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Course Manuals give detailed information about courses within a trimester. They contain the following information per course:
- course title, course code, number of credits;
- name of coordinator;
- teaching staff;
- contact person, secretariat, room numbers, phone numbers, visiting hours;
- educational form;
- examination form;
- examination regulation;
- examples for examinations;
- aims and objectives of the course;
- extended description of the course content;
- subjects per lecture/workshop;
- required literature: books, syllabus, reader, sheets;
- literature and course content to be examined;
- recommended further reading.

Course Manuals will be available at the beginning of each trimester, for each year of the programme.

Please note: The course descriptions available in this document may have been edited. Please refer to the courses’ specific Canvas pages for the extended version of the course manual text.
General Information
You can download the Bachelor 2 Trimester 6 course manual, schedule, and book list via the RSM IBA Current Students page (http://www.rsm.nl/current-students/iba). Please note that the most up to date timetable information can be found on https://my.eur.nl/en. If any changes should occur to the schedule, examination or registration dates, etc. these updates can be found in the online timetable on https://my.eur.nl/en.

An online course evaluation will be emailed to you at the end of each trimester 6 course. This evaluation will remain open until the course’s exam date. The day of the final examination, you will receive a separate evaluation about the exam. Please take the time to fill in both of these evaluations; your comments and feedback are greatly appreciated by members of the IBA teaching staff and programme management.

Course registration
Registering for a course via Osiris (accessible via MyEUR) will grant you access to the course’s respective Canvas page, the SIN-Online course channel and it will automatically register you for all of that course’s examinations (with the exception of the re-sit examination, if applicable).
IBA Programme Management will only register first year IBA students for the bachelor 1 courses in Osiris. Students taking bachelor 2 and bachelor 3 IBA courses have to register themselves for their Bachelor 2 and 3 courses. You can already register for all your IBA Bachelor 2 courses now. Please note the specific deadlines for the course registrations for each trimester below and on the IBA Current Student pages.

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<th>Course registration deadlines (via Osiris):</th>
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Re-sit examination registration:
Registration for re-sit examinations via Osiris is possible 35 days prior to the re-sit examination date up to seven days before the exam. During this period, registration is free of charge. You can also register at the ESSC (located in the Sanders building) during this period. Osiris is accessible via www.myeur.nl.

Registration for a re-sit examination after the deadline
After the official registration deadline, you can obtain a registration form at the Erasmus Student Service Centre counter. With this form, you may still register up to two working days before an examination, for an administrative fee of € 20,- per examination. After completing the form and paying the fee, you will receive a copy of the form to take with you. You should take this copy with you to the examination for which you have registered.

In case this late registration period of 2 working days of the ESSC has passed, students from RSM BSc (I)BA can still register, but only after paying a € 20,- administration fee via the Examination Board’s Late Registration system. Be sure to follow the instructions as stated in the system.

Restricted SIN-Online course channels
To receive all messages published via the SIN-Online course channel, and to access the course’s schedule in your personalized online timetable on MyEUR, you will need to register for the respective courses in Osiris, as this automatically gives you access to the SIN-Online course channel of all of the courses that you are taking. Please note that these SIN-Online course channels are restricted, which means that you cannot manually subscribe to these SIN-Online course channels.

Tip: Take the time to consult the message archive of your courses at least once a week to make sure you are aware of all relevant registration dates, schedule changes, etc.
Subscription to open SIN-Online channels
We recommend that you subscribe to the following open SIN-Online channels:
- **Tentamenlocaties/Exam locations** (Dutch for Examination Locations) - seating assignments for exams in the Van der Goot building (M-Hall) are announced via this channel.
- **RSM Examination Board** - RSM Examination Board’s channel including the official examination regulations
- **IBA Notice Board** - Where all non-programme related messages for IBA students are posted.
- **RSM IBA Study Advice**

*Tip:* Take the time to consult the message archive of these channels at least once a week to make sure you do not miss any important information.

**Summary of workshop/team registration dates (per course) - Register via SIN-Online!**

**BAB25 Marketing Management**
- Team registration - register with a team of 4 between Thursday, 4 April and Sunday, 14 April 23:59h

**BAB011 International Marketing Research**
- Team registration - register with a team of 4 to 6 between Monday, 1 April and Friday, 12 April 23:59h

**BAB29 Leadership, Sustainability & Governance**
- Individual registration - register for a workshop group between Monday, 25 March and Sunday, 14 April 23:59h

**BAB20 Technology Management**
- Individual registration - register for a company between Thursday, 14 March and Thursday, 28 March 23:59h
  *Randomized team composition will be made available after Thursday, 28 March*
- Team registration, to be completed by the team captain only – register for a team letter and timeslot between Tuesday, 16 April and Wednesday, 24 April 23:59h

**BAB23 Cross-Cultural Management – International Case**
Team registration, to be completed by the team captain only – Check-in meetings between Thursday, 14 March and Thursday, 28 March 23:59h.
*Please note that team captains of group 1-4 should register for a timeslot on Tuesday, 2 April and team captains of group 5-8 for a timeslot on Tuesday, 9 April. Wednesday, 3 April is available for all groups.*

**Student Advisers**
The student advisers’ key task is to support students with their IBA studies. Students may contact one of the student advisers for information, advice and/or guidance. The student advisers are familiar with all aspects of the course programmes and can assist students in making decisions in the fields of study planning, study choices, internships, exchange, a second study, mediation with regard to examination board issues, etc.

Students who are not able to continue their studies or experience delays, for instance because of personal circumstances such as illness, handicap, family circumstances etc., may also turn to the student advisers for personal advice and guidance. For more information and contact, details please consult the following site:
[http://www.rsm.nl/study-advice/bachelor-iba/](http://www.rsm.nl/study-advice/bachelor-iba/)

**Master Event**
The next Master Event will be held in March 2019. This event will allow you to visit lectures, workshops and a general information market about the RSM master programmes. Staff and Master student ambassadors will be present to answer your questions. To learn more about the RSM Master programmes please visit [http://www.rsm.nl/master/](http://www.rsm.nl/master/)
3rd year Elective choices (Exchange or Internship/Minor + 5 EC elective)
For a complete overview see: http://www.rsm.nl/bachelor/current-students/bachelor-iba/bachelor-3/elective-options/

**Minor:** You have the option to take a minor at the EUR or at another university.

**Minors on offer at the EUR:** www.eur.nl/minor

**Registration period:** most likely May 2019

Please note: You may only do a minor if you have obtained at least 60 EC from the IBA curriculum.

**Internship:** Another option to consider is to conduct an internship, which involves the research of a practical problem that is carried out for an international organization abroad or in the Netherlands (for non-Dutch students). To be used for credit, the internship must last at least 10 weeks full-time (the equivalent of 420 working hours). For information about finding an internship, meeting the specific requirements for receiving credit, and much more, please consult the ‘Bachelor Internship Manual’ and the ‘Bachelor Internship – Steps to Follow’ found on the RSM Career Services Internships page: https://www.rsm.nl/career-centre/internships/bsc-students/

There is no specific deadline for arranging your internship; however, it is recommended that you request approval from an academic coach for your internship proposal before the summer months.

Please note: You may not do an internship for credits if you have not successfully passed all of your B1 courses.

**5 EC Options:** There are a number of different options available to students who choose to do a minor or an internship and who still need 5 EC in order to graduate. For detailed explanations about these options, please consult the following Current Students page: https://www.rsm.nl/bachelor/current-students/current-bachelor-iba-students/bachelor-3/elective-options/

**Elective course from another faculty / university**

**Language Elective** - after successful completion of two modules of the same language. See IBA Current Students – Language Electives for more information.

Questions? Contact IBA Programme Management (ibapm@rsm.nl)

**Admission requirements MSc-programmes**

From September 2017 onwards, there will be additional admission requirements for internal RSM Bachelor students for all pre-experience master programmes. A recent change in Dutch legislation allows faculties to introduce additional selection criteria for all master programmes. RSM will take this opportunity to ensure that all students joining our master programmes are talented, motivated and driven. In turn, this will increase the quality of your education.

To be admitted to one of RSM’s master programmes per September 2017 you need to meet the following criteria:

- You must have completed your entire International Business Administration Bachelor programme.
- You will need a grade point average of 7.0 or higher (GPA <7.0) over your Bachelor programme.
- Some programmes will also be maximized in terms of numbers. For these programmes, meeting the admission requirements will not be enough to get selected (for instance International Management/CEMS and Finance & Investments).

**Summary of important rules and regulations for BScIBA**

The following rules and regulations, depending on your situation, may have an effect on your studies. For more information and a detailed explanation of all of these rules, please consult the BSc IBA Examination Regulations.

**The Bachelor-before-Master rule**

Admission to all RSM Master programmes is only possible if students have completed the entire Bachelor programme, without a single course left open.

**Period of validity of grades**

Final course grades (published in Osiris) for the bachelor programme are valid for six years. The final course grades (published in Osiris) for the master programmes are valid for 3 years.
Compensation rule for 1st year courses
The compensation rule means you can compensate one insufficient grade (between 4.5 and 5.4) with at least one rounded 7 or higher, provided that you have passed all your other courses of Bachelor 1 in your first year of enrolment. The grade for the compensated course will remain on your grade list and counts in the grade point average for the total bachelor programme.

Compensation rule for 2nd and 3rd year courses
Students (excluding Pre-Master students) may graduate from the BSc IBA programme with a 4.5 or higher for one examination part of the course year B2 or B3 (with the exception of the minor, internship, and the Research Training & Bachelor Thesis), provided that the calculated grade point average for the total bachelor programme (including the course to be compensated) mentioned in Article 6.2 paragraph 2 of the Rules and Guidelines is at least 7.0. This compensation rule will only be applied by the Examination Board upon request. The grade for the compensated course will remain on your grade list and counts in the grade point average for the total bachelor programme.

Resits and highest-result rule
Students have a free choice in the number of times that they wish to take a written test (plenary test, open or closed book with open and/or multiple-choice questions). With effect from 1 September 2018, the result for the test is established on the highest test result obtained. If the material to be studied for an examination has changed, the new material must be studied. For the examinations of course year B1, the following rule applies: Once the BSA norm (as specified in Article 9.2 of the Rules and Guidelines) is met, with or without compensation, these examinations may not be retaken. Note: keep in mind that to obtain a cum laude judicium no more than two examinations have been taken more than once and to obtain a summa cum laude no examination has been taken more than once.

Fraud
1. If in the matter of taking an examination, fraud – within the meaning of article 1.2, paragraph 2 – is detected or suspected, this is set down in writing as soon as possible by the invigilator or the examiner whom he/she must call in. The invigilator or the examiner may ask the student to make available any items of evidence. A refusal to do this is recorded in the written report. The student is given the opportunity to add written comments to the written report of the invigilator or examiner. The written report and any written comments are handed over to the Examination Board as soon as possible.
2. The Examination Board or the examiner may exclude a student who has committed fraud from further participation in the examination during which the irregularity was detected, and/or take other appropriate measures. The exclusion has the consequence that no result will be established for the examination concerned. Before the Examination Board decides to make the exclusion, it gives the student the opportunity to give his/her account.
3. The other appropriate measures as referred to in paragraph 2 may consist of, among others, the following sanctions:
   a) reprimand;
   b) invalidation of the examination concerned;
   c) exclusion from one or more examinations;
   d) exclusion from one or more examination periods;
   e) a combination of the above measures to a maximum of exclusion for at most one year;
   f) in a serious case of fraud the Examination Board may advise the Executive Board to end the enrolment for the programme of the person concerned once and for all.

Note: all assignments will be checked on plagiarism as well as copying from each other. If plagiarism is detected the Examination Board will be informed. Be prepared that at Erasmus University there are heavy sanctions on fraud/plagiarism. For more information, please check: https://www.rsm.nl/examination-board/fraud-plagiarism/
Marketing Management (BAB25)

Course name: Marketing Management
Course code: BAB25
Course load: 5 EC
Trimester: 6
Coordinator: Dr. Alexander Genevsky
Course structure: Plenary Lectures, Case Discussions
Course schedule: See MyEUR
Examination: Written test, Assignments
Student Rep: feedbackIBA@rsm.r.nl

Office Hours & Contact Information
Name: Dr. Alexander Genevsky
Office: Mandeville (T) building, Room 34, 10th floor
e-mail: BAB25@rsm.nl
Office hours: Thursdays after class (17:45 – 18:45h)

Literature
- Course Reader containing business articles which can be obtained from the Study Store
- Case Reader containing cases which can be obtained online from the Case Centre (Generously paid for by RSM. Please only download 1 per group.)
- There is no required textbook for this course.

