of the English language in speech and writing should be good enough to actively prepare for, participate in, and contribute to the classes”

**Recommended literature**
- Papers from scholarly journals
- Set of teaching cases (sold by MC4E/Case Centre)

**Teaching methods**
PBL
Lecture(s)
Assignment(s)
Paper(s)
Presentation(s)

**Assessment methods**
Final paper
Written exam
Participation
Attendance

**Key words**
Project and Process Management

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2050

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
P.W.L. Bollen

Description
The development of new products, services and processes is predominantly carried out in project groups. That means that people from different sectors of the organisation are brought together on a temporary basis to accomplish a complex task. The project management part of this course offers an insight in the role of project management in different organisational contexts. Special attention is given to the following issues: project selection, the project manager, project planning, resource allocation and project control. The production management part of this course deals with operation strategy and process management.

Goals
"The course is directed at the following learning and competences: · developing an awareness of the range, scope and complexity of the phenomena, issues and problems related to project and production management; · developing an integrated and process oriented perspective on managing complex projects and team work; · acquiring competencies in the usage of tools, techniques, methods and models for managing projects and processes."

Instruction language
EN

Prerequisites
The prior knowledge of the students on these topics is limited to parts of the organisation & marketing course. Exchange students should have prior knowledge of basic organisational and marketing concepts on an introductory level'

Recommended literature
T.b.a.

**Teaching methods**
- PBL
- Presentation(s)
- Lecture(s)
- Assignment(s)

**Assessment methods**
- Final paper
- Participation

**Key words**
Global Transportation Management

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2065

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
S. Bartczek

Description
The aim of this course is to examine the role of transportation in international business in detail. It is the objective to provide students you with a conceptual understanding of the conditions faced by transportation managers in an international environment. Topics include complexity of international shipments, economic and legal environment of ocean, air carriers, freight forwarding, carrier selection, contract logistics and export documentation. Furthermore, it covers - among others - the cost structure and documentation of shipments, conference system for shipping lines, international sourcing, service priorities, and future outlooks for transportation logistics.

Goals
Global Transportation Management develops a fundamental understanding of the role of transportation in Supply Chain Management and familiarizes students with different modes of international transportation: ocean shipping, air, road and rail transportation.

Instruction language
EN

Prerequisites
At least one course in Logistics at Introductory level (level comparable to: The Management of Business Logistics: a Supply Chain Perspective, by J.J. Coyle, E.J. Bardi and C.J Langley (2003)).

Recommended literature
The literature assigned for this course draws from a variety of sources of stakeholders involved in global transportation
management. The course is supplemented by a large selection of scientific articles of leading academic logistics and supply chain journals. Cases are used to illustrate the different concepts.

**Teaching methods**
- Presentation(s)
- Lecture(s)
- Assignment(s)

**Assessment methods**
- Written exam
- Final paper
- Participation

**Key words**
Digital Supply Networks

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2045

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
F. Mathmann

Description
Companies such Amazon, Airbnb and LinkedIn build and manage powerful supply networks to create value. The goal of this course is to provide students with an understanding of these networks and their relationships with customers as well as suppliers. We also zoom in on the digitization and innovation processes that govern these relationships. Students will critically evaluate cutting-edge thinking on these topics and discuss implications for supply chain management, strategy and marketing.

Goals
This course not only provides students with concepts to understand recent digitization processes but also prepares them with the conceptual tools to manage future in supply chain, marketing and strategy innovations.

Instruction language
EN

Prerequisites
A holistic understanding of Supply Chain Management, Marketing and Strategy; a keen interest in technology and innovation; Knowledge of Internet technologies and a good command of English

Recommended literature

Teaching methods
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Final paper
Participation
Written exam

**Key words**
Strategic Management of Technology and Innovation

Date last modified
26-11-2015 1:23

Period
Period 5 Startdate: 11-Apr-16 Enddate: 27-May-16

Code
EBC2068

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
W.A. Letterie

Description
Many firms need to manage the innovation process. To that end firms obtain particular skills and knowledge. During the course we will probe into the strategic management of technology and innovation. Topics included are how organizational and industrial context shape technological innovation. We will cover which internal and external sources are important. For instance, links with customer needs and R&D alliances will be discussed. Another topic is how firms can appropriate the value of their innovations. In this context we will discuss corporate venturing and we touch upon the role open innovation may play.

Goals
Technology and innovation have to be managed by firms. In this course we will explore which concepts, techniques, tools and management processes are helpful to successfully advance technological innovations.

Instruction language
EN

Prerequisites
Basic knowledge of: marketing, organisation and strategy An advanced level of English

Recommended literature
Book and articles

Teaching methods
PBL
Assignment(s)

**Assessment methods**
Participation
Final paper

**Key words**
Quantitative Methods III (Ec)

Date last modified
6-4-2016 1:13

Period
Period 1 Startdate: 31-Aug-15 Enddate: 25-Oct-15

Code
EBC2011

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J. de Graaff

Description
"The course QM3 is a continuation of the first year Economics course QM2 and contains mathematical and statistical subjects. The mathematics part will summarize and complete the subject-matter concerning static optimisation of functions. Additional techniques will be considered to optimize a nonlinear function with inequality constraints. Besides, we will study the subject of dynamic systems. Here, functions and relations depend on the time variable. In mathematics the basic elements of dynamics are difference and differential equations, which will be introduced. Applications can be found in macro-economics and the theory of economic growth. Closely related to differential equations are integrals, to which we will pay some attention as well. The statistics part of QM3 digs deeper into the regression model, already introduced in QM2. We will provide a more formal treatment of the regression model, while also introduce a number of new topics, including the problem of omitted variables bias, the testing of general linear parameter restrictions, and the large-sample (asymptotic) properties of regression. Most attention is devoted to the analysis of cross-section data. At the end, we will briefly discuss the analysis of times-series data, which involves a number of new and thorny problems. Unlike in QM2 where we studied assignments based on given Excel output, the emphasis will now be on active empirical assignments. You will generate empirical results by yourself, using the statistical package Evies, which is used extensively in the economics profession and offers a wealth of features not available in Excel."

Goals
"Learn advanced optimisation techniques and apply them to economic problems. Understand the concept of integral and learn some integration techniques. Learn how to solve some simple discrete as well as continuous dynamic systems and to analyse equilibrium points. Learn advanced multiple regression techniques. Learn some univariate as well as multivariate time series techniques. Apply multiple regression and time series techniques to economic problems using statistical software."
Instruction language
EN

Prerequisites
The courses Quantitative Methods I (EBC1005/1006/1007) and Quantitative Methods II (EBC 1033/1034/1035), taught at the University of Maastricht. In particular the following subjects should have been mastered: Mathematics: exponential and logarithmic functions, (partial) derivative and rules a.o. chain rule, optimisation of functions of one and two variables, Lagrange. Statistics: random variable, probability distributions, confidence interval, hypothesis testing, linear regression. An advanced level of English.

Recommended literature

Teaching methods
PBL
Lecture(s)
Assignment(s)

Assessment methods
Participation
Written exam

Key words
Thinking Strategically

Date last modified
6-4-2016 1:13

Period
Period 1   Startdate: 31-Aug-15   Enddate: 25-Oct-15

Code
EBC2082

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
H.J.M. Peters

Description
The course treats the main concepts of game theory at an introductory level, and includes applications to economics. The following topics are discussed: zero sum games, value and optimal strategies. nonzero sum games, Nash equilibrium, subgame perfect Nash equilibrium. Games with incomplete information, perfect Bayesian Nash equilibrium. Applications to standard economic models, bargaining and auctions. Evolutionary games, repeated games. Cooperative games: core, Shapley value, nucleolus.

Goals
After this course students know the basic concepts of game theory and their applications to economics.

Instruction language
EN

Prerequisites
Basic standard knowledge of calculus, as taught in the first year of an average program in economics or business. For students from Maastricht: level of QM1 and QM2.

Recommended literature

Teaching methods
PBL
Assessment methods
Participation
Written exam

Key words
Time Series Modelling

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2086

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A.W. Hecq

Description
The objective of this course is to give students in the Bachelors program of Economics an introduction to modelling univariate and multivariate time series in economics. The topics covered will include modelling non-stationary time series, Granger causality, co-integration, ARIMA, seasonality, ARCH, Unit roots

Goals
Enable economic students to perform an empirical analysis of time series using the correct tools. Introduction to quantitative methods and econometrics.

Instruction language
EN

Prerequisites
“The Quantitative Methods 3 course for EC, or one of the courses Empirical Econometrics for Business, Empirical Econometrics or Forecasting for international business. Assuming a basic understanding of multiple regression analysis (such as with an introductory course on econometric/quantitative methods), this accessible introduction to time series analysis shows how to develop models capable of forecasting, interpreting and testing hypothesis concerning economic data using well established as well as modern techniques. Based on real-world data and with the help of interactive software such as Eivews we will study and apply key concepts such as ARIMA, unit roots, causality, cointegration, deterministic and stochastic, trends, volatility, outliers, structural breaks, seasonality, vector autoregressive models. an advanced level of English.”
**Recommended literature**

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Final paper
Participation
Oral exam

**Key words**
Empirical Econometrics

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period

Code
EBC2090

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
D.P.I. de Crombrugghe

Description
Econometric methods at an intermediate level, with an emphasis on applications from macroeconomics and finance, the choice of an adequate model, the testing of assumptions and the interpretation of results. The topics covered will include modelling non-stationary time series and error correction models.

Goals
An insight into the proper use of econometric methods in economic and business research: Learn how to use the basic toolkit of econometrics, including software (Eviews, Stata); Conduct a small-scale empirical research project, present it and report on it in a term paper; Know how to interpret applied econometric studies and how to evaluate them with regard to their theoretical and practical relevance.

Instruction language
EN

Prerequisites
This course requires a good background in algebra, statistics, regression models, and extensions such as dummy variables and heteroskedasticity. Students are assumed to have already studied the equivalent of Chapters 1 to 7 of Wooldridge's textbook, as covered in the course EBC2011, the IES version of Quantitative Methods III. THIS COURSE IS THE NATURAL SEQUENCE TO QM III (course code EBC2011) AND USES THE SAME TEXTBOOK. Attendance of the opening lecture is essential in view of the assignment of case or country studies. An advanced level of English. Attendance of the opening lecture is essential in view of the assignment of case or country studies. An advanced level of English.
**Recommended literature**

**Teaching methods**
PBL  
Presentation(s)  
Assignment(s)  
Paper(s)  
Lecture(s)

**Assessment methods**
Final paper  
Attendance  
Participation  
Oral exam

**Key words**
Game Theory and Economics

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period

Code
EBC2110

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A.J. Vermeulen

Description
“This course discusses the main concepts from cooperative and non-cooperative game theory: - Cooperative game theory: core, Shapley value, nucleolus. - Non-cooperative game theory: Nash equilibrium, subgame perfect equilibrium, Bayesian and perfect Bayesian equilibrium. The emphasis will be on concepts and applications. Applications range from oligopoly theory to job market signalling, investment policies, organisational strategies, and cost allocation.”

Goals
Knowledge of the main concepts in cooperative and non-cooperative game theory; skills in applying these concepts in economic models.

Instruction language
EN

Prerequisites
1. The course is open for all students, although Economics students should be aware of the challenging technical level of this course. The course Thinking strategically could be a proper alternative. 2. This course is compulsory for 2nd-year students Econometrics and Operations Research. 3. Exchange students need to follow a Bachelor in economics, not in business and must have a decent level in mathematics, especially calculus. Some prior knowledge about microeconomics would be helpful. An advanced level of English.

Recommended literature
Teaching methods
PBL
Lecture(s)
Assignment(s)

Assessment methods
Written exam

Key words
Forecasting for Economics and Business

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2089

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
G.A. Pfann

Description
This course focuses on modern techniques in modelling time series and on the construction of simple dynamic models. The course will extensively cover the Box-Jenkins methodology, and extend to models with non-stationary data, forecasting with leading indicators and multivariate dynamic models (VAR).

Goals
"Understand the importance of knowing the mechanism that generated the data regarding the phenomenon about which a forecast is required; Learn the basic tools for making forecasts including software (E-Views) Learn and understand methods to investigate dynamic relationships between a series and influential exogenous variables; Gain practical experience in analysing, modelling and forecasting a time series and reporting the results in course paper."

Instruction language
EN

Prerequisites
This course can be chosen as an elective by students in the Bachelor program of IB, INF, IBE and IES. Students are expected to have a good foundation in quantitative methods, in particular statistics including knowledge about the multiple regression model. Bowerman and O’Connell (2007), Business Statistics in Practice, 4th ed., McGraw-Hill, Chapters 1 to 12 give a good indication of the topics that students should have covered in earlier courses. An advanced level of English.

Recommended literature

**Teaching methods**
PBL
Lecture(s)
Assignment(s)
Presentation(s)

**Assessment methods**
Final paper
Participation

**Key words**
Dynamic Modelling & Dynamic Optimisation

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2116

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
J. de Graaff

Description
Besides a great amount of static models in Economic Theory dynamic models are also frequently studied. These models can be found in various fields such as Macro and Micro Economics, Public Choice, Game Theory and Finance. First, dynamic models, in terms of systems of differential equations are studied with respect to stability. Next optimal control problems are solved by means of the maximum principle of Pontryagin. Applications range from optimal investment to optimal fishing and problems concerning environmental economics.

Goals
"In this course the student will learn to analyse stability properties of equilibria of dynamic systems in qualitative terms, to apply the maximum principle to optimal control problems, draw phase diagrams with Mathematica and use these to analyse solutions of optimal control problems."

Instruction language
EN

Prerequisites
The student should be familiar with - linear differential equations, - non-linear optimisation, - standard calculus on functions of more than one variable. Exchange students need to follow a Bachelor in economics. An advanced level of English.

Recommended literature
"Léonard, D. and N. van Long, Optimal Control Theory and Static Optimization in Economics, Cambridge University Press,
Teaching methods
PBL
Lecture(s)
Assignment(s)

Assessment methods
Written exam

Key words
Quantitative Business

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period
Period 5 Startdate: 11-Apr-16 Enddate: 27-May-16

Code
EBC2025

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
C.C.J.M.C. Kerckhoffs

Description
“This course is devoted to refreshing, extending and actively applying the mathematical and statistical tools introduced in the first year quantitative methods courses. In the mathematics part we pay attention to a number of applications of first-year mathematical tools to business economics, such as: investment under uncertainty, the CAPM-model, industrial organisation, Game Theory a.o. The purpose is twofold: to repeat and extend the first-year methods and show how they are applied on the one hand, and to get acquainted with some basic quantitative business models on the other hand. In the statistics part we repeat, apply and extend all the inferential tools discussed in the first year: a.o. the one-sample t-test, the independent-samples t-test, the paired sample t-test, one-way-ANOVA, the chisquare test and regression analysis. Some new techniques, e.g. non parametric tests, logistic regression and factor analysis will be introduced. Case studies using real-life datasets that reflect business problems from a.o. marketing and finance are examined extensively. The empirical analyses are performed with SPSS, a statistical software package widely used in professional practice.”

Goals
“Learn to recognize the opportunities to apply basic tools from mathematics and inferential statistics in business. Learn to implement statistical tools using the statistical software package SPSS, and to correctly interpret the results.”

Instruction language
EN

Prerequisites
Intermediate knowledge of mathematics and statistics, comparable to the course Quantitative Methods II, code EBC1033/1034/1035.
**Recommended literature**

**Teaching methods**
PBL
Lecture(s)
Work in subgroups
Presentation(s)
Assignment(s)

**Assessment methods**
Written exam
Participation

**Key words**
Decision Support Systems & Business Modell

Academic year 2015-16

**Date last modified**
6-4-2016 1:13

**Period**
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

**Code**
EBC2088

**ECTS credits**
6.5

**Organisational unit**
School of Business and Economics

**Coordinator**
J. Flesch

**Description**
"Decision support systems are computer-based systems for management decision makers who deal with semi-structured decision problems. A DSS is closely related to a MIS, a management information system. Where a MIS helps decision makers utilize data and models to solve structured problems, a DSS aims to give the same support, in case the problem is less structured (less routine). In this course, we will focus on the separate techniques that form the building blocks of a DSS: databases, spreadsheet models, recommendation model, and the user interface. Developing a business model as a decision aid for a self-designed choice problem is the major assignment of the course. We will use Excel and VBA as a tool to program our own DSS. Writing a management report describing the DSS and its possible implementation is the second practical assignment. Together, those two assignments compose the project done by small project groups of 2 students."

**Goals**
"Understanding the role and operation of decision support systems. Independent development of a decision support system. Master programming in Excel and the design of user interfaces in VBA for Excel."

**Instruction language**
EN

**Prerequisites**
Basic mastery of Excel, or an alternative spreadsheet application: cell referencing, building formulas, use of logical functions. This does not include mastery of VBA for Excel: training in VBA programming is part of the course. An advanced level of English.
**Recommended literature**

“The course is built around a reader that will be distributed before the course. Secondary literature references about decision support systems in general will be provided in the reader.”

**Teaching methods**

PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**

Final paper
Oral exam

**Key words**
**Auctions and Electronic Markets**

**Academic year 2015-16**

**Date last modified**
6-4-2016 1:13

**Period**
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

**Code**
EBC2091

**ECTS credits**
6.5

**Organisational unit**
School of Business and Economics

**Coordinator**
A.J. Vermeulen

**Description**
The course is divided into three parts. Part (I) deals with fundamental results on single-item auctions under strong assumptions about the bidders and their preferences. It should not be a surprise that this classical theory is by far not sufficient when designing auctions for real applications. For example, in frequency auctions, like the UMTS auctions in Europe, or in reverse auctions like they are used in procurement, many items are sold at the same time. Furthermore, we may face problems like the winner's curse when there is uncertainty about the valuation of the items sold in an auction. Part (II) gives a detailed insight in such issues and how they can be dealt with. In Part (III), theoretical insights from part (I) and (II) are applied to particular markets for which auctions have been proposed, or are already used. We broaden our knowledge thereby by investigating the interaction between auction design and specific properties of the market.

Examples of markets are electric power, highway franchising, emission rights, and listings in online search engines. Each student writes a final paper about one of these markets, in which they make proposals for an auction design in these markets.

**Goals**
(1) Being familiar with the game theoretic analysis of classical single-item auctions; (2) get insight in recent and classical auction literature and learn to interpret the main results; (3) be aware of the most important issues of auction design and how they can be addressed in various contexts; (4) learn how to set up an auction design for a particular application.

**Instruction language**
EN

**Prerequisites**
Exchange students need to major in economics. An advanced level of English.

**Recommended literature**
Course book.

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Paper(s)

**Assessment methods**
Final paper
Participation

**Key words**
Information, Markets and organisations

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2108

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator

Description
The course covers a number of models and theories dealing with choice under uncertainty. The topics covered by the course are: the expected utility theory, individuals’ attitudes towards risk, dominance criteria, Bayesian updating, portfolio choice problem, and the no-arbitrage principle for financial markets.

