

A Scientific Approach to New Business Development / Electives / 2026

CONTENTS

A Scientific Approach to New Business Development / Electives / 2026	1
Contents	1
Faculty Information	2
Faculty bio.....	2
Abstract	3
Educational Goals	3
Teaching methods and workload	4
GRADING AND ASSESSMENT	4
Required textbook(s) and Readings.....	6
DETAILED COURSE SCHEDULE	6
ASSIGNMENTS DESCRIPTION	8

FACULTY INFORMATION

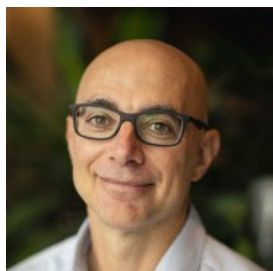
Name, Title	Dr. Laura Rosendahl Huber, Associate Professor of Entrepreneurship Prof. Luca Berchicci, Professor of Entrepreneurship and New Business Venturing
Email address	rosendahlhuber@rsm.nl lberchicci@rsm.nl
LinkedIn/RSM profile	https://www.rsm.nl/people/laura-rosendahl-huber/ https://www.rsm.nl/people/luca-berchicci/
Preferred contact	Email.

FACULTY BIO



Laura Rosendahl Huber is an Associate Professor of Entrepreneurship at the Department of Strategic Management and Entrepreneurship, Rotterdam School of Management, Erasmus University.

Laura's research explores human capital development and its impact on entrepreneurial decision-making and performance, with a focus on entrepreneurship training, teams, and policy evaluation. She also investigates how personal characteristics, such as gender and professional background, influence entrepreneurial decision-making. A key interest is understanding gender inequality in entrepreneurship and identifying ways to close the gender gap. She holds a Ph.D. in Economics from the University of Amsterdam. Before joining RSM, she worked as a Senior Research Fellow at the Max Planck Institute for Innovation and Competition (Munich, Germany) and as a Visiting Fellow at the Laboratory for Innovation Science at Harvard (Boston, USA).



Luca Berchicci is a Full Professor of Entrepreneurship and New Business Venturing at the Department of Strategic Management and Entrepreneurship, Rotterdam School of Management, Erasmus University

Luca's research sits at the intersection of strategy, innovation, and entrepreneurship. He investigates how managers and entrepreneurs develop, exploit and transfer the firm's capabilities for greater performance, either market-based or non-market based (i.e., environmental performance). His current agenda centers on early-stage ventures: decision-making under uncertainty, the role of resource providers, and context—especially sustainability – on their performance and survival.

Laura and Luca have gained extensive teaching experience across different levels. They are actively involved in programs at RSM, including the BSc in Business Administration, the MSc in Strategic Management and Entrepreneurship, the Full-time MBA, and the GEMBA program.

ABSTRACT

Entrepreneurs and business leaders are constantly exploring opportunities for new business development to secure future growth. While many operational decisions rely on established routines and past experience, developing new products, entering new markets, or launching new ventures requires a fundamentally different approach. These growth-oriented decisions—such as testing novel business models, expanding into unfamiliar customer or product segments—often shape the long-term trajectory of a company. Because these initiatives break new ground, decision-makers must act with limited or ambiguous information and without reliable historical data to guide them.

In this course, you will learn a cutting-edge decision-making framework designed specifically for new business development under uncertainty. You will apply the framework to your own entrepreneurial or new business development challenge and receive continuous feedback, enabling you to translate insights into concrete actions for building and scaling new business opportunities.

This course emphasizes an experiential learning approach: hands-on activities inside and outside the classroom have greater prominence than traditional one-way lecture time inside the classroom. Such an approach stimulates and engages student teams in defining and testing their business model outside the classroom. The main objective is to develop a theory of your new business that could create value, validating your business model by learning from and interacting with potential customers, suppliers, experts, and partners.

EDUCATIONAL GOALS

Learning areas	Educational Goals Upon completion of the course, participants are able to ...:
I. Content- related	• Define and assess the elements of new business models and recognize how these elements interrelate to each other
	• Compose and construct a new business idea with relevant business model elements
II. Skills-related	• Identify and evaluate the major assumptions in their new business model
	• Translate assumptions in their new business model into measurable hypotheses
	• Collect relevant information to validate/disprove these assumptions
III. Attitude-related	• Critically evaluate, and, potentially, pivot the new business model based on gathered information
	• Reflect critically on the entire process of the project and evaluate peer and own contribution to the project
	...

TEACHING METHODS AND WORKLOAD

The course will consist of six interactive sessions each day. The sessions will combine content lectures, case-based learning, group discussions, and practical exercises.