Course overview
Marketing strategy is a complex business function that requires a balance of analytical and synthetic skills. This course introduces a series of frameworks and tools that can be used to a) solve general business problems and b) develop specific marketing strategies and programs.

The analytic part of the course moves from the general to the specific. The course is oriented around understanding the three Cs (customers, company, and competitors), developing a strategy for the chosen product/market(s), and translating this strategy into more specific plans through the elements of the marketing mix, the four Ps (product offering, pricing, promotion, and physical distribution).

The synthesis of all these elements is achieved through case analysis. In addition to bringing together the different theoretical elements in the context of concrete business problems, active participation in case analyses will (1) allow students to enhance their problem-solving and decision-making abilities in various areas of marketing and (2) provide an opportunity to develop, present, and defend their own recommendations, and to examine and discuss the recommendations of others critically.

Learning goals
- Understand how marketing is a force for positive change by creating long-term value for customers, companies and society in general.
- Understand why and how marketing is a central part of an organisational strategy by seeking to create superior value
- Understand that organizations need to identify and monitor the relevant stakeholders, macro and micro environmental factors/trends to spot and create novel opportunities for value creation
- Develop a thorough understanding of the fundamental principles and practices in strategic marketing
- Develop a thorough understanding of the core tactical elements of marketing management
- Understand and identify consumer motivations, needs and decision journeys
- Identify concrete real-world examples illustrating marketing theory and identify organisational problems as being marketing problems
- Ability to develop and communicate a coherent marketing plan
- Ability to analyze a complex business case with a small group of colleagues
- The use of several analytical tools, including tools used in targeting, brand management and pricing
- The ability to discuss complex business cases in a large group setting

Course information

Course Format
Lectures and Class Discussion
About three-fourths of the time will be spent on the presentation and discussion of theories, concepts, tools, and empirical findings through lecture and class discussion. Lectures/class discussions are often accompanied by
assigned articles and notes. The lecture/discussion will be used to consolidate and extend the concepts developed in the assigned materials. Thus, it is important that you read and study materials prior to class.

It is important to note, however, that what I discuss in class is not just a summary of what’s in the readings. (You can read, so why would I tell you what you should already know from the readings.) The lectures provide a structure for the readings and cover a lot of information that is not in the readings and vice versa. Both are important so you need to know both what's in the readings and what's in the lectures. All the readings can be found in the case packet. Consult the course schedule for complete information.

Case Discussion
The remaining fourth of the time will be devoted to analysis and discussion of assigned case studies. Cases put you in the seat of a marketing manager and force you to put the skills and tools you learn in class into practice. Thus, cases are an integral part of your learning in this course.

You may find it uncomfortable to make decisions – even after you have a thorough analysis. This is normal. Often you may feel as though key pieces of information will be missing. Despite this, you will have to 1) make reasonable assumptions to arrive at a decision 2) defend these assumptions and 3) clearly define the logic of your analysis and subsequent marketing strategy. All of this will increase your comfort with making decisions under uncertainty and with limited information, a reality all managers face.

A typical request at the end of a case discussion is for me to provide "the answer". In general, the case method of learning does not provide the answer. In most (but not all) case discussions, several viable answers will be developed and supported by various students within the total group. What is important is that you know what you would have done in that specific marketing situation, and that you begin to construct your own framework for approaching marketing problems in general.

Groups
This course relies on group work for case preparation and groups are also useful to discuss lecture topics before or after class. A well-functioning discussion group can be a very valuable resource to develop your understanding of the issues and topics raised in the course. The discussion group is a useful and informal forum to generate and test ideas. Group work should also help you develop the critical social skills you need to function in almost any organization. You are responsible for selecting your own group and for managing the division of labor within your group.

Group Size
Experience indicates that optimum group size is 4-6 persons. Groups of fewer than 4 or more than 6 will not be allowed.

Group Composition
Diverse groups can be effective learning environments because it can increase the amount of novel information that is shared by the group and can stimulate students to seem problems from new, undiscovered angles. However, try to minimize diversity in terms of ambition and willingness to work. Find group members who share your level of effort and ambition. Also make sure your group members’ schedules are compatible, so you can actually find a time to meet with the whole group.

Enrollment in Study Groups
You should put together your own case group of between 4 and 6 persons and enroll using SIN Online. Registration opens on April 4 at 08:30 and closes on April 14 at 23:59. If there are less than 4 people in your group and you can’t find one or more additional group members, you can use the temporary discussion board in Canvas for students still looking for group members. I will not monitor this discussion board. Please note that SIN Online can only process enrollments that are filled in completely and correctly. Students who fail to enrol in a group before the deadline may be penalized by receiving a deduction on their first case assignment. SIN Online sends an email confirmation to your student email address. If you haven’t received a confirmation by SIN Online within 24 hours after the moment of enrolment, please notify IBA Programme Management in order to check your enrolment. The system can overload if everybody signs up during the last few days, so try to enrol well before the due date. Note that you need to sign up separately for Marketing Management and International Marketing Research.

Talk to me before things get out of hand
Working in groups is often not easy, and every year some groups fail miserably at maximizing the potential benefits from working in a group. Group problems are part of the learning experience that you have to try to sort out yourselves. If your group experiences group trouble and has tried but failed to work things out, come talk to me. Although I cannot solve your group's problems for you, I may in some cases be able to facilitate the process. It is important that you talk to me before the damage is irreparable.
Class Participation
How much you learn from this course will depend on your and others’ class participation. Each student is expected to be present and prepared to participate (i.e., talk) in each session. Of course, the benefits from class participation depend mostly on its quality, not just its quantity. Some things to keep in mind regarding productive class participation:

1. **Analysis**: Are you prepared? Do your comments show an in-depth analysis of case or other materials that adds to our understanding of the situation? Do your comments show an understanding of the issue or material at hand? Do you go beyond a mere restatement of data or information in the materials?
2. **Continuity**: Are your comments relevant to the discussion? Do they build on previous speakers’ contributions and do they evoke follow-up contributions by others? Are you willing to listen and maintain the continuity of the discussion? Are you willing to wait until the discussion reaches the issue you want to comment on?
3. **Clarity**: Are your comments clear and concise and communicated in a convincing way?
4. **Civility**: Do you make sure not to monopolize a discussion? How do you deal with people who disagree with you in a heated discussion? Is your criticism constructive or destructive?
5. **Quality over quantity**: Speaking often merely to be heard is not an optimal strategy for making your comments and contribution memorable. Please prepare and bear in mind that there are many students in the class. Do participate, but be conscientious about your contribution.

Preparing for Case Discussion
When preparing a case, I recommend that you read the case three times. The first time, you quickly read through the text of the case to get a feel for what the case is about and the type of data it contains.

The second time, you should carefully work through the exhibits. They’re usually there for a reason and will help you in analyzing the situation. You’ll often find that you need to do some calculations or reasoning and combining with other data to benefit from the information in the raw data. After the second pass, you should have a good idea of the fundamentals of the case.

The third time you search to understand the specific situation and try to get at the root causes of problems. You gather data from the case that will allow you to make specific action recommendations and answers to the assignment questions. You probably want to take a good look at the assignment questions between the second and third reading.

Cases often don’t have all the data you would like. Nevertheless, you have to come up with recommendations and answers based on the data you have. Cases are different from reality. To highlight specific issues, facts may be distorted and important situational factors might be omitted. Therefore, you should not try to rely on information about the case from outside sources (unless I or the preparation questions suggest you do so). You should also not try to find out what really happened to the company or business as a basis for making your decision. You should not use papers or notes from previous or concurrent marketing courses.

Formatting of the Case Write-Up
Please identify all written work with the TEAM NUMBER and ALL the student ID numbers and names of the group members. The text part of case write-ups cannot exceed two typewritten pages. Title pages do not count toward the page limit. Additional material may be included in exhibits; these do not count toward the 2-page limit but supplementary materials cannot exceed 2 pages. To level the playing field, these limits will be strictly enforced (i.e., you will be penalized for breaking formatting requirements).

The format for a written case analysis is:
1. A brief opening paragraph which states the problems you’re asked to solve.
2. Analysis of the problems. By drawing implications from case facts, data and exhibits you analyze the problems. (Often, the underlying problems are more than the problems explicitly stated by the proponent in the case.) This analysis should lead to strategic recommendations about how to solve the problems (STP; make sure you show how the recommendations follow from your analysis.) Next, give a brief indication of specific (4P) actions you recommend to implement the general strategic recommendations.
3. Exhibits as needed to support your analysis.

Some general guidelines for preparing your case write-up:
- Recommendations should be explained. They should be derived from the data and/or theory in a logical way.
- Make sure your analysis is coherent and has a clear structure. Make sure sections written by different people make up a coherent whole. Redraft and proofread the report.
- Be concise. Try not to rephrase the details of the case. Don't unnecessarily restate case facts.
- Recommendations should be practical, realistic, and feasible.
• Tie your exhibits to the text of the report. Each exhibit should be sufficiently described in the text so that the reader can easily link its information to your analysis and conclusions. Exhibits should be used to clarify, not to provide important information that you couldn't fit into the text pages. It should be perfectly possible to read the text and get all the important information without looking at the exhibits. For example, you would use an exhibit to show your calculations but the conclusions of those calculations should be in the text.
• The preparation questions should be a guide to what's important in the case. Attempt to integrate your answers to the preparation questions into your overall analysis and recommendation, rather than treat them in piecemeal fashion.
• Be specific in your recommendations and action plans.
• Be clear: Avoid jargon and abbreviations. Make sure readers understand your tables, figures, and measures in the exhibits.
• Don't dwell on minor issues.
• Be balanced. Do not use your analysis to push a specific course of action. Don't ignore information that goes against your recommended course of action.

Honesty
Honesty and integrity in this course require, among other things, that you adhere to the following rules: You can discuss group assignments only within your study group and with no other person. At no point should you talk with previous students of this or similar courses at this or other universities about the assignments. Do not look for outside information about the cases, unless I or the preparation questions suggest you do so. Nobody in the group can attend a class case discussion session before handing in the group assignment for that case. Do not look at other students' examination materials and do not communicate to anybody during the exam.

Re-Grading Policy
Human errors in grading are rare but can occur from time to time. The re-grading policy is designed to rectify grave and obvious errors and not to allow "whiny" students to bump their grade upwards. Differences in the interpretation of exam questions and answers are an inherent part of asking open-ended questions about complex business issues and are not sufficient grounds for a re-grading request. Thus, please consider your re-grading requests carefully before submitting them and only do so if a clear and serious mistake was made. The request must be submitted in writing with a detailed explanation of why you think the request is legitimate. For case papers, requests must be submitted within seven days of the day I hand back the case. After this time, requests will not be considered. I am happy to help you improve your grade by improving your performance in the course. Please come see me in my office hours should you wish to improve your case writing skills. For the written test and re-sit, review times and re-grading request deadlines will be posted.

Deadlines
The important deadlines for the course are listed for your convenience in the course schedule. Deadline violations disrupt the progress of the remaining students and are unfair to the class as a whole. Thus, they are treated strictly by the posted rules and exceptions will not be made. Please ensure that you meet the deadlines. Submit things early if you anticipate a problem close to the deadline.

Literature
Course Materials
• Course Reader containing business articles which can be obtained from the Study Store
• Case Reader containing cases which can be obtained online from the Case Centre (Generously paid for by RSM. Please only download 1 per group.)
• There is no required textbook for this course.

Assessment and examinations

Evaluation
Evaluation of performance will be based on:
Written test (individual performance) 60%
Group case write-ups 40%

Note: You need to score at least 4.5 on the written test in order to obtain a grade for this course. If you score below a 4.5 on the exam your overall grade will be listed as ‘insufficient’ in Osiris, regardless of how well you did on your cases.

Written Test
The written test consists of 50% multiple choice questions (each with 5 options) and 50% open question. MC questions will be weighted 33.3% and open questions 66.6%. It will be a closed-book written test. The goal of the written test is to test your knowledge of the basic principles, strategies, and tools developed in the course. The goal is NOT to test your memory for small facts that are memorized the day before the written test. Hence, the best
predictor of performance on the written test is conscientious preparation for all the classes through coverage of the reading material, class attendance, and active participation in case discussion and write-ups. Everything discussed during the lectures, everything we talked about in class including case discussions, and all the readings is fair game for the exam. Use of dictionaries is not allowed. Detailed guidelines for the exam will be provided toward the end of the course. Sample exam items will be provided. Additionally, one class will be devoted to exam review.