Goals
"Upon the completion of the course, the students will be familiar with the most fundamental ideas and theories in the field Microeconomics of Uncertainty, such as the expected utility theory, and the idea of markets for state--contingent contracts. They will be able to apply their theoretical knowledge to real--life problems involving risk or uncertainty, such a portfolio selection problem, the choice of an optimal level of insurance, etc."

Instruction language
EN

Prerequisites
"Analysis II (EBC1032), Microeconomics (EBC1012), Probability Theory (EBC1024), Game Theory and Economics (EBC2110). Economics students and exchange students should be aware of the challenging technical level of this course. Required is the knowledge of first-year Quantitative Methods, Microeconomics, and of basic Game Theory."

Recommended literature
Information Economics by U. Birchler and M. Büttler; Routledge, 2007

Teaching methods
PBL
Lecture(s)
Assignment(s)

**Assessment methods**

Written exam

**Key words**
Ethics, organisations and Society
Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 5 Startdate: 11-Apr-16 Enddate: 27-May-16

Code
EBC2081

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
G.J.A. Hummels

Description
“A major fraud case On 29 June 2009 Bernard Madoff was convicted for fraud and sentenced to 150 years in prison. He had turned his wealth management business into a massive Ponzi scheme. As a result, Madoff’s clients lost US$ 65 billion. Madoff pleaded guilty and apologized to his victims, saying, “I have left a legacy of shame, as some of my victims have pointed out, to my family and my grandchildren. This is something I will live in for the rest of my life. I’m sorry.” You do not need a cause in ethics and corporate responsibility to know that what Madoff did was wrong. You simply have a look at our legal system - or nearly every other legal system in the world - and you will find that fraud is illegal. The fact that it takes place - and sometimes, in the case of bribery and corruption is even condoned by those in power - does not mean that it is legit. More interesting than the obvious felony committed by Madoff are, therefore, those cases where the law is not clear, but where there might be something fishy about the actions and behaviour of a person or an organisation’s. Take Goldman Sachs and its actions that contributed to the 2008 financial crisis. US senator Carl Levin - who chaired the US Senate’ s Permanent Committee on Investigations - asked for a legal investigation arguing that Goldman “used net short positions to benefit from the downturn in the mortgage market, and designed, marketed, and sold CDOs [Collateralised Debt Obligations - a structured financial product - HH] in ways that created conflicts of interest with the firm’s clients and at times led to the bank's profiting from the same products that caused substantial losses for its clients.” The US Department of Justice decided not to prosecute Goldman for its behaviour. According to the department “the burden of proof to bring a criminal case could not be met based on the law and facts as they exist at this time”. Goldman was cleared from legal prosecution, but is it also cleared from a moral point of view? This is the moment when ethics comes in. Need for ethical reflection In an era in which lack of ethical thinking and competences contributed to some of the major crises that took place in this relatively young millennium, a course in ethics does not seem to be luxury. Looking at business, government, multilateral organizations or NGOs, basic knowledge and skills to understand and improve the relationship with society seem to be an important asset nowadays. Ethics should, however, not be
confused with morality - and certainly not with the moral norms in our present society. Ethics deals with a fundamental reflection on the norms and values in our society. It is not about telling you what is right or wrong. Since we are living in a global society it means that we are constantly confronted with different norms and values as a result of cultural differences. As the saying goes ‘When in Rome, ...’, but does that apply to all ethical issues? Focus of the course This course is offered by Prof. Dr. Harry Hummels on behalf of the department of Finance - in association with Accounting and Information Management - of the School of Business and Economics. The affiliation with the Finance department does not entail that the course is solely confined to theory and cases in the financial domain. That is not to say that many crises, whether social, financial, environmental, or political, may not find their origin in financial issues. Take, for instance, the rising food prices. Aren’t they partly caused because of financial speculation? Or think of the environmental disaster that Shell and its partners face in the Niger Delta. Doesn’t this find its roots in the (re)distribution of the proceeds of the industry in the area. Or what about BP in the Gulf of Mexico where cutting costs was a major element in causing the oil spill? The latter case will be discussed extensively in one of the tutorials.”

**Goals**

The core of an ethics course is to confront students with ethical and responsibility dilemmas that they have to study, reflect on and discuss in small groups. Ethics is characterised by a discourse on moral values, norms and standards and the decision-making on the basis of sound argumentation. Students who have completed the course have mastered the core insights of business ethics theory and corporate responsibility.

**Instruction language**

EN

**Prerequisites**

In order to participate in this course, all participants should have a basic understanding of the functioning of organisations, management of and co-ordination within organisations, organisational ecology, co-ordination mechanisms in industries - such as, for example, the choice between allocation through planning or through market forces - and of an ‘economic order’.

**Recommended literature**

The literature for this course consists of textbooks and academic articles. The books are: · Buchholtz, A.K., and Carroll, A.B., Business and Society; Ethics and Stakeholder Management, Thomson, 8th edition, 2011. · Jones, G., Cardinal, D., and Hayward, J., Moral Philosophy, a guide to ethical theory, Hodder Education, London, 2006 In addition, articles and cases will be used and distributed during the course.

**Teaching methods**

PBL
Presentation(s)
Lecture(s)
Paper(s)

**Assessment methods**

Final paper
Participation
Key words
Comparative Income and Business Taxation

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
TAX3009

ECTS credits
6.0

Organisational unit
Faculty of Law

Coordinator
R.H.C. Luja

Description
This course provides an introduction to the legal structure and design of tax systems. We will first focus on the basic principles of tax systems and elements of the tax base (deductions, attribution of income). There will be a particular focus on taxing personal income (from labour and capital) and corporate income (like interest, royalties and dividends). We will then address selected issues of doing business abroad like double taxation as well as taxation of non-residents. Basic anti-tax-avoidance legislation will also be addressed as will basic elements of European (tax) law. This course will not focus on any country in particular, allowing this to be a real principle-based and comparative course.

Goals
- Students should be able to understand and evaluate basic principles of income taxation and of business taxation. - Students should be able to gain a basic understanding of principles of international tax law.

Instruction language
EN

Prerequisites
None

Recommended literature
Book (to be determined) Articles Sources from newspapers and magazines

Teaching methods
Lecture(s)
PBL

**Assessment methods**
Written exam
Final paper
Presentation

**Key words**
Income tax, corporation tax, international business taxation,
International Business Law

Academic year 2015-16

Date last modified
5-11-2015 1:21

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2034

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A. Beckers

Description
This course concentrates on the general principles and main features of international business law - that is, the law governing international business transactions. The course is divided into three parts. In Part I three general topics will be discussed. The essence of trade is exchange of property in its widest possible meaning. The basis of almost every exchange is a contract. This course therefore starts by looking at contracts from a legal perspective: what does the law require for there to be a legally binding contract? Next we will look at one of the ways the law protects private interests against infringements by others: the law of torts. We will do so by means of the law on product liability, under which manufacturers may be held liable for damage caused by defective products. Furthermore, a basic understanding of the European Union and Community, its institutions, legislative instruments and, of course, fields of activity is of paramount importance for European business. In Part II focus will be on business to consumer transactions, with a certain focus on e-commerce. The crucial difference between business to consumer transactions and those between businesses is that individual consumers typically have no bargaining power. This has led legislators, Brussels not in the least, to offer a degree of protection to the consumer. The nature of e-commerce, moreover, raises some further issues both in contract and tort that deserve attention. Part III deals with what is traditionally considered to form the core of international business law: the international sale of goods between businesses. In this context we will examine issues of formation of contract specific to business to business transactions as well as remedies in case of breach of contract. An international sale of goods typically involves two further arrangements to be made by the parties: the carriage of goods from the seller to the buyer and, conversely, payment of the purchase price by the buyer to the seller. We will study carriage of goods by road and sea, focusing on the liability of the carrier and the transport documents used. The course ends with a introduction to the basics of the most important payment mechanism in international trade, the so-called 'letter of credit' or documentary credit. For further information please refer to www.unimaas.nl > Faculty of Law > Education > Programme guide of the appropriate academic year.
Goals

Instruction language
EN

Prerequisites

Recommended literature
reader and legal materials

Teaching methods

PBL

Assessment methods

Written exam

Key words
Behavioural Economics (IB/IBE)

Academic year 2015-16

Date last modified
28-1-2016 1:17

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2080

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A. Baranski Madrigal

Description
The traditional model of the homo oeconomicus is ubiquitous in microeconomic theory. Economic agents are assumed to be rational utility maximizers with self-regarding preferences and unlimited processing capacities. Common sense and the results of experiments show that this is not always the case. Often people behave differently than predicted by theory. In the course, we will deal with the following problem statements: 1) When does microeconomic theory apply and when does it lose its predictive power? 2.) If it does not apply, what concepts and models can be used to either extend or to substitute the current theory in order to describe human behaviour? Specifically we will discuss the following issues: Non-expected utility theory, Intertemporal choice Social preferences, - Reciprocity, Levels of analytical reasoning The role of mistakes In addition, we will touch on the following topics: Mental accounting Heuristics Neuroeconomics

Goals
The goal of the course is to provide the students with the necessary sensitivity when applying theoretical models. After the course students should be able to identify the most important concepts describing reasons why humans deviate from behaviour predicted by the commonly used model of the homo oeconomicus.

Instruction language
EN

Prerequisites
Microeconomics Ability and willingness to think analytically While the course seeks to critic the standard microeconomic theory, this will be done in a constructive manner. That is, we will investigate in detail why the standard model might fail, and what extensions or alternative might be used instead. Consequently, we will use, and develop further, the
formal tools of analysis you would have learned from your second year microeconomics course. In addition: Basic game theory is helpful, but not necessary (simple equilibrium concepts such as (pure and mixed strategy) Nash equilibrium and subgame perfect Nash equilibrium). Exchange students need to major in Business.

**Recommended literature**
There is not one textbook that will cover the course. References and papers will be made available to the students at the beginning of the course.

**Teaching methods**
PBL

**Assessment methods**
Participation
Final paper
Written exam

**Key words**
Globalisation Debate

Academic year 2015-16

Date last modified
21-3-2016 1:11

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2143

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
K.M. Thomsson

Description
"Globalisation is a controversial economic phenomenon. On the one hand, economists portray it as a way to increase the rate of economic growth and provide material well-being for everyone on the globe. On the other hand, the so-called anti-globalisation movement has actively - and sometimes violently - protested against it because they see globalisation as a force that leads to inequality in the world and puts stress on the environment. This course reviews this debate using the analytical tools of economic theory. The course proposes a number of topics, such as the consequences of the liberalisation of global capital markets, the relationship between free trade and the environment, outsourcing and labour standards, the nature and effects of financial crises, and the rationale for the policies pursued by the IMF and the World Bank. For each of those topics, a number of critical contributions in the literature are identified and discussed. The reading list that is compiled in this way includes a wide variety of authors. All literature is presented in a non-technical and accessible way. The group meetings aim to understand the economic argumentation that can be used on both sides of the globalisation debate. Thus, students will be able to judge to what extent the arguments used by the proponents of globalisation, or by the anti-globalist movement, are founded in sound economic reasoning. As part of the assessment for the course, students must also write a short paper in which they summarize these arguments and present their own view of the potential benefits of globalisation."

Goals
Students will become familiar with the economic arguments used by proponents of globalisation and by the anti-globalist movement; they will learn to assess these arguments using sound economic reasoning, and thus form their own individual opinion on globalisation.

Instruction language
**Prerequisites**

"3rd year bachelor student Having finished one principles of economics course and one principles of finance course (courses that are generally taught in year 1 or year 2 of a business/liberal arts program) Appropriate analytical skills (basic mathematics and statistics, ability to read and work with graphs)"

**Recommended literature**

The literature is to be announced.

**Teaching methods**

Lecture(s)
Paper(s)
Presentation(s)
PBL

**Assessment methods**

Written exam
Participation
Final paper

**Key words**
Economic Psychology

Academic year 2015-16

Date last modified
28-1-2016 1:17

Period

Code
EBC2103

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
T.B. Williams

Description
"Increasingly, economists are discovering psychology as a means to enrich their models of economic behaviour and well-being and to give them a better foundation. The importance of this is illustrated by the fact that the Nobel prize winner in economics in 2002 was the distinguished psychologist Daniel Kahneman. He characterizes his research as a quest for the ‘logic of the irrational’. Adam Smith already recognized that economic, just like other, behaviour is motivated by an intriguing blend of ‘rational’ considerations and ‘irrational’ sentiments. The great challenge is to investigate the implications of the latter motives for economics. This course aims to give an intensive introduction into this field. In the first nine sessions of the course the psychology and behavioural economics of judgment and decision-making are dealt with. Basic principles of rationality are compared with actual behaviour in making decisions. Next, students are introduced into the psychological and economic research on subjective well-being (happiness) and its socio-economic determinants (especially income). The importance of this research for economics and its policy implications will be highlighted. Students should realize that the course is not easy and that its material also includes some mathematical derivations."

Goals
Acquiring a structured insight into the important roles of psychological factors and processes in the judgments, decision-making and well-being of economic agents Learning about the difference in approach between psychology and economics Learning about the relations between psychology and economics

Instruction language
EN
Prerequisites
Basic understanding of microeconomics (level comparable to course Economics and Business), probability theory and mathematics (level comparable to course QM2) An advanced level of English

Recommended literature
To be announced

Teaching methods
Presentation(s)
Lecture(s)

Assessment methods
Participation
Written exam

Key words
Job Perform. & the Employm. Relationship

Academic year 2015-16

Date last modified
1-3-2016 1:20

Period

Code
EBC2138

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
S. Künn

Description
“To improve the performance of a firm, managers have to find tools to hire the right people, to sort them into the right job, to motivate them to do their work well, to develop their skills through formal and informal learning and to cooperate efficiently with co-workers. Firms that stimulate one aspect might do so at the cost of others. Managers therefore face many complex trade-offs in their personnel policies. In this course economic tools to understand these trade-offs will be discussed and illustrated with examples how to apply them in practice. Many questions are asked about the employment relationship, such as: Why should pay vary across workers within firms - and how “compressed” should pay be within firms? Should firms pay workers for their performance on the job or for their skills or hours of work? How are pay and promotions structured across jobs to induce optimal effort from employees? How to design jobs and performance measures? Why use teams and how are teams used most effectively? How should all these human resource management practices, from incentive pay to teamwork, be combined within firms?”

Goals
“Understanding of a firm's trade-offs I recruiting, rewarding and developing workers Understanding trade-offs in job design and allocation of workers to tasks and jobs Understanding of the economic principles that can be used for these and related HRM decisions and policies Skills how to use and refine such personnel policies in the practice of a firm”

Instruction language
EN

Prerequisites
Knowledge and understanding of introductory microeconomics, like the first-year course EBC1009, Economics and
Business and EBC1010, Microeconomics, the latter being based on (parts of) Perloff J.M. (2011), Microeconomics, Pearson, Addison Wesley, Boston. An advanced level of English

**Recommended literature**

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Participation
Written exam

**Key words**
Public Mngt Reform+Public Entrepreneursh

Academic year 2015-16

**Date last modified**
28-1-2016 1:17

**Period**
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

**Code**
EBC2077

**ECTS credits**
6.5

**Organisational unit**
School of Business and Economics

**Coordinator**
J.G.A. van Mierlo

**Description**
All over the world modern government organisations are changing their classical bureaucratic structures into modern institutions focussing on public management and public entrepreneurship. Public entrepreneurship is related to institutional public reform.

**Goals**

**Instruction language**
EN

**Prerequisites**
Propedeutic exam in Economics or International Business Studies. For students from abroad, an introductory course in Public Economics, Microeconomics or Organisation- Economics is required. Relevant theories and concepts: welfare economics, new institutional economics, new economics or organisation, public choice theory, new public management, privatisation, marketisation. This course aims at International Economics students, International Business students and students in Organisational Economics. This course aims at IESstudents, Socrates- and other exchange students, as well as students in organisational economics (e.g. track Organisation: Change Management). This courses is an elective for IB-students.

**Recommended literature**
**Teaching methods**

PBL
Presentation(s)
Paper(s)

**Assessment methods**

Final paper
Attendance
Participation

**Key words**
Innovation in Business and Econ Growth

Academic year 2015-16

Date last modified
28-1-2016 1:17

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2148

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
H.H.G. Verspagen

Description
"This course looks at innovation from within the firm, and investigates how innovation processes contribute to economic growth. Firms do not act in isolation: they need to confront themselves with the changing conditions of the economy and society of which they are part. The proposed literature covers notions of knowledge, innovation, and technology (innovation systems, general purpose technologies), their organizational patterns (networks, clusters, and global value chains), and firms' innovation strategies in modern contexts (dispersed R&D, markets for technology). In order to develop theoretically grounded innovation strategies, the course combines a theoretical perspective with practical elements on innovation processes in firms. Each tutorial is divided in two parts: in the first the assigned literature is reviewed and discussed, in the second theoretical insights are applied to the business cases on which students (in groups) work during the course. The business case addresses one of the four scenarios outlined in the CPB report (reference below), is guided by a set of questions and discussed during the tutorials. This course provides business students with the dual opportunity to develop their understanding of innovation processes within firms and understand how managerial decisions shape and are shaped by economic, social, and technological conditions."

Goals
This course looks at the role of innovation in the modern economy, and more in particular at how governments can increase the competitive position of their country and the firms in it, by stimulating innovation. The goal of the course is to write a document in which advice is offered to the government with regard to innovation policy. The document will address a specific question related to innovation, such as whether or not government should stimulate the location of R&D activities by foreign firms in the Netherlands. The course manual will guide the students through the process of preparing an informed opinion about this question, and writing this up in a background document.
Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL

Assessment methods
Written exam

Key words
Writing a Review

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Year  Startdate: 01-Sep-15  Enddate: 31-Aug-16
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2029

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
A. Predtetchinski

Description
The review is a critical reflection on the literature studied (100 to 200 pages, depending on the academic level of the literature). The review has a length of about 5 pages. The literature to be studied consists of one or more books or articles.

Goals
Students learn to write a review

Instruction language
EN

Prerequisites
No specific knowledge required.

Recommended literature
will be announced later on the corresponding Eleum webpage

Teaching methods
PBL
Assignment(s)
Assessment methods
Final paper
Attendance
Participation

Key words
Country Risk Analysis

Academic year 2015-16

**Date last modified**
26-11-2015 1:23

**Period**
Period 3  Startdate: 11-Jan-16  Enddate: 22-Jan-16

**Code**
EBS2013

**ECTS credits**
4.0

**Organisational unit**
School of Business and Economics

**Coordinator**
R. Gerards

**Description**
This skills training aims to give students insight into the process of country risk rating. Risk rating is becoming more important, in particular because of Basel II and Basel III. Students work in teams and construct risk ratings for one pair of countries. Two lectures from country risk analysts that work in the banking/insurance sector, will help students to think about how to measure country risk. Students will discover tips and tricks in the construction of these ratings.

