

Electives 2015-2016

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Electives 2015-2016

FINANCIAL ENGINEERING

ID	Workload 84	Credits 3	Semester 3	Recurrence Frequency -	Duration One semester
1	Courses FINANCIAL ENGINEERING		Attendance 18	Self-Study 66	Group Size 40
2	Objectives and Competencies I. Content-related: <ul style="list-style-type: none"> - Participants will know the consolidation techniques of a multinational. - Participants will be able to calculate the value of a high risk enterprise. - Participants will be able to create and understand architectures to reduce costs. II. Skills-related: <ul style="list-style-type: none"> - Participants will be able to discuss at Head Quarter level the consolidated figures. - Participants will have the possibility to give their opinion about the share value of a high risk enterprise. - Participants will have a good feeling about where the ethical frontiers are of some architectures. III. Attitude-related: <ul style="list-style-type: none"> - Participants will experience that many publications about companies do not fully tell the truth. - Participants will empathize buying and selling shares of high risk companies. - Participants will express their idea about the ethics of an architecture. 				
3	Content Session 1: Multinational accounting Session 2: Fiscality (1) Session 3: Fiscality (2) Session 4: Real options Session 5: Real options turn over a loss making company Session 6: Class presentation				
4	Teaching Method The method used is firstly explain the subject in class, secondly show the subject with real life examples, thirdly ask the participants to solve small cases.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation A score below 50% on either the cases or for class participation constitutes a "fail" for the course.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor R. Poppe				
11	Further Details This course outline communicates the lecturer's intentions with regard to key aspects of the course, such as course objectives, learning outcomes, grading and assessment, course schedule and required literature. Instructions to faculty are in italics throughout the document – lecturers can delete these after completing the template. Lecturers are asked to use this Course Outline Template to design and communicate their course setup, and send it in to programme management at their earliest convenience but no later than two months before the start of their course. The course content should match the overall objectives and learning outcomes of the programme in which they're teaching. It allows students to establish what they will learn, what the session topics will be, how much time it will cost, what materials they should study, etc. Furthermore, they are a key requirement for reaccreditation procedures.				

INTERNATIONAL INVESTMENT MANAGEMENT

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses INTERNATIONAL INVESTMENT MANAGEMENT		Attendance 18	Self-Study 66	Group Size 36
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Correctly distinguish these equity styles: value, growth, momentum and quantitative investing. - Discuss how an equity mutual fund compares to an exchange-traded fund (ETF) and to investment funds structured as limited partnerships. In other words, explain how a mutual fund or an ETF is set up (i.e. what legal structure), how it is governed, and how it might invest and over what time horizon in contrast a limited partnership investment vehicle. - Classify the various types of indices used to benchmark equity fund managers II. Skills-related: <ul style="list-style-type: none"> - Model and quantify the investment risk and returns for an equity mutual fund. - Be able to analyze and quantify the remuneration scheme of a private equity or venture capital fund compared to a “fund of funds” - Evaluate the business model of a start-up investment fund - Learn how to conduct proper due diligence when screening and selecting fund managers. III. Attitude-related: <ul style="list-style-type: none"> - Gain a life-long habit of inquiry and curiosity towards investment opportunities that motives one to start saving and investing early in life. - To experience investment decision-making under high levels of uncertainty and turbulence. - To reflect on one’s own investment philosophy and that of family members with a critical eye towards the brokerage industry’s usual incentives to give independent advice. 				
3	Content Session 1: Investing as a Process: Developing one’s own investment philosophy Session 2: What is a ‘Mutual Fund’? How does it work? Session 3: Exchange Traded Funds (ETFs) Session 4: Risk Adjusted Performance Measures. Pension Fund Management in a Low Interest Rate Environment. Asset Allocation Policies. Session 5: University Endowment and Foundations: The Outsourced Investment Office Session 6: Private Equity Investing in Emerging Markets				
4	Teaching Method This course will be taught using a variety of student-centred teaching methods, including case discussion, role-plays, excel spreadsheet modelling, self-learning exercises and short problem sets, mini-lectures on theory, written case analysis, and group oral presentations. These teaching methods are designed to enhance student learning and stimulate class discussions.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation A score below 50% on either the individual final exam assignment or for class participation constitutes a “fail” for the course.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor C. Lutolf-Carroll				
11	Further Details The aim of this course is to equip participants to better understand the global asset management industry. We will study the most important institutional equity investors: mutual funds, index funds, exchange traded funds (ETFs), pension funds, and limited partnerships (such as venture capital, private equity, and hedge funds), and university endowments. We shall seek to understand how these investors pursue their different investment philosophies in public and private equity markets.				

Electives 2015-2016

ENTREPRENEURSHIP

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses ENTREPRENEURSHIP		Attendance 18	Self-Study 66	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Upon completion of the course, participants can - Write a term sheet - Develop a business plan and make a due diligence of such a business plan - Evaluate the commercial potential of an entrepreneurial idea II. Skills-related: <ul style="list-style-type: none"> - Negotiate a term sheet - Prepare a Start-up - Think strategically about how to get started - Use design thinking methods to fine-tune your idea III. Attitude-related: <ul style="list-style-type: none"> - Upon Completion of the course, participants can - Understand what an entrepreneurial attitude is - Develop an attitude to work in interdisciplinary teams - Achieve the right attitude to negotiate deals with investors 				
3	Content Session 1: Innovative entrepreneurship Session 2: Identify Market Opportunities through Problem Solving Session 3: Idea protection, Value Chain and Value Network Analysis Session 4: Commercial Strategies for Start-ups and Business Plans Session 5: Sources of Finance, Valuation and Term Sheet components Session 6: Negotiation Game and Pitching				
4	Teaching Method The course includes a combination of teaching, in-class exercises and a final game. The teaching part of the course covers 15 hours (the first five modules), the interactive game part takes place in the last module of 3 hours. In the first five modules, teaching cases and design thinking exercises are used as complementary to the theoretical part. About one third of the time in these modules is devoted to case discussion and exercises, two thirds are spent on the transfer of new theoretical insights. Reading material is expected to be prepared before classes. You are expected to perform a due diligence of a business plan before the last session during which you will negotiate a term sheet. You will be assigned the role of venture capitalist, business angel or entrepreneur and prepare the due diligence in a team of two. During the game in the last module, you will have to match up with each other, negotiate and present the best deal.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation A score below 50% on either the exercise, the business plan or for class participation constitutes a "fail" for the course.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor B. Clarysse				
11	Further Details The course outline communicates the lecturer's intentions with regard to key aspects of the course, such as course objectives, learning outcomes, grading and assessment, course schedule and required literature. The course content should match the overall objectives and learning outcomes of the respective programme (International FT MBA, MBA/MFM Dual Degree, Executive MBA or Global Executive OneMBA). It allows students to establish what they will learn, what the session topics will be, how much time it will cost, what materials they should study, etc.				

INTERNATIONAL NEGOTIATIONS

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
84		3	3	–	One semester
1	Courses		Attendance	Self-Study	Group Size
	INTERNATIONAL NEGOTIATIONS		18	66	30
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - To acquire a negotiating framework to analyze and prepare a negotiation. This framework combined with practical lessons will help one conduct various types of negotiations - To understand specific challenges created by negotiations in an international context II. Skills-related: <ul style="list-style-type: none"> - To gain a greater self-awareness and control of one’s negotiating style and capabilities, building a platform for lifelong improvement of these capabilities III. Attitude-related: <ul style="list-style-type: none"> - To learn that good negotiations require one to “walk a mile in the other party’s shoes” and to practice active listening and speaking 				
3	Content Session 1: Rules of the game Session 2: Power-time-signaling Session 3: Stratagems and techniques Session 4: Team negotiations Session 5: Cross-cultural negotiations Session 6: Continuation of session 5 + Negotiation lessons learned				
4	Teaching Method This course is designed as a series of skill-building workshops. As such, your participation in class discussions and activities will be very important. Accordingly, 40% of your final grade will be based on your class participation. Learning new skills require continuous progress reviews, you will have to submit two papers focusing on the preparation phase of important negotiations; these papers will account for 60% of your grade (30% for the individual paper, 30% for the team paper.)				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation A score below 50% on either one of the papers or for class participation constitutes a “fail” for the course.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor P. Courtin				
11	Further Details We negotiate almost daily in both our job and our personal life. Indeed we are all instinctive and intuitive negotiators, but are we as effective as we can be? Based on individual, one on one and group exercises, this course will deepen our understanding of the negotiation concepts and process, and will enhance our ability to plan and conduct negotiations with special focus on the particular aspects of the international business context. Class activities will include class discussions and readings on negotiation concepts, methods and techniques. You will be negotiating with your classmates, variously on one-on-one and team role-play exercises. You will be expected to create, and submit a journal of your negotiations describing your situation analysis and game plan prior to two negotiation exercises (Harborco and Negotiating in China), and your self-critique of your negotiating process after each exercise.				

BRAND MANAGEMENT

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
84		3	3	–	One semester
1	Courses BRAND MANAGEMENT		Attendance 18	Self-Study 66	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Upon completion of the course, participants will acquire a deep understanding of the power of brands for customers and organizations - Participants will learn how to (better) position products or services, and how to understand customers and competitors better II. Skills-related: <ul style="list-style-type: none"> - Upon completion of the course, participants will have learned strategies for managing brands over time and for organic growth - Participants will understand how a firm’s current brand portfolio can be leveraged for growth ... - Participants will acquire effective tools for integrated brand communication III. Attitude-related: <ul style="list-style-type: none"> - Participants should be able to reflect on the way societal and technological trends are changing the field of marketing and brand management - Participants will be able to question a short-term approach to the measurement of management performance 				
3	Content Session 1: Introduction to Brands and Brand Management Session 2: Brand Strategy and Brand Architecture Session 3: Brand Positioning & Brand Equity Session 4: From Brand Strategy to the Marketing Mix & B2B Branding Advocacy Session 5: Brand Communication & Retail Branding Session 6: Luxury branding & Grand Finale				
4	Teaching Method This course endorses a practitioner focus and aims to introduce you to the issues faced by brand stewards and to provide a set of tools to manage them. Stressing this applied focus, the course makes extensive use of the case method. Each session will focus on a specific branding issue. The sessions will be a combination of case discussions (sometimes based on a case booklet, sometimes on a videocase, sometimes on both) and interactive lectures. The case discussions are designed to introduce and illustrate the complexities associated with the topic of the session. The lectures provide a series of frameworks and management tools, blending theory with practical examples and putting a special emphasis on input from your own experience, both as managers and customers.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation To pass the course, students will need to score a passing grade (50% score) for each of the grade components, except for class participation. The final grade will be a weighted (normed) average of the grade components.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor S. Puntoni				
11	Further Details Brands are the most valuable asset of many firms. Brands embody a firm’s strategy and drive its execution. They represent what a firm stands for and what it does. This course highlights the strategic implications of branding for organizations and delivers a set of tools for effective brand management. As such, this course is intended not only for students interested in branding and marketing, but also for those interested in consulting, entrepreneurship, and general management. The course is articulated around two levels of analysis. The first lectures establish the foundations for an understanding of branding by exploring what a brand is and the benefits of a strong brand for a firm’s competitive advantage. The following lectures discuss the key aspects of brand management: how to manage a brand portfolio, how to develop a brand positioning strategy, how brand equity should be assessed, and how to plan a brand communication strategy, with a special attention to new media platforms. The final session focuses on market-driving strategies using luxury branding as the context and also serves to tie together the concepts introduced during the course.				