Description	Calculation	Total
In-Class sessions:	6 sessions x 3 hours	18 hours
Class Preparation: (average 2 hours for every 1 hour spent in class)	18 in-class session hours x 2	36 hours
Team Assignment(s)		15 hours
Individual Assignment(s)		15 hours
Total Course Hours		Total 84 hours
EC (Number of study credits)	3 EC x 28	Total 84 hours

GRADING AND ASSESSMENT

Course: Navigating Transformative Business Decisions under Uncertainty	Assessment formats				
Educational goals per course (formulated using action verbs (Bloom's Taxonomy))	In-class quizzes	Group Assignment	Group Take Home Assignment	Individual Take Home Assignment (reflection)	Total
After following this course, students will be able to:					
Define and assess the elements of new business models and recognize how these elements interrelate to each other	X		X	X	
Compose and construct a new business idea with relevant business model elements	X		X	X	
Identify and evaluate the major assumptions in their new business model		X	X	X	
Translate assumptions in their new business model into measurable hypotheses		X	X	X	
Collect relevant information to validate/disprove these assumptions		X	X	X	
Critically evaluate, and, potentially, pivot the new business model based on gathered information			X	X	
Reflect critically on the entire process of the project and evaluate peer and own contribution to the project			X	X	
Weighting factor	30%	20%	30%	20%	100%
Minimum grade required	5.5	N/A	5.5	5.5	5.5
When failed, resit option within academic year (Yes/No)	Yes	NO	Yes	Yes	

Form of examination (e.g. MC, Open-book, etc.)	MC	Presentation	Presentation	Report	
Group / Individual assessment (Group/Individual)	Individual	Group	Group	Individual	

In order to pass the course, each assessment or deliverable (component grade) with a resit option, needs to be at least 5.5. Components with no resit option bear no minimum grade required, but to pass the overall course, the final grade needs to be at least 5.5.

Grades are rounded according to the rounding provisions included in the Teaching and Examination Regulations (TER) of the programme, and are expressed with 1 decimal point. Not meeting the minimum grade required for either a component grade or the overall course grade determines a fail for the course. Participants can resit a failed component only once. There is no capping of the grade for a resit examination, unless determined by the faculty. The only exception is when the nature of the failed assignment allows for an improvement effort of the same assignment (capped at 5.5 for that component).

For this course, the faculty has decided that students may **improve their individual take-home assignment and their group take-home assignment** by revising them based on the existing strategic challenge. For the individual in-class quizzes **only** in case of a fail (grade <5.5) a resit option will be made available on Canvas after the last session. Other course components do not offer opportunities for improvement.

Grade penalties for unauthorized late submissions will be automatically imposed. Penalties for unauthorised late submissions range from 10% to 20% deduction from the examination component depending on the hours/days late. Unauthorised late submissions 4 days or longer after the deadline without prior notification and a reasonable explanation for the late submission, will not be accepted.

Attendance is mandatory and a requirement to pass the course. Missing classes and arriving late may result in grading penalties and even a fail for the course.

Fraud, Plagiarism / Self-plagiarism (Appendix B on Code of Conduct, Teaching and Examination Regulations -TER-)

The Examination Board defines fraud as *“the action or negligence of a student because of which it is impossible, entirely, or partially, to form a correct judgment about the knowledge, insight, and skills of them or another student”* (TER and R&Gs). Examples of fraud are cheating, cribbing, plagiarism, freeriding in a team assignment, availability of unauthorized (study) material during a test such as mobile phones, contract cheating/outsourcing/ghost-writing, unauthorized use of generative AI, identity fraud, theft.

Confirmed cases of fraud/plagiarism will lead to (appropriate and proportional) sanctions as defined by the Examination Board in the Rules and Guidelines . Repetitive cases of fraud/plagiarism lead to expulsion from the programme.

Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarising of the work of another person or group without acknowledgment, including submission of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else.

Using ideas from your own prior work (assignment) without referencing the work in your assignment is considered self-plagiarism.

Participants are required to adhere to the 6 principles outlined in the RSM AI guidelines with regard to the use of Artificial Intelligence Platforms such as ChatGPT and related software/tools. The unauthorised use constitutes violation of plagiarism/ fraud policy. For this particular course, the faculty **promotes an embraced use of AI**.

For more information about academic integrity and AI please refer to the Programme's Examination Regulations and RSM AI guidelines documents on the Student Hub

Assessment / Deliverable:	Individual or group:	(Due) date and hand in location:	% of final grade:
Group assignment (presentation)	Group	TBA	20 %
Group Take home assignment	Group	TBA	30 %
Individual Take home assignment (reflection)	Individual	TBA	20 %
In-class quizzes	Individual	In-class	30 %

For all Canvas submissions, please make sure to include the student name and programme name in the title of the file submission, as well as within the document itself (on the cover page).

REQUIRED TEXTBOOK(S) AND READINGS

Both required reading and suggested extra readings will be shared at the start of the course.

DETAILED COURSE SCHEDULE

Session 1	
Topics:	Defining your strategic problem/challenge
In-class exercises:	In-class quiz
Readings:	TBD
Case:	TBD

Session 2	
Topics:	Identifying and understanding key stakeholders
In-class exercises:	In-class quiz
Readings:	TBD
Case:	TBD

Session 3	
Topics:	Problem validation and collecting systematic evidence
In-class exercises:	In-class quiz
Readings:	TBD
Case:	TBD

Session 4	
Topics:	Group assignment presentation: Problem Framing and Problem Validation
In-class exercises:	Group assignment presentation In-class quiz
Readings:	N/A
Case:	N/A

Session 5	
Topics:	Making evidence-based decisions
In-class exercises:	In-class quiz
Readings:	TBD
Case:	TBD

Session 6	
Topics:	Finding solutions
In-class exercises:	In-class quiz
Readings:	TBD
Case:	TBD

ASSIGNMENTS DESCRIPTION

More information about the assignments and grading rubrics will be made available on Canvas closer to the start of the course.