**Goals**
"learn how to analyse the economic development of a country learn to understand how risk ratings are constructed learn to manage a large database"

**Instruction language**
EN

**Prerequisites**
a “pass” for the first-year economics course(s). The skills training is open to all students.

**Recommended literature**
No specific literature

**Teaching methods**
Presentation(s)
Lecture(s)
Assignments

Assessment methods
Final paper
Attendance

Key words
Managing Takeovers

Date last modified
26-11-2015 1:23

Period
Period 3  Startdate: 11-Jan-16  Enddate: 22-Jan-16

Code
EBS2017

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.M.M. Derwall

Description
In this skills training you will take part in understanding shareholder value-based thinking in the context of M&As by performing case work that focuses on valuing and assessing takeovers, synergies, option-like deals, and buyouts. Other teaching methods: 3 written case studies. Other examination method: assignments/cases.

Goals
Mergers, takeovers and restructuring have become commonplace phenomena in the new economy and force companies to grow larger. A recent example is the takeover of Arcelor by Mittal Steel (two of the main players in the steel market). The question is whether these takeovers actually create value for the firm.

Instruction language
EN

Prerequisites
Exchange students need to have taken at least one introductory finance course, sufficient first-year finance skills, passing criteria are that all three cases must be completed with a “sufficient” grading.

Recommended literature
Articles, parts of books and cases

Teaching methods
PBL
Presentation(s)
Assignment(s)
Paper(s)

**Assessment methods**
Attendance

**Key words**
Excel for Finance

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 3  Startdate: 11-Jan-16  Enddate: 22-Jan-16

Code
EBS2018

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
P.L.H.M. Theunissen

Description
The skill covers four core concepts in finance, capital budgeting, valuation, portfolio analysis and the capital asset pricing model through the application of Microsoft Excel's software package. Students will use problems in the text to solve analytical tasks using excel. In addition, students will be taught advanced Excel tools, ranging from mastering advanced Excel functions, pivot tables, to introductory macros. Finally, each week students will test their knowledge through two examinations testing their knowledge on core concepts in finance and excel. This course prepares students for incorporating more advanced Excel knowledge for the business and accounting environment that lays ahead.

Goals
This skill reviews core concepts from Finance 1.5 within the context of Microsoft Excel software's concepts and tools.

Instruction language
EN

Prerequisites
Exchange students need to have taken at least one introductory finance course

Recommended literature
Principles of Finance with Excel by Simon Beninga.

Teaching methods
PBL
Presentation(s)
Lecture(s)
Assignment(s)

**Assessment methods**
Attendance
Participation

**Key words**
Managing Diversity & Global Communication

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 3  Startdate: 11-Jan-16  Enddate: 22-Jan-16

Code
EBS2023

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
W. Swaan

Description
After an introduction to the topic you will begin with taking stock of your existing skills. In the following meetings we look at how communication styles, values and cultural identities have an impact on intercultural encounters, with special attention to intercultural team work. We will use experiential exercises, in-class discussions, and reflection on your own experiences; all in relation to an attractive textbook. Notwithstanding the use of a textbook, focus remains on skills development. Towards the end of the skills training your learning will be integrated by looking at effective intercultural conflict management.

Goals
"Note: content and end goals are roughly identical to course EBS 2066, offered as a floating skill in period 4 and 5. Both in your career and in your studies (e.g. during an exchange period), you will have to be able to work with people from very diverse backgrounds. During your studies diversity manifests mainly in team work and in tutorial groups. During your career you will have to manage diverse groups and organizations. Managing diversity requires effective communication skills and awareness of cultural differences, as communication styles and values vary a lot across the globe. Intercultural skills in teamwork are used as a frame of reference in the skills training. This approach allows us to deal with virtually all relevant intercultural skills. We use teamwork in SBE as a starting point and gradually work towards translating this to the career perspective of participants. There is also scope for looking at intercultural issues in individual life experiences of participants. You will discover how intercultural encounters are always a mixture of individual and cultural elements, how to reflect effectively on this, how to communicate about tensions you experience (and how not...), and how to talk about cultural differences in a way that is productive for everybody involved. Together, these form the building blocks of managing diversity in teams."

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**Instruction language**
EN

**Prerequisites**
The training aims at participants of all levels of intercultural experience: from very limited to very extensive. You can take it before, or after your study abroad, and as an exchange student during your stay at UM. Bicultural students and students with extensive intercultural life experience enjoy the training a lot. The skills training will turn your intercultural life experiences into a valuable asset.

**Recommended literature**
Stella Ting-Toomey, Communicating Across Cultures. New York: The Guilford Press, 1999

**Teaching methods**
PBL
Lecture(s)
Assignment(s)

**Assessment methods**
Final paper
Attendance
Participation

**Key words**
Presentation Skills

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 3  Startdate: 11-Jan-16  Enddate: 22-Jan-16
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2030

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
F. Casoria

Description
"The presentation skills training program focuses on creative ways of presenting information. In general, students in their final year of undergraduate education have used PowerPoint on numerous occasions for various courses. The training in this skills course focuses on different communication techniques. Some examples follow. Pecha Kucha: a timed presentation using pictures. Students learn to time their presentation and respect deadline of 20 seconds per slide. Requires good preparation. Elevator Speech: few minutes to draw someone's attention to an issue, aiming at establishing a future appointment with the interlocutor and tell him/her more. Students learn to be concise and effective. TED talk: combines story-telling, the use of catchphrases, metaphors, analogies, maintaining the audience's interest. Learning objective: the power of words and presence on stage. PowerPoint is a support but how you convey your information is of paramount importance."

Goals
Increased ability to give a (good) presentation (enhanced presentation skills).

Instruction language
EN

Prerequisites
No specific knowledge required. Students in the Bachelor Fiscal Economics can only choose this skills training in period 6.

Recommended literature
Reading booklet, provided on Eleum.

**Teaching methods**
- PBL
- Presentation(s)
- Assignment(s)

**Assessment methods**
- Attendance
- Participation

**Key words**
Interview Skills and Techniques

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 3  Startdate: 11-Jan-16  Enddate: 22-Jan-16

Code
EBS2035

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
S. Bartczek

Description
In this course we will train basic interview techniques for information gathering. While this course is not intended as training for job interviews, the skills learned are applicable to numerous personal interview situations both in the academic realm and beyond. We will use the techniques and skills needed for the most difficult form of interviewing, the non-directive or open interview. The focus is on qualitative research via face-to-face interviews, which are commonly used in consultancy practice. The problems a consultant typically faces are embedded in information gathering; in order to understand and diagnose a problem, he or she must first gather information. Along with internet or literature research, personal interviews are a primary source of data gathering, allowing the consultant to look for underlying problems. Depth interviews allow the user to uncover information, including attitudes and histories, needed for decision making. These interviews form the backbone of the course, with several different situations and configurations to allow the student ample ability to practice and hone these essential communication skills. Video and observer feedback allow the student to be assessed as their skills develop. Students will learn to write an interview guide to fit their information gathering needs. They will learn to give constructive feedback, practice active listening skills, silence tolerance, evaluate non-verbal behaviour and conduct several different types of interviews, including the free-attitude interview, the probing interview and the problem clarification interview. A professional interview will be analysed and discussed in the course. Learning goals and outcomes will be the basis for the written assignment which concludes this skills course.

Goals
The emphasis of this course is the training of individual communication skills. We will use role-play as the teaching method in each group meeting, by which everybody will have ample opportunity to practise these skills. The experience gained from each role-play will be documented on individual learning points forms. After this training students should be aware of different interviewing techniques and should be able to apply them.
Instruction language
EN

Prerequisites
None. Since this course relies heavily on role-plays, students should be able to speak English and write well. - role-plays
nb: Students should have (or borrow) a recording device to tape their interviews (audio or video) - video feedback

Recommended literature
A selection of articles and book chapters will be made available in the block book.

Teaching methods
PBL
Assignment(s)

Assessment methods
Final paper
Attendance
Participation

Key words
SPSS for Windows

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 3   Startdate: 11-Jan-16   Enddate: 22-Jan-16

Code
EBS2038

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
Y.T.M. Paulissen

Description
The students will, by means of different data sets, get a guided tour through different modules in order to understand its data handling/transformations and some 'built-in' functionality of the statistical routines.

Goals
This skills training is designed to help students learn the basics of SPSS for Windows and aims at getting the students acquainted with the functionality and possibilities of the latest version of SPSS.

Instruction language
EN

Prerequisites
Statistics of quantitative methods I and II (to be able to interpret the statistical outputs of SPSS). An advanced level of English.

Recommended literature
The manual and all other information will be available on ELEUM.

Teaching methods
PBL
Assignment(s)
Assessment methods
Attendance
Written exam

Key words
Introduction to Web Programming with PHP

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 3  Startdate: 11-Jan-16  Enddate: 22-Jan-16

Code
EBS2040

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
R.R. Haenbeukers

Description
This course enables students to build dynamic database driven (e-commerce) web sites using the PHP programming language. The course is explicitly meant for students with limited or no programming experience and discusses basic programming building blocks needed to create interactive, dynamic websites. We do not address in depth discussions of for instance object oriented programming. PHP is an open source based programming language widely used on the Internet for both commercial and non-commercial websites such as facebook. This course gives an introduction in programming with PHP in combination with some simple database techniques in order to be able to understand the working of dynamic websites. In the first week we will discuss step by step the features and main building blocks of PHP whereas in the second week a real life project will be implemented such as an online book store or an online cultural event calendar.

Goals
“Learn and understand the basic working of dynamic websites Learn to program in PHP Learn the basic working of databases Apply all acquired knowledge to your personal dynamic website by means of a real life example (for instance a Cultural events calendar, an Online Bookstore or a Content Management System)”

Instruction language
EN

Prerequisites
“Basic computer skills (understanding of directories and the file system and general computer use) is required, knowledge of HTML is a pre. Note that the course can be followed remotely/at home but an Internet connection is required, as well
as a VPN connection with the university network. Note furthermore that formal subscription to the course is required even for those who run the course remotely. Based on experiences from previous years, students with limited knowledge of HTML need 35 - 40 hours per week to complete the course successfully. We have no course book; all information will be transferred via the Internet. Course website is available at http://php.infonomics.nl (accessible from within university or VPN). An advanced level of English We do not provide a resit for this skills training."

**Recommended literature**

**Teaching methods**
Lecture(s)
Assignment(s)

**Assessment methods**
Final paper

**Key words**
Preparations for Case Competitions

Academic year 2015-16

Date last modified
21-1-2016 1:17

Period
Semester 2  Startdate: 01-Feb-16  Enddate: 31-Aug-16

Code
EBS2056

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
S.J.B. van Diepen

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Managing Diversity and Global Comm (Flo)

Academic year 2015-16

Date last modified
13-2-2016 1:29

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBS2066

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
W. Swaan

Description
After an introduction to the topic you will begin with taking stock of your existing skills. In the following meetings we look at how communication styles, values and cultural identities have an impact on intercultural encounters, with special attention to intercultural team work. We will use experiential exercises, in-class discussions, and reflection on your own experiences; all in relation to an attractive textbook. Notwithstanding the use of a textbook, focus remains on skills development. Towards the end of the skills training your learning will be integrated by looking at effective intercultural conflict management.

Goals
This is a so-called floating skills, extending to period 4 AND 5. Content and end goals are roughly identical to course EBS 2023, offered in period 3. The main difference is that the floating skills gives the opportunity to apply the skills in parallel courses. This way, participants will receive feedback during the skills training on the process of grounding the skills in day-to-day practice. Important info on this floating skills: - To get credits you have to follow the entire skills training in period 4 AND 5. It is a NOT a matter of choosing between period 4 and 5. - Required time involvement is ca. 4 hours per week, including contact hours and self-study. Clearly, the actual time involvement might vary per week. - ATTENDANCE REQUIREMENT: max. 1 absence over the entire course, max 2 absences with additional writing assignment; 3 absences cannot be compensated. - Lectures might be scheduled in the evenings, also for students who blocked evening education. ATTENDANCE AT EVENING LECTURES is part of the attendance requirement. In total there will be maximum three lectures: two in period 4, and one in period 5. If evening lectures are scheduled, these will be from 18.30-20.30, but NOT on Fridays. - Tutorials will be scheduled in day time, and can be any day in the week. There will be 8 group meetings in total (probably five in period 4, and three in period 5). - Given the time involvement, the floating skills can well be combined with 2 regular courses. Clearly, it does involve extra work next to two other courses: it is a serious
skills training. Information on registration: · For the academic year 2015-2016 the number of participants is maximized to 112 (72 regular students and 40 exchange students). · For practical reasons, registration for exchange students for the floating skills will happen outside the regular registration system. Exchange students will be informed about the procedure in the course of October 2015. · Registration for the floating skills is only necessary at the beginning, for period 4. You are automatically registered for the second part in period 5. · You do not need special permission to take the floating skills next to two regular courses. · It is not allowed to take the floating skills next to 3 courses. If you register for the floating skills and ask for permission for taking three other courses, either in period 4 or 5, this will be refused. · The big advantage for students for taking the floating skills is that you don’t have to be in Maastricht for period 6, implying a (much) longer free period in summer, e.g. for internships. GOALS OF THE SKILLS TRAINING Both in your career and in your studies (e.g. during an exchange period), you will have to be able to work with people from very diverse backgrounds. During your studies diversity manifests mainly in team work and in tutorial groups. During your career you will have to manage diverse groups and organizations. Managing diversity requires effective communication skills and awareness of cultural differences, as communication styles and values vary a lot across the globe. Intercultural skills in teamwork are used as a frame of reference in the skills training. This approach allows us to deal with virtually all relevant intercultural skills. We use teamwork in SBE as a starting point and gradually work towards translating this to the career perspective of participants. There is also scope for looking at intercultural issues in individual life experiences of participants. You will discover how intercultural encounters are always a mixture of individual and cultural elements, how to reflect effectively on this, how to communicate about tensions you experience (and how not...), and how to talk about cultural differences in a way that is productive for everybody involved. Together, these form the building blocks of managing diversity in teams.

**Instruction language**

**Prerequisites**
The training aims at participants of all levels of intercultural experience: from very limited to very extensive. You can take it before, or after your study abroad, and as an exchange student during your stay at UM. Bicultural students and students with extensive intercultural life experience enjoy the training a lot. The skills training will turn your intercultural life experiences into a valuable asset.

**Recommended literature**
Stella Ting-Toomey, Communicating Across Cultures. New York: The Guilford Press, 1999

**Teaching methods**
PBL
Lecture(s)
Assignment(s)

**Assessment methods**

**Key words**
Business Plan

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 6  Startdate: 13-Jun-16   Enddate: 24-Jun-16

Code
EBS2015

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B. Lokshin

Description
The aim of this skills training is to give students the opportunity to integrate the knowledge they have mastered. One of the ways to accomplish such integration is by letting students write a business plan. All aspects of a business administration study program are to be used in such a plan. The writing of the business plan starts with an analysis of the company, the products and its competitive environment. This is followed by market research and analysis, and the design of a marketing plan. The goal of this effort is to identify target markets and the current market position. Based on the results of these studies and the type of activities of the firm, the plans for research and development and manufacturing should be designed. These plans have implications for the management and the internal organisation of the company. The financial consequences are the bottom line of the business plan.

Goals
Students will learn to apply their knowledge (gathered within the domains of strategy, organisation, marketing and finance) to a specific entrepreneurial case-study.

Instruction language
EN

Prerequisites
Knowledge of bachelor courses in marketing, organisation studies, strategy and finance.

Recommended literature
Teaching methods
Presentation(s)
Assignment(s)
Paper(s)

Assessment methods
Final paper

Key words
Communication and leadership skills

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 6 Startdate: 13-Jun-16 Enddate: 24-Jun-16

Code
EBS2019

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
N.L. van den Elst

Description
This skills training focuses on developing the interpersonal communication skills which leaders in all kinds of organisations should possess in order to achieve the organisation’s objectives. This includes: the ability to identify when a problem should be solved by the leader and when problemsolving should be delegated to the subordinate; the ability to facilitate problem solving by subordinates by making use of listening skills; the ability to confront people when they display behaviour that is unacceptable by making use of sending skills; the ability to deal with the subordinate’s response to being confronted by means of switching between a sending and a listening posture; and the ability to turn conflict into cooperation. Note: Role plays will be part of this skill.

Goals
"Communication and leadership are, among others, key skills of managers, chairpersons in meetings, coordinators of project teams -in fact- all employees being a leader or not. The objectives of the course are therefore: 1. To introduce students to some of the theories and empirical research on communication and leadership. 2. To create awareness of the participant’s communication style. 3. To increase the effectiveness of the participant’s communication and leadership skills.”

Instruction language
EN

Prerequisites
"The willingness to try out new behaviour and receive feedback as, among others, role plays will be part of this skill. An advanced level of English”
**Recommended literature**
To be announced.

**Teaching methods**
PBL
Assignment(s)

**Assessment methods**
Participation
Final paper
Attendance

**Key words**
Finance Field Trip

Academic year 2015-16

Date last modified
26-4-2016 1:13

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2022

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.M.R. Merk

Description
This course provides a useful background for second and third year Bachelor students who are interested in topics about international and cultural differences in the global financial environment. The location of the tour will vary from year to year. Participating will write a paper concerning their key findings. The Finance Study Association is involved in organising the trip.

Goals
The primary objective of this skill is to let participating students get into touch with foreign financial markets and practices through a short international study tour. After finishing the skill, the students will have a notion of the financial working methods of companies abroad, the nature of the local financial markets, and the economic developments of the visited country.

Instruction language
EN

Prerequisites
Skill is meant for IB/IBE Bachelor students, having done at least two Finance Major courses.

Recommended literature
Articles

Teaching methods
PBL
Presentation(s)
Paper(s)

**Assessment methods**
Final paper

**Key words**
Accounting and Controlling in Practice
Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2025

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
A. Brüggen

Description
The course consists of an interactive case study and workshops of firms. This will gain you valuable insights into the practice of controlling and accounting.

Goals
This skills training will strongly enhance your teamwork, analytic, rhetoric, and management accounting skills.

Instruction language
EN

Prerequisites
This course requires a basic knowledge of accounting procedures. Therefore, students should have at least completed a first year or second year bachelor course in accounting. Ideally, students should also have taken an intermediary course in financial or management accounting. Students that do not have any background in accounting should have a full bachelor degree in business or economics.

Recommended literature
Case studies (e.g. Harvard Business School)

Teaching methods
Presentation(s)
Assignment(s)
**Assessment methods**

Final paper
Attendance
Participation

**Key words**
Real Estate Investment and Valuation

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2033

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
M.S. Langen

Description
Real estate is a major asset class in institutional investors’ portfolios. In general these investors get equity exposure through the stock market, so their exposure to the underlying assets (oil wells, factories, human capital) is indirect. In real estate, this is different. Institutional investors often buy and own the real estate assets directly. Understanding the investment and valuation process in real properties is therefore essential for an institutional real estate investor, but also for real estate advisors, bankers, and property developers. The skill Real Estate Investment and Valuation will teach second-year Bachelor students how they can apply the financial knowledge they have acquired to real-life property investment situations, using international investment cases that are rooted in reality.