Written Case Analyses
Three cases will be assigned for detailed analysis and write-up. The three write-ups are:
1. Case 1: (TBD) worth 10% of final grade
2. Case 2: (TBD) worth 15% of final grade
3. Case 3: (TBD) worth 15% of final grade
All case write-ups are based on a group effort and only one write-up is expected per group. You must submit an electronic copy. These are due by the beginning of the class on the day that the case is due.

Late submissions will NOT be accepted. No late write-ups can be accepted because we discuss the case in class and it would be unfair to the other students if you could hand in an assignment after we have started analyzing it in class. Note that this means that you give your whole group a zero for a case write-up if you, for example, miss a train or have internet problems and submit the case late. Plan for such unforeseen circumstances by building some slack into your submission time on case days. I suggest you attempt to submit the night before to be safe.

To summarize:

1. Before the beginning of class on the day that the case is due, one group member must submit an electronic version of the case; please clearly designate the team number.

Examination dates
Written test: June 19, 9:30 – 12:30
Re-sit written test: July 8, 9:30 – 12:30

NB: Registration for the course in Osiris will automatically register you for all written tests with the exception of the re-sit written test. Course registration is possible via Osiris in the first week of the trimester. Registration for the re-sit written test will be possible via Osiris 35 to 7 days before the re-sit written test. Specific registration dates for the re-sit written test are listed on the BSc IBA Examination Schedule, available via IBA Current Students (www.rsm.nl/current-students/iba).

ERIM bonus point
A bonus of up to 0.4 points can be earned participation in two qualifying experiments at the Erasmus Behavioral Lab (if experiments are available during the term--availability of experiments is not guaranteed). Participation in the experiments is entirely voluntary. The experiments are managed through the Erasmus Research Participation System (ERPS). The ERIM bonus point will only be awarded if the final grade for the entire course (without bonus) is 5.5 or higher.

Examination perusal
The date, time and place of the perusal will be announced when the grades are published.

Students retaking the course
Students retaking the course must complete the assignments and exams as they are required for the current academic year. The examination for re-takers is thus based on the content and conditions that apply to the current academic year.

Validity of Partial Grades
In accordance with the Teaching and Examination regulations the term of validity of the partial result shall be limited to the academic year in which the partial examinations are taken, unless the examiner determines otherwise. The case grades are only valid for the current academic year, and previous results for the case assignments and written test are no longer valid.

Questions
The best source of answers to many questions are your colleagues and your study group. However, if they can't help you, you should never hesitate to contact me. The best way to contact me and the TA team is by email (BAB25@rsm.nl). Additionally, you should make use of office hours. I do not use the Discussion Forum on Canvas.
Course Schedule and Reading List Marketing Management 2019

The weekly class schedule is outlined below. The schedule may be modified by the instructor depending on contingencies. Students are solely responsible for staying in touch with the progress of the course and for obtaining additional materials handed out in class or posted on Canvas. Additional materials may include short assignments that need to be prepared before class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic, Cases, and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 4</td>
<td>Introduction</td>
</tr>
<tr>
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<td>The Marketing Environment</td>
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<td>Readings:</td>
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<td></td>
<td>Marketing Strategy - An Overview</td>
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<td>Marketing Myopia</td>
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<td>Strategic Insight in Three Circles</td>
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<td>April 11</td>
<td>Market Research &amp; Competitive Analysis</td>
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<td>The Coherence Premium</td>
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<td>Are You Ignoring Trends That Could Shake Up Your Business?</td>
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<td>Strategies to Fight Low-Cost Rivals</td>
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<td>Should You Launch a Fighter Brand?</td>
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<td>Consumer Behavior</td>
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<td>Readings:</td>
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<td></td>
<td>Branding in the Digital Age</td>
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<tr>
<td></td>
<td>Due: Group Registrations</td>
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<tr>
<td>April 18</td>
<td>Segmentation</td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
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<td>Rediscovering Market Segmentation</td>
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<td>Targeting</td>
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<td>Reading:</td>
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<td>Customer Value Propositions in Business Markets</td>
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<tr>
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<td>Case 1</td>
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<tr>
<td></td>
<td>Reading:</td>
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<td>April 25</td>
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<tr>
<td></td>
<td>Due: Case 1 write-up</td>
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<tr>
<td>May 2</td>
<td>Case Review Session</td>
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<td>Due: Case 2 write-Up</td>
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<tr>
<td>May 9</td>
<td>Positioning</td>
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<td>Reading:</td>
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<td>Analyzing Consumer Perceptions</td>
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<td>Pricing Strategy</td>
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<td>Readings:</td>
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<td></td>
<td>How Do You Know When the Price is Right?</td>
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<td>How to Stop Customers from Fixating on Price</td>
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<td>Pricing to Create Shared Value</td>
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<td>Pay-What-You-Want Pricing</td>
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<td>Product and Branding Strategy</td>
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<td>Readings:</td>
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<td>Principles of Product Policy</td>
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<td>Customer-Based Brand Equity</td>
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<td>Strategic Brand Valuation</td>
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<td>May 16</td>
<td>Marketing Communication Strategy</td>
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<td></td>
<td>Readings:</td>
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<tr>
<td></td>
<td>The One Thing You Must Get Right When Building a Brand</td>
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<td>For Mobile Devices, Think Apps, Not Ads</td>
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<td>Marketing to Millennials</td>
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<td>Channel Strategy</td>
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<td>Readings:</td>
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<td></td>
<td>Strategic Channel Design</td>
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<td>The Future of Shopping</td>
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<td></td>
<td>Due: Case 2 Write-Up</td>
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<tr>
<td>May 23</td>
<td>Guest Speaker</td>
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<td></td>
<td>Daphne Tideman</td>
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<td>Head of Growth Consultancy</td>
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<td>RockBoost</td>
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<tr>
<td>Monday, May 27</td>
<td>Neuromarketing</td>
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<tr>
<td>15:00–17:45</td>
<td>Course: Marketing Management</td>
</tr>
<tr>
<td>M1-12</td>
<td>Assessment formats</td>
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**Reading:** Consumer Neuroscience: Applications, Challenges, and Possible Solutions

**Course Review and Exam Preparation**

<table>
<thead>
<tr>
<th>May 30</th>
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**June 19**

<table>
<thead>
<tr>
<th>June 19</th>
<th>Written Exam</th>
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<tbody>
<tr>
<td>Educational goals:</td>
<td>Case 1</td>
</tr>
<tr>
<td>After following this course, the student is able to:</td>
<td></td>
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<tr>
<td>Understand how marketing is a force for positive change by creating long-term value for customers, companies and society in general.</td>
<td>X</td>
</tr>
<tr>
<td>Understand why and how marketing is a central part of an organizational strategy by seeking to create superior value</td>
<td>X</td>
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<tr>
<td>Understand that organizations need to identify and monitor the relevant stakeholders, macro and micro environmental factors/trends to spot and create novel opportunities for value creation</td>
<td>X</td>
</tr>
<tr>
<td>Develop a thorough understanding of the fundamental principles and practices in strategic marketing</td>
<td>X</td>
</tr>
<tr>
<td>Develop a thorough understanding of the core tactical elements of marketing management</td>
<td>X</td>
</tr>
<tr>
<td>Understand and identify consumer motivations, needs and decision journeys</td>
<td>X</td>
</tr>
<tr>
<td>Identify concrete real-world examples illustrating marketing theory and identify organizational problems as being marketing problems</td>
<td>X</td>
</tr>
<tr>
<td>Ability to develop and communicate a coherent marketing plan</td>
<td>X</td>
</tr>
<tr>
<td>Ability to analyze a complex business case with a small group of colleagues</td>
<td>X</td>
</tr>
<tr>
<td>The use of several analytical tools, including tools used in targeting, brand management and pricing</td>
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</tr>
<tr>
<td>The ability to discuss complex business cases in a large group setting</td>
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<table>
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<td>assignment</td>
<td>MC / open Qs</td>
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<tr>
<td>Group / individual</td>
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<td>individual</td>
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Course name: International Marketing Research
Course code: BAB011
Course load: 3 EC
Trimester: 6
Coordinator: A.K. Bhattacharjee
Contact: BAB011@rsm.nl
Course structure: Plenary Lectures, Assignments
Course schedule: See MyEUR
Examination: Written test, Assignments
Student Rep: feedbackIBA@rsmr.nl

Office Hours
• By appointment: BAB011@rsm.nl

Course Overview
Organizations base their strategies on information about consumers, industrial buyers, distributors, employees, competitors, and suppliers. The International Marketing Research course deals with how to collect and analyze this information. The course applies the knowledge acquired during previous methodology courses to the marketing domain, and integrates it with the most advanced developments in marketing research, such as crowdsourcing.

Learning Goals
This course aims to enable you to approach managerial problems scientifically by learning how to:
1) Understand what information is required to answer a question; 2) Select the best method for obtaining required information; 3) Transition from exploratory to confirmatory methods; 4) Design stimuli and measures to collect data effectively; 5) Draw appropriate conclusions from data; 6) Engage in precise causal reasoning and understand the limits of data; 7) Ethically and accurately communicate information and uncertainty.

To achieve these goals, classes will integrate insights from previous applications of marketing research methods with hands-on experience in completing a novel application: implementing these methods, collecting and analyzing data, and deriving managerial recommendations to help address a problem of your own choosing.

Recommended prior knowledge
The course builds on knowledge acquired in the first-year courses Skills 1, 2, and 3 (BAP065, BAP066, BAP067), Quantitative Methods & Techniques: Statistics (BAP058), and Methodology (BAP73), along with the second-year course Applied Business Methods (BAB08). It is assumed that you are familiar with the content of these courses.

How the workload is divided
The course has three credits (EC) and has been designed with the aim of a total workload of 84 hours. Of course, the actual workload varies across individuals, but the following estimates are informative of the effort that you should expect to put into the course: Attend seven lectures (14 hours); Complete assignments (28 hours); studying the course materials (39 hours); Take the written test (3 hours).

Required Study Material
• Readings posted on Canvas
• Lecture slides posted on Canvas shortly after each class

Course Schedule
Notes: The schedule is subject to changes. Students are solely responsible to stay up to date by checking SIN-Online and Canvas. Chapter numbers correspond to those of the customized edition of the book (not of the original version).

1. April 11 (Thursday) 13.00-14.45, Room M2-03
The Marketing Research process
Readings: Book Chapters 1-2

2. April 18 (Thursday) 13.00-14.45, Room M2-03
Techniques in Qualitative Research
Readings: Book Chapter 3

3. April 25 (Thursday) 13.00-14.45, Room M2-03
Survey Research: Issues in Design and Measurement
Readings: Book Chapters 4-6-7-8-9

4. May 2 (Thursday) 13.00-14.45, Room M2-03
**Experimental Research**
Readings: Book Chapter 5, articles on Blackboard

5. May 9 (Thursday) 13.00-14.45, Room M2-03
**Data Analysis in Marketing Research**
You are expected to be familiar with basic statistical tests in hypothesis testing

6. May 16 (Thursday) 13.00-14.45, Room M2-03
**Guest Lecture: Timothy Prescott, Advanced Analytics Consultant, IG&H Consulting**
**Big Data and the Internet in Marketing Research**
Readings: articles on Blackboard

7. May 23 (Thursday) 13.00-14.45, Room M2-03
**Wrapping up, Q&A**

**Examination Dates**
Written test: June 21 (Friday) 9:30-12:30
Re-sit written test: July 13 (Saturday) 9:30-12:30

Registration for the course in Osiris will automatically register you for all examinations with the exception of the re-sit written test. Course registration is possible via Osiris in the first 4 weeks of the trimester.

Registration for the re-sit written test will be possible via Osiris 35 to 7 days before the re-sit examination. Specific registration dates for the re-sit examinations are listed on the BSc IBA Examination Schedule, available via IBA Current Students (www.rsm.nl/current-students/iba).

**Written test**
55% of your final grade depends on the final written test. The written test will be composed of multiple-choice questions. You need to score at least 4.5 on the written test in order to obtain a grade for the course

**Assignments**
45% of your overall course grade depends on two group assignments. Assignments are meant to develop your abilities in fundamental marketing research activities, such as qualitative and quantitative research, data collection and analysis, and drawing and reporting conclusions. The output of each assignment will be a completed electronic Report Form uploaded via Turnitin GradeMark on Blackboard. There will be two deadlines for these assignments:

1) Secondary Research and Focus Group (20%, due May 3, h. 12:00)
2) Data Analysis and Interpretation (25%, due June 7, h. 12:00)

A companion document called “Assignments General Information” will be posted on Blackboard prior to the beginning of the course with more details.