COMPETITIVE STRATEGY AND GENERAL MANAGEMENT

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
84		3	3	–	One semester
1	Courses COMPETITIVE STRATEGY AND GENERAL MANAGEMENT		Attendance 18	Self-Study 66	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Upon completion of the course students will have further developed their understanding of strategy at the personal, business and broader level. - Upon completion of the course, students will have a deeper understanding of the competitive dynamics and the political economy of a variety of countries and companies. - Upon completion of the course, students will have a deeper appreciation of decision making and strategy formation in complex environments. II. Skills-related: <ul style="list-style-type: none"> - Upon completion of the course, students will have increased their skill in the area of strategic analysis, particularly at the company and country level. - Upon completion of the course, students will be able to analyse a country or Region with an appropriate level of insight into the historical, economic and political complexities of that country. III. Attitude-related: <ul style="list-style-type: none"> - Upon completion of the course, students will have developed a critical appreciation of the complexity and diversity of the global political economy. - Upon completion of the course, students will have enhanced their appetite to embrace global diversity, complexity of political economy and the nature of companies that are likely to have strategic impact. 				
3	Content Session 1: - Competitive Strategy and General Management - The World we Work and Live in (1) Session 2: - The World we Work and Live in (2) - Presentation and Discussion: Vodafone Session 3: - Breakaway Teams - Wrap up with Vodafone - Review of the Block and Project Brief Session 4: - Group Presentations Session 5: - Group Presentations Session 6: - Group Presentations Session 7: - Course Discussion and Review				
4	Teaching Method A mix of lectures, classroom discussions and student presentations will form the core of the learning programme. A workshop will be arranged in the first block of the elective with a major global multi-national in order to explore its history, strategy and strategic challenges and opportunities it faces. A group of senior executives will join us for presentations and discussions. In the second block, the primary form of learning will be to benefit from a series of syndicate presentations as outlined in the course outline. In addition to reading the required material, students are required to access and review the syndicate presentations on the project teams and encourage their own insights into the different projects and to ensure interactive classroom discussion.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation Students will be required to achieve a minimum of 50% in both of the elective components.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor N. Binedell				
11	Further Details The aim of this elective is to further develop your knowledge, interest and expertise in the area of competitive strategy and strategic leadership. The elective will build on your previous studies in the area of strategy, your business and other experiences and the material you have covered in the MBA programme should be a useful resource. The core of this elective is to further develop your understanding of the concept and practice of strategy and strategic leadership, both in developed and emerging economy environments and to further explore the complexities of the diversity of political economy and the link between that and the emergence of strong corporate businesses.				

CORPORATE GOVERNANCE

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses CORPORATE GOVERNANCE		Attendance 18	Self-Study 66	Group Size 35
2	<p>Objectives and Competencies</p> <p>I. Content- related:</p> <ul style="list-style-type: none"> - Upon completion of the course students will have explored the variety of ownership forms in modern economic organizations and have further developed their understanding of the role of ownership in those organizations. - Upon completion of the course students will have further developed their understanding of the costs and benefits of each form of ownership, as well as their understanding of how each form of ownership is related to specific corporate governance challenges that arise from it. - Upon completion of the course students will have explored the extant variety of corporate governance practices in contemporary enterprise organizations and have further developed their understanding of the ways in which these practices can be seen as a response to the specific challenges that different organizational and ownership forms are confronted with. <p>II. Skills-related:</p> <ul style="list-style-type: none"> - Upon completion of the course, students will have increased their skills in identifying which form of ownership would be most suitable for a specific type of enterprise organization. - Upon completion of the course, students will have increased their skills in identifying the specific corporate governance challenges that come with form of ownership and organization. - Upon completion of the course, students will have increased their skills in matching corporate governance practices with each form of ownership and organization. <p>III. Attitude-related:</p> <ul style="list-style-type: none"> - Upon completion of the course, students will have developed a critical attitude towards the ownership of enterprise organizations, and will be able to look beyond any given ownership assignment in order to explore which form of ownership may be most appropriate for a specific type of enterprise organization. - Upon completion of the course, students will have developed a critical attitude towards the corporate governance challenges of enterprise organizations, and will be able to look beyond those governance challenges we know from the context of publicly listed firms, in order to be able explore the specific governance challenges that a specific type of enterprise organization is confronted with. - Upon completion of the course, students will have developed a critical attitude towards the governance of enterprise organizations, and will be able to look beyond the most commonly implemented governance practices in order to explore which set of governance practices may be most appropriate for a specific type of enterprise organization. 				
3	<p>Content</p> <p>Session 1: The Versatility of capitalism: the ownership and governance of private enterprise organizations Session 2: The corporate governance of publicly listed firms: Owner-manager agency problems Session 3: The corporate governance of professional partnerships; securing human capital and remedying external agency costs Session 4: The corporate governance of family owned firms: A cost-benefit approach Session 5: Governance without ownership: Exploring unknown terrain Session 6: Corporate governance and stakeholders: discussion and wrap up</p>				
4	<p>Teaching Method</p> <p>This course will involve a combination of lecturing, (case) discussion, Q & A, and presentations of (take home or in-class) assignments. Typically, each session of this course will consist of the following activities:</p> <ol style="list-style-type: none"> 1. Introduction of each class (Main topics and agenda for the session. (Van Oosterhout: 10 minutes) 2. Discussion of case or newly introduced concepts and theories (All: 40-50 minutes). 3. Break: 10 minutes 4. Discussion of case or assignment (40-50 minutes) 5. Break: (10 minutes) 6. Lecturing (Van Oosterhout: Summary of main insights and take aways from session, max 30 minutes) 7. Wrap up (evaluation, preparation next week's class; 10-20 minutes) <p>There will be compulsory readings assigned for each class. These readings will need to be prepared before class. Please note that all case materials are compulsory readings! In order to facilitate high quality class discussions, I will regularly ask (designated) participants to explain the facts of a case or concepts from the literature. Please note that poor preparation will negatively affect your participation grade for the course. I am more than happy to refer interested students to any further readings or materials.</p>				
5	<p>Requirements</p> <p>-</p>				
6	<p>Examination Method</p> <p>tba</p>				
7	<p>Requirements of Creditation</p> <p>Please note that absence during classes or poor preparation for classes will negatively affect your participation grade. Persistent absence or poor preparation may even lead to you failing the course! The minimum score for the individual assignment necessary for passing this course is 50%.</p>				

Assessment of students during the course will take place on the basis of the following criteria:

1. Demonstrated knowledge and understanding of concepts and theory
2. Ability to apply concepts and theories in concrete cases
3. Creativity and originality of contributions
4. Ability to translate concepts, insights and empirical evidence into concrete recommendations.

8	Appearance (in other study programmes) -
9	Share in the average mark 3/90
10	Responsibility Professor H. van Oosterhout
11	<p>Further Details</p> <p>Corporate governance is about the ownership, decision-making and accountability practices through which private enterprise organizations develop and deploy their resources in order to create and appropriate value and secure a sustainable future. Within publicly listed firms, for example, executives make the bulk of everyday business decisions, while highly dispersed and therefore mostly uninvolved shareholders face their economic consequences. This makes the question how dispersed shareholders can assure that executives make decisions that serve their interests the most important corporate governance challenge for such firms.</p> <p>A striking fact about modern economic reality, however, is that there do not just exist publicly listed firms, but many different forms of enterprise organization, such as: (professional) partnerships, cooperatives, family firms, and non-profit organizations such as philanthropies, for example. Each of these organizational forms faces its own distinctive corporate governance challenges and will need to develop equally specific practices to meet these challenges.</p> <p>In this course, we will survey and discuss various forms of enterprise organization in order to unveil the specific corporate governance challenges that they face. Tapping into the varied professional experience of students in class, we will discuss diverse ways to meet these challenges. As modern capitalism is predicated on the private ownership of the means of production, we focus (but not exclusively) on the role of owners of these organizations.</p> <p>The ultimate goal of this course is to develop a strategic rather than legal understanding of corporate governance. In this strategic view, corporate governance is about the need to develop, implement, and continuously maintain the appropriate firm level rules of the game within which contemporary enterprise organizations create and deliver value to its stakeholders.</p>

INNOVATION MANAGEMENT

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses INNOVATION MANAGEMENT		Attendance 18	Self-Study 66	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Participants can sense disruptive ideas and innovations, and understand their implications for the organization - Participants can apply the business model canvas to their company - Participants can skillfully select and use appropriate market learning methods - Participants can set out an international innovation strategy for their company and assesses the organizational implications - Participants can craft an effective innovation processes for their company - Participants can effectively organize idea management to cultivate their companies' creative potential II. Skills-related: <ul style="list-style-type: none"> - Ability to develop new business models for your company - Ability to develop a project process dependent on the type of innovation - Ability to develop experiments based on uncertainties in project - Ability to spot opportunities for disruptive innovations III. Attitude-related: <ul style="list-style-type: none"> - Participants will realize that organizations need to innovate just keep where they are in the competitive landscape - Participants will gain a critical attitude towards business fads and popular methodologies to increase innovativeness of companies. 				
3	Content Session 1: Disruptive Innovation Session 2: Generating disruptive ideas Session 3: Selecting and Implementing Innovation Session 4: Innovation across borders Session 5: Responses to disruptive innovation Session 6: Project presentation				
4	Teaching Method The course presents theory on innovation processes and applies it to practical cases. It has four parts: <ol style="list-style-type: none"> 1. First module (three sessions). The innovation process, from idea generation to implementation. In this module, we discuss theory based on papers and teaching cases. 2. Group assignment. In preparation for the second module, participants develop a toolbox/method for the idea generation, selection or implementation phase of innovation management. 3. Second module. In the second module we combine presentations of these assignment with a guest speaker (most likely on the Liquid Gold case at Unilever - innovation in an international context). The combination of assignments and guest speaker will encourage group discussions on practice problems in innovation and application of theory. 4. After course work. Participants develop recommendations to improve the innovative performance of their company based on the toolbox they developed in the group assignment. Full time MBA students apply this assignment on a teaching case. 				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation A score below 50% on either one of the assignments or for class participation constitutes a "fail" for the course.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor van den Ende & Professor Tarakci				
11	Further Details Disruptive innovations have allowed firms of any size and maturity to enter into a new market and, in a very short time, to conquer it. While disruptive innovations seem to be a tremendous opportunity to beat the competition, they also represent an important threat to incumbents that do not understand and prepare against such threats. In fact, producing or responding to disruptive innovations remains a major challenge for many firms, since it requires breaking with the past while maintaining the current business healthy. In this course we use disruptive innovation to discuss the core elements of innovation management: innovation strategy, business model innovation, the process from idea generation to implementation, market learning, innovation project management and innovation in an international context. Consequently, this course will provide you the skills and knowledge to manage innovation, and in particular to sense disruptive ideas and innovations, to transform your organization to foster disruptive ideas from generation to execution, and to seize the opportunity to shape the business landscape.				