Goals
Acquire a thorough understanding of real estate valuation and financing techniques.

Instruction language
EN

Prerequisites
Basic knowledge of financial markets; an advanced level of English.

Recommended literature
Teaching methods
PBL
Presentation(s)
Paper(s)

Assessment methods
Oral exam
Attendance

Key words
Game Theory, Basic Concepts + Appl

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2036

ECTS credits
4.0

Organisational unit
School of Business and Economics

 Coordinator
E. Tsakas

Description
During five sessions of classroom experiments, the students will be confronted with decision problems in game theory. After each experiment session, students are asked to study the game theoretic concepts that are related to this experiment, to solve some exercises, and to give a presentation about the theory.

Goals
The goal of this course is to introduce students to some fundamental concepts in game theory.

Instruction language
EN

Prerequisites
Basic economics and calculus. An advanced level of English.

Recommended literature
TBA.

Teaching methods
PBL
Presentation(s)
Assignment(s)
Paper(s)
Assessment methods

Attendance
Participation

Key words
Sampling Design

Date last modified
26-11-2015 1:23

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2037

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.A. van den Brakel

Description
Marketing researchers often draw samples in order to infer the opinions of a client population. This is very practical, but since only a small part of the population is observed, the results are subject to inaccuracy. Of course, we want the sample results to be as close as possible to the true values. The most straightforward way to draw a sample is simple random sampling, where every population member has the same chance of being sampled. However, sometimes more complex sampling designs (e.g. stratified samples) are much better. “Better” in the sense of value-for-money: they allow us to make more accurate statements at the same cost, or to reach a desired level of accuracy at lower cost, than simple random sampling. This course focuses on the statistical aspects of various sampling designs. The objective is to construct appropriate sampling designs in real life situations. During the first half of the course, some theory is introduced, and tested by small numerical assignments. During the second half, a sampling design is developed for a practical situation and the actual sampling is conducted. The samples are drawn from a given data set which serves as population: the course does not involve the construction of a questionnaire and the actual gathering of data.

Goals
Understand why designs like stratified sampling are often more informative than simple random sampling. -Learn to recognize the opportunities to apply more advanced sampling designs in practical situations. Learn to implement different sampling designs, and process their outcomes.

Instruction language
EN

Prerequisites
Basic principles from inferential statistics as discussed in typical first-year Quantitative Methods courses such as QM1 (code EBC1005/1006/1007) and QM2 (code EBC1033/1034/1035): basic probability theory, population versus sample, sampling distribution, point estimation, confidence intervals, type I error, regression analysis. An advanced level of English.

**Recommended literature**
A translated and adapted version of Theorie en Praktijk van het Steekproefonderzoek by J.G. Bethlehem, 1st ed., CBS, Voorburg (to be made available through Eleum).

**Teaching methods**
PBL
Assignment(s)

**Assessment methods**
Attendance
Participation

**Key words**
Spreadsheets-
Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2039

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
M.A. van Ekert

Description
In this skills training the application of spreadsheets models on examples of business problems will be the main issue. Spreadsheets programs provide end-users with an easy to use facility for solving all kinds of problems in the business domain, e.g. accounting tasks, production planning and so forth. The focus in this skills training will be on using the 'built-in' functionality of spreadsheet packages to solve every day business problems. Note: information about examination methods: Assignments during this skill Final assignment at the end of the course

Goals
- get reacquainted with basic MS-Excel functions and apply them to every day business problems - learn how to use the advanced functions of MS-Excel to solve every day business problems

Instruction language
EN

Prerequisites
None, the course can be attended by anyone who has an interest in spreadsheets. No prior knowledge of MS-Excel is necessary. An advanced level of English

Recommended literature
compendium

Teaching methods
PBL
Lecture(s)
Assignment(s)

**Assessment methods**
Attendance

**Key words**
International negotiation skills.

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2041

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
S. Bartczek

Description
The skills training "Negotiating in the International Context" has been developed to introduce students in the world of negotiating and make them sensitive to the different aspects pertaining to this essential skill. A skill that all successful entrepreneurs, politicians and other workers must master. There are many different kinds of negotiations, at many levels. From discussing a raise with one's boss or making top business deals to being involved in peace negotiations. Every person will be confronted, both in professional and private life, with negotiations. Negotiations in today's world are seldom limited to a national level, and international (cultural) factors play an increasingly large role. Big companies need, in order to survive, to be active on many markets in different countries. An example of one way to do this is by forming strategic alliances with comparable companies. Before forming such an alliance, many complicated steps have to be taken, involving lots of negotiations. A negotiator involved in negotiations in the international context has to be very alert, very sensitive to small signals and large factors which play a role in the creation of successful deals. This means that the negotiator has to be trained in the for the negotiations relevant areas of communication, like knowledge of languages, body language, listening and speaking qualities. (S)He also has to be strong on the analytical side. For a student to be trained properly, the course has to involve aspects on all the different areas of negotiation. For these reasons, in this course, among other things, there will be some theory on negotiation strategies, case studies, and above all role plays during which negotiation skills can be brought into practice.

Goals
During the course, in which the students will be confronted with intercultural negotiating simulations, they will constantly keep track of their personal developments. After having finished the course, they will be capable of evaluating the learned material, and they will be able to write a report about their personal improvements. They will be better capable of preparing themselves for possible future negotiations, and they will have advantage of the background
knowledge which they will then have. They will also be more sensitive for signals and the many different thinking
patterns related to the diverse cultures, which form the context for today’s negotiations.

**Instruction language**

EN

**Prerequisites**

“None, since this course relies heavily on role-plays, students should be able to speak English well. Role-plays and short
online quizzes about the literature. An advanced level of English”

**Recommended literature**

(ISBN 0071232540) (The standard edition of Essentials of Negotiations is identical to the international edition.) Optional
There is also a book called Negotiation (fourth Edition) by the same authors. This is the complete full length version and
contains more elaborate materials).

**Teaching methods**

PBL
Lecture(s)

**Assessment methods**

Final paper
Attendance
Participation

**Key words**
Fraud and Crime in the Firm.

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2057

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.H.H. Golsteyn

Description
While most entrepreneurs are searching for innovative solutions to improve firm performance and managers attempt to organise processes in the firm to optimize performance, there is always the threat that others misuse the opportunities provided by the firm in an illegal way. These problems can be caused both by people in and outside the firm. In practice the legal system and police protection do not fully protect firms against this threat. Additional measures by firms are required for which there is always a trade-off between the costs of these measures and the potential costs of fraud and crime. This skills training develops understanding of why the practices of a firm could provide incentives for criminal behaviour and what firms can do to reduce these problems. Based on cases problems of crime and fraud will be discussed while students in groups work on a plan to limit the costs of fraud and crime for a specific firm.

Goals
• Understanding of how fraud and crime can threat the performance of a firm. • Understanding of the mechanisms generating fraud and crime and possibilities for firms to reduce the potential negative consequences.

Instruction language

Prerequisites
An advanced level of English

Recommended literature

Teaching methods
PBL
Lecture(s)
Work in subgroups
Assignment(s)

**Assessment methods**
Final paper
Participation

**Key words**
Learning by Experimenting

Date last modified
26-11-2015 1:23

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2058

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.J. ter Weel

Description
Firms and organisations are always looking for innovative practices to improve their performance. But how do they know that a new approach is really better than the old practice? A new marketing program, changes in human resources tools, new training programs, changes at schools or new approaches to combat traffic jams or fight crime: all have to deal with the question to what extent they will really improve outcomes and what elements are responsible for this result. This requires systematic comparison and therefore experimentation is the best way to learn. Recently new tools have been developed to learn by experimentation.

Goals
- Understanding of problems and pitfalls in the implementation of innovative practices in firms and organisations;
- Knowledge about tools for systematic experimentation to support innovations;
- Basic understanding of statistical packages needed to evaluate experiments.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL
Assignment(s)
Assessment methods
Final paper
Participation

Key words
Cost-Benefit Analysis

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 6 Startdate: 13-Jun-16 Enddate: 24-Jun-16

Code
EBS2059

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
K.G.M. Bosmans

Description
Starting point of this skills training is the observation that a substantial number of (public) projects, once carried out, require substantial subsidisation. Think of, for example, the Millennium Dome in the UK, the “Treuhand Anstalt” in Germany, or the “Betuwelijn” in the Netherlands. For some projects this is a mere confirmation of the results from the ex-ante cost benefit analysis, but for other projects, this cost benefit analysis actually predicted a positive return. In this skills training, an ex post analysis of the actual costs and benefits of a project which was implemented or started in the past is made. An important component of such an analysis is a correct determination of (public) prices. Moreover, if an ex ante cost-benefit analysis of the project was carried out, this analysis is scrutinized in light of the ex post analysis. The students have to form teams of two or three people. After reading the mandatory literature, each team searches for two projects one of which they would like to make a cost-benefit analysis of. At the end of the first week each team presents these projects and a choice for one of the two projects is made. Then, at the end of the second week, reports on the cost-benefit analyses are presented.

Goals
Ability to take the steps that are necessary in a cost-benefit analysis of a public or semi-public/private project. Ability to correctly apply principles of public economics.

Instruction language

Prerequisites
Introductory courses in microeconomics and public economics.

Recommended literature
Introductory chapters and papers about cost-benefit analysis and project evaluation.

**Teaching methods**
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Final paper
Attendance

**Key words**
From curiosity to the research process

Academic year 2015-16

Date last modified
6-11-2015 1:25

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2060

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.F.H. Nijhuis

Description
"Starting point for the course is an activity that is common to all people: observations. Students, policymakers, consultants, managers, all try to understand the world around them. This could be the tutorial group, a country, a company, or a department and ask them self what is going on here? If you understand the world around you, you are able to take appropriate action. In this specific course you will get an insight of how to understand the world around you. Based on your own curiosity and observations you conduct a small scale research, following the next steps: observations, start asking questions; start thinking about explanations, what is going on? trying to find patterns, theory building; answering the questions by observations. We will also pay attention to the advantages and disadvantages of observations. We choose not to use difficult theories, research methods or statistical analysis, but rather to use your own interest, simple phenomena and simple research methods. This approach means that you can focus on your own thinking and research process, rather than be distracted by difficult theories or statistical methods. The acquired skills are useful for more advanced courses, papers and master thesis. The skill is organized as follows. First, we will stimulate your curiosity by observations and thinking. You will ask yourself “What is going on”. Next, this will be translated to your own research question. So, you can follow your own interest. Subsequently, you will gather data by simple observations or experiments. We don’t make use of statistical techniques to analyse the data, but will prefer tables and figures. You will report your findings in a paper. Completing the course with a good result will make you eligible for the marble programme."

Goals
"During this skill students will work on the following competences: conceptualization, analytical and critical thinking. As a result of the skill students will have an understanding of the need for new knowledge, resulting in developing a conceptual model, research questions/ hypothesis and appropriate research design. The course is a good preparation for understanding academic articles and all the analytical work students will do in future activities."
Instruction language

Prerequisites

Recommended literature
Relevant articles

Teaching methods
Lecture(s)
Assignment(s)
PBL
Presentation(s)

Assessment methods
Final paper
Participation

Key words
Mobile Innovation and Marketing

Academic year 2015-16

Date last modified
26-11-2015 1:23

Period
Period 6  Startdate: 13-Jun-16  Enddate: 24-Jun-16

Code
EBS2062

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
F.D. Mahr

Description
Students have to follow one plenary session, and three group meetings during which students review opportunities and limitations of mobile marketing. Following the steps of the marketing communication model, students discuss means to achieve marketing goals. The preparation of a literature/case presentation and the conceptualization of a basic mobile marketing element e.g. a mobile marketing plan, a mobile app or a mobile consumer profile are integral elements of the skills training.

Goals
The skills training introduces students into the complexities of mobile innovation and marketing. In spite of the widespread proliferation of mobile devices and technologies, the business implications of “anywhere, anytime, always-on” communication through mobiles are still evolving. Students learn hands-on how marketing goals such as increasing consumer awareness or customer loyalty might be achieved through developing and marketing mobile offerings.

Instruction language

Prerequisites
Basic marketing knowledge, Interest in mobile marketing

Recommended literature
Articles (available on EleUM)

Teaching methods
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**

Participation
Final paper

**Key words**
Institutions, Politics and Entrepreneur

Academic year 2015-16

**Date last modified**
13-2-2016 1:29

**Period**
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

**Code**
EBC2154

**ECTS credits**
6.5

**Organisational unit**
School of Business and Economics

**Coordinator**
K.M. Thomsson

**Description**
This course provides an introduction to the institutional environment shaping the economics of business and entrepreneurship in emerging economies. The role of the state and formal political institutions, as well as civil society and informal institutions, are analysed. Particular emphasis is placed on the allocation of entrepreneurial talent and its impact on business and economic development. The institutional framework (‘rules of the game’ or ‘reward structure of society’) is taken as a point of departure to explain how the allocation of entrepreneurial talent can give rise to either productive or non-productive forms of entrepreneurship, the latter including topics such as bureaucratic corruption and regulatory capture by interest groups. The course will also cover destructive forms of entrepreneurship, including violent conflicts and human rights abuses by corporations in emerging economies.

**Goals**
The goal of this course is for the students to understand the role of the institutional and political environment in shaping business and economics in emerging economies. The students will learn to work with measurements of entrepreneurship and business environments, to use game theory to analyse the incentives and strategic interactions among entrepreneurial individuals, to understand the importance of interactions between different types of institutions (e.g. formal and informal), to recognize that entrepreneurship can be both productive and destructive, and to think about new and creative forms of entrepreneurship to deal with problems in business and economics.

**Instruction language**

**Prerequisites**
Completed all first year courses in either the International Business bachelor or in the Economics and Business Economics bachelor
Recommended literature
To be added

Teaching methods
PBL
Lecture(s)
Presentation(s)

Assessment methods

Key words
Growth and Int. Ec. Relations in Emergi

Academic year 2015-16

Date last modified
13-2-2016 1:29

Period

Code
EBC2155

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
T.H.W. Ziesemer

Description
This course analyses the long-run development and international economic relations of emerging economies. The long-run part deals with economic growth, population growth, education decisions and systems, interactions between public health and growth, domestic savings and investment, sustainability in regard to the natural environment and other resources. The international relations part relates growth to migration, aid, foreign investment and foreign debt, with the latter including financial crises. It also covers international trade and trade policy, with particular emphasis placed on the "Asian miracle". The course is empirically oriented, and the students will compare emerging economies to rich and poor countries, in order to learn where emerging economies differ from, and where they are similar to other countries.

Goals
The primary goal of this course is for the students to learn how to do empirical work on emerging economies. In particular, the students will learn how to (empirically) compare emerging economies to rich and poor countries, in order to understand how these economies do or do not differ from others. The students will also gain a basic knowledge of the causes and consequences of economic growth in rapidly evolving economies, as well as an understanding of the international economic relations of these economies.

Instruction language

Prerequisites
Basic course knowledge in micro-, macro- and international economics.

Recommended literature

**Teaching methods**

PBL
Presentation(s)
Assignment(s)
Work in subgroups

**Assessment methods**

Written exam
Participation

**Key words**
Innovation in Emerging Economies

Academic year 2015-16

Date last modified
13-2-2016 1:29

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2156

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
B. Lokshin

Description
This course is focused on business innovation in emerging markets. It is organized around three pillars: regional innovation dynamics, the role of institutions, and the role of multinational companies. The first issue is motivated by the tremendous heterogeneity among countries in emerging markets, which makes a perspective of regional systems of innovation warranted rather than that of national systems of innovation. Secondly, the influence of institutional rules, such as intellectual property rights regimes, on innovation will be covered. Finally, a large part of the course will be dedicated to the role of multinational companies, long recognized as critical actors of innovation in emerging economies. The students will get introduced to a rapidly expanding literature on innovation in emerging market multinationals, including their forward and backward linkages and their impact on the host and home countries and regions.

Goals
The students in this course will (1) develop an appreciation for the vast heterogeneity among countries in emerging markets, (2) understand the importance of this heterogeneity for business-level innovation, (3) get introduced to a rapidly expanding literature on innovation in emerging market multinationals, and (4) learn to apply theory to real world cases by working in small teams.

Instruction language

Prerequisites
Completed all first year courses in either International Business or Economics and Business Economics.

Recommended literature
textbook on emerging markets and/or academic articles
Teaching methods
Assessment methods
Key words
Financing Emerging Economies

Academic year 2015-16

Date last modified
13-2-2016 1:29

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2157

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
P.M.A. Eichholtz

Description
The overall theme of the course is to analyse how financial institutions and markets function or can be created within emerging economies. The course combines major areas of finance, such as corporate finance, investments and capital markets, all covered from the perspective of emerging markets. It also covers areas of particular interest to emerging economies, including microfinance, payment systems and pension systems in countries with limited social protection. China is used as an example of a country that has managed to create its own financial markets, which is contrasted by other emerging economies that so far lack well-developed financial institutions.

Goals
This primary goal of this course is to teach the students to recognize the underpinnings of well-functioning financial markets, and to understand how such markets can be created in rapidly evolving economies. After the course the students should also be familiar with the key financial topics of practical interest for companies active in emerging markets.

Instruction language

Prerequisites
Completed all first year courses in either the International Business bachelor or in the Economics and Business Economics bachelor.

Recommended literature

Teaching methods
Assessment methods

Key words
Market Research in Emerging Economies

Academic year 2015-16

Date last modified
12-2-2016 1:33

Period
Year  Startdate: 01-Sep-15  Enddate: 31-Aug-16

Code
EBS2063

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
F. Mathmann

Description
Students will perform market research for local companies interested in selling their products and services in emerging markets. This will be done in small groups with each group being assigned a specific emerging economy/market.

Goals
The primary goal of this course is for students to gain knowledge and experience about how local companies can market their products and services in emerging markets.

Instruction language

Prerequisites
Completed all first year courses in either the International Business bachelor or in the Economics and Business Economics bachelor.

Recommended literature

Teaching methods
Assignment(s)

Assessment methods
Final paper

Key words
QM Emerging Markets

Academic year 2015-16

Date last modified
13-2-2016 1:29

Period
Period 3 Startdate: 11-Jan-16 Enddate: 22-Jan-16

Code
EBS2064

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
C.C.J.M.C. Kerckhoffs

Description
This skills training is devoted to refreshing and actively applying the basic inferential tools introduced in the statistics part of typical first year quantitative methods courses: a.o. the one-sample t-test, the independent samples t-test, the pairedsample t-test, one-way-ANOVA, the chisquare test and regression analysis. Six case studies using real-life datasets that reflect business problems from a.o. marketing and finance are examined extensively. The empirical analyses are performed with SPSS, a statistical software package widely used in professional practice.