**Enrollment in Study Groups**
You are responsible for forming your own group. Groups can have 4, 5, or 6 students. If you are having troubles forming the group, you can use the forum “Group Formation” on the Canvas Discussion Board. Once the group is formed, one team member needs to enroll the team via SIN-Online. You can enroll at any time between Monday, April 1 at 8:30 and Friday, April 12 at 23:59. SIN-Online sends an email-confirmation to your student email address. If you have not received a confirmation within 24 hours after the moment of enrollment, please notify IBA Programme Management (ibapm@rsm.nl) in order to check your enrollment. The final group composition, together with group numbers, will be announced on Canvas.

**Students retaking the course**
Students who are retaking the course are allowed to keep partial grades from the previous year (2017-2018), upon request. In particular, two cases apply:

1) Students who received a grade of ≥5.5 or above on the written test in 2017-2018 may request to have their written test grade carried over to this year. **This request should be made to BAB011@rsm.nl before April 30.** If you are planning to carry over your written test grade, please note that you still must register for BAB011 via Osiris in order to receive a final grade for the course.

2) Students who received a passing grade (≥5.5) for the assignment in 2017-2018 may request to have their original assignment grade combined with this year’s written test grade. **This request should be made to BAB011@rsm.nl before April 30.** The examination for re-takers is based on the content and conditions of the current academic year (2018-2019).
**Bonus points for research participation**

RSM Erasmus University is a worldwide leader in management research, through the work of the members of the Erasmus Research Institute of Management (ERIM). ERIM is the joint research institute of RSM and the Erasmus School of Economics. Practically all the teachers that you meet in class are members of the institute and they are active in research two days per week on average.

During this term, you will be offered the opportunity to participate in research studies in return for bonus points towards the final grade of this course. Participation is entirely voluntary.

Participation in these studies will provide you with additional learning opportunities, as a complement to the content of the lectures. Through participation in research studies, you will become aware of the nature and insights of management research and learn about a variety of research areas and methods in an engaging manner. During the lectures of this course, reference will be made to the critical role of empirical research and research methods in producing the business knowledge that is taught in this course.

You will be able to earn a maximum of **0.4 points** contributing towards your final grade for this course. This means that during this term you can participate for course credits in a maximum of **two sessions** of approximately 30 minutes. **Note that bonus points will only be awarded if the final grade for the course (without bonus) is at least 5.5.**

You will be able to participate in research studies to earn bonus points for this course between the following dates: **April 8, 2019** and **June 14, 2019**. Additional information about registration procedures will be announced in class and on Blackboard at the beginning of the course. Reminders and deadlines will be communicated during the term via email. Check your student email regularly.

All studies will take place at the Erasmus Behavioral Lab (EBL), which is located on the 12th floor of the T building. To access the lab, you will need to use the elevators located towards the back of the T building. The bonus points are only valid for the current academic year (in other words, the bonus points expire after the re-sit written test). You are responsible for checking that your credits have been attributed to the correct course after each experiment. **If a mistake occurred or if you want to reassign your credits to a different subject, please contact the system administrator before the deadline: June 21, 2019.** Note that credits earned in past terms cannot be reassigned to this course.

You can sign up for a research session via the Erasmus Research Participation System (ERPS). To register, log in at [www.rsm.nl/lab](http://www.rsm.nl/lab). On the platform you will also find FAQs that should answer most of your practical concerns. If you have problems logging in, or if you have any remaining questions regarding the course credits or your profile information, please contact the ERPS administrator, not the teacher(s) of this course. The name of the administrator is Gizem Yalcin; you can contact her at the following email address: erps-admin@sona-systems.net.

**Examination Perusal**

The date, time and place of the perusal will be announced when the grades are published.

**RSM Student Representation**

If you have any comment about the course, be it positive or negative, please email the corresponding representative ([feedbackIBA@rsmr.nl](mailto:feedbackIBA@rsmr.nl)) or approach him or her personally after the lecture.
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<thead>
<tr>
<th>Course: International Marketing Research (BAB011)</th>
<th>Assessment formats</th>
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</thead>
<tbody>
<tr>
<td>Educational goals per course</td>
<td>assignment 1</td>
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<tr>
<td>after following this course, the student is able to:</td>
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<tr>
<td><strong>Understand</strong> what information is required to answer a question</td>
<td>x</td>
</tr>
<tr>
<td><strong>Select</strong> the best method for obtaining required information</td>
<td>x</td>
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<tr>
<td><strong>Transition</strong> from exploratory to confirmatory methods</td>
<td>x</td>
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<tr>
<td><strong>Design</strong> stimuli and measures to collect data effectively</td>
<td>x</td>
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<tr>
<td><strong>Draw</strong> appropriate conclusions from data</td>
<td>x</td>
</tr>
<tr>
<td><strong>Engage</strong> in precise causal reasoning and understand the limits of data</td>
<td>x</td>
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| Ethically and accurately communicate information and uncertainty | x | x | x | x |

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<tr>
<td>Group / individual</td>
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<td>individual</td>
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Leadership, Sustainability & Governance (BAB29)

Course name: Leadership, Sustainability & Governance
Course code: BAB29
Course load: 5 EC
Trimester: 6
Coordinator: Prof. Dr. M. van Dijke
Teaching staff: Prof. Dr. M. Kaptein, Prof. Dr. R. van Tulder, Dr. S. Kennedy, Dr. M. Wubben
Course structure: Plenary lectures, workshops
Course schedule: See MyEUR
Examination: Written test, performance during workshops

Description of course content
Leadership, Sustainability and Governance (BAB29) examines business in an increasingly global world, where organizations operate in a complex natural, social and economic environment. Corporations are expected to act responsibly toward various stakeholders, such as governments, competitors, Non-Governmental Organizations (NGOs), shareholders, suppliers and employees, to do the morally right thing, and to foster sustainable development. These high expectations can be challenging, yet they also create business opportunities. In particular, business plays a pivotal role in realizing the UN’s Sustainable Development Goals by creating not only economic value, but also ecological and social value.

Leadership, Sustainability and Governance is meant to be a provocative course that addresses the role of business and business leaders in both locally and globally relevant problems, such as inequality, corruption and climate change. While business is often a part of these problems, we examine how it can also be part of the solution. You are therefore encouraged to think about how business can create value not just specifically for shareholders, but also for other stakeholders, including society in general.

After introducing the Sustainable Development Goals as an overarching framework in the first lecture, the second and third lectures will give a broad introduction of three interconnected concepts that are central to this course: sustainability, responsibility and ethics. Lectures 4 to 9 subsequently examine how sustainability, responsibility and ethics allow companies to go beyond business-as-usual in the domains of strategy, entrepreneurship, supply chain management, accounting and reporting, organizational change and international business management, as well as how this helps achieve the Sustainable Development Goals (see Figure 1). Central questions include how to compete responsibly, add value through entrepreneurship, create a sustainable supply chain, achieve accountability to stakeholders, lead and develop the organization responsibly, and how to do so both locally and globally.

Intermixed with these nine lectures are three workshops that focus on developing your vision on sustainability and your authentic leadership, discussing managerial moral dilemmas with other students, and formulating a proposal for a corporate responsibility strategy. These workshops thus make the course material more directly relevant to you, by linking it to your personal development and awareness of sustainable challenges.

To help you further engage with the course material, supplementary video materials and animations will be made available. Finally, after nine lectures, the written test will be organized.

Figure 1: A Framework for Responsible Business Leadership
Learning objectives
After this course, you will be able to:

• Explain the roles that companies play in the creation of and finding solutions for sustainability issues, including corruption, climate change and inequality.
• Apply concepts and theories relevant to how organizations can and should contribute to solving these issues through the way they organize themselves internally and the way they interact with external stakeholders.
• Explain your own standpoint on how companies can contribute to solving these sustainability issues.
• Create a plan on how to contribute to solving these issues.

Study load
Lectures: 18 hours
Studying literature and video materials: 80 hours
Preparation workshops: 30 hours
Workshops: 9 hours
Written test: 3 hours
Total: 140 hours

Rules for workshops
There will be three mandatory workshops. Each workshop will be 3 hours long in groups of roughly 24 students. You must register for a specific Group using SIN-Registrations; this is possible from Monday March 25th until Sunday April 14th, 23:59, 2018. After this date, it is no longer possible to register. Without registration, you will not be allowed to attend the workshops. Note that not all workshops necessarily take place at the same time or day of the week (see timetables.eur.nl).

The workshops let you reflect on concrete cases from international firms and make you more aware of your own viewpoints, including what you can contribute to such firms. As such, it will be valuable to go beyond the provided materials for the workshops and consult additional media. You can find the cases, instructions and exercises on Canvas, but to give you an impression an animated video for each workshop is also already available:
Workshop 1: https://media.eur.nl/Mediasite/Play/13476b6c49d0459ea74ee299e60324b71d
Workshop 2: https://media.eur.nl/Mediasite/Play/4a12bd5fbd4d44feb0e215241df324601d
Workshop 3: https://media.eur.nl/Mediasite/Play/8e1df360a16841509831d8e5df4b49f81d

When you register for the workshops, you are obliged to attend each of the three meetings in the same group. This furthers the development of each individual student and the group discussion as a whole. Because the workshops are mandatory, students who miss a workshop will get a 0 as a grade for that workshop, even if they do complete any corresponding workshop assignment afterwards. When exceptional circumstances beyond a student’s control prevent a student from attending a mandatory session, these circumstances must be communicated before the missed workshop via an email to lsg@rsm.nl. Such requests will be evaluated on a case-by-case basis and may result in a replacement assignment or placement in a different workshop group. Such exceptions can only be granted if the absence can be validated with documented proof.

Literature
The following book is used in the course:

Assessment and examinations
The first part of LSG consists of 9 lectures, which will be concluded with a written test. The written test will count for 55% of your overall course grade. The written test is closed book and consists of open-ended questions. Further information will be given during the lectures.

The second part of LSG consists of three mandatory workshops that each count 15% toward your overall grade (together 45%). For Workshop 1 and 3, you are graded on the quality and creativity of your assignments and exercises, such as the poster and motivation letter. For Workshop 2, you are graded on the quality and creativity of your contributions to the case discussions. The grade for Workshop 2 is based on individual assessments, the grade for Workshop 3 is based on group assessments, and the grade for Workshop 1 is based for 80% on individual assessments and for 20% on a group assessment.

Your final grade is the weighted average of your grade for the written test (55%) and for the workshops (45%) and has to be at least 5.5 to pass the course. Furthermore, your grade for the written test has to be at least 4.5. No such minimum grade applies to the workshops (see also paragraph 11, Assessment plan).

Once you have obtained a 5.5 or higher for the workshops, this grade will be final: there will be no resit possibility for a workshop. This also means that if at the end of the academic year, you have not passed the course, but you
have passed the workshops, you need to retake only the written test. If you have not obtained a passing grade for the workshops, you are allowed to retake the workshops the next year. Note: Registration for the course in Osiris will automatically register you for the regular written test in June. Registration for the re-sit written test will be possible via Osiris 35 to 7 days before the re-sit examination. Specific registration dates for the re-sit examinations are listed on the BSc IBA Examination Schedule, available via IBA Current Students (www.rsm.nl/current-students/iba).

Written test perusal and preparation

- **Written test** = Wednesday June 12th, 2019 from 9.30 till 12.30 hour (M-building).
- **Re-sit written test** = Saturday July 20th, 2019 from 09.30 till 12.30 hour (M-building).

You will need to study all lecture content, including the video materials, all textbook material corresponding to the lectures (see below), and the Sustainable Development Goals. The cases, videos and SDG-booklet that you have to study for the workshops will not be asked for in the written test.

Specifics regarding the perusal will be communicated via Canvas.

Students retaking the course

Students who have not passed the ‘old style’ course in the academic year 2016-2017 (or during the re-sits in 2017-2018) will need to follow the present course anew, including new workshops, new lectures and a new written test. Those students will need to register for the course in Osiris.

Students who first participated in the course last academic year (2017-2018) and passed it are not allowed to retake the workshops this year or the years after. It is possible, though, to retake the written test if students want to improve their grade.