STRATEGIC LEADERSHIP OF FAMILY FIRMS

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses STRATEGIC LEADERSHIP OF FAMILY FIRMS		Attendance 18	Self-Study 66	Group Size 35
2	Objectives and Competencies I. Content- related: Upon completion of this course: <ul style="list-style-type: none"> - participants will be able to recognize and explain the differences in terms of strategic behavior between family and non-family firms. - participants will be able to analyze and comprehend the unique governance challenges facing family firms. - participants will be able to grasp and reproduce core concepts enabling the strategic analysis of family firms. II. Skills-related: Through the discussions and exercises of this course: <ul style="list-style-type: none"> - participants will be better equipped to avoid strategic pitfalls facing family firms after transitions. - participants will be better equipped to develop an ownership strategy that fits their family firms. - participants will acquire skills allowing them to become a better strategic advisor to family firms. - participants will further develop a strategic leadership style that fits the family firm environment. III. Attitude-related: By partaking in the overall experience of this course: <ul style="list-style-type: none"> - participants will become more emphatic and appreciative of the unique strategic challenges of family firms. - participants will become more heedful and reflective concerning their own style as family firm strategic leaders. - participants will be better equipped to relate their business experience to the specific demands of family firms. 				
3	Content Session 1: Introduction by Hans van Oosterhout Session 2: Assuring competent leadership; Succession in family firms by Hans van Oosterhout Session 3: Setting strategies for family firms; Post-succession strategy dynamics by Pursey Heugens Session 4: Entrepreneurship in family firms by Lotte Glaser Session 5: Internationalization of family firms by Pursey Heugens Session 6: Student Presentations (Pursey Heugens)				
4	Teaching Method Strategic Leadership of Family Firms takes place during two weekends in October and November and consists of six interactive three-hour sessions. Each of the first five sessions is dedicated to a specific challenge unique to family firms, and the sixth session will involve a group-based case analysis of a Dutch 'hidden champion', a family firm in an interesting and globally competitive market niche. The approach taken is a combination of readings, lectures, case analyses, class contribution, and a group project. You should be willing to participate and engage actively in order to extract the most value from the course. As a result, a portion of your grade will be made up of class contribution (participation). The format of classes will be that of active, engaged reading of the material followed by group discussion. Students are encouraged to bring their diversity of experiences, backgrounds, and interests to the class discussions. It will be assumed that students will read all required materials and will be prepared to contribute and discuss areas of interest. Classes will consist of both lectures and case studies that are based on real-life situations that have occurred with family firms.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation All elements of this evaluation scheme must be completed in order to pass the course. The minimum score for each individual element is 4.5 on a 10 point scale.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor P. Heugens, Professor H. van Oosterhout & Professor L. Glaser				
11	Further Details Family firms are the most ubiquitous organizational form in the global economy, yet their unique strategic challenges are poorly understood. In this course, you will acquire the necessary knowledge, skills, and attitudes to become a more effective strategic leader of family firms. Key takeaways will center on family firm entrepreneurship, leadership transitions, governance and ownership, strategic management, and competing in the international context.				

FINANCIAL ANALYSIS AND VALUATION

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses FINANCIAL ANALYSIS AND VALUATION		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - To understand the underlying principles and building blocks of financial statements - To become acquainted with financial reporting requirements and practices applied by global firms - To understand the limitations of International Financial Reporting Standards (IFRS) as a global accounting language - To appreciate the differences / similarities in the various valuation methodologies (Discounted Cash Flow , Residual Income Model and Valuation Multiples) II. Skills-related: <ul style="list-style-type: none"> - To apply the basic tools in analyzing financial statements - To become savvy in analyzing, interpreting and forecasting information in financial statements. - To become a knowledgeable communicator in financial reporting; the language of business - To obtain exposure to, and familiarity with, the financial statements of real companies - To interpret the communication between company and financial markets on financial performance, forecasts and valuation III. Attitude-related: <ul style="list-style-type: none"> - To critically review a firm’s key performance metrics within an industry context - To question financial reporting requirements and firms reporting practices - To appreciate the role of judgment in financial accounting and analysis 				
3	Content Session 1: Analyzing financial statements Session 2: Contrasting equity and enterprise value Session 3: Reviewing valuation methodologies Session 4: Estimating cost of capital and applying valuation models Session 5: Valuation in Financial Markets Session 6: Activism in Financial Markets Session 7: Analysis and valuation of banks				
4	Teaching Method Each session will involve the discussion and analysis of at least one case study. I will present a couple of short lectures based upon the assigned readings for the sessions or on other topical issues. Candidates are required to be fully prepared to actively contribute to the case study discussion and analysis. Class contribution consists of actively participating in the discussions by addressing the issues that the candidate has identified in pre-class preparation. Offering element of analysis regarding the case study, sharing experience related to the topic, industry, company or task in the case study, developing and building on the issues presented by others in class, asking questions for clarification, making decisions and supporting them, assisting other class members in understanding the issues in the case and the approach of addressing them. I will evaluate class contribution after each session.				
5	Requirements				
6	Examination Method tba				
7	Requirements of Creditation To pass the course, you will need to score at least a 5 for the take home exam.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor D. Jullens				
11	Further Details The course ‘Financial Analysis and Valuation’ takes the perspective of the user of financial statements (investment analyst, portfolio manager, investment banking analyst, business analyst) as she interprets financial reports, prepares forecasts and applies valuation techniques to derive equity value. We cover the intricacies of major valuation methodologies (Discounted Cash Flow, Residual Income Model and Valuation Multiples) as well as the concept of equity and enterprise value. Key is interpreting financial statements to forecast key value drivers such as earnings, cash flows and returns. The course will be focusing on listed companies in a financial market setting. It will have a strong practical emphasis and we will use case studies from different industries such as Retail (Tesco), Luxury (LVMH, Hermes), Autos (Tesla), Mining (Glencore and Xstrata) and Financial Services (Deutsche Bank).				

PRIVATE EQUITY

ID	Workload 84	Credits 3	Semester 3	Recurrence Frequency –	Duration One semester
1	Courses PRIVATE EQUITY		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Understand the different forms of private equity and objectives of private equity investors and what actions drive the returns generated on their investments - Understand the financial instruments used and the structuring of the financing of private equity investments - Understand how private equity funds are structured and how to measure private equity fund performance and select funds II. Skills-related: <ul style="list-style-type: none"> - Develop capabilities to value private equity investments - Develop skills to set up a meaningful debt structure in a LBO transaction - Develop skills to identify restructuring potentials in investments - Being able to perform PE financial analysis III. Attitude-related: <ul style="list-style-type: none"> - Learn how to interact with private equity investors and their advisors - Develop experience in defending your assumptions backing your strategic and financial analysis 				
3	Content Session 1: Introduction to the lectures and corporate valuation Session 2: Private equity and leveraged buyouts Session 3: Leveraged buyout (continued) Session 4: Venture capital investments Session 5: Guest lecture 3i on Growth Capital, Bastiaan Peer Session 6: Private Equity Fund Performance by Valery Capital, Thomas Maurel Session 7: Presentation on Group Research				
4	Teaching Method The lectures will be a combination of theory, cases to be solved and discussed in class and guest lectures from experts in the private equity industry. In the courses we will spend considerable time in developing excel based valuation models for evaluating private equity investments in target companies, hence students should bring their laptops along. The main purpose of the case studies is to develop the ability of the student to apply the textbook theories on valuation to real world situations and to strengthen the critical reasoning and decision making skills. Preparation time per lecture will be approximately 1-2 hours per lecture. During one of the guest lectures, students have to form groups and prepare a presentation related to a real life case study. Preparation time for this case study is around 8 hours per student.				
5	Requirements				
6	Examination Method				
7	Requirements of Creditation Minimum requirement at least score of 50% for group research and take home assignment.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor H. Haanappel				
11	Further Details The growth of private equity over the last two decades has been dramatic, to the point that the asset class has been both lauded as the savior and vilified as the cause of economic malaise. Over the past two decades, private equity - ranging from venture capital to buyouts - has come to play an increasingly important role in shaping our economy. The promise of private equity funds generating "above market" returns has attracted substantial investments from amongst others pension funds, insurance companies and wealthy individuals. Yet private equity organizations often operate in mysterious ways, with little public visibility. This course seeks to understand how private equity funds are structured, what type of companies they prefer to invest in, the valuation/financial models private equity investors employ for evaluation of target companies, sources of returns being generated by private equity funds and the performance of private equity funds versus alternative asset classes. The course starts with giving a basic introduction to private equity. Secondly, we explore how investments of private equity funds in target companies are evaluated, structured, and overseen. In this part we will primarily focus on valuation frameworks and models for analysing and evaluating venture capital- and leveraged buyout investments in target companies taking into account their typical characteristics. For example the staged investments and financing rounds for high growth target companies in venture capital and the typical funding structures and return drivers of leveraged buyouts. During the course, we will extensively employ excel based financial models for analysing the private equity investments in target companies. Finally we will discuss how private equity funds are raised and structured and the performance of private equity versus public equity.				

STRATEGIC FINANCE AND VALUE CREATION

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses STRATEGIC FINANCE AND VALUE CREATION		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Upon completion of the course, participants will be able to identify the key levers of corporate valuation. They will be able to recognize operating and financial problems in companies and outline strategies to create value. - Participants will be able to apply the principles of accounting, finance and economics to compute and estimate the value of companies. - Participants will be able to identify investment opportunities and construct efficient, value enhancing portfolios. - Participants will develop their Excel skills. II. Skills-related: <ul style="list-style-type: none"> - Participants will be able to appreciate the opportunities presented by restructuring balance sheets and spinning off divisions. - Participants will strengthen their analytical and negotiation and analytical skills through a case-based negotiation exercise. - Participants will enhance their communication skills, and their ability to persuade and convince others through debate. - Participants will build their problem solving skills. III. Attitude-related: <ul style="list-style-type: none"> - Participants will learn to manage their interactions in tense and frustrating negotiation exercises. - Participants will reflect upon the value of hard work. 				
3	Content Session 1: CUC are facing severe share price pressure as a consequence of their accounting treatment of marketing expenses. Although the SEC and the auditors appear to have no problem with CUC's approach, Stu Bell the CFO must decide how to respond. Session 2: An unsolicited offer is made for one of Magg Mining Equipment's subsidiaries at what appears to be a very low price. However, MME needs capital, market conditions are somewhat unfavourable and volatile and there is limited synergy between the business units. Is this an opportunity to re-focus the company into higher growth markets, or should the problems be addressed? Session 3: There is no case to prepare for this session, but there are readings. We will spend some time in class discussing investments styles (including the CAPM and beta), and we will construct an optimal fund using European data. Session 4: Metermatic is a small division in a large listed conglomerate and is exploring the opportunity of a management buy-out. The case examines the mechanics of a private equity deal, provides an opportunity to value a company and raises ethical issues around the appropriateness of MBOs. Session 5: Infinity Carpets is a failed MBO. There are operating problems, cash-flow problems and the management team are polarised. But, can it be successfully re-structured in such a way that all the parties benefit? Session 6: This is a negotiation simulation of an acquisition. TSE International are keen to acquire Yates Valves – but how much should they pay? (For this class you will be split into buyers and sellers and you will be required to negotiate a settlement.) Session 7: Marriott operates as a service company and an asset company. The CFO sees huge upside potential to split the company accordingly. This would have the effect of moving all the debt onto the balance sheet against the assets and freeing-up the services company to continue growth.				
4	Teaching Method This is a case based course. You are expected to be conversant with the case prior to coming to each session. This means you should have: <ul style="list-style-type: none"> - Read the case on your own - Analysed the case on your own – as far as possible - Met with your group to share your thoughts and to learn from each other. The cases vary in complexity and length. As a rough guideline, you should be spending at least one hour in preparation on your own and at least another hour in your group for each case. In some instances additional readings and notes are included in the reader. You are encouraged to read these, but your main focus should be on analysing the case itself. The best way to learn on this course is to thoroughly prepare every case.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation To pass this course, a minimum of 50% of all assignments should be passed with a positive grade.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor M. Ward				
11	Further Details This course builds upon the concepts covered in core courses and provides practical insight into strategy and corporate financial theory. The course is structured around several cases in various international settings. The theme of the course is around financial strategy for creating value.				