Goals
- Learn to recognize the opportunities to apply basic tools from inferential statistics in practical business situations.
- Learn to implement these tools correctly, using the statistical software package SPSS.
- Learn to interpret the results of such analyses correctly, and understand their limitations.

Instruction language

Prerequisites
Basic principles from inferential statistics as discussed in typical first-year Quantitative Methods courses such as QM1 (code EBC 1005/1006/1007) and QM2 (code EBC 1033/1034/1035): basic probability theory, population versus sample, sampling distribution, point estimation, confidence intervals, type I error, regression analysis.

Recommended literature
Teaching methods
PBL
Lecture(s)
Assignment(s)

Assessment methods
Written exam

Key words
Finance and Accounting

Academic year 2015-16

Date last modified
12-2-2016 1:33

Period
Period 1 Startdate: 31-Aug-15 Enddate: 25-Oct-15

Code
EBC2007

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
S. Ros - Kleimeier

Description
The first part deals with basic issues in finance, such as capital structure, dividend policy and derivatives. In particular, building on the finance knowledge presented in the first year of your studies, we will now provide you with additional concepts in the two main areas of finance: corporate finance and financial markets. Regarding corporate finance, this course builds on the basic concepts of investment decision making within a company and the role of the cost of capital of a firm and proceeds to discuss the relevance of an optimal corporate strategy regarding the choice between debt and equity and between dividends and retained earnings. Regarding financial markets and following the discussion of basic financial instruments such as stocks and bonds in the first year, this course now proceeds to more complex financial instruments including futures and options. After investigating the specific characteristics of these derivatives, their payoff structures and pricing will be the focus of attention. The aim of the second part of the course is to introduce financial accounting. Students will learn how to record basic business transactions in the financial statements. This part of the course also addresses the institutions (such as accounting regulation and governance) that affect the preparation and use of financial statements as well as techniques for analysing financial statements.

Goals
- Understand what finance theory says about the choice between debt and equity finance for a firm. Compare these theoretical predictions with corporate reality. - Understand dividends: Why do firms pay dividends? Do investors demand dividends? Should dividends matter for the firm or the investor? - Learn about derivatives, their pricing and use by firms and investors. - Learn how to prepare, analyse and interpret financial statements (income statement, balance sheet, cash flow statement) at an introductory level.

Instruction language
**Prerequisites**

Students are expected to understand the following finance concepts: Types of securities (stocks, bonds) and their returns; Markowitz' portfolio theory (risk-return relationships, efficient frontier, security market line), CAPM (capital market line, beta); definitions and implications of market efficiency; principles of time value of money; converting accounting figures into cash flows; capital budgeting including NPV, IRR. Although there are no prerequisites for the accounting part of the course, students are expected to be familiar with different cost classifications, break-even analysis, introductory level budgeting, and basic product costing from the first year (management) accounting course. An advanced level of English is required.

**Recommended literature**


**Teaching methods**

PBL
Lecture(s)
Assignment(s)

**Assessment methods**

Participation
Written exam

**Key words**
Management of Organisations

Academic year 2015-16

**Date last modified**
12-2-2016 1:33

**Period**
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

**Code**
EBC2008

**ECTS credits**
6.5

**Organisational unit**
School of Business and Economics

**Coordinator**
A.T.M. van Iterson

**Description**
The course management of organizations aims to stimulate your critical thinking and personal development rather than providing clear-cut management recipes. You will be confronted with paradoxes that will aid your development. We will discuss the dilemmas that managers face in the changing management environment. Examples of topics that will be discussed are: management mythes and realities, paradigm shifts (in management), paradox, learning, leadership and corporate social responsibility.

**Goals**
"During the course you will: 1. Learn about (new) approaches to management thinking and practice in a challenging and engaging way. 2. Conduct reasonably sophisticated discussions about the dilemmas managers face. 3. Learn to put critical notes where necessary. 4. Apply management concepts for understanding and analysing organizational practice 5. Bring some of the concepts into practice in the facilitation of a tutorial session. 6. Take your first steps in learning to manage (personal) paradoxes. 7. Develop your ability to read academic articles"

**Instruction language**
EN

**Prerequisites**
- Knowledge of management and organization concepts at a basic level (e.g. The first year course Management of Organization and Marketing) - An advanced level of English

**Recommended literature**
The course builds upon articles from academic journals and selected chapters from textbooks.

**Teaching methods**
- PBL
- Presentation(s)
- Assignment(s)
- Lecture(s)

**Assessment methods**
- Attendance
- Participation
- Written exam

**Key words**
Marketing Management

Academic year 2015-16

Date last modified
18-3-2016 1:10

Period

Code
EBC2009

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
M.E. Aguirre Lopez

Description
"In today’s internationally-oriented business environment, it is crucial for prospective managers to familiarize themselves with concepts and issues related to Marketing Management that provide them with the knowledge and skills needed to compete in this environment. Marketing Management can be considered an intermediate general marketing course and builds upon the first year course ‘Management of Organizations and Marketing’. Basic managerial, marketing, and statistical knowledge is a prerequisite for attending this course. The course adopts two formats: case study analysis and a marketing research project. In the case study format, emphasis is put on contemporary and international issues within a diverse scale of industries that focus on strategic as well as tactical marketing problems. Although conceptual material is provided and used as an instrument for analysis, emphasis is put on a critical and problem-solving approach of real-life cases. Through a marketing research project, students are challenged to delve into a real managerial issue and utilize skills that are developed within the course. To understand how to address this problem, students are tasked design and implement a full scale marketing research and provide a report with proposed solutions back to the company. The sessions build upon PBL-guided case study sessions, while in-class exercises and assignments help build students’ marketing research skills. Lectures support the elaboration of the research project. International marketing and research cases are being discussed on a regular basis in tutorial group meetings. The necessary knowledge for these discussions can be found in a basic textbook on marketing management, as well as a book on how to conduct marketing research. The latter is also necessary for successfully conducting a real-life marketing research project. Additional information on how to conduct marketing research will come from lectures. For Bachelor IB students, the course is given in term III, period 2. The course will be particularly appealing to those students interested in developing a better understanding of international marketing and marketing research practices. As a matter of fact, it is a fundamental course for every manager to be, regardless of whether or not he or she has a particular interest in the marketing discipline.”
Goals
Marketing Management focuses on the development of a better understanding of core marketing issues through the analysis of real-life marketing problems and marketing decision-making in an international context.

Instruction language
EN

Prerequisites
"- Course 1.1: Management of Organizations and Marketing
- Knowledge of Marketing and statistical concepts at a basic level
- Exchange students need to have taken at least one marketing and one statistical course at introductory level.
- An advanced level of English"

Recommended literature

Teaching methods
PBL
Lecture(s)
Assignment(s)
Patient contact
Work in subgroups
Presentation(s)

Assessment methods
Participation
Written exam

Key words
Global Business

Academic year 2015-16

Date last modified
12-2-2016 1:33

Period

Code
EBC2021

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
W.A. Letterie

Description
"The topics covered in this course can roughly be grouped into three categories: FOUNDATIONS: Globalization drivers, internationalization, foreign direct investment and the multinational enterprise. STRATEGY: International, multinational, global and transnational strategies ORGANISATION: Cross-border management of business functions; transnational leadership, transnational company’s value system as well as inter-firm relationships."

Goals
"The course develops a better understanding of the multinational enterprise (MNE) and its challenges and opportunities in a globalised world. Given the complexities of managerial decisions of MNEs, there is no “silver bullet”. Therefore, the course provides students with a better understanding of a firm’s external and internal factors that managers need to be taken into account. The course combines learning about relevant concepts from seminal, and state-of-the art knowledge sources with own application in various real life contexts. The specific objectives are: 1. to understand a number of crucial theoretical, empirical and managerial issues in international business strategy; 2. to develop the ability to apply theory to real world cases and to find possible solutions to real world cases; 3. to develop the ability to critically assess the usefulness of competing or complementary theories and to decide yourself what is important; 4. to develop skills working in international teams; 5. to manage time; 6. to employ academic writing skills."

Instruction language
EN

Prerequisites
Basic understanding of the development and implementation of firms’ strategies.
Recommended literature
To be announced.

Teaching methods
PBL
Presentation(s)
Paper(s)

Assessment methods
Participation
Written exam

Key words
Management Information Systems

Academic year 2015-16

**Date last modified**
12-2-2016 1:33

**Period**
Period 4  Startdate: 01-Feb-16   Enddate: 01-Apr-16

**Code**
EBC2003

**ECTS credits**
6.5

**Organisational unit**
School of Business and Economics

**Coordinator**
M.P.M. Vluggen

**Description**
Students who are in the “new” programme IB (starting 1 September 2008) have to take this block in period 4. Students who are in the “old” programme IB (started before 1 September 2008) can take this block either in period 1 or in period 4. Students who are in the programme Infonomics (starting 1 September 2008) have to take this block in period 1. Too often IT is viewed as the province of technocrats, a domain inhabited by technical experts with little relevance to real-world business problems.

**Goals**
The purpose of this course is: To give students an understanding of the role of information technology (IT) in organisations. To give students an understanding of the challenges of managing technology. To provide students with a thorough knowledge of different types of IT applications.

**Instruction language**
EN

**Prerequisites**

**Recommended literature**
Reader available via ELEUM.

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)

**Assessment methods**
Participation
Written exam

**Key words**
Corporate Governance

Academic year 2015-16

Date last modified
13-2-2016 1:29

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
EBC2020

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
R.W.J. Deumens

Description
Corporate governance involves a set of relationships between a company’s management, its board, its shareholders and other stakeholders, and is a key element in improving economic efficiency and growth as well as enhancing investor confidence. Corporate governance also provides the structure through which the objectives of the company are set, and the means of attaining those objectives and monitoring performance. This course examines various contemporary aspects of corporate governance, including issues relating to responsibility, accountability, sustainability, oversight, risk, ethics and incentives. The course is multi-disciplinary, integrating concepts from the disciplines of accounting, finance, law, economics, and business ethics. It will prove most useful to those seeking a thorough introduction to the subject for both academic and applied purposes. While a multiplicity of factors affect the governance and decision-making processes of firms, and are important to their long-term success, this course focuses on governance problems that result from the separation of ownership and control in large enterprises with diffuse ownership. However, this is not simply an issue of the relationship between shareholders and management, although that is indeed a central element. In some jurisdictions, governance issues also arise from the power of certain controlling shareholders over minority shareholders. In other countries, employees have important legal rights irrespective of their ownership rights. In addition, some of the other issues relevant to a company’s decision-making processes, such as environmental, anti-corruption or ethical concerns, are taken into account. Global economic integration has been a key factor in the salience of corporate governance questions. Next to the shareholder-oriented model, one that is today best exemplified by the large Anglo-American public firm, considerable attention is given to international differences in corporate governance. Although corporate governance has been a long-standing issue, the debate on corporate governance issues was given fresh impetus by well publicized corporate problems. These involved creative accounting, spectacular business failures, the apparent ease of unscrupulous directors in expropriating other stakeholders’ funds, the limited role of auditors, the claimed weak link between executive compensation and company performance, and the roles played by the market for corporate control and
institutional investors in generating apparently excessive short-term perspectives to the detriment of general economic performance. It is important for business students to get a comprehensive overview of the myriad of issues, both theoretical and practical, arising out of the current debate on creating effective corporate governance. To make the course active, lively and practical, we will use a variety of teaching methods and instruments, including renowned guest speakers from practice.

**Goals**
This course provides students with a comprehensive overview of the myriad of issues, both theoretical and practical, arising out of the current debate on creating effective corporate governance. The key objectives of the course are to help students: (1) Acquire a comprehensive overview of corporate governance; (2) Develop a deep understanding of the key elements of internal and external corporate governance; (3) Gain a general appreciation of institutional differences in corporate governance and many different codes of best practice world wide; and (4) Obtain a good understanding of how to analyse corporate governance in an individual company.

**Instruction language**
EN

**Prerequisites**
Students enrolling in this course should have previously completed courses that provide basic knowledge of accounting, finance and strategy.

**Recommended literature**
Textbook and academic articles.

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)

**Assessment methods**
Participation
Written exam

**Key words**
Entrepreneurship and Small Business Management

Academic year 2015-16

Date last modified
12-2-2016 1:33

Period
Period 5  Startdate: 04-Apr-16  Enddate: 27-May-16

Code
EBC2158

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A.E.J. van Gils

Description
The course discusses the different steps in the entrepreneurial and small-business process, such as opportunity recognition, gathering resources, strategic planning in smaller companies, managing the venture, and growth, exit or failure of the business. It also introduces different types of entrepreneurship, such as social, academic and corporate venturing, as well as the theories that are important within this research field.

Goals
The Entrepreneurship and Small Business Management course aims to introduce students to the world of start-ups, SMEs (small-and medium-sized enterprises) and corporate venturing. The goal of the course is to acquaint students with concepts and theories that are relevant in the process of setting up and managing an own business. Besides, we will illustrate how entrepreneurial behaviour in large companies can positively influence multiple individual and firm-level performance variables. At the same time, the course will offer the students a 'learning-by doing' environment in which they can practice certain fundamentals of the entrepreneurial process such as value creation, opportunity recognition and creativity. Finally, this course aims to bridge theory and practice by having guest lectures from entrepreneurs and owner-managers of SMEs who will illustrate how the theories and concepts studied in this course are applied in their specific business context.

Instruction language

Prerequisites
Students need to have an advanced level of English and the ability to read and understand articles from scientific journals.
**Recommended literature**
selection of book chapters and journal articles

**Teaching methods**
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Paper(s)
Work in subgroups

**Assessment methods**
Final paper
Participation
Written exam

**Key words**
Management of Operations & Product Development

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period
Period 5  Startdate: 11-Apr-16  Enddate: 27-May-16

Code
EBC2022

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
B.P.J. Foubert

Description
Every year, companies launch thousands of new products. Many firms consider innovation the lifeblood of their business although failure rates of up to 80% are not uncommon. In this course we study what it takes to successfully develop products and bring them to the market. Specifically, we discuss how companies can translate customers’ needs into product concepts, and how they can produce and supply the new products in a cost-efficient yet customer-oriented manner. The course addresses the strategic, marketing, and operational decisions that lie at the core of this process.

Goals
Students will practice managerial skills and mathematical/statistical methods necessary to optimize the decisions involved in product development and management of operations.

Instruction language
EN

Prerequisites
Basic mathematics and statistics, general marketing concepts, basic finance. An advanced level of English.

Recommended literature

Teaching methods

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PBL
Lecture(s)
Assignment(s)

**Assessment methods**
Participation
Written exam

**Key words**
Culture, politics + society contem Asia

Academic year 2015-16

Date last modified
13-2-2016 1:29

Period
Period 1  Startdate: 31-Aug-15  Enddate: 25-Oct-15

Code
EBC2037

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
N. Kwanjai

Description
"This particular course on Contemporary Asia focuses on the integration and synthesis of culture, economics and politics in the Asian societies to increase an understanding of the region, in its contemporary social-political and cultural setting. This course will transcend the borders of academic disciplines and domains and deals with topics like: - Modernity and public policy - Politico-cultural obstacles for intra-regional cooperation - Social change and prosperity - Intercultural interaction - Cultural forces in society."

Goals
Understanding economic issues in contemporary Asian society in their social, cultural and political context

Instruction language
EN

Prerequisites
No specific required knowledge. Exchange students should have finished their first year of Bachelor study.

Recommended literature
Books and articles at an introductory level.

Teaching methods
PBL
Lecture(s)
Paper(s)
Assignment(s)
Presentation(s)

**Assessment methods**
Final paper
Written exam
Participation

**Key words**
Management & org of Asian Enterprises

Academic year 2015-16

Date last modified
13-2-2016 1:29

Period

Code
EBC2036

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
A.P. van Veen

Description
This course - Management and Organization of Asian Enterprises - will focus on the Asian enterprise and its technological and organizational setting. In particular we will pay attention to business policy, organizational structure and management processes. Among the issues and topics for analysis are: Business organization and management Management of technology and quality International competition and cooperation Foreign direct investment and technology transfer Intellectual property rights Role of the state and external environment

Goals
Understand Asian management system. Understand Asian way of thinking about a number of management issues.

Instruction language
EN

Prerequisites
No specific required knowledge. Exchange students should have finished their first year of Bachelor study.

Recommended literature

Teaching methods
PBL
Lecture(s)
Presentation(s)
Assignment(s)
Paper(s)

**Assessment methods**
Final paper
Participation
Written exam

**Key words**
Globalisation Debate

Academic year 2015-16

Date last modified
21-3-2016 1:11

Period
Period 1 Startdate: 31-Aug-15 Enddate: 25-Oct-15

Code
EBC2143

ECTS credits
6.5

Organisational unit
School of Business and Economics

Coordinator
K.M. Thomsson

Description
"Globalisation is a controversial economic phenomenon. On the one hand, economists portray it as a way to increase the rate of economic growth and provide material well-being for everyone on the globe. On the other hand, the so-called anti-globalisation movement has actively - and sometimes violently - protested against it because they see globalisation as a force that leads to inequality in the world and puts stress on the environment. This course reviews this debate using the analytical tools of economic theory. The course proposes a number of topics, such as the consequences of the liberalisation of global capital markets, the relationship between free trade and the environment, outsourcing and labour standards, the nature and effects of financial crises, and the rationale for the policies pursued by the IMF and the World Bank. For each of those topics, a number of critical contributions in the literature are identified and discussed. The reading list that is compiled in this way includes a wide variety of authors. All literature is presented in a non-technical and accessible way. The group meetings aim to understand the economic argumentation that can be used on both sides of the globalisation debate. Thus, students will be able to judge to what extent the arguments used by the proponents of globalisation, or by the anti-globalist movement, are founded in sound economic reasoning. As part of the assessment for the course, students must also write a short paper in which they summarize these arguments and present their own view of the potential benefits of globalisation."

Goals
Students will become familiar with the economic arguments used by proponents of globalisation and by the anti-globalist movement; they will learn to assess these arguments using sound economic reasoning, and thus form their own individual opinion on globalisation.

Instruction language
EN

**Prerequisites**

"3rd year bachelor student Having finished one principles of economics course and one principles of finance course (courses that are generally taught in year 1 or year 2 of a business/liberal arts program) Appropriate analytical skills (basic mathematics and statistics, ability to read and work with graphs)"

**Recommended literature**

The literature is to be announced.

**Teaching methods**

Lecture(s)
Paper(s)
Presentation(s)
PBL

**Assessment methods**

Written exam
Participation
Final paper

**Key words**
Capst Assignment IB Accounting Topic 1

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3069

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
C.C.M. Schelleman

Description
“Creative thinking and innovation Course Contents: Many organizations are not only interested in productive effort of their employees, but also in creative thinking and innovation. However, creativity and innovative behaviour is difficult to contract on as output on these aspects is difficult to measure and the input-output relationship sometimes unclear. In recent years, there is an increasing stream of literature in management accounting that looks in particular at mechanisms that stimulate creativity in firms. The task of this capstone assignment is to provide an overview on this literature, discuss possible gaps in the literature, and as final part, provide two different research questions that have not been addressed in the literature but that are highly relevant both for organizational practice and academic knowledge. Below is a list of studies that you have to include in your assignment. Be aware, though, that you are required to find additional studies on the topic and that you need to discuss and cite them correctly. Published articles can be found on EBSCO and ECONLIT, working papers are available on SSRN. For further instructions, please consult ELEUM and the general guidelines for capstone assignments.”