For students who first participated in the course last academic year (2017-2018) and did not pass, the rules for this year’s edition of the course apply. Thus, workshops can be retaken only if the obtained grade for the workshops in 2017-2018 was lower than 5.5. This also means that students who did pass the workshops but not the written test will retain their workshop grade – they will only have to retake the written test.

Contact

If you have questions about the course, please first consult this course manual, the lecture slides and the Canvas materials. If this does not answer your question and fellow students also do not have the answer, you can proceed as follows:

1. Please consult the FAQ on Canvas. We will add answers to Frequently Asked Questions as the course progresses.

2. Questions about the course content and literature can be addressed to the teachers during the lectures.

3. General questions and questions about general workshop rules, including missing (a part of) a workshop due to unforeseen circumstances (e.g., illness), can be addressed to our student assistant at lsg@rsm.nl.

4. Specific questions about workshop assignments can be addressed to your workshop tutor, using the tutor’s e-mail address that will be communicated during the first workshop.

5. In case there are problems with your overall registration for the workshops, please contact programme management at ibapm@rsm.nl.

6. Any remaining questions, remarks, and suggestions can be addressed to the course coordinator, Marius van Dijke (mvandijke@rsm.nl). Teachers and staff do not have specific contact hours.

Timeline and to-do list

See timetables.eur.nl for the exact dates, times and locations of the lectures and workshops and see paragraph 6 and 7 of this manual for more information on the written test and re-sit.

The two tables below provide a to-do list for the lectures and workshops. We advise you to read the textbook material already prior to following the corresponding lectures, but this is not strictly required. Please make sure to prepare for Lecture 1 as indicated on the next page.
### To-do list for lectures

<table>
<thead>
<tr>
<th>Event</th>
<th>Professor</th>
<th>To do / read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Lecture 1</td>
<td></td>
<td>Study the Sustainable Development Goals and watch the LSG video (see Canvas)</td>
</tr>
<tr>
<td>Lecture 1 - Introduction</td>
<td>M. van Dijke</td>
<td>Laasch &amp; Conaway (2015), Chapter 1</td>
</tr>
<tr>
<td>Lecture 2 - Sustainability &amp; Responsibility</td>
<td>M. Kaptein</td>
<td>Laasch &amp; Conaway (2015), Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>Lecture 3 – Ethics</td>
<td>M. Kaptein</td>
<td>Laasch &amp; Conaway (2015), Chapter 5</td>
</tr>
<tr>
<td>Lecture 4 - Strategy: Responsible competitiveness</td>
<td>R. van Tulder</td>
<td>Laasch &amp; Conaway (2015), Chapter 6</td>
</tr>
<tr>
<td>Lecture 6 – Supply chain: Responsible supply and demand</td>
<td>S. Kennedy</td>
<td>Laasch &amp; Conaway (2015), Chapter 10 pages 311-325</td>
</tr>
<tr>
<td>Lecture 7 – Sustainability accounting and reporting</td>
<td>S. Kennedy</td>
<td>Laasch &amp; Conaway (2015), Chapter 14 pages 453-477</td>
</tr>
<tr>
<td>Lecture 8 – Organizational change</td>
<td>M. van Dijke</td>
<td>Laasch &amp; Conaway (2015), Chapter 8 pages 220-230 and 238-248.</td>
</tr>
<tr>
<td>Lecture 9 – International Business &amp; Management</td>
<td>M. van Dijke</td>
<td>Laasch &amp; Conaway (2015), Chapter 13</td>
</tr>
</tbody>
</table>

### To-do list for workshops

<table>
<thead>
<tr>
<th>Event</th>
<th>Timeline</th>
<th>To do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop registration</td>
<td>March 25 – April 14</td>
<td>Register on Sin-online</td>
</tr>
<tr>
<td>Assignment 1 &amp; 2 Workshop 1</td>
<td>Min. 72 hours before Workshop 1</td>
<td>Submit ecological and slavery footprints and mission statement</td>
</tr>
<tr>
<td>Further preparation Workshop 1</td>
<td>Before Workshop 1</td>
<td>Read George et al. (2007) on authentic leadership (see Canvas)</td>
</tr>
<tr>
<td>Workshop 1</td>
<td>Timetables.eur.nl</td>
<td>Participate actively (including in assignment 3)</td>
</tr>
<tr>
<td>Assignment 4 Workshop 1</td>
<td>Max. one week after workshop 1</td>
<td>Submit motivation letter to workshop tutor</td>
</tr>
<tr>
<td>Preparation Workshop 2</td>
<td>Before Workshop 2</td>
<td>Read, study and reflect on business cases / moral dilemmas</td>
</tr>
<tr>
<td>Workshop 2</td>
<td>Timetables.eur.nl</td>
<td>Contribute to case discussions</td>
</tr>
<tr>
<td>Preparation Workshop 3 &amp; Assignment 1</td>
<td>Before Workshop 3</td>
<td>Present CSR-strategy for designated company and SDG</td>
</tr>
<tr>
<td>Workshop 3</td>
<td>Timetables.eur.nl</td>
<td>Presentations &amp; discussion</td>
</tr>
<tr>
<td>Workshop 3 Assignment 2</td>
<td>Max. one week after workshop 3</td>
<td>Submit CSR-strategy poster to workshop tutor</td>
</tr>
<tr>
<td>Educational goals per course</td>
<td>Assessment formats</td>
<td>Total</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Workshop 1</td>
<td>Workshop 2</td>
</tr>
<tr>
<td>To explain the roles that companies play in the creation of and finding solutions for sustainability issues, including corruption, climate change and inequality.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To apply concepts and theories relevant to how organizations can and should contribute to solving these issues through the way they organize themselves internally and the way they interact with external stakeholders.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To explain your own standpoint on how companies can contribute to solving these sustainability issues.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To create a plan on how to contribute to solving the issues</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Weighting factor</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Minimum grade required</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Opportunity to resit within the same academic year (Yes/No)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Form of examination (e.g. MC, Open questions, etc.)</td>
<td>assignments</td>
<td>participation</td>
</tr>
<tr>
<td>individual/group</td>
<td>80% individual, 20% group</td>
<td>individual</td>
</tr>
</tbody>
</table>
Technology Management (BAB20)

Course name: Technology Management
Course code: BAB20
Course load: 4 EC
Trimester: 6
Coordinator: Dr. Pieter van den Berg
Teaching staff: Dr. C.W. Hagen (TU Delft) Sandra Langeveld MSc.
Course structure: Mandatory: Kick off session (15 April), two feedback sessions (3 May and 24 May) and a final presentation (14 June).
Voluntary but strongly recommended: two lectures (1 April and 17 May) and in-between-meetings
Course schedule: See MyEUR
Examination: Assignments, Presentation

Course Overview

1.1 Subject
This course is about the management of a company's high-end technology that is embedded in one of the company's core business or consumer products. The technology is an essential part of the product, but it may become outdated because of the rise of alternative technologies. These emerging technologies have the same functionality as the current technology, but may (in the future) add more value to the company's core products and its customers. Therefore, the new technological developments need to be considered for sustainable competitiveness.

It is not evident that a company should always shift to the (technologically better) alternative. Introducing an emerging technology may have serious effects on the product, the production processes, the company at large, and the business environment. Therefore, managers should carefully evaluate and compare existing and emerging technologies and their effects. Therefore, the main question in this course is: should the company shift to an emerging technology, and if so to which one?

The aim of this course is to write a strategic plan for an existing company with high-tech products that could apply an alternative technology in one of its core products. In order to reach that goal, you have to analyse the company's current situation (Assignment 0), compare the current technology with the emerging ones (Assignment 1), study the effects of emerging technologies on the company and its environment (Assignment 2), and combine this information into a proposal for a technology strategy (Assignment 3), which has to be summarized and presented during an executive presentation (Presentation).

1.2 Relevance
For centuries, technology has been one of the most important pillars of the economy. Both in production-oriented sectors and in service companies, technology plays an important role. Without technological progress, companies will lose their competitive advantage. Managers have to face the question of how to make the most of technology. What technology is available and which technological innovations are developing? What might be the consequences of a technology for a company, a particular sector or society? What is the role of technology in the strategy of a company regarding its product/services, the production process and the core competencies? In short, how can man-agers recognize relevant technologies and properly implement them in a company? In this course, you will develop a technology strategy for one crucial high-end technology embedded in a core product of a case company by combining technological and business criteria.

1.3 Focus of the course
This course describes how technology can be used in companies. It does not focus on the question of how to meet a short-term demand in the market by means of technology (market pull), but the focus will be on how an upcoming technology can be used in the longer run for redesigning products/services, production processes or core competencies of a company (technology push). Student teams will write strategic recommendations for companies that could apply an emerging high-end technology.

1.4 Place and function of the course
The course builds upon the courses Introduction to International Business (BAP064, trimester 1) and Strategic Business Plan (BAP059, Trimester 2 and 3), is related to Operations Management (BAP057, trimester 2), and uses Skills. The course prepares you for later Bachelor courses with a technology component, like Supply Chain Management (BAD13, Trimester 3) and Innovation Management (BAD01, trimester 3).
1.5 The department
The course is offered by the department “Technology and Operation Management”. This department deals with
management questions in the field of production, logistics, innovation, product development, quality management,
standardisation, and technology and human factors. The department provides the Masters "Innovation manage-
ment", "Business Information Management" and “Supply Chain Management”.

1.6 Cooperation with Delft University of Technology
This course is a cooperative effort between RSM and Delft University of Technology (TUD). Approximately 200 stu-
dents from TUD and approximately 400 RSM students together will follow the course. The students from TUD are
first year students that study Applied Physics. The majority of the group of RSM students consists of second year
International Business Administration students. English is the working language during this course. The students
will cooperate in multidisciplinary teams (4 RSM students and 1-2 TUD students). Before the RSM students and the
TUD students start working in their team, the RSM students will first describe the current situation in the company
using their management knowledge, and the TUD students will first describe the current and emerging technolo-
gies using their engineering knowledge. Afterwards this information will be combined and all members of the team
collaborate to make further analyses and formulate a technology strategy. Some team sessions will take place in
Rotterdam and some in Delft.

The students will be guided by coaches from both universities. The RSM coaches are third year students. The TUD
coaches are PhD students or senior students from Applied Physics. They will work together in pairs. (More infor-
mation about coach guidance in paragraph 3.7)

1.7 Cooperation with case companies
Each team of students writes a technology strategy for a real company: your case. Each team is connected to a
specific company with a specific current technology. The teams must collect publicly available information about the
company and its environment. There is no possibility for students to visit or contact the company. On Canvas, there
is an interview with the contact person of the company with more details about the company. We have asked the
contact persons to attend the last session with final presentations. During this session, the students will present
their recommendations to the company and the coaches. In addition, the final reports will be send to the company.

Learning Goals

2.1 Objectives
The objective of this course is to give you insight into specific high-end technologies that can offer great value to
the case company. In this course, you learn to analyse a technology and discover how a company can exploit this
technology by combining engineering knowledge with management knowledge.

After successful completion of this course you should be able to:

- Cooperate with students with an engineering background;
- Use a technology driven method as an alternative way to develop competitive products/services and production
  processes;
- Judge the impact of a technology on an organisation and its environment;
- Write a strategic recommendation for the case company regarding their future use of technology.

Course Information

3.1 Recommended prior knowledge
It is assumed that you have taken the courses Introduction to International Business (BAP064, trimester 1) and
Strategic Business Plan (BAP059, Trimester 2 and 3)

3.2 Composition and registration of teams
In this course, you work in a team of 5-6 students (3-4 from RSM and 1-2 from TUD). You should enroll to the
company of your choice via SIN-Online (via My Registrations). You will receive a confirmation of your registra-
ton SIN-Online in your student e-mail account. Information about the case companies and the technologies can
be found on Canvas. Every company has its own coach duo and can handle no more than 40 RSM students. Regis-
trations happen on a “first come, first serve” basis. If you do not register for any company, you cannot partici-
pate in the course. After this initial registration, students will be randomly assigned to a team. Together with your
RSM team members, you will make Assignment 0. Each team for the case company has its own specific team
number which determines the time slots for the mandatory sessions. During the kick-off sessions, you will meet
your TUD student(s) and together you decide on a preferred team number and corresponding timetable. After the
kick-off session, you will register as a team for a specific team number via SIN-Online (via My Registrations).
Again, this happens on a “first come, first serve” basis. If you do not register for a specific team number, you
are randomly assigned a team number. It is not possible to register after the deadline! Remember your team
number well and mention this on each assignment you hand in!
3.3 Structuring study time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare and attend team-coach meetings (kick off, feedback sessions, in-be-tween-meetings, final presentation seminar)</td>
<td>20</td>
</tr>
<tr>
<td>Complete assignment 0</td>
<td>12</td>
</tr>
<tr>
<td>Complete assignment 1</td>
<td>25</td>
</tr>
<tr>
<td>Complete assignment 2</td>
<td>25</td>
</tr>
<tr>
<td>Complete assignment 3</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>112</strong></td>
</tr>
</tbody>
</table>

3.4 Teaching and learning methods

The course consists of the following components:

- Two lectures (highly recommended)
- Four assignments
- One kick off session (mandatory attendance)
- Two feedback sessions (mandatory attendance)
- In-between-meetings of team with coach
- Team meetings without coach
- One final presentation seminar (mandatory attendance)

Lecture 1 (1 April)

For RSM students there will be a specific introduction lecture about the course. It is strongly recommended that you attend this lecture because you will get an introduction on the role of technology in businesses and the content of the course will be explained. After this lecture, you need to work on Assignment 0.