MULTINATIONAL BUSINESS FINANCE

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses MULTINATIONAL BUSINESS FINANCE		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Understand the principles of international taxation of multinational operations. - Learn how best approach the problem of managing exchange rate exposure in multinational companies. - Get acquainted with the concept and fundamentals of project finance. - Understand the mechanisms international companies use to manage their working capital requirements. II. Skills-related: <ul style="list-style-type: none"> - Develop the ability to value companies and investment projects across borders. - Question the advantages and disadvantages of different forms to hedge exchange rate exposure in different circumstances. - Learn when using a project finance type of scheme is more convenient than other forms of financing investment projects. III. Attitude-related: <ul style="list-style-type: none"> - Reflect on the tradeoffs and ethical aspects that managing international tax obligations often involve. - Appreciate why some companies decide to hedge exchange rate exposure while others do not and the rationale behind it. 				
3	Content Session 1: International Taxation Session 2: Exchange Rates and International Parity Conditions Session 3: Currency Derivatives: Forwards, futures and options Session 4: Exchange rate exposure-Economic Exposure Session 5: Working capital management in international operations Session 6: Cross-Border Valuation Session 7: Project Finance				
4	Teaching Method The course will use a combination of lectures and cases. The main purpose of the cases is to develop the ability of the student to apply the textbook theories to real-world situations and to strengthen critical reasoning and decision-making skills. It is expected that the students prepare in advance the readings and cases assigned for each session.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation To pass, a student must achieve an overall average of 50% but with a minimum of 40% on the individual final exam.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor M. Jenkins				
11	Further Details The main objective of the Multinational Business Finance course is to develop the students' knowledge about existing theories, specific problems and tools available to manage resources in the context of multinational companies, by definition companies with operations in several countries. All throughout the course the perspective will be fundamentally that of the firm itself.				

Electives 2015-2016

CRADLE-TO-CRADLE

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses CRADLE-TO-CRADLE		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Have an overview of the latest developments in theory and practice in Cradle to Cradle (C2C) & Circular Economy (CE). - Differentiate the Triple Bottom Line (TBL) paradigm and the Triple Top Line (TTL) paradigm. - Understand the Cradle to Cradle Material Assessment methodology and Resource Classification criteria. - Distinct Material Management in intended pathways for Biosphere or Technosphere (in f.e. Take Back Systems and Cascades Models). - Have sufficient understanding of C2C certification to decide whether the certification is relevant for certain product lines (or not!). - Distinct the use of C2C basic design principles and context specific principles. - Know the latest strategies and initiatives on Corporate Citizenship so you can decide what works for your company. II. Skills-related: <ul style="list-style-type: none"> - Analyse and evaluate within which paradigm (Triple Bottom Line or Triple Top Line) projects are being initiated or implemented. - Write a company or project vision to not only reduce negative externalities but also increase positive externalities (which leads to far more interesting business cases and PR/Sales/Marketing communication). - Construct a corporate or project roadmap and sub roadmap(s) with defined measurable TTL end goals and transitional sub goals. - Recognize project opportunities in eco-effectiveness and socio-effectiveness. III. Attitude-related: <ul style="list-style-type: none"> - Have experienced (through exercises and assignment) and reflected upon the difficulties in making the switch from the TBL to the TTL paradigm. - Have questioned project and/or company ambitions and expressed alternatives. - Have felt the joy of bringing in your existing knowledge and experience to work on measurable goals that are not 'less bad', but that add to a positive agenda. 				
3	Content Session 1: Introduction + C2C Thinking: Triple Top Line & Positive Contribution Session 2: C2C Fundament (Materials level) Session 3: Nutrient Management: Part 1 Biosphere (Materials level) Session 4: Nutrient Management: Part 2 Technosphere (Materials level) Session 5: C2C Vision, Ambitions, Goals and Roadmaps (Company Level) Session 6: C2C, the Society Side (Company level) Session 7: C2C communication and certification (Product and/or Company level) Session 8: C2C financing and investment (Project and/or Company level)				
4	Teaching Method Attending lectures/exercises/cases (8): 8 * 3 = 24 hours Work out 1 practical assignment: 1 * 40 = 40 hours Literature (preparation for class and/or to be used in your assignment): 20 hours Total 84 hours				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation <ul style="list-style-type: none"> - Attendance at no fewer than 6 (out of 8) sessions - Active participation in the sessions (discussion and exercises) - Sufficiently meeting the grading criteria for the individual practical assignment: minimum passing requirement is at least 50% of the criteria for the individual practical assignment 				
8	Appearance (in other study programmes) MBA and EMBA				
9	Share in the average mark 3/90				
10	Responsibility Professor D. den Held				
11	Further Details Do you want to learn how the Cradle to Cradle & Circular Economy approach can help you be more successful? Would you prefer to make a great business case out of contributing to society and the environment, rather than just postponing the damage a company has on the environment or on people? Then we welcome you to step into the Triple Top Line paradigm; the core of our theories and practice. You are happily invited to challenge us with a daring proposal for your individual practical assignment, tough questions in the (guest) lectures and bold ideas during the exercises. This elective is structured in such a way, that you can make the Triple Top Line work for your business.				

LEADERSHIP AND COMMUNICATION

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
84		3	3	–	One semester
1	Courses LEADERSHIP AND COMMUNICATION		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Participants will analyse diverse leadership communication styles, in order to identify ways that successful leaders use their character traits (beyond charisma) as communicative tools. In other words, they will acquire a gallery of leadership communication models. - Networking, a key component of a successful career, will be viewed through the lense of a strategic campaign based on use of media. - Participants will apply basic components of storytelling to the framing of strategic vision. In other words, they will learn to redefine objectives as narratives. II. Skills-related: <ul style="list-style-type: none"> - Story-based Inquiry: Participants will learn an integrated method for conceiving, researching, structuring and presenting ideas or proposals. Originally designed for investigative journalists (UNESCO 2011), story-based inquiry has been taught to and successfully used by thousands of manager in multinational firms. The method will be applied to participants' own projects and presentations during the course. - Participants will deliver a presentation or strategic narrative modeled on a project pitch. They will also learn to positively critique each others' pitches. - Participants will understand the appropriate uses of a wide variety of media, and how to use them. - Participants will gain insight into how best to use their own personalities to reinforce their communication. III. Attitude-related: <ul style="list-style-type: none"> - Personal obstacles or objections to networking strategies will be resolved. - Participants will gain clarity and confidence in expression. - Communication will be understood as a central leadership activity and skill, rather than a mere support function for leadership action. 				
3	Content Session 1: Leadership as communication Session 2: Communicating with stakeholders Session 3: Networking as a communication strategy Session 4: A Method for Storytelling Session 5: First run: Peer-testing proposals Session 6: Sharpening the proposal Session 7: The Story is in You				
4	Teaching Method Attending lectures (7): $7 * 3 = 21$ hours Preparation of proposals and presentations: $5 * 8 = 40$ hours Preparation of case studies: $6 * 2.5 = 15$ hours Project Presentation = 8 hours Total = 84 hours				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation Minimum requirement for Network Strategy: You must imagine a plausible and viable first step on your path; and you must be able to state it to others. Minimum requirement for Vision Statement: The statement must be internally coherent. "Strategic importance" means that the goal defines your success as a leader. Minimum requirement for Project Proposal: The presentation will be composed and delivered. The grade for the group is the grade for each member of the group.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor M. Hunter				
11	Further Details Communication is more than a supporting service to leadership: It is the core of what leaders do. Through their stories, leaders tell their organizations and stakeholders what to believe and what to expect, and how to make it real. Moreover, leaders now face a new media environment, in which authenticity and transparency are rising values. They must be sure of the stories they tell, and sure of the reasons that people will have to believe them.				

LEADERSHIP: ORGANIZATIONAL EVOLUTION AND CRISIS (ONLINE)

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
84		3	3	–	One semester
1	Courses LEADERSHIP: ORGANIZATIONAL EVOLUTION AND CRISIS (ONLINE)		Attendance 9	Self-Study 75	Group Size 20
2	Objectives and Competencies I. Content-related: <ul style="list-style-type: none"> - Upon completion of this course, participants should be able to recognize situations when, as leaders, they should be on alert that their leadership styles may need to change. - Upon completion of this course, participants should be able to match leadership styles to different contexts. - Upon completion of this course, participants should understand the changing motivations of employees in different situations. Topics include psychological contracts, organizational culture and emotional intelligence (EQ). II. Skills-related: <ul style="list-style-type: none"> - Upon completion of this course, participants should be able to better differentiate between different context/environments in which they lead. - Upon completion of this course, participants should be able to better predict the motivations of employees in multiple situations. III. Attitude-related: <ul style="list-style-type: none"> - Upon completion of this course, participants will know specifics about their own attitude with respect to readiness to change. - Upon completion of this course, participants should question the application of specific leadership styles simply because they have worked in the past. 				
3	Content Session 1: Introduction to course, Psychological contracts, Organizational culture Session 2: Organizational Commitment and Engagement, Discretionary Effort Session 3: Organizational Growth: Organic and M&As Session 4: Individual Readiness for Change Session 5: Leadership in Crisis Session 6: Wrap-up				
4	Teaching Method This course will be a “blended” face-to-face and online elective. Specifically, the first session, will be a 3-hour face-to-face classroom session. This first session will, primarily, be an introduction to the course content but it will also include an introduction to the online process to be used for the remainder of the course. There will be five online sessions that will be the equivalent of the standard 3-hour face-to-face classroom sessions. The online sessions will be split as into two parts each week: 1.5 hours live, synchronous learning via Adobe Connect and 1.5 hours asynchronous learning via threads and discussions through Canvas/BB.				
5	Requirements -				
6	Examination Method Tba				
7	Requirements of Creditation A score below 50% on either the cases, the summaries, the personal reflection or for class participation constitutes a “fail” for the course.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor B. Collins				
11	Further Details This course will be a “blended” face-to-face and online elective focusing on the leadership challenges posed by organizational changes that are slow extended evolutionary-like progressions as well as those more acute crisis situations. These two types of changes require successful leaders to be aware of the slow but steady changes that require adjustments and fine-tuning as well as a sense of urgency that leads to increased work-related effort in the short term while creating a healthy organization in the long term.				