Goals

Instruction language
EN

Prerequisites

Recommended literature

**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capst Assignment IB Accounting Topic 2

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16   Enddate: 29-Jan-16
Period 6  Startdate: 30-May-16   Enddate: 24-Jun-16

Code
CAP3070

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
C.C.M. Schelleman

Description
"Is Fair Value Accounting Fair Accounting? Over the last two decades, the accounting standards setters, such as the FASB (US GAAP) and the IASB (IFRS) have moved more and more towards the use of fair values in accounting. Although applauded in the beginning, the recent financial crisis has led to a vigorous debate about the pros and cons of using fair values in accounting. As a result many academic papers have emerged discussing fair value accounting. Your assignment will be to write a paper on the pros and cons of fair value accounting. What is fair value and why do we use fair values in accounting? What are the advantages and disadvantages of using fair values? What is the role of the financial crisis in the current debate about the use of fair value accounting?"

Goals

Instruction language
EN

Prerequisites
Capstone assignment for International Financial Accounting

Recommended literature

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capst Assignment IB Accounting Topic 3

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3071

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
C.C.M. Schelleman

Description
Audit Quality: Challenges for regulation and research Audit quality research has a long history and there is a large body of literature providing evidence of differential audit quality above and beyond the legal and professional minimum. Instruments to measure audit quality, however, are limited and not without problems. Regulators and audit firms are currently working on the development of audit quality indicators to measure and monitor audit quality, but for now, this has not resulted in a consensus measure of audit quality. Given the strong public interest in specific elements of financial reporting and auditing, we furthermore observe that regulators perceive an increased pressure for more regulatory intervention, especially in the aftermath of the high profile corporate failures at the beginning of the 21st century and the recent financial crisis. Clearly, researchers could play an important role in this regard to evaluate these (proposed) regulatory initiatives. Assignment: discuss the challenges for regulators and researchers in relation to audit quality. In doing so you should cover at least the following: 1. What is audit quality? 2. Why has audit quality consistently received substantial attention from regulators and academics alike? 3. What do we currently know about audit quality based on the existing body of literature on this topic? How suitable are existing audit quality indicators in this respect? 4. As audit quality is an important are of concern to regulators, a number of regulatory initiatives have recently been taken (or will be taken in the future) which are expected to improve audit quality. Discuss these initiatives and their underlying rationale. 5. Although audit quality research has a long history, Francis (2011) argues that researchers have not made a lot of progress on this topic. Explain and discuss the challenges that face audit quality researchers.

Goals

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone Assignment IB Finance Topic 1

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3072

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
P.L.H.M. Theunissen

Description
"Does behavioural finance offer a credible solution to stock market anomalies? Traditionally, the starting point to analyse risk and return is the Capital Asset Pricing Model (CAPM). In this model, the return of any risky security depends on its beta and the market risk premium. Thus, there is only a single factor to measure risk: the market premium. Testing the CAPM on actual stock return data, however, reveals that there is more than one risk-factor that is priced: Returns have historically been higher for small-capitalization stocks than for large-capitalization stocks (size factor), higher for value stocks than for growth stocks (book-to-market factor), and higher for recent winners than for recent losers (momentum factor). The Fama-French model includes these three factors but in the context of classical financial market theory it is not completely clear why such factors should matter. Behavioural finance attempts to shed light on this issue. It does so by questioning whether investors are really rational as the CAPM assumes and instead considers investors whose behaviour is characterized by heuristics such as representativeness and affect or biases in investor expectations. In this capstone, consider the traditional as well as the behavioural finance view of risk and return: What is the evidence on the market, size, book-to-market and momentum factors? How does behavioural finance explain investor behaviour in particular with respect to their assessment of risk and return? In other words, what are these heuristics such as representativeness, labelling (the affect heuristic) or biases in investor expectations and what consequences do they have for investor behaviour? How does behavioural finance explain the existence of the three factors of size, book-to-market and momentum? What do you conclude about the validity and usefulness of the CAPM in explaining risk and return in financial markets? Does behavioural finance provide a better explanation or not? In addition to the literature listed below, make sure that you review at least 5 additional articles of your own choice. For these, please provide correct references.”

Goals
For more information and regulations about the capstone assignment, please refer to EleUM>My SBE - Before and after
graduation - Capstone assignment

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone Assignment IB Finance Topic 2

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3073

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
P.L.H.M. Theunissen

Description
"Convertible debt: what is the role of the call provision?: The use of convertible debt as a hybrid way to finance the company represents a way to control its capital structure contingent on its future borrowing needs. By writing off debt and issuing new equity upon conversion, the firm can regain financial flexibility when it needs additional funding for its expansion. Unfortunately, the optimal conversion policy for debtholders is usually to wait until the maturity of the issue to decide whether to convert or not. This makes it impossible for the company to control the timing of conversion, and reduces much of the attractiveness of such investment vehicles. This is the reason why, historically, many issuers have included a call provision (i.e. the option to call the issue before maturity) in the convertible package. As already recognized by Ingersoll in the seventies, based on a strict option valuation approach, the optimal behaviour of the firm is to call the issue as soon as the option to convert becomes valuable, and the optimal response of the bondholders is to voluntarily convert their claim as a consequence. Nevertheless, there is ample evidence that the timing of the call does not obey this rule, and in particular that convertible debt issues appear to be called much later than prescribed by the theory. For this capstone, briefly explain the mechanics of the callable convertible debt contract before answering the following question with respect to the relations between convertible debtholders and the company: What are the potential motivations for issuing convertible debt? What drives the firm’s call policy and to what extent is it consistent with these motivations? How do the stock and bond markets typically react to a call, and how does this relate to asymmetric information issues? Do you think that, in general, convertibles are called too late? Answer these questions from a conceptual point of view based on corporate governance theory but also consider empirical evidence. In addition to the literature listed below, make sure that you review at least 5 additional articles of your own choice. For these, please provide correct references."

Goals
For more information and regulations about the capstone assignment, please refer to EleUM>My SBE - Before and after graduation - Capstone assignment

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capst IB Information Management Topic 1

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3   Startdate: 04-Jan-16   Enddate: 29-Jan-16

Code
CAP3076

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
M.P.M. Vluggen

Description
"Title The impact of Web 2.0 on organizations Description The rise of Web 2.0 (e.g. social networking sites, blogs, wikis, video sharing sites, mashups) on the internet has led to a new business phenomenon: Enterprise 2.0. This term has been introduced by Andrew McAfee to refer to the corporate use of ""Web 2.0"" technologies to enhance collaboration both within and between organizations. McAfee argues that “thanks to a new class of collaborative technologies, organizations can now leverage information in valuable new ways”. McAfee believes that through the use of wiki’s, blogs and social platforms (e.g. a corporate Facebook), organizations can overcome the (geographical) dispersion of knowledge and expertise. However, the academic underpinning of these expectations is thin and even McAfee admits that there are many case studies showing how Enterprise 2.0 efforts can fail within organizations. The availability of Web 2.0 should however cause organizations to rethink the ways in which they harness internal and external knowledge. With the adoption of the Web 2.0 paradigm comes substantial opportunities and risks particularly in the context of Knowledge Management. Your assignment is to write a paper on the current and potential role of Web 2.0 technology in organizations with an emphasis on knowledge management. Under what conditions can social media help corporations to compete and survive in a fast changing business environment? And what does this imply for information managers within organizations? Specific questions which you might address are: • How do organizations use web 2.0 technologies (wikis, blogs, forums, twitter) to capture employee knowledge? • What are some of the unintended consequences that may result from the implementation of web 2.0 technology within an organization? • How can organizations understand more about their customers and competitors through web 2.0 services? • What risks do organizations face when using web 2.0 technology to engage with their customers?"

Goals
"With the rise of Web 2.0, which revolutionised the World Wide Web, the term Enterprise 2.0 has been introduced to
refer to the use of “Web 2.0” technologies within organizations to enhancing collaboration both within and between organizations, through the use of social-media tools. Enterprise 2.0 has the potential to help employees, customers and suppliers collaborate, share, and organize information and it has the ability to enable or streamline business processes. Andrew McAfee, who is one of the main proponents of the term Enterprise 2.0, argues that “thanks to a new class of collaborative technologies, organizations can now leverage information in valuable new ways”. McAfee believes that through the use of wiki’s, blogs, social platforms (i.e. a corporate Facebook) or Twitter, organisations can overcome the (geographical) dispersion of knowledge and expertise. However, the academic underpinning of these expectations is at the least - thin. Most articles are limited to case studies which are providing support for the potential role of Web 2.0 technologies within organizations. But even McAfee admits that there are many case studies showing how Enterprise 2.0 efforts are failing within organizations. Almost simultaneously with the rise of Enterprise 2.0, Nicholas Carr has started a debate on the downside of using internet technology to distribute and share information and knowledge. His basic argument, first presented in an article with the enticing title “Is Google making us stupid?”, is that the structure and the abundance of information (‘information overload’) on the Web has a detrimental effect on the brain and consequently our decision performance. One of the consequences of Carr’s arguments could be that that adding new Web 2.0 technologies to communicate and share information and knowledge, may harm organizations more than it helps them. However, although there is general agreement about the existence of an information overload on the web, there is less agreement - and less evidence - on its effects on individuals and organisations.”

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capst IB Information Management Topic 2

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3077

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
L.H.H. Bollen

Description
"Title Mobile computing Description Computing With the advent of ubiquitous mobile devices, organizations have unprecedented access to consumers and employees. On one hand, organizations can develop closer ties to consumers and allow employees to collaborate at any time and from any location. On the other hand, use of these devices may expose organizations to security and privacy risks, a reduction in productivity, and an increase in employee burnout. Specific questions which you might address are: • How can organizations manage the adoption of mobile computing? • What are the factors that lead to productive use of these devices? • What risks do organizations face when developing a presence on consumer's mobile devices (i.e. developing new apps)? How can these risks be mitigated?"

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capst IB Information Management Topic 3

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3078

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
M.P.M. Vluggen

Description
"Title: BARRIERS TO KNOWLEDGE SHARING Capstone assignment for knowledge management (3027b) Knowledge is notoriously difficult to manage, because it originates in and is applied in the human mind. Recently, many organisations have invested in so-called knowledge management systems (also referred to as knowledge repositories or organisational memory systems). Organisations use this systems to stimulate their employees to exchange knowledge. But sharing may not be natural for everyone. Although most people have knowledge that is valuable to others, they may be reluctant to share this knowledge. Knowledge management projects that rely on knowledge sharing behaviour are doomed to fail if employees decide to hoard their knowledge or if employees do not actively search for knowledge from colleagues. To increase the success of knowledge management systems, it is vital to understand why employees intend to share (or hoard) their knowledge. How can we encourage employees to ask questions and seek help, and give incentives to others to share their knowledge with others? What can organisations do to provide a comfortable environment that encourages an exchange of ideas? Your assignment is to write a paper about this topic. Interesting questions include, but are not limited to, the following: What are the barriers to knowledge sharing? To what extent are these determined by the organisational or national culture? How can organisations influence their employees' knowledge sharing behaviour? How important are incentives (e.g. rewards) in stimulating knowledge sharing behaviour? Is there a role for information technology in knowledge sharing processes?"

Goals

Instruction language
EN

Prerequisites
Recommended literature

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone Assignment IB Marketing Topic 1

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3082

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
H. Zhang

Description
"Recent figures from the US indicate that an alarming 96% of employees have experienced incivility at work. Likewise, The Netherlands Institute for Social Research describes a “bastardization” of the Dutch society in their most recent quarterly report. Many similar examples can be found from all around the world. Hence, people do not always behave nicely and they may or may not have their reasons - be it in their roles of participants of society, employees, or customers. Business life in general and the market place, where companies and customers meet, in particular offer numerous social settings in which such misbehaviour can affect others. As a response first attempts have been made during the last decade to explore the consequences of relatively subtle (in comparison to physical aggression and violence) rude and uncivil behaviours within and across organizational boundaries. The assignment is as follows: a. Read the four articles listed below. b. Discuss the different possible instigators of verbal abuse in an organizational setting and their unique characteristics. Please also reason who is more likely to misbehave - organizational insiders or outsiders. c. Discuss how direct targets (i.e., employees) are affected. What attributes should an employee ideally have to best be able to cope with rude customers? d. Discuss the implications of customers observing incivility among employees. e. What advice would you give a company to curtail customer incivility?"

Goals

Instruction language
EN

Prerequisites

Recommended literature

**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capstone Assignment IB Marketing Topic 2

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3083

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
H. Zhang

Description
"Business cycles in general, and recessions in particular, can have a severe effect on the performance of companies. Although the economic environment itself is usually out of the control of companies, recent marketing research has shown that marketing managers have the potential to influence their result during and after the crisis. In this assignment, we focus on the marketing function during recessions. The assignment is as follows: • Read the four papers listed below. • Discuss the findings of the papers. What happens during (and after) economic contractions? Discuss also the reasons identified by the authors. • Discuss the consequences of these findings. Is this good or bad for a company? • Based on the previous answers, reflect on how marketing managers could counter the negative effects of economic contractions."

Goals

Instruction language
EN

Prerequisites

Recommended literature

**Teaching methods**
Paper(s)

**Assessment methods**
Final paper

**Key words**
Capst Assignment IB organisation Topic 1

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3086

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.F. Blumberg

Description
"Topic 1: Time Management Time has become a very valuable and scarce resource and modern societies places a variety of temporal demands on people's activities. Organizations require workers to be present and ready to work at particular times, to execute their work in synchrony with others, to keep a certain pace or rhythm, and to complete their work within certain deadlines. Thus, in order to perform well, people at work must ‘deal’ with time in an effective manner. But how can people manage their time more efficiently? What are the determinants of a good time planning? Answers to these questions could help us all to have more time for activities we love."

Goals
"Through writing a capstone, students will learn to address a scientific topic by critically reviewing academic literature, i.e. by pointing out the strengths as well as the weaknesses of the literature. A good review goes beyond a pure summary of the articles but also provides an integrative assessment of them, i.e. do not discuss the articles sequentially. The questions mentioned in the description of the topic are a source of inspiration and not a request which questions need to be answered. In addition, students should learn how they can relate their own ideas into a current academic discussion. Thus, students need to develop the given topic further and formulate an own specific problem statement, that gives a special twist and advances the current knowledge. The four provided articles should be taken as point of departure. To advance the topic further, i.e. to manifest your own related specific problem statement, you need to search additional literature, i.e. four scientific and peer-reviewed articles. You need to relate these articles to the topic and especially to your specific problem statement. Just summarizing the literature is not sufficient, you need to integrate the literature and use it to build your case. The assignment allows students to learn (1) how they can use their creativity to focus or reformulate the scientific problem and (2) how they can embed own idea into in current literature. The capstone assignment is self-reliant, i.e. students do not receive any individual coaching during the writing process. After the
submission and grading, all students can obtain written feedback in the inspection hours. Competences: -critical reflective and creative thinking -academic writing abilities summarizing and synthesizing of literature self-reliant working”

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capst Assignment IB organisation Topic 2

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3087

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.F. Blumberg

Description
“Topic 2: “War” for talent Demographic trends point at a problem that is already visible in some industries today, namely the shortage of high skilled labour and professionals. Companies have more and more problems in attracting highly educated specialists. One possibility to find those scarce employees is to approach employees of competitors. But does competitor recruitment, or lateral hiring, poaching and raiding as other call it, work? Attracting employees from competitors is an expensive approach, but the benefits could outweigh the costs. Employees who have worked for a competitor previously, possess valuable skills and experience and might not need extensive training before they are productive in their new companies. But are their skills and experiences easily re-deployable? Is it easy to integrate those new employees? How much do they feel committed to their new employer? These are among others possible questions to address.”

Goals
“Through writing a capstone, students will learn to address a scientific topic by critically reviewing academic literature, i.e. by pointing out the strengths as well as the weaknesses of the literature. A good review goes beyond a pure summary of the articles but also provides an integrative assessment of them, i.e. do not discuss the articles sequentially. The questions mentioned in the description of the topic are a source of inspiration and not a request which questions need to be answered. In addition, students should learn how they can relate their own ideas into a current academic discussion. Thus, students need to develop the given topic further and formulate an own specific problem statement, that gives a special twist and advances the current knowledge. The four provided articles should be taken as point of departure. To advance the topic further, i.e. to manifest your own related specific problem statement, you need to search additional literature, i.e. four scientific and peer-reviewed articles. You need to relate these articles to the topic and especially to your specific problem statement. Just summarizing the literature is not sufficient, you need to integrate the literature
and use it to build your case. The assignment allows students to learn (1) how they can use their creativity to focus or reformulate the scientific problem and (2) how they can embed own idea into in current literature. The capstone assignment is self-reliant, i.e. students do not receive any individual coaching during the writing process. After the submission and grading, all students can obtain written feedback in the inspection hours. Competences: -critical reflective and creative thinking -academic writing abilities summarizing and synthesizing of literature self-reliant working”

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**
Paper(s)

**Assessment methods**
Final paper

**Key words**
Capstone Assignment IB Strategy Topic 1

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3090

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.F. Blumberg

Description
"Topic 1: Dynamic capabilities, alliances and acquisitions The concept of dynamic capabilities has obtained considerable attention in strategic management during the last decade. An important question is how firms can develop such dynamic capabilities and which role alliances and acquisitions play in this process."

Goals
"Through writing a capstone, students will learn to address a scientific topic by critically reviewing academic literature, i.e. by pointing out the strengths as well as the weaknesses of the literature. A good review goes beyond a pure summary of the articles but also provides an integrative assessment of them, i.e. do not discuss the articles sequentially. The questions mentioned in the description of the topic are a source of inspiration and not a request which questions need to be answered. In addition, students should learn how they can relate their own ideas into a current academic discussion. Thus, students need to develop the given topic further and formulate an own specific problem statement, that gives a special twist and advances the current knowledge. The four provided articles should be taken as point of departure. To advance the topic further, i.e. to manifest your own related specific problem statement, you need to search additional literature, i.e. four scientific and peer-reviewed articles. You need to relate these articles to the topic and especially to your specific problem statement. Just summarizing the literature is not sufficient, you need to integrate the literature and use it to build your case. The assignment allows students to learn (1) how they can use their creativity to focus or reformulate the scientific problem and (2) how they can embed own idea into in current literature. The capstone assignment is self-reliant, i.e. students do not receive any individual coaching during the writing process. After the submission and grading, all students can obtain written feedback in the inspection hours. Competences: -critical reflective and creative thinking -academic writing abilities summarizing and synthesizing of literature -self-reliant working"
**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capstone Assignment IB Strategy Topic 2

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3 Startdate: 04-Jan-16 Enddate: 29-Jan-16

Code
CAP3091

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.F. Blumberg

Description
“Topic 2: Entrepreneurial choices and career dependency Entrepreneurship is commonly referred to as one of the driving forces behind economic growth and technological change. As a result, academic scholars and policy makers have always been interested in identifying the determinants of entrepreneurship. Previous literature has focused mainly on the characteristics of the individual entrepreneurs or on the general economic context. Just recently, a new stream of research investigated the impact of the entrepreneur’s past employment context on the likelihood of founding a new enterprise. Given this new research stream, the question arises which companies are more likely to spawn new entrepreneurs and more importantly what are the underlying mechanisms that explain why employees in certain firms are more likely to start an own business?”