Lecture 2 (17 May)

Prior to the third assignment, there will be a lecture covering the main methodology necessary for the completion of Assignment 3. This lecture is for both RSM and TUD students and will take place in Rotterdam.

Assignments

In the first assignment (Assignment 0) you will carefully describe the current situation of your case company. For your next assignment (Assignment 1) you will meet the engineers (during the “kick off”). In this assignment, you compare the current technology with the emerging ones using technological criteria only. Assignment 2 deals with the company in three potential future situations: the company keeps its current technology, the company selects the first emerging technology and the company selects the second emerging technology (and more options if there are more emerging technologies). Now the team compares the three business situations (with three different technologies) using business criteria. In the final assignment (Assignment 3) the team integrates the technological aspects and the business aspects and formulates a well-founded technology strategy for your case company. There is a strict word limit per assignment. Once this limit is reached, the assessment stops. All words after the cover page count towards the number of words, however the references and the process description are not considered. These do not count in the total word limit.

Kick off (15 April)

This is a mandatory session because you will meet your coaches and TUD team members for the first time. They will inform you about the technologies and you will inform them about the company. Use this session also to get to know your team members and exchange contact details. Make sure you all have the same expectation of the teamwork. We will facilitate this process by asking each team to fill in a team contract (pre-assignment), in order to align the ambitions and strengths and weaknesses within the team.

Feedback sessions (3 May & 24 May)

During the feedback sessions, the assignments which you hand in are assessed by the coaches. Both the team result and the individual contributions are assessed. Therefore, make sure you have learned enough about the technology, the company and the theories you used during the assignment. The feedback sessions are mandatory and are to be seen as partial exams for the course.

In-between-meetings of teams and coaches

Between sessions, the teams can meet with the coaches to give the coaches insight into the team process and the progress of the assignment, and to receive feedback from the coaches. The teams have to make appointments for these meetings with their own coaches. The place and date have to be agreed upon by both parties. These meetings are on a voluntary basis. We strongly recommend you to have an in-between meeting for every assignment.
**Team meetings without coach**

In addition to the team meetings as described above, it is strongly advised that teams meet regularly, without coaches, while working on the assignments. Please keep in mind that the TUD team members have tight schedules (they need to work at the university from 9.00-18.00hrs every day). They have time on Fridays blocked in their agendas for this course.

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**Absent, what now?**

As soon as you are absent, we will deduct 1,5 point from your final grade until we are informed by you or the student advisor about your personal circumstances. If you are absent twice (with or without personal circumstances), you will automatically be excluded from the course.

We consider the following compelling reasons personal circumstances:

- Prolonged illness; as verifiable by a doctor’s statement
- Serious family circumstances; already known by academic adviser
- Sporting activities; provided that the student has a "professional athlete" status, established by the university
- Funeral of a close relative; as verifiable with a funeral card
- Marriage of a family member; as verifiable by invitation

In case you are absent because of prolonged illness, family circumstances or professional sport activities, you can contact the student advisors: studentadviser@rsm.nl

In case you are absent because of a funeral, wedding, or you are sick on the day of the session with a doctor’s statement, you can contact the student assistant: Rosanne Heeren (r.m.a.heeren@rsm.nl)

So we do not consider the following reasons personal circumstances: traffic jam, open bridge, car breakdown, flat tire, holidays, work duties, entrepreneurial activities, sport activities, babysitting, activities from study associations (Race of the Classics, Case Competition, study trips, recruitment days etc.), activities from student associations, sick on the day of the session without a doctor’s statement (abdominal pain, headache, stomach flu etc.), liabilities arising from administrative positions, driving lessons, driving test et.

After the decision whether a reason is considered a personal circumstance, there is no communication possible with the student advisors, the coordinators and teaching assistant or programme management.

**Late?**

If you are late to a mandatory meeting, points will be deducted proportionally from the final grade. You are allowed to enter the session halfway through the session at the latest. If you arrive even later, you will not be allowed into the session and 1,5 point will be deducted from the final grade.

Example: You arrive 30 minutes late for the kick-off meeting, which lasts for 90 minutes. You are still allowed to enter the session, but 0,5 point will be deducted from your final grade. If you arrive more than 45 minutes late, you will not be allowed to enter and 1,5 point is deducted from your final grade.

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**3.7 Guidance**

There are two coaches for every 10 teams. Each coach duo consists of a PhD candidate or senior student (TUD) and a third year student (RSM). They are both trained for the job. Their task is to guide teams to accomplish the assignments. Note that they are not teachers who provide you with knowledge. They are coaches who will supervise you and help you in the process. The coaches will attend every session and in-between-meetings. In addition, the teams can meet without the presence of coaches. After every deadline the coaches judge the assignments. During the feedback session and physical meeting they will also judge your individual participation. Failure to cooperate with an assignment and / or poor participation during a session will lead to a minus. You can email your coaches for more guidance.

The course is organisationally accompanied by a Student Assistant (Rosanne Heeren) and a Teaching Assistant (Sandra Langeveld). The final responsibility of the course lies with the professors of RSM (Dr. P.L. van den Berg) and TUD (Dr. C.W. Hagen).
Final presentations (14 June)
In the final presentation session, student teams will present their recommendations to the company. In addition, active participation is expected during the Q&A part after the presentations of the other teams.

3.5 Literature
On Canvas, you will find articles that will be useful for making the assignments. By way of introduction to the technology, the TUD students have prepared a document in which the current technology and the two emerging technologies are described and explained. You will also need to find further information by yourself. The literature that you use must be of good quality. For example, for orientation you may want to use general sources like Wikipedia, but your analyses and recommendations must be based on scientific articles or other reliable information.

3.6 Attendance
All four scheduled sessions for the Technology Management course are mandatory, for the reasons mentioned in paragraph 3.4. In case you are absent because of personal circumstances (PC), you can contact the student advisors. They can give you professional help, advice and guidance during your studies. There will be no direct consequences for your grade in case you are absent because of a personal circumstance. However, if you are absent for another reason than a personal circumstance, 1,5 point will be deducted from your FINAL GRADE. If you miss two session, for whatever reason, you will be excluded from the course.

3.7 Guidance
There are two coaches for every 10 teams. Each coach duo consists of a PhD candidate or senior student (TUD) and a third year student (RSM). They are both trained for the job. Their task is to guide teams to accomplish the assignments. Note that they are not teachers who provide you with knowledge. They are coaches who will supervise you and help you in the process. The coaches will attend every session and in-between-meetings. In addition, the teams can meet without the presence of coaches. After every deadline the coaches judge the assignments. During the feedback session and physical meeting they will also judge your individual participation. Failure to cooperate with an assignment and / or poor participation during a session will lead to a minus. You can email your coaches for more guidance.

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3.8 Questions?

<table>
<thead>
<tr>
<th>Questions about …</th>
<th>You ask…</th>
<th>via…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation of the course</td>
<td>Look in the Course Manual. If you cannot find your answer there, ask Sandra Langeveld via email (<a href="mailto:slangeveld@register.nl">slangeveld@register.nl</a>).</td>
<td></td>
</tr>
<tr>
<td>Attendance or proof of P.C.</td>
<td>Rosanne Heeren (<a href="mailto:r.m.a.heeren@register.nl">r.m.a.heeren@register.nl</a>)</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>Your coaches</td>
<td>Email (see Canvas)</td>
</tr>
</tbody>
</table>

3.9 Assessment
This course does not have a written test. The following components will be assessed:
A. the assignments;  
B. the presentation; and  
C. individual participation.

<table>
<thead>
<tr>
<th>Component</th>
<th>% Final grade</th>
<th>Assessment of individual participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 0: Getting to know the company</td>
<td>10%</td>
<td>Not assessed</td>
</tr>
<tr>
<td>Assignment 1: Technological evaluation</td>
<td>25%</td>
<td>Exceptional, good, or poor</td>
</tr>
<tr>
<td>Assignment 2: Business evaluation</td>
<td>25%</td>
<td>Exceptional, good, or poor</td>
</tr>
<tr>
<td>Assignment 3: Final evaluation</td>
<td>30%</td>
<td>Exceptional, good, or poor</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>Exceptional, good, or poor</td>
</tr>
</tbody>
</table>

Note: For each assignment you will receive a team grade on the regular Dutch 1-10 scale. Grades will be rounded to one digit after the decimal point. Your final grade will be calculated from these rounded grades. There are no minimum grade requirements for the individual components. In addition to each assignment, you must also hand in a process description (max. 1 A4) signed by every team member. This description gives the coaches insight into your individual participation because it indicates which person worked on which part. In this description, you will also reflect on the team contract (3.4 Kick off). Although each of you may have been working on specific parts, we still expect that you critically read and comment on the parts of your team members and you understand what is handed in. During the feedback sessions you must be able to answer questions about all parts. Each assignment must form one uniform whole with regard to layout and writing-
style. **Everyone is therefore responsible for the quality of the complete assignment as submitted!** This also means that in the event that plagiarism is detected, the entire team will be held responsible.

Your coaches will judge your individual participation based on the feedback sessions, the in-between-meetings, the process description as well as during the presentations. We expect that most students will be judged “good” if the planned time is spent for the course. In that case, your contribution to the assignment is good and you can show that you possess sufficient knowledge about the subject during the feedback session. When the coach recognizes that you have put in exceptionally more effort and quality than others, you earn a plus; when your participation was clearly below the average you receive a minus. For every plus you will receive a half point bonus on your final grade and for every minus your final grade will be reduced with half a point. You cannot receive more than 1 bonus point in total.

<table>
<thead>
<tr>
<th>Technology Management</th>
<th>Assessment format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning objectives</strong></td>
<td>**Assign-</td>
</tr>
<tr>
<td>After successful completion of this course you should be able to:</td>
<td>ment 0</td>
</tr>
<tr>
<td>Cooperate with students with an engineering background</td>
<td>x</td>
</tr>
<tr>
<td>Use a technology driven method as an alternative way to develop competitive products/services and production processes</td>
<td></td>
</tr>
<tr>
<td>Judge the impact of a technology on an organisation and its environment</td>
<td>x</td>
</tr>
<tr>
<td>Write a strategic recommendation for the case company regarding their future use of technology</td>
<td></td>
</tr>
</tbody>
</table>

| **Weighting factor** | **10%** | **25%** | **25%** | **30%** | **10%** | **bonus/malus** |
| **Minimum grade required?** | No | No | No | No | No | No |
| **Opportunity to resit within the academic year (Yes/No)** | No | No | No | No | No | No |
| **Form of examination (e.g. MC, Open-book, etc.)** | Assignment | Assignment | Assignment | Assignment | Presentation | Participation |
| **Group / individual** | Group | Group | Group | Group | Group | Individual |

3.11 Students Retaking the Course
Grades which you have gained for the separate components are only valid in the academic year 2018/2019.

3.12 Evaluation
To monitor the quality of education, all courses are evaluated after each trimester. This is done by means of an online survey, administered by an independent office. The evaluation is related to the contents and organisation of the course. Students are informed about this evaluation through SIN-Online by email. RSM Erasmus University values the opinions of students concerning the quality of education. The outcomes are discussed by the executive board with the professors and partially given as feedback to the students.