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discussed. Systems and complexity are considered in the context of the decision-making environment, and the knowledge organization of the future is explored.

The course material is presented through lecture sessions, presentations, group work and discussion and class dialogue. There is a team assignment, with the opportunity for teams to present their work in class. The final exam is take home (open book).

NEGOTIATIONS & CONFLICT MANAGEMENT

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses NEGOTIATIONS & CONFLICT MANAGEMENT		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Participants will develop an understanding of the principles of effective conflict management and negotiation, and of the different conflict handling/negotiation styles and their greater and lesser effectiveness. II. Skills-related: <ul style="list-style-type: none"> - Participants will learn to better handle and solve conflicts and disagreements as well as to more productively negotiate. III. Attitude-related: <ul style="list-style-type: none"> - Participants will learn to take a problem-solving approach to conflict and negotiation with respect for both the own and the other party's interests 				
3	Content Session 1: Kick-off – course outline Conflict types Your conflict experience Session 2: Dual concern perspective on conflict management Conflict handling styles – your conflict handling style Mary Griffin case Ramesh Patel case Session 3: Diagnosis of own experience Session 4: Negotiation perspective on conflict management Negotiation styles Distributive and integrative negotiation Session 5: Michael Fernandes Case Jamie Turner case Dissent perspective on conflict management Session 6: Cross-cultural negotiation Multi-party negotiation Third party mediation Session 7: Your action plan				
4	Teaching Method The course incorporates a variety of teaching methods including lectures, team work, in-class negotiations, and cases.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation Minimum requirement for passing is a passing grade on the assignment.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor D. van Knippenberg				
11	Further Details We explore the causes, types, and consequences of conflict from the perspective of how to manage conflict – how to prevent or de-escalate conflict where necessary, and how to channel it in constructive ways to realize its potential benefits for problem-solving, decision-making, and creativity and innovation. At the core of this analysis lies a negotiation perspective – the idea that the most productive way to solve conflict typically is the same as the most productive way to engage with negotiation: a problem-solving approach atuned to both parties' interests.				

SUSTAINABLE SUPPLY CHAIN MANAGEMENT					
ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses SUSTAINABLE SUPPLY CHAIN MANAGEMENT		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Upon completion of the course, participants will get familiar with the challenges that the companies face in their effort to develop supply chain strategies and how to use these challenges to their benefit. - The students will be able to identify their key stakeholders and the risks/profits that can arise from their interaction with them. II. Skills-related: <ul style="list-style-type: none"> - Upon completion of the course, participants will be able to evaluate alternative sustainable strategies in order to identify the ones that will fit more to their supply chains. - The students will be able to learn how they can help their supply chain adapt to a changing environment (for example demand turbulences or changes in the global arena). - The student will know how to set up corporate social responsibilities strategies like partnerships between humanitarian organizations and commercial supply chains. III. Attitude-related: <ul style="list-style-type: none"> - Upon completion of the course, participants will relate with the managers of companies that faced scrutiny in their effort to operate global supply chains. - The students will be able to relate with the managers of humanitarian organizations that operate complex supply chains. 				
3	Content Session 1: Introduction in sustainable supply chain management Session 2: Decision tools for risk management & BP case study Session 3: Environmental sustainability in supply chains & Regulations and profitability Session 4: Reverse logistics & Introduction to humanitarian logistics Session 5: Crisis management and relief operations, Preparedness & Partnerships Session 6: Case studies: Analyses and discussion & Presentations Session 7: Presentations				
4	Teaching Method In this course a variety of learning and teaching methods will be employed. At the beginning of each part lectures will be given. Each lecture will be accompanied by a case study or/and simulation to facilitate the learning. More specifically, the BP case study will be handled through a simulation and group work. The case studies on humanitarian logistics will also be handled through group work. Depending on the number of students group work will be presented at the end of the lectures and students will also work on an individual assignment.				
5	Requirements				
6	Examination Method tba				
7	Requirements of Creditation A score below 50% on either the presentation, assignment or for class participation constitutes a “fail” for the course.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor M. Besiou				
11	Further Details Nowadays sustainability in the supply chain management is regarded by more and more companies as a topic that can contribute to their long-term profitability, reduce their risks and at the same time limit the pressure that they face from governmental institutions, non-governmental organizations (NGOs) and society.				

THE ENTREPRENEURIAL LAB

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses THE ENTREPRENEURIAL LAB		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Define and assess the elements of new business models and recognize how these elements interrelate to each other. - Identify major assumptions in their startup’s business model II. Skills-related: <ul style="list-style-type: none"> - Translate assumptions in their startup’s business model in measurable hypotheses, test them, and change the business model accordingly - Communicate and effectively interact with others to discover and develop a viable startup business model; - Present and discuss their business progress in class III. Attitude-related: <ul style="list-style-type: none"> - Empathize with potential customers - Experience how a startup is actually developed - Reflect on the lessons learned from their venture adventure - Relate to real-life entrepreneurs 				
3	Content Session 1: Introduction to Customer Development and Business Models Session 2: Testing Value Proposition and Customer Segment Session 3: The channel and Customer relationships Session 4: The revenue model and partners & Investment game round I Session 5: Key resources and key activities Session 6: Fund raising Session 7: Final business presentations of “lessons learned” in front of alumnus/expert panel				
4	Teaching Method <u>Class setup</u> This course has a “double-flipped” design. Before each class the teams will have access to a range of self-study materials (book chapters, assignments, videos, blogs, etc.) that will stimulate and guide each team’s startup process. As a result, the classes themselves are not characterized as “classic” lectures. Instead, the classes are workshops to present your weekly actions and progress (graded), to discuss the course materials and assignments, to continue your teamwork, to set your team’s goals for the week to come, and to get feedback from peers and the lecturers, who can best be characterized as coaches. Furthermore, during some classes we will have a guest speaker to inspire you and to ask for feedback on your startup. After each class, the teams can independently continue their team process. Given the iterative nature of the startup process, teams are likely to regularly refer back to the materials for past classes. In the final class each team will give a presentation of their lessons learned. <u>Team formation and idea generation</u> We urge you to think about your team composition (four students per team) and potential attractive business opportunities well before the start of the course. If you are already working on a serious start-up idea yourself, then you can use the course to work on it (provided that you are able convince three course participants to join your team for this course). The first day of the course teams are already formed and they have one or more ideas to work with for the rest of the course. During the first class one idea will be chosen. <u>Time Allocation</u> This 3 ECTS course represents a workload of 84 hours. Given its experiential nature, this is an intense course that requires your full dedication. Please find below a suggested allocation of the available amount of time to successfully achieve the learning goals for this course. <ul style="list-style-type: none"> • Seven lectures/workshops: 3 hours per week, 21 hours in total. • First 11 weeks: approximately 5 hours per week, 54 hours in total: actively co-create with your team members your business model search process. Read, assess, and apply the readings and the action-oriented assignments before and after each class. Write and update your progress through your blog. Amongst others this includes preparing for each class (a short progress presentation) and processing and extending each of the in-class workshops. • The final week: (a) prepare and rehearse your team’s final presentation: 3 hours; (b) complete your team’s business model search process and develop your team’s final report: 6 hours. 				
5	Requirements -				
6	Examination Method 1. Weekly blogs (40% of the final course grade) 2. Final report (40% of the final course grade) 3. Final business plan presentation (20% of the final course grade)				
7	Requirements of Creditation You will fail the course if: <ul style="list-style-type: none"> - You do not submit all the assignments, such as the weekly blogs. Furthermore, at the end of the first week of the course, each team should submit through blackboard a signed team contract (pass/fail). Detailed instructions for developing the team contract will be made available on blackboard. 				

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- You never update your weekly progress.
- There are clear evidences that you did not engage in 'getting out of the building' activities (such as interacting with potential customers, suppliers, experts and partners). In essence, if you build your business by only talking to your lecturers and your peers in class, you will fail the course.
- Your overall grade is lower than 5.5

8	Appearance (in other study programmes) -
9	Share in the average mark 3/90
10	Responsibility Professor L. Berchicci and F. Jaspers
11	Further Details If you want to know more about developing a business model for a startup and/or setting up your own venture, the Entrepreneurial Lab course is for you. Within an intense and hand-on experiential approach, the Entrepreneurial Lab course allows you exploring a business opportunity with your team and testing its potential value.

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ENHANCING CREATIVITY

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses ENHANCING CREATIVITY		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Identify current theoretical and applied models of creativity. - Understand how creativity is related to innovation. II. Skills-related: <ul style="list-style-type: none"> - Ability to “think outside the box” by making novel connections between different concepts, ideas and things. - Ability to brainstorm effectively and “think on your feet”. - Ability to apply creativity to tackle both business and societal issues and challenges. - Ability to apply creativity techniques to develop innovative marketing solutions (e.g., new product development, promotional efforts, etc.). - Ability to utilize several exercises to enhance creativity. III. Attitude-related: <ul style="list-style-type: none"> - Recognise how creativity and innovation benefits both society and business. - Value “right brain” intuitive and holistic thinking as a complement to more analytical “left brain” thinking. - Recognize how developing the “creative muscle” can lead to business innovation in multiple domains. - Recognize that enhanced creativity can positively impact “ the bottom line”. - Enjoy the creative process and recognize the value of fun and laughter. 				
3	Content Session 1: Introduction, Course Philosophy, Definition of Creativity, Divergent and Convergent Thinking Session 2: The Four Ps, Theories and Models of Creativity, The Creative Process Session 3: Problem Definition, Humor and Insight, Barriers to Creativity Session 4: Barriers to Creativity (cont.), Individual Creativity Session 5: Team Creativity, Organizational Creativity Session 6: Application: Applying Creativity to Marketing, Design Thinking/Design Doing Session 7: Moving from Creativity to Innovation, Project Presentations, Class Debrief				
4	Teaching Method This course will consist of discussions, case analyses and group and individual exercises. You will be asked to perform in front of the class. There will also be some, but not many, lectures. Please note that we will be doing some different activities in this class. I will be embracing numbers 4 and 5 above, especially in the activities and assignments. If you are looking for a course in which you can sit back and absorb information, this is not it. Please be prepared for some activities to make you feel smart, feel stupid, laugh, roll your eyes and hopefully learn, possibly all in the same class.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation In order to pass the class you must <ul style="list-style-type: none"> - • Have no more than two (2) excused absences. - • Come to class having read the material. - • Participate in the in class activities. - • Earn 600 assignment points 				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor A. Aylesworth				
11	Further Details This class will focus on the nature of creativity and the creative process. Creativity is a skill that everyone has the potential to develop, but it takes practice and commitment to do so. It is also a skill that transcends traditional disciplinary boundaries. So, while this is a marketing class and many examples, activities and exercises will be drawn from the marketing domain, we will also go beyond marketing and discuss creativity in other topic areas, both within and outside the business world. We will discuss several definitions and theories of creativity, and apply these theories to enhance your own creativity. Several techniques will help you to recognize and remove barriers to creative thinking. We will apply these techniques to develop creative approaches to business and marketing cases and your own business and academic problems. The focus of this class is individual creativity. However, we will also discuss the pros and cons of team creativity, apply techniques to enhance team creativity and discuss how individual creativity relates to team and organizational creativity. The single overriding guiding principle of this class is: You are creative.				