Goals
““Through writing a capstone, students will learn to address a scientific topic by critically reviewing academic literature, i.e. by pointing out the strengths as well as the weaknesses of the literature. A good review goes beyond a pure summary of the articles but also provides an integrative assessment of them, i.e. do not discuss the articles sequentially. The questions mentioned in the description of the topic are a source of inspiration and not a request which questions need to be answered. In addition, students should learn how they can relate their own ideas into a current academic discussion. Thus, students need to develop the given topic further and formulate an own specific problem statement, that gives a special twist and advances the current knowledge. The four provided articles should be taken as point of departure. To advance the topic further, i.e. to manifest your own related specific problem statement, you need to search additional literature, i.e. four scientific and peer-reviewed articles. You need to relate these articles to the topic and especially to your specific problem statement. Just summarizing the literature is not sufficient, you need to integrate the literature and use it to build your case. The assignment allows students to learn (1) how they can use their creativity to focus or
reformulate the scientific problem and (2) how they can embed own idea into in current literature. The capstone assignment is self-reliant, i.e. students do not receive any individual coaching during the writing process. After the submission and grading, all students can obtain written feedback in the inspection hours. Competences: -critical reflective and creative thinking -academic writing abilities summarizing and synthesizing of literature -self-reliant working

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capst IB Supply Chain Management Topic 1

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3094

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
K.A. Chodakowski

Description
"Justice in the supply chain. Justice is particularly important in long-term supply chain relationships. Failing to create justice in these relationship might even result in the termination of this relationship. Justice requires companies not only to be concerned with the economics of the relationship (i.e., profit), but also with the social situation of the partner. The purpose of this capstone is to better understand the concept of justice in a supply chain context, to understand how it is linked with other supply chain concepts (such as power and trust) and how different forms of justice impact the performance of the supply chain relationship. For this capstone, the following questions need to be answered: 1) Describe different forms of fairness. Are all forms of fairness equally important in supply chain management? 2) Are these forms of fairness substitutes or complements? 3) How does fairness relate to power and trust in supply chains? 4) Should supply chain partners end to split profits in the supply chain close to 50-50? How is this related to justice? Is a 50-50 split always fair? 5) Suppose you have to set up a research design to test fairness. What would be your research question (related to fairness)? How would you test it? And how would this contribute to the current literature?"

Goals
The capstone assignment is an individual assignment and serves as a concluding assignment of your Bachelor study. The aim is to demonstrate your mastery of domain of study in an assignment that integrates your acquired knowledge and skills.

Instruction language
EN

Prerequisites
Recommended literature


Teaching methods

Paper(s)

Assessment methods

Final paper

Key words
Capst IB Supply Chain Management Topic 2

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3 Startdate: 04-Jan-16 Enddate: 29-Jan-16

Code
CAP3095

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
K.A. Chodakowski

Description
"Learning in a supply chain context. “No matter how fast you move, you should move twice as fast as that, to come out ahead”. Lewis Carroll, around 1870, invented a cute story about Alice in Wonderland. In the episode “through the looking glass” Alice is taken on a whirlwind trip by the Red Queen and at the same time it seems that the surroundings are moving with them. Woodrow Wilson, famous US president, used the Red Queen example to make the point that progressive forces can never sit still. More recently, Derfus, Maggitti, Grimm and Smith (2008) use it to show that companies and supply chains are continuously evolving, and one must keep up with the pace, or lose everything. They also show that small firms are more effective against their rivals than large firms or market leaders. Learning and innovation in supply chains is not something that can be put on the backburner, for when times are slow: It is a continuous (often painful) process of challenging old ways and implementing improvements. Please address the following issues in your capstone write up: 1) To what extent is continuous innovation & learning basic to company survival and supply chain viability? (justify your answer by comparing recent journal articles). 2) Explain why large companies are at a disadvantage to anticipate and react to changes in their markets and networks, and what measures may help in overcoming this handicap, based on the literature. 3) Discuss how learning and innovation in the supply chain can be stimulated and promoted by supply chain captains (i.e. large powerful companies with a desire to orchestrate their supply network)."

Goals
The capstone assignment is an individual assignment and serves as a concluding assignment of your Bachelor study. The aim is to demonstrate your mastery of domain of study in an assignment that integrates your acquired knowledge and skills.
Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone MARBLE IB Accounting topic 1

Academic year 2015-16

**Date last modified**
29-1-2016 1:17

**Period**
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

**Code**
CAP3105

**ECTS credits**
4.0

**Organisational unit**
School of Business and Economics

**Coordinator**
I. Grabner

**Description**
In the skills period a mini symposium will be organized where students present their findings for a broader audience. (The symposium of period 3 will be moved to the end of period 2, because students will leave at the beginning of January for their study abroad)

**Goals**

**Instruction language**

**Prerequisites**
The courses related to the MARBLE project of the department

**Recommended literature**
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

**Teaching methods**
Paper(s)

**Assessment methods**
Final paper

**Key words**
Capstone MARBLE IB Finance topic 1

Academic year 2015-16

**Date last modified**
29-1-2016 1:17

**Period**
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

**Code**
CAP3107

**ECTS credits**
4.0

**Organisational unit**
School of Business and Economics

**Coordinator**
J.F.H. Nijhuis

**Description**
This capstone is the finishing touch of the MARBLE project. The individualized topic/content is determined jointly by the supervisor and student, in line with the MARBLE project. Based on the research question the student decides on the reporting of theoretical framework, research method and outcomes. In the skills period a mini symposium will be organized where students present their findings for a broader audience. (The symposium of period 3 will be moved to the end of period 2, because students will leave at the beginning of January for their study abroad)

**Goals**

**Instruction language**

**Prerequisites**
The courses related to the MARBLE project of the department

**Recommended literature**
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

**Teaching methods**
Paper(s)

**Assessment methods**
Final paper
Key words
Capstone MARBLE IB Inform manag topic 1

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3109

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.F.H. Nijhuis

Description
In the skills period a mini symposium will be organized where students present their findings for a broader audience. (The symposium of period 3 will be moved to the end of period 2, because students will leave at the beginning of January for their study abroad)

Goals

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone MARBLE IB Marketing topic 1

Academic year 2015-16

Date last modified
5-4-2016 1:15

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3111

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.P.J. Foubert

Description
This capstone is the finishing touch of the MARBLE project. The individualized topic/content is determined jointly by the supervisor and student, in line with the MARBLE project. Based on the research question the student decides on the reporting of theoretical framework, research method and outcomes. In the skills period a mini symposium will be organized where students present their findings for a broader audience. (The symposium of period 3 will be moved to the end of period 2, because students will leave at the beginning of January for their study abroad)

Goals

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

Teaching methods
Paper(s)

Assessment methods
Final paper
Capstone MARBLE IB Organisation topic 1

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3 Startdate: 04-Jan-16 Enddate: 29-Jan-16

Code
CAP3113

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.F.H. Nijhuis

Description
This capstone is the finishing touch of the MARBLE project. The individualized topic/content is determined jointly by the supervisor and student, in line with the MARBLE project. Supervision capacity depends upon availability of research staff. Based on the research question the student decides on the reporting of theoretical framework, research method and outcomes.

Goals

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone MARBLE IB Strategy topic 1

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3115

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.F.H. Nijhuis

Description
This capstone is the finishing touch of the MARBLE project. The individualized topic/content is determined jointly by the supervisor and student, in line with the MARBLE project. Supervision capacity depends upon availability of research staff. Based on the research question the student decides on the reporting of theoretical framework, research method and outcomes.

Goals

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone MARBLE IB SCM topic 1

Academic year 2015-16

Date last modified
5-4-2016 1:15

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
CAP3117

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.P.J. Foubert

Description
This capstone is the finishing touch of the MARBLE project. The individualized topic/content is determined jointly by the supervisor and student, in line with the MARBLE project. Based on the research question the student decides on the reporting of theoretical framework, research method and outcomes. In the skills period a mini symposium will be organized where students present their findings for a broader audience. (The symposium of period 3 will be moved to the end of period 2, because students will leave at the beginning of January for their study abroad)

Goals
The MARBLE capstone is the finishing touch of your MARBLE project with a focus on reporting skills. In the capstone you write down your problem statement, conceptual model, methodology and results. By doing so you will be trained in academic writing and presenting your results. Furthermore, you will acquire other communication skills by doing a presentation or developing a poster for the minisymposium.

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone Assign Service Science Factory

Academic year 2015-16

Date last modified
5-4-2016 1:15

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3141

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
F.D. Mahr

Description
Service Science Emerging in the 1970's, service marketing became a fast-growing sub-discipline of the broader marketing discipline (Berry and Parasuraman 1993), its development paralleling the increasing weight of services in the GDP of developed economies (Soubbotina 2004). Over the last decade, the evolution of service marketing reached a new threshold with the emergence of the Service-Dominant (S-D) Logic (Vargo and Lusch 2004; 2008) and IBM’s initiative to call for a systematic approach to service research and education (IFM and IBM 2008). Thus, to move the service field forward (Östrem et al. 2010), the domain of service science has emerged. Much more than a mere extension of service marketing, service science strives to offer a new, deeper and more coherent trans-disciplinary integration of service knowledge and experience, bringing together fields such as marketing, operations, engineering, human resources management, design and many others (IFM and IBM, 2008). In an effort to enrich this new domain, Östrem et al. (2010) identify and articulate a set of ten global, interdisciplinary service science research priorities. As an example, one of these priorities involves enhancing the service experience through co-creation and one of the topics deemed important in this direction concerns defining the customer’s role and developing methods for motivating customer contributions to enhance service success and loyalty. The aim of this capstone assignment is that you indicate what the implications of service science are for your respective study domain. Put differently we want you to: 1) Summarize the implications of service science for your study domain (e.g. marketing, strategy, infonomics, information management, strategy etc.). 2) Identify 3 promising research avenues in the service science domain. 3) Discuss in some detail one of models that have been proposed on service science. Illustrate your points in a practical/managerial context.

Goals
Students who complete this capstone assignment on service science are eligible for a project at the Service Science
Instruction language

Prerequisites

Recommended literature

Teaching methods
Paper(s)

Assessment methods

Key words
Capstone Assignment IB Finance Topic 3

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3074

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
S. Ros - Kleimeier

Description
The sense and nonsense of corporate risk management: Since the breakdown of the Bretton Woods system in the early 1970s, the financial world has become much riskier, characterized by widely fluctuating asset prices, exchange rates, or interest rates. It is therefore not surprising that the breakdown of the Bretton Woods system co-insides with the introduction of the first financial future contract: The currency future contract traded on the Chicago Mercantile Exchange. Since that time, corporate managers have become more and more aware of how their business is affected by these fluctuating prices and are searching for ways and means to reduce the thus introduced risk. Consequently, the range of financial derivatives available for risk management has widened considerably. - However, the fundamental issue of whether or not companies should hedge and what the effect on of hedging on firm value is remains open to discussion. In this capstone, consider whether or not companies should hedge: Does hedging make sense in a perfect capital market? What effect can hedging have on the firm if capital markets are not perfect, e.g. in a market where taxes, cost of financial distress or agency cost matter? What lessons can be learned from actual corporate cases such as Enron or LTCM? Based on the actual use of derivatives by corporations, do you think that the use of derivates should be more strictly controlled? - Answer these questions from a conceptual point of view based on corporate finance theory but also consider the empirical evidence. In addition to the literature listed below, make sure that you review at least 5 additional articles of your own choice. For these, please provide correct references.

Goals
For more information and regulations about the capstone assignment, please refer to EleUM>My SBE - Before and after graduation - Capstone assignment

Instruction language
Prerequisites

Recommended literature

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone Assignment IB Finance Topic 4

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3075

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
S. Ros - Kleimeier

Description
"How to construct an optimal portfolio of financial assets is one of the main questions in finance that occupies academics and practitioners alike. Starting with the seminal work of Markowitz (1952) this problem has generated an impressive amount of research results. In the traditional setup such an optimal portfolio is constructed by trading expected return against portfolio variance. One of the main problems of this idea in applications is that an investor does not know the moments of the assets and has to estimate these from data. During this capstone assignment the student is expected to cover at least the following questions 1. Why is return variance a good measure of portfolio risk? Are there any other measures? 2. What assumptions do you make on the investor or the underlying return distribution in order to use variance as a risk measure? 3. How does estimation risk affect the estimator of the expected return and the estimator of the portfolio variance? 4. Given the answer to the second question: What conclusions do you draw for the portfolio optimization problem? 5. How would you measure the portfolio performance and why? 6. Give a short overview of portfolio selection methods proposed in the literature. How do these strategies perform? In addition to the literature listed below, make sure that you review at least 5 additional articles of your own choice."

Goals
For more information and regulations about the capstone assignment, please refer to EleUM>My SBE - Before and after graduation - Capstone assignment

Instruction language
EN

Prerequisites
**Recommended literature**


**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capst IB Information Management Topic 4

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3079

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
M.P.M. Vluggen

Description
"Title The impact of Web 2.0 on organizations Description The rise of Web 2.0 (e.g. social networking sites, blogs, wikis, video sharing sites, mashups) on the internet has led to a new business phenomenon: Enterprise 2.0. This term has been introduced by Andrew McAfee to refer to the corporate use of "Web 2.0" technologies to enhance collaboration both within and between organizations. McAfee argues that "thanks to a new class of collaborative technologies, organizations can now leverage information in valuable new ways". McAfee believes that through the use of wiki’s, blogs and social platforms (e.g. a corporate Facebook), organizations can overcome the (geographical) dispersion of knowledge and expertise. However, the academic underpinning of these expectations is thin and even McAfee admits that there are many case studies showing how Enterprise 2.0 efforts can fail within organizations. The availability of Web 2.0 should however cause organizations to rethink the ways in which they harness internal and external knowledge. With the adoption of the Web 2.0 paradigm comes substantial opportunities and risks particularly in the context of Knowledge Management. Your assignment is to write a paper on the current and potential role of Web 2.0 technology in organizations with an emphasis on knowledge management. Under what conditions can social media help corporations to compete and survive in a fast changing business environment? And what does this imply for information managers within organizations? Specific questions which you might address are: • How do organizations use web 2.0 technologies (wikis, blogs, forums, twitter) to capture employee knowledge? • What are some of the unintended consequences that may result from the implementation of web 2.0 technology within an organization? • How can organizations understand more about their customers and competitors through web 2.0 services? • What risks do organizations face when using web 2.0 technology to engage with their customers?"

Goals
"With the rise of Web 2.0, which revolutionised the World Wide Web, the term Enterprise 2.0 has been introduced to
refer to the use of “Web 2.0” technologies within organizations to enhancing collaboration both within and between organizations, through the use of social-media tools. Enterprise 2.0 has the potential to help employees, customers and suppliers collaborate, share, and organize information and it has the ability to enable or streamline business processes. Andrew McAfee, who is one of the main proponents of the term Enterprise 2.0, argues that “thanks to a new class of collaborative technologies, organizations can now leverage information in valuable new ways”. McAfee believes that through the use of wiki’s, blogs, social platforms (i.e. a corporate Facebook) or Twitter, organisations can overcome the (geographical) dispersion of knowledge and expertise. However, the academic underpinning of these expectations is - at the least - thin. Most articles are limited to case studies which are providing support for the potential role of Web 2.0 technologies within organizations. But even McAfee admits that there are many case studies showing how Enterprise 2.0 efforts are failing within organizations. Almost simultaneously with the rise of Enterprise 2.0, Nicholas Carr has started a debate on the downside of using internet technology to distribute and share information and knowledge. His basic argument, first presented in an article with the enticing title ”Is Google making us stupid?”, is that the structure and the abundance of information (‘information overload’) on the Web has a detrimental effect on the brain and consequently our decision performance. One of the consequences of Carr’s arguments could be that that adding new Web 2.0 technologies to communicate and share information and knowledge, may harm organizations more than it helps them. However, although there is general agreement about the existence of an information overload on the web, there is less agreement - and less evidence - on its effects on individuals and organisations.”

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capst IB Information Management Topic 5

Academic year 2015-16

**Date last modified**
29-1-2016 1:17

**Period**
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

**Code**
CAP3080

**ECTS credits**
4.0

**Organisational unit**
School of Business and Economics

**Coordinator**
L.H.H. Bollen

**Description**
“Title Mobile computing Description Computing With the advent of ubiquitous mobile devices, organizations have unprecedented access to consumers and employees. On one hand, organizations can develop closer ties to consumers and allow employees to collaborate at any time and from any location. On the other hand, use of these devices may expose organizations to security and privacy risks, a reduction in productivity, and an increase in employee burnout. Specific questions which you might address are: • How can organizations manage the adoption of mobile computing? • What are the factors that lead to productive use of these devices? • What risks do organizations face when developing a presence on consumer’s mobile devices (i.e. developing new apps)? How can these risks be mitigated?”

**Goals**

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capst IB Information Management Topic 6

Date last modified
29-1-2016 1:17

Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3081

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
M.P.M. Vluggen

Description
"Title: BARRIERS TO KNOWLEDGE SHARING Capstone assignment for knowledge management Knowledge is notoriously difficult to manage, because it originates in and is applied in the human mind. Recently, many organisations have invested in so-called knowledge management systems (also referred to as knowledge repositories or organisational memory systems). Organisations use this systems to stimulate their employees to exchange knowledge. But sharing may not be natural for everyone. Although most people have knowledge that is valuable to others, they may be reluctant to share this knowledge. Knowledge management projects that rely on knowledge sharing behaviour are doomed to fail if employees decide to hoard their knowledge or if employees do not actively search for knowledge from colleagues. To increase the success of knowledge management systems, it is vital to understand why employees intend to share (or hoard) their knowledge. How can we encourage employees to ask questions and seek help, and give incentives to others to share their knowledge with others? What can organisations do to provide a comfortable environment that encourages an exchange of ideas? Your assignment is to write a paper about this topic. Interesting questions include, but are not limited to, the following: What are the barriers to knowledge sharing? To what extent are these determined by the organisational or national culture? How can organisations influence their employees’ knowledge sharing behaviour? How important are incentives (e.g. rewards) in stimulating knowledge sharing behaviour? Is there a role for information technology in knowledge sharing processes?"