3.13 RSM Student Representation
If you as a student have any comment about the quality of your courses, be it positive or negative, please send an email to the corresponding representative, fill in the feedback form on the website (www.rsmsr.nl), or approach him or her personally after the lecture. RSM SR email: feedback@rsmsr.nl
Schedule

4.1 Important dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Thursday March 28</td>
<td>Deadline registration for a company</td>
<td>(Sin-Online)</td>
</tr>
<tr>
<td>14</td>
<td>Monday April 1</td>
<td>Lecture 1</td>
<td>RSM Erasmus University</td>
</tr>
<tr>
<td>15</td>
<td>Wednesday April 10</td>
<td>Deadline assignment 0</td>
<td>(Canvas)</td>
</tr>
<tr>
<td>16</td>
<td>Monday April 15</td>
<td>Kick off</td>
<td>RSM Erasmus University</td>
</tr>
<tr>
<td>16</td>
<td>Tuesday April 16</td>
<td>Registration for team number opens</td>
<td>(Sin-Online)</td>
</tr>
<tr>
<td>17</td>
<td>Wednesday April 24</td>
<td>Deadline pre-assignment</td>
<td>(Canvas)</td>
</tr>
<tr>
<td>17</td>
<td>Wednesday April 24</td>
<td>Deadline registration for team number</td>
<td>(Sin-Online)</td>
</tr>
<tr>
<td>16-17</td>
<td>In-between-meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Friday April 26</td>
<td>Deadline assignment 1</td>
<td>(Canvas)</td>
</tr>
<tr>
<td>18</td>
<td>Friday May 3</td>
<td>Feedback session 1</td>
<td>Delft University of Technology</td>
</tr>
<tr>
<td>19-20</td>
<td>In-between-meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Friday May 17</td>
<td>Deadline assignment 2</td>
<td>(Canvas)</td>
</tr>
<tr>
<td>20</td>
<td>Friday May 17</td>
<td>Lecture 2</td>
<td>RSM Erasmus University</td>
</tr>
<tr>
<td>21</td>
<td>Friday May 24</td>
<td>Feedback session 2</td>
<td>RSM Erasmus University</td>
</tr>
<tr>
<td>22-23</td>
<td>In-between-meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Friday June 7</td>
<td>Deadline assignment 3</td>
<td>(Canvas)</td>
</tr>
<tr>
<td>24</td>
<td>Friday June 14</td>
<td>Presentation session</td>
<td>Delft University of Technology</td>
</tr>
</tbody>
</table>

**Note:** Some sessions take place in Delft. A campus map can be found via the following link: https://www.tudelft.nl/en/about-tu-delft/contact-and-accessibility/map-and-buildings/
Cross-Cultural Management – International Case (BAB23)

*This course already started in trimester 5*

Course name: Cross-Cultural Management – International Case
Course code: BAB23
Course load: 5 EC
Trimester: 5 + 6
Coordinator: Dr. Tina Davidson
Teaching staff: Dr. Juup Essers, and Dr. Tina Davidson
Course structure: Plenary lectures, Developmental workshops
Course schedule: See MyEUR
Examination: Written test, team assignment, individual assignment

Course Overview

Today’s society and economy are growing more and more diverse, dynamic, and international. Not surprisingly then, organizations increasingly emphasize the need for an in-depth understanding of organizational behavior across cultures, the importance of effective intercultural collaboration, and the value of flexible and cross-cultural leadership. Effectively leading people and managing organizations thus requires a) an appreciation of cross-cultural and inter-cultural management issues, b) an understanding of societal and global transformations, and c) the training and development of cultural intelligence.

In the light of this reality, this course offers you an evidence-based and multidisciplinary perspective on the main managerial challenges in today’s globalizing workplace and society. The overarching objective of this course is to provide you with the motivation, knowledge, reflexivity, and behavioral flexibility to cope with the complexities of cultural diversity in organizations and societies, in which cultural identities are becoming increasingly fluid.

More specifically, this course raises two distinct, but closely related sets of questions. The first set of questions pertains to the cross-cultural and intercultural dynamics of organizational behavior:

- How can I—as a future manager—make sense of cross-cultural and inter-cultural dynamics?
- Why is such an understanding critical to my effectiveness as a manager?
- How can I develop research skills and reflective skills to uncover what is going on in particular interpersonal situations and react/adjust adequately?
- How can I flex my interaction style to leverage the power of a (culturally) diverse workforce and customer base (e.g., in leading teams, negotiating contracts, making decisions)?

We start answering this set of questions by making use of key cross-cultural and inter-cultural paradigms and we assess their relative utility in making sense of particular cross-cultural challenges and issues. We then recognize the complexity of culture’s impact by bringing in micro, meso, and macro contextual factors that alter and sometimes reverse cultural patterns and scripts. Building on this, we apply our insights to key domains of organizational life (e.g., negotiation, leadership, decision-making, employee motivation).

The second set of questions aims at understanding the global transformations that currently affect management practices worldwide:

- Are cultures globally converging to a state of universal cosmopolitanism, or is there an ongoing ‘clash of civilisations’?
- Is the world ‘flat’ or ‘spiky’?
- Are revolutions in information technology democratizing access to knowledge or do these play into the hands of political and corporate elites, who now have the means to monitor their constituency?
- If traditional bureaucratic measures fail to align workforce interests with those of managers, what are the alternatives?

It is important to realize that such questions are not of a strictly empirical nature that can be decided on the basis of scientific observation, analysis and prediction alone. They also address historical institutional and regulatory concerns that reflect moral-cultural and ideological positions and perspectives influencing the direction and flavor such developments may take (and have already taken) in their own right. As such we offer them as a basis for normative reflection as well, taking into account the discursive coordinates in which they are set (e.g. inclusion/exclusion, identity/difference, power/authority, etc.). While there may not be definite answers to be given to such issues, we believe this kind of reflection is indispensable to the development of cross-cultural awareness and competence.

In dealing with these topics during lectures, workshops, and in individual and team assignments, it is our aim to help you develop your cultural intelligence more strongly. Cultural intelligence refers to the degree to which individuals can function effectively across a variety of cultural contexts. It consists of several dimensions: cultural drive, cultural knowledge, cultural strategy, and cultural dexterity. Furthermore, the ability to conduct cultural research can further accelerate one’s cultural intelligence. The lectures and the workshops are also geared toward

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1 Cultural intelligence is defined as the degree to which individuals can function effectively across a variety of cultural contexts.
Given the objectives of this course, we make use of a varied set of materials and assignment formats. First, a handbook on cross-cultural management and supplementary material from the broader social sciences and the humanities provide a solid conceptual foundation. Second, through practice- and skills-based workshops, we will challenge you to come up with solutions for various cross-cultural dilemmas. Finally, team-based and individual assignments will help you generate important insights for further optimizing your cultural understanding and inter-cultural effectiveness. On the one hand, during your "Living Diversity" team assignment you and your fellow IBA students will be placed in a multicultural team of consultants. Your job is to familiarize employees of a firm that is branching out internationally with their new cultural surroundings through a team-based cultural research assignment. This assignment also allows you to show intercultural leadership skills and explore how you can make this team effort a success. On the other hand—through individual “Portfolio Assignments”—you will prepare for and/or reflect upon your experiences in the workshops and associated exercises/assignments. This portfolio of insights and reflections will enable you to trace the development of your ideas and attitudes over time and evaluate your progress in developing cultural intelligence.

This course is offered to you by the department of Organization and Personnel Management. Having completed the course, you should be able to identify cross-cultural differences and successfully conduct research on and manage issues of intercultural tension. However, this is not a course that offers ready-made solutions. Rather, it will provide you with a repertoire from which to choose when you are managing a company in an increasingly interconnected world. Furthermore, it will provide you with an important critical backdrop to question universalist notions often put forward in the business world. In this sense, this course has important links to many other courses in your curriculum such as Organizational Behavior, Human Resources Management, and International Business.

Learning Goals
After following this “Cross-Cultural Management” course, students will be able to:

1. Understand and explain key paradigms in cross-cultural and intercultural management and critically assess their relative utility in analyzing organizational behavior in modern organizations
2. Apply these key paradigms to fundamental domains of organizational life (e.g., employee motivation, teamwork, leadership, communication, negotiation)
3. Recognize and make sense of the role of micro contextual factors (e.g., job design), meso contextual factors (e.g., team norms, team diversity), and macro contextual dynamics (e.g., socio-politics, macro-economics) for cultural differences to affect organizational behavior
4. Becoming familiar with and knowledgeable about global social transformations, the debates related to them, and their impact on managerial practice
5. Reflect on one’s own and other’s cultural background and biases and flex one’s interaction repertory to be effective in intercultural interactions
6. Employ appropriate qualitative and quantitative cross-cultural research skills to assist oneself and one’s organization in addressing cross-cultural challenges

Course Information
In a series of 9 lectures provided by the CCM team, you will study the basics. All lectures have prescribed readings. Your acquired knowledge during these lectures will be tested in a written test. Each pair of lectures addresses a cross-cultural subskill and is followed by a workshop and a related portfolio assignment in which the skill is put to work and students are encouraged to reflect upon these experiences/exercises. The portfolio assignments associated with the workshops are graded and are intended to encourage regular and ongoing development (experience, reflection, abstraction, and experimentation). During the course, you and your team will also work on your “Living Diversity” team assignment, supported by workshop instruction, skills training, and feedback. Between trimesters 5 and 6, your team has to hand in a preliminary report and research proposal. The final report of this project is graded.

Attendance Requirements
While attending the lectures is of course strongly advised, the attendance to the workshops is mandatory. Not attending without a valid reason will be penalized with 2 full grade points individual deduction from the “Living Diversity” grade per session missed. Furthermore, given that the individual portfolio assignments build upon/prepare for the workshops, being absent on the workshop might also impede a satisfactory grade for the associated portfolio assignment. When students do have to miss a workshop session due to extraordinary circumstances, they are required to write a testimony of personal circumstances or any kind of hardship or force majeure (incl. formal proof). If the situation permits, early warning by e-mail of such absence is highly appreciated. Students themselves are responsible to get the evidence to the instructor team (questions_ccm@rsm.nl) and the final decision for whether the circumstances for non-attendance are in fact exceptional/force majeure rests with the instructor team.
**Timetable**

See Timetables (https://timetables.eur.nl/) for the latest information on the times and places of the lectures and workshops.

<table>
<thead>
<tr>
<th>Session/time</th>
<th>Time/place</th>
<th>Content</th>
<th>Mandatory readings</th>
</tr>
</thead>
</table>
| **PART I: CULTURAL DRIVE AND KNOWLEDGE**  
(fostering cultural awareness and being vigilant of stereotypes) | | | |
| Lecture 1  
Mon Jan 7  
13.00-14.45 | (see Timetables) | Introduction and course philosophy; Culture and emic-etic distinction  
Davidson/Essers | See folder ‘Lectures’ on Canvas  
Steers et al: Chapter 1  
Course manual |
| Lecture 2  
Mon Jan 14  
13.00-14.45 | (see Timetables) | Cultural paradigms; Critical reflection and alternatives  
Davidson | See folder ‘Lectures’ on Canvas  
Steers et al: Chapter 3 and the Appendix |
| Workshop 1  
Mon Jan 21 & Mon Jan 28  
9.00-10.45 & 13.00-14.45 | (see Timetables) | Groups 1,3,5,7: Essers  
Groups 2,4,6,8: Davidson | See folder ‘Workshops’ on Canvas |
| **PART II: (INTER)CULTURAL UNDERSTANDING AND RESEARCH** | | | |
| Lecture 3  
Mon Feb 4  
13.00-14.45 | (see Timetables) | Global managerial challenges; Communication  
Essers | See folder ‘Lectures’ on Canvas  
Steers et al: Chapters 2&5 |
| Lecture 4  
Wed Feb 11  
11:00-12.45 | (see Timetables) | Role of context & CC research  
Davidson | See folder ‘Lectures’ on Canvas  
Steers et al: Chapter 4 |
| Workshop 2  
Mon Feb 18 & Mon Feb 25  
9.00-10.45 & 13.00-14.45 | (see Timetables) | Groups 1,3,5,7: Essers  
Groups 2,4,6,8: Davidson | See folder ‘Workshops’ on Canvas |
| **Spring break** | | | |
| **PART III: CULTURAL STRATEGY & DEXTERITY (individual)** | | | |
| Lecture 5  
Mon Apr 1  
13.00-14.45 | (see Timetables) | Leadership; Value conflict, & Ethics  
Essers | See folder ‘Lectures’ on Canvas  
Steers et al: Chapter 6&8 |
| Lecture 6  
Mon Apr 8  
13.00-14.45 | (see Timetables) | Work motivation; Expatriate adjustment  
Essers | See folder ‘Lectures’ on Canvas  
Steers et al: Chapter 9&11 |
| Workshop 3  
Mon Apr 15 & Tue Apr 23  
9.00-10.45 & 13.00-14.45 | (see Timetables) | Groups 1,3,5,7: Essers  
Groups 2,4,6,8: Davidson | See folder ‘Workshops’ on Canvas |
| **PART IV: CULTURAL STRATEGY & DEXTERITY (interpersonal, team)** | | | |
| Lecture 7  
Mon Apr 29  
13.00-14.45 | (see Timetables) | Negotiation and conflict across cultures  
Essers | See folder ‘Lectures’ on Canvas  
Steers et al: Chapter 7 |
| Lecture 8  
Mon May 6  
13.00-14.45 | (see Timetables) | Managing global diversity  
Davidson | See folder ‘Lectures’ on Canvas  
Steers et al: Chapter 10 |
| Workshop 4  
Mon May 13 & Mon May 20  
9.00-10.45 & 13.00-14.45 | (see Timetables) | Groups 1,3,5,7: Essers  
Groups 2,4,6,8: Davidson | See folder ‘Workshops’ on Canvas |
Literature
- Mandatory readings referred to on Canvas (‘Lectures’ folder)