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Everyone is creative. Creativity is a muscle, and everyone owns that muscle. But, like any muscle, it must be exercised, or it atrophies. The more you exercise it, the stronger it gets. In this class we will exercise your creativity muscle.

Some additional principles are:

1. Have fun. It is important that you approach every class period and assignment with this objective. "Fun" is an essential, if not the essential aspect of creativity.
2. We are all in this together. Be supportive.
3. Trust is a key component of creativity and learning to be creative.
4. Take risks. Try new things. Some won't work (see #2 and 3). Keep what does work, throw out what doesn't. Learn from both.
5. Don't be afraid to fail. If you never fail, you are not trying hard enough.
6. Have faith in yourself and your ideas.
7. These principles apply to the students and the instructor.

E-MARKETING

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses E-MARKETING		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Upon completion of this course, participants will recognize what E-Marketing opportunities might exist in their organizations. - Participants will be able to employ principles of successful E-Marketing initiatives in designing and deploying E-marketing initiatives in their organizations. - You will be able to clearly and succinctly define what E-marketing is, and more importantly, what it is not – that is, separate fiction from fact, and in doing so, help create lasting value for the organizations in which you work. II. Skills-related: <ul style="list-style-type: none"> - Participants will be able to construct successful E-marketing initiatives that take advantage of gaps and opportunities in the marketplace. - You will be able to plan a phased E-marketing strategy, and measure its success over time. - Participants will be able to evaluate, measure and understand various E-marketing initiatives, current and emergent, that might apply to their organizations. III. Attitude-related: <ul style="list-style-type: none"> - You will develop in-depth knowledge of E-marketing, and be able to relate it to non-electronic marketing strategies. - You will have a nuanced understanding, and critical perspective of the role of E-marketing in the organization. - You will possess a contemporary vocabulary and toolkit that will allow organizations to successfully implement E-marketing initiatives. 				
3	Content Session 1: E-Marketing in 2015 Session 2: Omnichannel Marketing Session 3: Disintermediation and Disruption Session 4: Understanding Big Data and Security Session 5: Search Engine Marketing (SEM) & AB Testing Session 6: Developing Integrated E-Marketing Strategies Session 7: Group Presentations				
4	Teaching Method This course relies primarily on cases and case analysis, supplemented with in-depth lecture/discussions. We will discuss at least one case per class. I subscribe to the adage “Don’t tell someone something they can read for themselves.” As such, there are no specific assignment questions for each class. I expect that by now, you are very adept at determining class requirements. I also expect that you have significant experience with the web and with social media. Unlike most of your professors, you grew up in a world where the Internet always existed. My hope is that the cases will provide you the opportunity to crystallize and synthesize the knowledge you already have; but more importantly, to extend it to an enterprise environment; and to use it in creating and exploiting new marketing opportunities.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation In order to pass this course you need to have earned a grade of at least 50% in each of the individual assignments and obtain a final grade of at least 50% overall.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor M. Parent				
11	Further Details This course explores the problems posed by, and concomitant opportunities afforded by online technologies to marketing managers. We will explore a number of contemporary topics that are relevant to marketers trying to understand and integrate Internet-based initiatives into their marketing strategies. The basic premise of the course is that e-marketing forms part of, and may sometimes (but rarely) be the total extent of a company’s marketing efforts. As such, it is not only important to understand what opportunities exist, but more importantly, how they fit into a marketing strategy. In 2015, this means moving beyond considering the various engagement channels individually, to looking at them in an integrative fashion.				

GO TO MARKET AND CHANNEL STRATEGY

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses GO TO MARKET AND CHANNEL STRATEGY		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Upon completion of the course, participants can ... - understand channel main actors' functions and activities, such as some of the key models of shopping behavior and insights. - ... plan, manage and control the distribution channels and the salesforce activities, - ...understand the new challenges of channel management, such as private labels and multichannel strategies. II. Skills-related: <ul style="list-style-type: none"> - ...analyze distribution systems and retail needs. - ...understand how to get the relevance of different channels or group of intermediate customers. - ...be aware of main systems for managing the manufacturer-distributor relationships in its different dimensions (economic vs social, competitive vs. collaborative). - ...plan how to face the new challenges of national brands in terms of channel management. III. Attitude-related: <ul style="list-style-type: none"> - ...experience the fast changing negotiation power of distributors and brands. - ...feel the level of conflicts and competition in vertical relationships and how to manage it. - ...motivating and supporting dealers, distributors and salespeople. 				
3	Content Session 1: Channel and Retail Management: Players and Trends. Major challenges facing manufacturers (brands) and distributors (channels). Session 2: Channel and Retail Management: Players and Trends (ctd). Consumers' and shoppers' buying process and analysis Session 3: Channel relationships: Multidimensional Links. The economic and social dimension of channel relationships Session 4: Channel management: Contrasting Different Approaches. The three main stages of the evolution of the channel management approaches Session 5: Channel Management: Contrasting Different Approaches (ctd). Trade Marketing. Channel Partnership Session 6: Channel and Sales Management Session 7: New frontiers of Brand and Channel Management: Private labels and Multichannel management				
4	Teaching Method During the course the teacher will use traditional lessons and lectures to discuss about the main concepts and models; business cases, exercises and incidents will be used to implement and 'actively' learn the concepts and the managerial models.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation For the two cases, the class participation, and the individual final exam 50% needs to be obtained in order for successful passing (no limits for the two in class exercises).				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor S. Castaldo				
11	Further Details The course is aimed to develop a specific knowledge about the retailing and channel main trends and issues. The distribution channel is considered not only a tool to reach the final markets but also a new way for brand positioning and developing brand equity. During the first sessions of the course students will become familiar with the different actors, activities, and distribution functions and they will learn to assess the related benefits and costs. In the following sessions managerial models aimed at selecting an optimal distribution channel structure are discussed in detail, as well as channel and omni-channel management issues.				

NEUROMARKETING AND CONSUMER BEHAVIOUR

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses NEUROMARKETING AND CONSUMER BEHAVIOUR		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Participants will explore and analyze the application of the human sciences (anthropology, psychology, behavioural economics) in Marketing - Participants will understand the key emotional and psychological drivers of consumption - Participants will evaluate numerous case examples of theory implementation in current markets II. Skills-related: <ul style="list-style-type: none"> - Participants will analyze specific techniques of influence in a commercial and organizational and personal setting - Participants will be able to plan how to use these techniques when seeking to influence other people's behaviour - Participants will learn aspects of non-verbal communication III. Attitude-related: <ul style="list-style-type: none"> - Participants will be called upon to examine their own behavior and evaluate their own capabilities - Participants will be called upon to question their existing knowledge and paradigms of why we consume - Participants will be asked to reflect upon their "knowledge" of human behavior and its implications within an organization 				
3	Content Session 1: The Brain and the Mind Session 2: Inside the mind of your customer Session 3: Why we shop and why we buy Session 4: Hearing and the special role of music Session 5: Techniques of Influence Session 6: An Introduction to Body Language and Summary Session 7: Group presentations / Class project				
4	Teaching Method <ul style="list-style-type: none"> - Lectures - Discussions - Video Presentations - Group assignments 				
5	Requirements -				
6	Examination Method -				
7	Requirements of Creditation In order to pass this course a student needs to score a C on all three deliverables.				
8	Appearance (in other study programmes) MBA and EMBA				
9	Share in the average mark 3/90				
10	Responsibility Professor B. Carney				
11	Further Details To provide students with an insight into the uses and practice of the behavioral sciences principally in marketing, but with reference to other areas of application as well. Over the last decade, enormous strides have been made in research into how we think, and some of this thinking has yet to make its way into mainstream management thinking and application. Soft skills, or the management of the human element in organizations remains critical to success, but is often a neglected element of business strategy.				

CONSULTING

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses CONSULTING		Attendance 21	Self-Study 63	Group Size 40
2	<p>Objectives and Competencies</p> <p>I. Content- related:</p> <ul style="list-style-type: none"> - Obtain an understanding of how leading consulting companies operate and be exposed to some leading consulting frameworks that are currently being used by consulting houses to assist companies to create shareholder value for their clients - Apply consulting shareholder value theory to company and industry case studies to develop and improve your knowledge about how to create shareholder value for your clients - Understand the role that consultants play in helping organizations achieve their strategic goals - Review other selected theories used by consultants and learn how to apply these theories to transform organisations. - Discuss and review the structures and organisational models of consulting houses and evaluate their go-to-market business and delivery models - Review the Adizes Corporate Lifecycle Model and understand how that influences the ability of consultants to advise their clients <p>II. Skills-related:</p> <ul style="list-style-type: none"> - Analyse the components and personal attributes that enable a consultant to become a senior trusted advisor. Thereafter unpack and differentiate the practice that will personally enable you to become a trusted advisor and build a successful career. - Evaluate and analyze the factors that determine how consulting companies are measured and grow, and what are the factors that create value for their individual partners of the firm. - Discuss and argue the current merits of the consulting frameworks through the lenses of the required readings, in class case studies and examples discussed <p>III. Attitude-related:</p> <ul style="list-style-type: none"> - Experience a live consulting case study which includes preparing a RFP response pitch for work against potential consulting competitors - Reflect on your own personal abilities and compare these to the attributes required to become a successful consultant. - Reflect on the KPI's (sourced from leading consulting companies) that consultants are measured upon and apply that to your own personal profile and determine whether you have the relevant and necessary attitude and skills to be a successful consultant. 				
3	<p>Content</p> <p>Session 1:</p> <ol style="list-style-type: none"> 1. Course Introduction and expectations setting 2. The Nature of Business and the business cycle 3. The concept of creating shareholder value through consultants 4. Getting to grips with Business Value Chains 5. What do clients expect, and why use consultants! 6. The Role of consultants in the current economic cycle 7. Introduction to the consulting market and key players 8. Gain a deeper understanding of certain key consulting matrix structures used in practice to create value 9. Industry Revolution – adopting a client led go to market strategy 10. Competency led approach 11. The Future of Consulting Services 12. IP and Knowledge Management. <p>Session 2:</p> <ol style="list-style-type: none"> 1. Building Long term relationships between Consultant and Client 2. How to win business and grow market share 3. Creating value through exceptional client relationships 4. Understanding the C-Suite (clients) 5. Brand vs. practitioner eminence? 6. Knowledge management as a core competency and key differentiator <p>Session 3:</p> <ol style="list-style-type: none"> 1. Critical principles for managing and obtaining key talent 2. Talent “networks of excellence” 3. Personal consulting attributes required to make you a successful consultant 4. Why consultants fail 5. Example of consulting attributes that you will be measured on as a consultant 6. The use of Strategy Consulting to unlock shareholder value 7. Strategic Hypothesis Development 8. Strategic / Transformation Reengineering 				