Goals

Instruction language
EN

Prerequisites
Recommended literature

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone Assignment IB Marketing Topic 3

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3084

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
H. Zhang

Description
"Sales promotion remains an extremely popular marketing instrument in retailing. For retailers and manufacturers, it is an effective tool to quickly respond to competition and (at least temporarily) boost sales. For consumer, it is an attractive way to cut their expenses or to make their shopping experience more satisfying. In this assignment, we want you to discuss the issues outlined below. Notice that, given the nature of the questions, there is no need to get lost in the methodological details of the required literature. I. Sales Promotion Types What is sales promotion? Give a structured overview of, and describe the different types of sales promotion in retailing. II. The Anatomy of Sales Promotion Effects Consider the following hypothetical situation. In a specific supermarket, the snack chip category consists of two brands: Lay’s and Pringles, each consisting of multiple stock-keeping units (SKUs). In the chart below, there is a sales promotion for Lay’s chips in week 4 such that unit sales in that week increase drastically. The charts for Pringles (which remains non-promoted throughout the observation period) and the entire snack chip category look as follows: Let us agree that the sales shifts (i.e., differences between actual sales and the baseline) observed in week 4 are called “short-term (ST) effects,” that the shifts in weeks 3, 5, and 6 are “medium-term (MT) effects,” and that shifts after week 6 - if any - are “long-term (LT) effects.” 1) Relying on the relevant literature, discuss the ST effects observed in the Lay’s, Pringles, and Category charts. More specifically, give the effects a name, explain their origin (in detail), and indicate how they are interrelated. 2) Do the same for the MT effects and, in addition, explain how they relate to the short-term effects. 3) Indicate for each of the ST and MT effects whether (or the conditions under which) they are financially beneficial for the retailer and/or the manufacturer. You do not need to support your discussion with empirical findings. 4) In the above graphs, there are no LT effects. Discuss the mechanisms that, at least theoretically, could lead to LT effects. 5) Summarize what empirical research has shown with regard to the (average) size/importance of these ST, MT, and LT unit sales effects/mechanisms. Discuss how the size/importance of the effects/mechanisms is influenced by the characteristics of the sales promotion. NOTE: because of technical reasons, the charts could not be included in the course
description. The charts can be obtained upon request from the coordinator. The charts will also be uploaded on the eleum site of the capstone assignment.

**Goals**

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capstone Assignment IB Marketing Topic 4

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 6   Startdate: 30-May-16   Enddate: 24-Jun-16

Code
CAP3085

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
H. Zhang

Description
"Feeling is a form of thinking." That was the main conclusion of the mind-clarifying work of Nobel prize winner Daniel Kahneman. Meanwhile, ample research continued on this thought, investigating when, how, and why it is better to rely on your “inner gut feeling” versus your “rational thoughts”. Although both are ways to process information, relying on one’s gut feeling is faster, and often more correct. That is, it has been found consumer’s preferences are more consistent and less susceptible to cognitive noise. Furthermore, emotions can even help consumers in accurately predict future events (i.e. the will it rain tomorrow?). Emotions thus prove to be of major use when making decisions, making it worthwhile to have a closer look at in the context of consumer decision making. Questions: · Read the indicated articles · Explain the difference between system 1 and system 2 and provide 5 characteristics of each. · Explain extensively the role of expertise in the use of system 1? Why is it crucial? · Relying on gut feelings proves to be very useful when a global, holistic assessment needs to made. Explain. · How can the findings of Lee, Amir and Ariely (2009) serve the goal of marketers? In other words, which useful insights do they give in order to help the consumer in his/her decision making process, for example, when he is shopping in the store and choosing which product to buy? · The article of Pham, Lee and Stephen (2012) explains that reliance on feelings makes us better predictors. Explain “why” this is the case. Would this account also play a role in the consumer decision making process (i.e. when shopping and choosing which product to buy)?"

Goals
Marketing during recessions.

Instruction language
EN
Prerequisites

Recommended literature


Teaching methods

Paper(s)

Assessment methods

Final paper

Key words
Capstone Assignment IB organisation Topic 3

Date last modified
29-1-2016 1:17

Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3088

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.F. Blumberg

Description
"Topic 3: Faultlines - disruptive cracks through teams. Faultlines are hypothetical dividing lines that may split a team into subgroups based on one or more attributes of the team members. Faultline theory is based on the logic of intra-team subgroup formation. It predicts that the strength of faultlines is positively related to the existence of subgroups, and that strong subgroups, in turn, will have negative consequences for the functioning of the team as a whole. Thus, faultline studies form an extension to the general research field of team homogeneity. However, can we really observe faultlines in teams or is it just a theoretical concept? And if we can observe such faultlines, do they really matter?"

Goals
"Through writing a capstone, students will learn to address a scientific topic by critically reviewing academic literature, i.e. by pointing out the strengths as well as the weaknesses of the literature. A good review goes beyond a pure summary of the articles but also provides an integrative assessment of them, i.e. do not discuss the articles sequentially. The questions mentioned in the description of the topic are a source of inspiration and not a request which questions need to be answered. In addition, students should learn how they can relate their own ideas into a current academic discussion. Thus, students need to develop the given topic further and formulate an own specific problem statement, that gives a special twist and advances the current knowledge. The four provided articles should be taken as point of departure. To advance the topic further, i.e. to manifest your own related specific problem statement, you need to search additional literature, i.e. four scientific and peer-reviewed articles. You need to relate these articles to the topic and especially to your specific problem statement. Just summarizing the literature is not sufficient, you need to integrate the literature and use it to build your case. The assignment allows students to learn (1) how they can use their creativity to focus or reformulate the scientific problem and (2) how they can embed own idea into in current literature. The capstone assignment is self-reliant, i.e. students do not receive any individual coaching during the writing process After the
submission and grading, all students can obtain written feedback in the inspection hours. Competences: critical reflective and creative thinking, academic writing abilities summarizing and synthesizing of literature, self-reliant working.”

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capst Assignment IB organisation Topic 4

Academic year 2015-16

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Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3089

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.F. Blumberg

Description
“Topic 4: Lay-Offs and the Survivor Syndrome In economic crises many companies slice their payrolls. Re-organizations accompanied by substantial or even massive lay offs are not a rare exceptions but a common aspect of firm dynamics. While those who had been laid off have been studied intensively, research on those who stay, i.e. those who ‘survive’ a lay off, is still scarce. How do those survivors feel? What kind of attitudes do they develop and what kind of behaviour do they show after many of their former colleagues were forced to leave? Are survivors more or less productive and what can companies do to mitigate the survivor syndrome?”

Goals
“Through writing a capstone, students will learn to address a scientific topic by critically reviewing academic literature, i.e. by pointing out the strengths as well as the weaknesses of the literature. A good review goes beyond a pure summary of the articles but also provides an integrative assessment of them, i.e. do not discuss the articles sequentially. The questions mentioned in the description of the topic are a source of inspiration and not a request which questions need to be answered. In addition, students should learn how they can relate their own ideas into a current academic discussion. Thus, students need to develop the given topic further and formulate an own specific problem statement, that gives a special twist and advances the current knowledge. The four provided articles should be taken as point of departure. To advance the topic further, i.e. to manifest your own related specific problem statement, you need to search additional literature, i.e. four scientific and peer-reviewed articles. You need to relate these articles to the topic and especially to your specific problem statement. Just summarizing the literature is not sufficient, you need to integrate the literature and use it to build your case. The assignment allows students to learn (1) how they can use their creativity to focus or reformulate the scientific problem and (2) how they can embed own idea into in current literature. The capstone assignment is self-reliant, i.e. students do not receive any individual coaching during the writing process. After the
submission and grading, all students can obtain written feedback in the inspection hours. Competences: -critical reflective and creative thinking -academic writing abilities summarizing and synthesizing of literature self-reliant working"

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capstone Assignment IB Strategy Topic 3

Academic year 2015-16

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Code
CAP3092

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.F. Blumberg

Description
"Topic 3: Environmental strategies - who profits? Environmental concerns ranging from global warming, safe storage of nuclear waste to endangered species have gained increasing societal attention in the last 40 years. While some are convinced that profit oriented companies are the evil destroying natural resources, others claim that environmental strategies and profitability go hand in hand. More recently more and more companies develop an explicit environmental strategy. Why do they do so? And if they develop environmental strategies is it more than a lip service? Or, does it even pay off in money terms?"

Goals
"Through writing a capstone, students will learn to address a scientific topic by critically reviewing academic literature, i.e. by pointing out the strengths as well as the weaknesses of the literature. A good review goes beyond a pure summary of the articles but also provides an integrative assessment of them, i.e. do not discuss the articles sequentially. The questions mentioned in the description of the topic are a source of inspiration and not a request which questions need to be answered. In addition, students should learn how they can relate their own ideas into a current academic discussion. Thus, students need to develop the given topic further and formulate an own specific problem statement, that gives a special twist and advances the current knowledge. The four provided articles should be taken as point of departure. To advance the topic further, i.e. to manifest your own related specific problem statement, you need to search additional literature, i.e. four scientific and peer-reviewed articles. You need to relate these articles to the topic and especially to your specific problem statement. Just summarizing the literature is not sufficient, you need to integrate the literature and use it to build your case. The assignment allows students to learn (1) how they can use their creativity to focus or reformulate the scientific problem and (2) how they can embed own idea into in current literature. The capstone assignment is self-reliant, i.e. students do not receive any individual coaching during the writing process. After the
submission and grading, all students can obtain written feedback in the inspection hours. Competences: -critical reflective and creative thinking -academic writing abilities summarizing and synthesizing of literature self-reliant working”

**Instruction language**

**Prerequisites**

**Recommended literature**


**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capstone Assignment IB Strategy Topic 4

Academic year 2015-16

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Code
CAP3093

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
B.F. Blumberg

Description
"Topic 4 Evolution of industries A determining aspect in many strategic analyses and decisions is the industry. Good strategic decisions require that managers have a good idea how the industry they operate in looks like and how the markets they compete in function. However, industries and markets are not static, they evolve over time, first they grew but at some point they will decline. How can this dynamic be explained. A newer theoretical approach to this is called “organizational ecology”. The following papers explain the concept, but also document how insights from this perspective allow a better understanding of various markets and industries."

Goals
"Through writing a capstone, students will learn to address a scientific topic by critically reviewing academic literature, i.e. by pointing out the strengths as well as the weaknesses of the literature. A good review goes beyond a pure summary of the articles but also provides an integrative assessment of them, i.e. do not discuss the articles sequentially. The questions mentioned in the description of the topic are a source of inspiration and not a request which questions need to be answered. In addition, students should learn how they can relate their own ideas into a current academic discussion. Thus, students need to develop the given topic further and formulate an own specific problem statement, that gives a special twist and advances the current knowledge. The four provided articles should be taken as point of departure. To advance the topic further, i.e. to manifest your own related specific problem statement, you need to search additional literature, i.e. four scientific and peer-reviewed articles. You need to relate these articles to the topic and especially to your specific problem statement. Just summarizing the literature is not sufficient, you need to integrate the literature and use it to build your case. The assignment allows students to learn (1) how they can use their creativity to focus or reformulate the scientific problem and (2) how they can embed own idea into in current literature. The capstone assignment is self-reliant, i.e. students do not receive any individual coaching during the writing process. After the
submission and grading, all students can obtain written feedback in the inspection hours. Competences: -critical reflective and creative thinking -academic writing abilities summarizing and synthesizing of literature self-reliant working"

**Instruction language**

**Prerequisites**

**Recommended literature**


**Teaching methods**

Paper(s)

**Assessment methods**

Final paper

**Key words**
Capst IB Supply Chain Management Topic 3

Academic year 2015-16

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Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3096

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
K.A. Chodakowski

Description
"Understanding and driving innovation in buyer-supplier relationships. Supplier-driven innovation is frequently referred to as key for companies to attain and secure a competitive position in the marketplace (e.g. Henke and Zhang, 2010, A.T. Kearney, 2010). Firms increasingly recognize that the creative process necessary to bring forth innovative products require the involvement of stakeholders beyond the single organization (Perry-Smith, 2006). Since suppliers are often experts of customers’ products and technologies, their knowledge and input are especially valuable and critical to suppliers for creative processes (Andersen and Kragh, 2012; Aune and Gressetvold, 2011). As a consequence organizations attempt to tap into suppliers’ creativity by integrating them more extensively into the ideation stages of the new product development (NPD) process (e.g. van Echtelt et al, 2008; Wagner, 2012; Wynstra et al, 2001). Several companies have started strategic initiatives to proactively leverage collaborative relationships with key suppliers during this critical phase by, for instance, building virtual communication networks, developing platforms for innovation teams to interact, and by actively supporting suppliers' innovative endeavours (e.g. Unilever, P&G, Ford). However, recent industry reports reveal that despite great potential of supplier-driven innovation fewer organizations are reporting benefits from the same: 42 per cent in 2011 to 35 per cent in 2012 (State of Flux, 2012). A primary cause for this may be that both practitioners and researchers lack understanding of how to manage suppliers in order to benefit from their creative potential during the early concept development stage (Jörgensen et al, 2011; Wynstra et al., 2012). Therefore, the following research questions are of academic and managerial importance: 1) What is the role of suppliers in innovation processes? 2) How can buying companies stimulate supplier involvement in innovation? What factors determine successful innovation relationships? 3) What is the relation between creativity and innovation in a B2B context? And how can it be managed? 4) What are potentially interesting future research opportunities in this area? And how can research approach these opportunities (research design and methodology)?"
Goals
The capstone assignment is an individual assignment and serves as a concluding assignment of your Bachelor study. The aim is to demonstrate your mastery of domain of study in an assignment that integrates your acquired knowledge and skills.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capst IB Supply Chain Management Topic 4

Academic year 2015-16

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Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3097

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
K.A. Chodakowski

Description
"Companies invest in multiple supply chain integration practices to improve operational performance. These supply chain integration practices have been described as information sharing, structural collaboration, strategic integration, and collaborative product development. While prior research confirmed the overall positive impact of these supply chain integration practices on performance (e.g., Leuschner et al., 2010; Schoenherr and Swink, 2012), little is known about how these supply chain integration practices are interrelated. An understanding of these multiple interrelated supply chain integration practices is important as these interrelationships increase the complexity of how supply chain integration influences performance. The purpose of this capstone is to look at the following questions: 1) How do different supply chain practices lead to performance improvements? Do all studies come to the same conclusion? Explain. 2) How are the different supply chain practices related? And has this relatedness an impact on how researchers should measure the impact on performance? 3) Are these integration-performance relationships dependent on other factors (contingencies)? Could you think of other contingencies? 4) Based on these findings, how would you advise companies to plan (in terms of timing and investments) their supply chain efforts? 5) Could you think of other supply chain practices/enablers that are not included in these studies? How would you include them in a future research design?"

Goals
The capstone assignment is an individual assignment and serves as a concluding assignment of your Bachelor study. The aim is to demonstrate your mastery of domain of study in an assignment that integrates your acquired knowledge and skills.

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone MARBLE IB Accounting topic 2

Academic year 2015-16

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Period
Period 6   Startdate: 30-May-16   Enddate: 24-Jun-16

Code
CAP3106

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
I. Grabner

Description
In the skills period a mini symposium will be organized where students present their findings for a broader audience. (The symposium of period 3 will be moved to the end of period 2, because students will leave at the beginning of January for their study abroad)

Goals

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone MARBLE IB Finance topic 2

Academic year 2015-16

Date last modified
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Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3108

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.F.H. Nijhuis

Description
This capstone is the finishing touch of the MARBLE project. The individualized topic/content is determined jointly by the supervisor and student, in line with the MARBLE project. Based on the research question the student decides on the reporting of theoretical framework, research method and outcomes. In the skills period a mini symposium will be organized where students present their findings for a broader audience. (The symposium of period 3 will be moved to the end of period 2, because students will leave at the beginning of January for their study abroad)

Goals

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

Teaching methods
Paper(s)

Assessment methods
Final paper
Capstone MARBLE IB Inform manag topic 2

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3110

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
M.P.M. Vliuggen

Description
In the skills period a mini symposium will be organized where students present their findings for a broader audience. (The symposium of period 3 will be moved to the end of period 2, because students will leave at the beginning of January for their study abroad)

Goals

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone MARBLE IB Marketing topic 2

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3112

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.F.H. Nijhuis

Description
This capstone is the finishing touch of the MARBLE project. The individualized topic/content is determined jointly by the supervisor and student, in line with the MARBLE project. Based on the research question the student decides on the reporting of theoretical framework, research method and outcomes. In the skills period a mini symposium will be organized where students present their findings for a broader audience. (The symposium of period 3 will be moved to the end of period 2, because students will leave at the beginning of January for their study abroad)

Goals

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

Teaching methods
Paper(s)

Assessment methods
Final paper
Key words
Capstone MARBLE IB Organisation topic 2

Academic year 2015-16

Date last modified
29-1-2016 1:17

Period
Period 6  Startdate: 30-May-16   Enddate: 24-Jun-16

Code
CAP3114

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.F.H. Nijhuis

Description
This capstone is the finishing touch of the MARBLE project. The individualized topic/content is determined jointly by the supervisor and student, in line with the MARBLE project. Supervision capacity depends upon availability of research staff. Based on the research question the student decides on the reporting of theoretical framework, research method and outcomes.

Goals

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone MARBLE IB Strategy topic 2

Academic year 2015-16

Date last modified
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Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3116

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.F.H. Nijhuis

Description
This capstone is the finishing touch of the MARBLE project. The individualized topic/content is determined jointly by the supervisor and student, in line with the MARBLE project. Supervision capacity depends upon availability of research staff. Based on the research question the student decides on the reporting of theoretical framework, research method and outcomes.

Goals

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

Teaching methods
Paper(s)

Assessment methods
Final paper

Key words
Capstone MARBLE IB SCM topic 2

Academic year 2015-16

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Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
CAP3118

ECTS credits
4.0

Organisational unit
School of Business and Economics

Coordinator
J.F.H. Nijhuis

Description
This capstone is the finishing touch of the MARBLE project. The individualized topic/content is determined jointly by the supervisor and student, in line with the MARBLE project. Based on the research question the student decides on the reporting of theoretical framework, research method and outcomes. In the skills period a mini symposium will be organized where students present their findings for a broader audience. (The symposium of period 3 will be moved to the end of period 2, because students will leave at the beginning of January for their study abroad)

Goals
The MARBLE capstone is the finishing touch of your MARBLE project with a focus on reporting skills. In the capstone you write down your problem statement, conceptual model, methodology and results. By doing so you will be trained in academic writing and presenting your results. Furthermore, you will acquire other communication skills by doing a presentation or developing a poster for the minisymposium.

Instruction language

Prerequisites
The courses related to the MARBLE project of the department

Recommended literature
The literature for the capstone is determined jointly by student and supervisor, based on the research question. Besides literature of the courses related to the MARBLE project can be used.

Teaching methods
Paper(s)

**Assessment methods**
Final paper

**Key words**