Examination Dates and Deadlines
*Written test*
Written test: Wednesday, June 17th, 2019, 9.30-12.30
Re-sit written test: Monday, July 15th, 2019, 13.30-16.30

*Portfolio assignments*
Portfolio assignment 1: Friday, January 25th; February 1st, 2019, 23:59 (check group)
Portfolio assignment 2: Friday, February 22nd; March 1st, 2019, 23:59 (check group)
Portfolio assignment 3: Friday, April 19th; April 26th, 2019, 23.59 (check group)
Portfolio assignment 4: Friday, May 17th; May 24th, 2019, 23:59 (check group)

*Cultural intelligence survey/assessment*
Survey (pre): Friday, January 11th, 2019, 23:59
Survey (mid): Friday, March 8th, 2019, 23:59
Survey (post): Friday, May 31st, 2019, 23:59

*Living diversity report*
First check-in: see below under heading on LD assignment (to sign-up)
First deadline “Living Diversity” report (progress report & research proposal): Tuesday, March 5th, 2019, 23.59
Second check-in: see below under heading on LD assignment (to sign-up)
Final deadline “Living Diversity” report: Tuesday, May 28th, 2019, 23.59

Examination Registration Dates
Registration for the course in Osiris will automatically register you for all examinations with the exception of the re-sit written test. Registration for the re-sit written test will be possible via Osiris **35 to 7 days before the re-sit examination** (re-sit on July 15th, 2019). Specific registration dates for the re-sit written tests are listed on the BSc IBA Examination Schedule, available via IBA Current Students (www.rsm.nl/current-students/iba).

Assessment and Examinations

1. **Grading**
Your final grade for this course will be composed of the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written test</td>
<td>40%</td>
</tr>
<tr>
<td>“Living Diversity” team assignment</td>
<td>40%</td>
</tr>
<tr>
<td>Portfolio assignments (individual) (4 x 5%)</td>
<td>20%</td>
</tr>
</tbody>
</table>

- Points will be subtracted from any work that has been handed in too late (one minute or more past the deadline).
- No final grade will be calculated in the event that the written test or the re-sit written test is graded lower than 4.5.

**Example:**
*If a student were to attain a 9 on the written test (+3.6), an 8 for the Living Diversity team assignment (+3.2), and a 6 for the Portfolio assignments (+1.2) the student would have a final grade of 8.0 (3.6+3.2+1.2).*

2. **Written test**
The written test consists of 40 multiple-choice questions (50%) and 3 open questions (50%). You are not allowed to take books, dictionaries or any study material related to the course into the examination hall. The written test is based on the book by Steers cs. and all readings for the lectures labelled as ‘mandatory’ on Canvas (the mandatory literature for the workshops is not exam material).

3. **Portfolio Assignments**
To ensure ongoing learning and development of your cultural intelligence, we want to encourage you to experiment with using new skills associated with the workshops. Therefore, before or after each workshop, we ask you to engage in an activity/carry out an assignment and report on it in a brief reflection. The deadline and specific instructions for each of these assignments is mentioned in the “Assignments” folder under the heading “Portfolio Assignments” on Canvas.
4. “Living Diversity” team assignment
The final product of the “Living Diversity” team assignment is an in-depth research report on the cultural context of a specific country or region and the implications for management practice/business dealings. The report consists of a structured treatment (max. 25 pages in length) of the nation’s cultural context by means of considering and integrating etic characteristics, national history, in-depth ethnographic interviews with members of the culture, and an analysis of a typical tradition within the culture studied. Furthermore, it requires you to apply these insights to management practice and formulate advice for the company’s country-specific or region-specific business dealings. For further information on this assignment please refer to the “‘Living Diversity’ team assignment” heading under the “Assignments” folder on Canvas. To encourage the kind of collaboration, face-to-face meetings that are essential for intercultural interaction and experiences and to check in regarding progress and give feedback, the first, and middle meeting will be carried out on fixed schedule in a videotaped or recorded session to facilitate learning, reflection, and interaction. You will be able to sign up for these check-in meetings once you have been assigned to a group. The tentative time slots for these meetings are situated on:
- Groups 1, 2, 3, 4: January 22 (9am-2pm), 24 (1pm-3pm)
- Groups 5, 6, 7, 8: January 29 (9am-2pm), 31 (1pm-5pm)
- Groups 1, 2, 3, 4: April 2 (9am-5pm)
- Groups 5, 6, 7, 8: April 9 (9am-5pm)

5. Cultural intelligence assessments
In the beginning, during, and at the end of the course, you will be able to assess your cultural intelligence, receive personalized feedback, and contrast your scores with those of your fellow classmates. Furthermore, you will be able to understand how cultural intelligence and diversity were at play throughout your group assignment and the dynamics therein. In order to facilitate these assessments you will be required to fill out a survey at the beginning, middle, and the end of the course. The results will facilitate reflexivity and development of your intercultural skills at the individual and the interpersonal/group level. Because awareness and reflexivity on your cultural intelligence and its implications is a key learning goal in this course, filling out the surveys timely is an important and mandatory requirement.

Students Retaking the Course
Grade components of previous years may be carried over to the current year, but approval must be obtained from the course coordinator by Friday January 19, 2019 at the latest.

Perusal of the written test
The date, time and place of the perusal will be announced as soon as the grades are published.
### Assessment Matrix

<table>
<thead>
<tr>
<th>Course: Cross-cultural Management (BAB23)</th>
<th>Assessment formats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Written test</td>
</tr>
</tbody>
</table>

After following this course, the student is able to:

1. **Understand and explain** key paradigms in cross-cultural and intercultural management and critically assess their relative utility in analyzing organizational behavior in modern organizations
   - Written test: X
   - Living Diversity: X
   - Portfolio Assignments: X
   - Total: X

2. **Apply** these key paradigms to fundamental domains of organizational life (e.g., employee motivation, teamwork, leadership, communication, negotiation)
   - Written test: X
   - Living Diversity: X
   - Portfolio Assignments: X
   - Total: X

3. **Recognize and make sense of** the role of micro contextual factors (e.g., job design), meso contextual factors (e.g., team norms, team diversity), and macro contextual dynamics (e.g., socio-politics, macro-economics) for cultural differences to affect organizational behavior
   - Written test: X
   - Living Diversity: X
   - Portfolio Assignments: X
   - Total: X

4. **Become familiar with and knowledgeable** about global social transformations, the debates related to them, and their impact on managerial practice;
   - Written test: X
   - Living Diversity: X
   - Portfolio Assignments: X
   - Total: X

5. **Reflect** on one’s own and other’s cultural background and biases and **flex** one’s interaction repertory to be effective in intercultural interactions
   - Written test: X
   - Living Diversity: X
   - Portfolio Assignments: X
   - Total: X

6. **Employ** appropriate qualitative and quantitative cross-cultural research skills to assist oneself and one’s organization in addressing cross-cultural challenges
   - Written test: X
   - Living Diversity: X
   - Portfolio Assignments: X
   - Total: X

<table>
<thead>
<tr>
<th>Weighting factor</th>
<th>40%</th>
<th>40%</th>
<th>20%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum grade required (4.5 or Pass)</td>
<td>4.5</td>
<td>n/a</td>
<td>n/a</td>
<td>5.5</td>
</tr>
<tr>
<td>Opportunity to re-sit within the academic year (Yes/No)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Form of examination (e.g. MC, Open-book, etc.)</td>
<td>MC/open questions</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Group / individual</td>
<td>Individual</td>
<td>Group</td>
<td>Individual</td>
<td></td>
</tr>
</tbody>
</table>
# Curriculum BSc International Business Administration academic year 2018-2019

## INTERNATIONAL BUSINESS ADMINISTRATION (BScIBA)

### ACADEMIC YEAR 2018-2019

<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - December</td>
<td>December - March</td>
<td>March - June</td>
</tr>
<tr>
<td>BAP-MG 1st Year Student Mentor Programme</td>
<td>BAP074 Strategic Business Plan (6)</td>
<td></td>
</tr>
<tr>
<td>BAP094 Introduction to Business (5)</td>
<td>BAP057 Operations Management (6)</td>
<td>BAP076 Foundations of Finance &amp; Accounting (9)</td>
</tr>
<tr>
<td>BAP073 Methodology (3)</td>
<td>BAP088 Macroeconomics &amp; Markets (6)</td>
<td>BAP070 Macroeconomics &amp; Institutional Context (6)</td>
</tr>
<tr>
<td>BAP071 Organisational Behaviour (5)</td>
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<td></td>
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<tr>
<td>BAP053 Quantitative Methods &amp; Techniques: Mathematics (4)</td>
<td>BAP058 Quantitative Methods &amp; Techniques: Statistics (4)</td>
<td>BAP072 International Business (4)</td>
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<tr>
<td>BAP066 Skills 1: IT (2)</td>
<td>BAP066 Skills 2: Effective Business Communication (3)</td>
<td>BAP067 Skills 3: Academic Writing (2)</td>
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### BACHELOR 2

<table>
<thead>
<tr>
<th>Trimester 4</th>
<th>Trimester 5</th>
<th>Trimester 6</th>
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<tbody>
<tr>
<td>September - December</td>
<td>January - March</td>
<td>April - June</td>
</tr>
<tr>
<td>BAB24 Corporate Finance (5)</td>
<td>BAB001 Management Accounting (6)</td>
<td>BAB25 Marketing Management (5)</td>
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<tr>
<td>BAB19 Quantitative Decision Making (8)</td>
<td>BAB006 Applied Business Methods (8)</td>
<td>BAB011 International Marketing Research (3)</td>
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<tr>
<td>BAB28 Philosophy of Science (3)</td>
<td>BAB10 Strategic Management (6)</td>
<td>BAB26 Leadership, Sustainability &amp; Governance (5)</td>
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<tr>
<td>BAB21 Organisational Theory &amp; Dynamics (6)</td>
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<td>BAB20 Technology Management (4)</td>
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<tr>
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<td>BAB23 Cross Cultural Management (6)</td>
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### BACHELOR 3

<table>
<thead>
<tr>
<th>Trimester 7</th>
<th>Trimester 8</th>
<th>Trimester 9</th>
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<tbody>
<tr>
<td>September - December</td>
<td>January - March</td>
<td>April - June</td>
</tr>
<tr>
<td>BABMIN. Minor (15) or BAE04 Internship (15) or other approved elective</td>
<td>BAE01 Language Elective (5)</td>
<td>BAE011 Human Resource Management (5)</td>
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<td>BAD11 Business Information Management (5)</td>
<td>BAD01 Innovation Management (4)</td>
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<td>BAD15 Foundations of Business Law (4)</td>
<td>BAD14 Business Information Management (5)</td>
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<td></td>
<td>BAD13 Supply Chain Management (5)</td>
<td>BAD06 Financial Accounting (5)</td>
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<tr>
<td>International Exchange (20)</td>
<td>BAD10 Research Training + Bachelor Thesis (12)</td>
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*Version November 2018*
What do you think about your courses?

- Are the lecture slides well written?
- Is the professor a good speaker?
- Is the literature comprehensible?
- Is the Blackboard page clearly structured?
- etc.

Leave your praise or critique with and we will address your concerns to those in charge.

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feedbackBA@rsmsr.nl

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