	<p>Session 4:</p> <ol style="list-style-type: none"> 1. Consultants as agents of change in an organization 2. Resistance to consultants and consulting interventions <p>Session 5:</p> <ol style="list-style-type: none"> 1. Consulting company “lifecycles” 2. Practice economics 3. Consulting strategies for a downturn economy <p>Session 6 & 7:</p> <ol style="list-style-type: none"> 1. Hypothesis Consulting 2. Driving strategy through analytics, research and insight 3. Storyboarding 4. Creating a proposal 5. Group Case studies
4	<p>Teaching Method</p> <p>Students will be required to study and individually prepare from the prescribed readings for each lecture session, before each session commences.</p> <p>Students will also work in groups during the performance of a simulated RFP case study exercise.</p> <p>Students will also be required to work individually by submitting an individual position paper at the end of the course.</p>
5	<p>Requirements</p> <p>-</p>
6	<p>Examination Method</p> <p>tba</p>
7	<p>Requirements of Creditation</p> <p>Passing grade is 50 percent for the group presentation, 80 percent for the class participation and 40 percent for the individual hand in paper.</p>
8	<p>Appearance (in other study programmes)</p> <p>-</p>
9	<p>Share in the average mark</p> <p>3/90</p>
10	<p>Responsibility</p> <p>Professor R. George</p>
11	<p>Further Details</p> <p>The Role of the consultant is to add value to organizations, the consulting houses they work for and to themselves. Organizations are often good at operational execution of their corporate mandate but lack the capability to develop sound strategies to guide them to success. In other instances, corporate leaders of companies have a good understanding of what needs to be done but lack the expertise, experience, toolsets and methodologies to execute their strategic plans effectively. In-house capacity within organisations usually does not exist at the level and scale needed to complete the complex tasks at hand. Given the current economical context that companies find themselves in, there is also not much free time to look at how the competitor landscape is evolving and what the latest industry trends are that could guide the organisation to improving shareholder value. Consulting houses can and often do play a pivotal role in assisting corporations to close this gap and they form a key part in the economic corporate value creation cycle.</p> <p>Consulting houses also provide employment and professional growth for talented and skilled university graduates, often MBA students. They are afforded the opportunity to join these consulting houses to further their development and enable them to practice the theories that they have learnt whilst at business school. Consulting houses provide a real time learning experience for future leaders, allowing them to cross the “knowledge Implementation Frontier” which is a critical part of the successful functioning of any leader.</p>

CORPORATE SOCIAL RESPONSIBILITY

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses CORPORATE SOCIAL RESPONSIBILITY		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Upon completion of the course, participants can employ the tools provided to analyze CSR programs/strategies - Upon completion of the course, participants can recognize good CSR practice - Upon completion of the course, participants can review community investment programs/strategies II. Skills-related: <ul style="list-style-type: none"> - Upon completion of the course, participants can evaluate company CSR programs against international best practice - Upon completion of the course, participants can create an effective CSR program - Upon completion of the course, participants can set up and manage a stakeholder engagement program - Upon completion of the course, participants can assess and design effective community investment initiatives III. Attitude-related: <ul style="list-style-type: none"> - Upon completion of the course, participants can relate to stakeholder concerns about corporate behaviour - Upon completion of the course, participants can reflect on supply chain practices in a globalized economy 				
3	Content Session 1: CSR Guidance and Standards Session 2: Assessing CSR Performance Session 3: Stakeholder Engagement Session 4: Environmental Risk Session 5: Labor Risk Session 6: Community Investment Session 7: CSR Reporting				
4	Teaching Method This is a practical course, so we will be using international standards and guidance on CSR for analysis and strategic development. Participants will need to assess CSR reports and design CSR programs on the basis of these standards/guidance documents. We will also use case studies that take a global approach (focusing particularly on Asia and supply chain risk) to the issues covered. Some specific tools will be introduced and utilized. Teaching methods include a mix of lectures, group work, individual and team assignments, case studies and simulations.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation In addition to the attendance rules in the student manual, in order to pass this course a student needs to score a minimum of 50% on the final grade as well as 50% on the final individual exam.				
8	Appearance (in other study programmes) MBA and EMBA				
9	Share in the average mark 3/90				
10	Responsibility Professor S. Frost				
11	Further Details Even when managers accept the necessity of responsibly managing social and environmental performance, they often struggle to assess issues and then implement and manage a CSR program. This course provides a systematic approach and practical tools to manage social and environmental risk in a globalized business environment.				

DEVELOPING EFFECTIVE STRATEGIES IN PRACTICE

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses DEVELOPING EFFECTIVE STRATEGIES IN PRACTICE		Attendance 21	Self-Study 63	Group Size 40
2	<p>Objectives and Competencies</p> <p>I. Content- related: Upon completion of the course</p> <ul style="list-style-type: none"> - participants can classify: <ul style="list-style-type: none"> • strategic issues • analytical approaches • strategic options • stakeholder dynamics • cognitive and behavioural biases - participants can match: <ul style="list-style-type: none"> • analytical tools and techniques to strategic issues • approaches for strategy development to issues - participants can review alternative approaches to strategy development <p>II. Skills-related: Upon completion of the course</p> <ul style="list-style-type: none"> - participants can analyse: <ul style="list-style-type: none"> • A real life strategic issue • The stakeholder context • The validity of a proposed strategy • The performance impact of a proposed strategy - participants can construct a synthesis of the findings of strategic analyses. - participants can argue why a proposed strategy should be chosen. - participants can model the economic performance impact of: <ul style="list-style-type: none"> • a strategic issue • a proposed strategy <p>III. Attitude-related: Upon completion of the course</p> <ul style="list-style-type: none"> - participants can reflect on the challenges of complexity and uncertainty in strategy development. - participants can critically question strategic issue definitions, issue explanations, and strategy hypotheses. - participants can better empathize with the stakeholders inside and outside the organization. 				
3	<p>Content</p> <p>Session 1: Theory and practice of strategy development Session 2: It's the people, stupid! Strategy as a social process. Session 3: Strategy under conditions of complexity and ambiguity Session 4: Reducing complexity Session 5: Diagnosing strategic issues Session 6: Developing strategic options Session 7: Strategy under uncertainty.</p>				
4	<p>Teaching Method</p> <p>In the lecture part of every class room session we introduce and explain step-by-step the methods and techniques of the strategy process. Participants will get exercises in class to practice the methods and techniques of a step. Moreover, participants will discuss in every class one or more managerial articles related to that strategy process step. Participants study these articles before class and prepare for discussion. Before class, participants discuss in groups a real world case, and prepare a presentation about that case. In the class, groups will present and discuss their case work. Additionally, groups will develop a strategy for a real life case of their own choice. This group project will be graded.</p>				
5	<p>Requirements</p> <p>-</p>				
6	<p>Examination Method</p> <p>tba</p>				
7	<p>Requirements of Creditation</p> <p>In order to pass this course a student needs to score a minimum of 50% on the final grade as well as 50% on the final individual exam.</p>				
8	<p>Appearance (in other study programmes)</p> <p>-</p>				
9	<p>Share in the average mark</p> <p>3/90</p>				
10	<p>Responsibility</p> <p>Professor M. Baaij</p>				
11	<p>Further Details</p> <p>In this elective you will learn a pragmatic process for designing and managing a process for developing an effective strategy in practice. This process builds on strategy science and on top tier strategy consultancy practice. The course guides you step-by-step through this process. We illustrate each step with real world examples, and we provide you with exercises to practice your skills. To widen your awareness and deepen</p>				

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your knowledge, this course also provides you with insights into: (i) the real world, political context of stakeholders inside and outside your organization, and (ii) the psychological micro-foundations of strategy. Every session combines a lecture, exercises and discussions.

ENERGY ANALYTICS FOR SUSTAINABILITY

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses ENERGY ANALYTICS FOR SUSTAINABILITY		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Upon completion of the course, participants will acquire a deep understanding of the current and future energy business landscape and its implications for customers, organizations and society at large. They acquire an understanding of the drivers of changes in the energy business landscape and to (better) position their businesses. - Upon completion of the course, participants will have learned strategies for managing, analyzing, and basing decisions on large amounts of energy data and services over time, and for organic growth. - Participants will understand how a firm’s current portfolio of energy products and services can be leveraged for sustainable growth. II. Skills-related: <ul style="list-style-type: none"> - Participants will learn how to innovate with new sustainable business models. - Participants will learn how to (better) analyze energy products or services, and how to understand customers and competitors better. - Participants will be familiar with and are able to apply effective tools for energy data analytics and simulation. III. Attitude-related: <ul style="list-style-type: none"> - Participants should be able to reflect on the way societal, political and technological trends are changing the field of sustainable energy management. - Participants will have a deeper understanding of how their decisions affect society and environment. 				
3	Content Session 1: Introduction to the Energy Landscape – History, current, and future scenarios Session 2: Serious Games and Competitive Simulations (1) Session 3: Big Data Analytics (1) Session 4: Big Data Analytics (2) Session 5: New Business Models (1) Session 6: Serious Games and Competitive Simulations (2) Session 7: New Business Models (2) + 2 Optional Workshopson R programming (
4	Teaching Method This course has a focus on applications, and aims to introduce you to the issues faced by energy companies and the tools to manage these challenges. We make extensive use of the case study method and practical data analytics exercises. Each session will focus on a specific energy business issue. The sessions will be a combination of case discussions, data analytics and interactive lectures. The case discussions are designed to introduce and illustrate the complexities associated with the topic of the session. The lectures provide a series of frameworks and management tools, blending theory with practical examples and putting a special emphasis on input from your own experience, both as managers and customers.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation Grades are given in a 4.0 scale, where 55% of the overall points are needed to pass the course.				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor W. Ketter				
11	Further Details Sustainability is being forced on us by population growth, resource limits and climate change. Businesses that fail to prepare themselves for this challenge are at risk of being left behind. Emerging research on sustainable smart electricity markets is driving one of the most important transformations of our time – the emergence of sustainable energy systems and a revolution in the efficiency and reliability of electricity consumption, production and distribution. As demand for electricity by hundreds of millions in the developing world is growing rapidly, and nations concerns about the efficiency and sustainability of traditional energy sources and systems increase, devising effective and economically practical solutions is becoming ever more critical. The traditional top-down approach to electricity supply and grid management is being strongly disrupted by several forces. These forces include the introduction of variable, intermittent, and geographically distributed supply from renewable sources, along with consumers’ growing involvement in the management of their power consumption, small-scale production and the emergence of electric vehicles. We expect these forces to bring about increasingly complex and dynamic smart electricity markets. Such smart markets, in turn, will rely on intelligent analysis of information to continuously inform stakeholders’ frequent decisions, and on effective integration of stakeholders’ actions.				

IP AS A STRATEGIC BUSINESS TOOL

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses IP AS A STRATEGIC BUSINESS TOOL		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Identify which forms of IP are relevant to a particular project - Apply patent law - Evaluate when to patent and when an alternative to patenting would be the better option. - Recognize and predict potential legal issues - Understand how patents can be used as a strategic tool in competition II. Skills-related: <ul style="list-style-type: none"> - Communicate effectively with and relate to patent legal professionals - Communicate effectively with and relate to technical professionals - Communicate effectively with and relate to private inventors - Identify and negotiate licensing in or out in co-creation or collaboration with third parties - Search, find and interpret relevant IP information in all available sources - Assess the financial value of IP for their business - Reorganize and plan an IP strategy for their firm III. Attitude-related: <ul style="list-style-type: none"> - Empathize with different team members, such as inventors and lawyers and understand their perspective - Have a better interaction with inventors and lawyers, as well as other business professionals - Be able to express their concerns in projects involving IP - Question the use and efficacy of a particular form of IP - Use IP as an objective entrepreneurial tool and remove emotion from the equation 				
3	Content Session 1: An introduction to the differing forms of intellectual property Session 2: Patent law: the requirements for patentability Session 3: Patent law: infringement issues Session 4: Enhancing entrepreneurship with strategic IP Session 5: External session: visit to Koppert Cress B.V. (Monster) Session 6: Infringement Session 7: The value of IP				
4	Teaching Method <ul style="list-style-type: none"> - This is a hands-on, interactive course where active participation is required. - It uses a theory-application-discussion model of learning. - The course consists of 6 lectures and an external session. The aim of the lectures is to familiarize managers with IP in general and patenting in particular and to raise awareness of potential IP issues. <p>The lectures begin with an introduction to the different forms of IP and how all these forms may be relevant to one product. This is followed by two sessions on the basics of patent law, including how requirements can vary between different patent regimes and common mistakes managers make. Looking at patent management in the firm, attention is then paid to dealing with inventors (internal and external), developing an IP strategy, licensing in and out and alternatives to patenting. The course combines theory and practice, showing by real cases the impact of IP on the running of a business.</p> <p>The lectures connect theory to practice by:</p> <ul style="list-style-type: none"> - examining actual business cases in which IP has played a crucial role in success or failure - using actual examples of the roles of IP during the entire innovation process - using common managerial mistakes to illustrate vital elements of IP law - examining the way in which patents are used as strategic tools in competition - putting participants in the position of running a project involving IP 				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation Minimum pass requirement per assignment and final essay: 50 %				
8	Appearance (in other study programmes) -				

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9	Share in the average mark 3/90
10	Responsibility Professor H. Gubby
11	Further Details Receiving a \$ 1bn dollar fine for infringement: severe penalty or brilliant strategic choice? Filing patent applications: vital for business survival or fatal hindrance of innovation? Open innovation: the future of creation or meaningless hype? Intellectual property (IP) has become a vital asset for firms today, being often more valuable than the physical assets of a firm. Any manager who believes that IP matters can simply be left to others in the firm or an external lawyer is misguided. Ignorance hinders communication with others and can cause costly mistakes to be made. This course focuses on patenting, the most expensive form of IP protection, but deals with it within the context of associated IP rights. Interpreting IP information and its usage are key elements of successful entrepreneurship. This course will provide insight into strategies for practical use in real life situations.

STRATEGIES FOR LOW INCOME MARKETS

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses STRATEGIES FOR LOW INCOME MARKETS		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: Articulate the strategic imperatives behind entry into developing markets – generally and specifically <ul style="list-style-type: none"> - Identify most salient differences between developed and developing markets. - Articulate institutional and infrastructural voids that the organization needs to navigate. - Identify opportunities around these voids and apply tools to innovate around them. II. Skills-related: Once the overarching strategic decision has been made: <ul style="list-style-type: none"> - Craft practical, locally relevant business models. - Differentiate the firm’s strategy and approach as a response to environment and context. - Identify, and develop to scale, the features, local networks, and skills required to implement. - Develop your cognitive and managerial ability to innovate and develop the low income market strategies and processes in your organization. - Provide you with the tools and frameworks to design and implement new effective business models at or around the BOP. III. Attitude-related: <ul style="list-style-type: none"> - Question existing models and the role of a manager and leader - Empathise with the low income consumer - Reflect on the role of business in society 				
3	Content Session 1: The environment of business: Understanding your client and the context Session 2: Mindsight /cognitive neuroscience Session 3: Organising the organisation for low income markets Session 4: Innovation Session 5: Collaboration, partnerships and networks Session 6: Business models for the next billion Session 7: Poverty Inequality Shared Value				
4	Teaching Method The elective runs over seven sessions and uses a combination of case studies, videos discussions, journal articles and book chapters and includes an action learning case research and writing project to get participants to interact with the subject matter. In this way the student is forced to engage with the challenges and opportunities companies face and understanding the key issues and complexities of building business in low income markets.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation To pass this course, student are expected to score a minimum of 50% on both assignments				
8	Appearance (in other study programmes) -				
9	Share in the average mark 3/90				
10	Responsibility Professor T. Ismail				
11	Further Details The bulk of the world’s population resides in developing economies and lives on lower incomes. Understanding these economies has become an imperative for firms looking to grow business by tapping into the trillions of dollars of market potential these emerging consumers supposedly represent. Senior executives have found however that success can be elusive for firms who march in unprepared. Inaccessibility, not just in terms of infrastructure but also the difficulty in tapping into the mindset, needs and trust relationships of low income earners is proving to be the undoing of many managers who underestimated the innovation and business model disruption necessary to ensure success in low income contexts. Global GDP figures show slowed and even negative growth rates in the developed regions of the world where markets are well served and often saturated. In contrast, underserved dynamic developing markets show far greater room for growth. These ‘dynamic markets’ are home to over 4 billion people living on under \$10 a day. Credit Suisse data (2011) shows that 67.6% of the global population at the base of the economic pyramid hold, only 3.3% of global wealth valued at USD 7.6 trillion. The top of the economic pyramid sees 0.5% of the global population controlling 38.5% of global wealth. These numbers force us to start thinking differently about the way in which business is conducted. Should firms operate in a manner that continues to drive this imbalance, and which has dramatic social consequences? Can firms afford to cater only to the needs of the wealthy and middle class when the				

bulk of the population in developing economies resides in the lower income space? Students will be encouraged to debate these important themes around business and society and their impact on firm strategy.

What is clear however is that for top line growth, firms need to be looking at this large but underserved low income population which offers tremendous potential for new market growth and expansion. Furthermore, low income market revenue is far less a victim of fluctuating economic cycles and can be a stable base of revenue during economic downturns.

For these reasons, global companies, NGOs, social entrepreneurs, and governments are undergoing a dramatic shift in thinking around the 4 billion people that make up the Base of the Pyramid (BOP). GSK, Philips, Nestle, Pepsico, Unilever, Proctor and Gamble, Standard Bank, MCain Allianz, Swiss Re., Standard Chartered are just a few examples of firms experimenting and making strides in developing business models for low income markets and in understanding what critical success factors are required. Businesses do need to bear in mind that this market is infrastructurally marginalised, has limited disposable income and well defined needs, wants and desires which are quite different from the well examined market which many firms are accustomed to serving.

Fundamental changes in the operating environment, in competitor strategies, consumer needs and in technology is occurring at an ever increasing pace requiring a mind- set shift for firms wanting to compete in dynamic markets. Tata, GE and an increasing number of firms across the globe and in SA have realised how critical it is to rethink the design, development, manufacturing and distribution process in order to meet the needs and price points of consumers with limited resources in low income markets. The term 'frugal engineering' has entered the mainstream business language of firms competing across developing markets as a competitive advantage to be mastered. To enter this market successfully a firm must therefore be prepared to challenge its core assumptions around how it organises the organisation, how it innovates, how it networks, how it researches to understand this market and then finally how it designs and produces the goods and services to operate in a sustainable and profitable fashion. Building business at the base for firms involves innovation along the traditional value chain, innovation in business model design and partnerships with multiple stakeholders including entrepreneurs in the low- income space. The underlying philosophy involves building prosperous and stable communities through job creation and the expansion of formal markets, which in turn creates optimal conditions within which the firm is able to do business.

STRATEGIC VALUE MANAGEMENT

ID	Workload	Credits	Semester	Recurrence Frequency	Duration
	84	3	3	–	One semester
1	Courses STRATEGIC VALUE MANAGEMENT		Attendance 21	Self-Study 63	Group Size 40
2	Objectives and Competencies I. Content- related: <ul style="list-style-type: none"> - Upon completion of the course participants will understand that effective business leadership is based upon; character, commitment and competency. - Upon completion of the course participants will recognize that risk is a complex construct and extends from; volatility, to environmental risk, to operating risk, to reputation risk and will have a thoughtful and thorough appreciation for the role of risk in planning and executing corporate strategies. - Upon completion of the course participants will appreciate that their role as leaders is to develop people and processes so that the organization can weather exogenous shocks. - Upon completion of the course participants will be able to integrate materials from various courses throughout the program and have an appreciation that for the organization to succeed it must be lead in a manner that creates and sustains value. II. Skills-related: <ul style="list-style-type: none"> - Participants will be able to plan and execute strategies that can withstand exogenous shocks. - Participants will be able to adjust plans in a meaningful manner as new information comes to light that requires action. - Participants will see the processes necessary for effective and sustainable change in organizations that are driven by values. - Participants will learn the right questions to ask when confronted with uncertainty. III. Attitude-related: <ul style="list-style-type: none"> - Participants will be able to appreciate that 100% engagement is not necessary in a successful strategy, but 100% commitment is essential. - Participants will be able to reflect on situations that are unexpected and through that reflection develop as more effective business leaders - Participants will see that strategy and organization structure have as their essence the ability to build value - Participants will enhance their team working skills by working with others from other programs at RSM, who bring different perspectives to problem solving. They will learn more effective listening skills as a consequence. 				
3	Content Session 1: Leadership: character, commitment, and competency Session 2: Risk Session 3: Selecting winning strategies Session 4: Dealing with uncertainty and developing team and organizational capabilities Session 5: Executing brilliantly Session 6: Performance measurement Session 7: Integration				
4	Teaching Method The means of teaching in this course is using cases that require full and active engagement by each participant in each and every class. The cases are drawn from several disciplines so in many instances the participant will need to refer to the articles or even readings from materials that were in other courses throughout the program. Active engagement implies that each participant will make at least one substantive comment during each and every class.				
5	Requirements -				
6	Examination Method tba				
7	Requirements of Creditation Note that RSM employs a forced distribution curve, however, meeting expectations is awarded a grade of 75%. A grade of 50% or below indicates that you have failed the course and if appropriate a make-up examination will be offered.				
8	Appearance (in other study programmes) MBA and EMBA				
9	Share in the average mark 3/90				
10	Responsibility Professor M. Bryant				
11	Further Details This elective is an integrative course linking strategy, execution, organizational capabilities and performance measurement. Its intention is to provide students with both the understanding and the tools to: <ul style="list-style-type: none"> - Translate strategy into operational terms, - Align the organization to the strategy, Describe the strategy - Make strategy understandable to organizational participants, 				

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- Make strategy a continual process: Measurement (you can't measure what you don't understand, you can't manage what you can't measure)
- Mobilize organizational participants (Leadership)

The course employs cases and in some instances videos to take and apply each element of the role of an effective business leader: understanding the environment; selection of winning strategies; brilliant execution; development of individual, team and organizational capabilities (both for the present and future) and evaluation of performance.