

**ERiM**

Erasmus  
Research Institute  
of Management

# Study Guide 2017/2018

ERIM Research Master  
in Business and Management



Research Master in  
Business and Management  
**Study Guide 2017-2018**

Erasmus Research Institute of Management (ERIM)  
Erasmus University Rotterdam  
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Research Master in Business and Management – Study Guide 2017-2018

Erasmus Research Institute of Management (ERIM)

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**Editor**

Monique van Donzel, Marius van Dijke

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The information in this study guide was correct at the time of publishing.

Although every effort has been made to assure accuracy, ERIM cannot be held responsible for errors and omissions.

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# Preface



Welcome to the ERIM Research Master in Business and Management (ERIM Research Master). This research master is offered by the Erasmus Research Institute of Management (ERIM), the joint research institute of Rotterdam School of Management (RSM) and Erasmus School of Economics (ESE). And welcome to Rotterdam.

The ERIM Research Master is a two-year programme that prepares you to become an academic researcher in the wider field of management. It offers intensive graduate courses in management and its fields of specialisation: business processes, logistics & information systems, organisation, marketing, finance, and strategy & entrepreneurship. The ERIM Research Master has been accredited by the Accreditation Organisation for the Netherlands and Flanders (NVAO). Combined with three years of PhD research, this research master forms the five-year Erasmus Doctoral Programme in Business and Management.

This guide provides detailed information about the ERIM Research Master. The programme familiarises students with the latest management research methods as used in leading business schools, large corporations, and international institutions. The programme is characterised by a small number of carefully selected students, its interactive and stimulating educational environment, and its interdisciplinary nature. Our doctoral courses are taught by internationally renowned scholars.

This research master provides you with excellent opportunities: to be taught by leading researchers, to work with other excellent students, and to specialise in academic research. As a consequence, you will be treated more as an academic than a student from the start.

I am confident that you will enjoy the stimulating combination of the intellectual environment at ERIM and the cosmopolitan atmosphere of Rotterdam. We will make every effort to equip you with everything you need for a flying start to an international academic career in business and management.

Please do not hesitate to contact me if you have any questions, comments or suggestions for improvement. Together with you, and ERIM members and fellows, this will allow us to further the success of the Research Master in Business and Management.

A handwritten signature in black ink, appearing to read 'Marius van Dijke'. The signature is stylized and fluid, written in a cursive-like style.

Marius van Dijke  
Professor of Behavioural Ethics at RSM  
ERIM Director of Doctoral Education





# 1 Erasmus Research Institute of Management

## 1.1 Overview of the Organisation

### 1.1.1 Founding History

In Rotterdam, in 1913, the Nederlandsche Handelshoogeschool (School of Commerce) was established to focus on studies in the practical managerial problems of business. Later, in 1939, the school changed its name to Nederlandse Economische Hogeschool (Netherlands School of Economics), now with a focus on the economic approach, which at that time was the most developed discipline to incorporate 'management'. The Erasmus School of Economics (ESE) (part of the Erasmus University since 1973), retained this focus on the economic aspects of management in its business economics departments. The other disciplinary perspectives such as the behavioural sciences and technology started to receive more attention in 1970 with the establishment of the Graduate School of Management, a joint venture of Erasmus University, Delft University of Technology, the Free University of Amsterdam (joined in 1972) and Leiden University (joined in 1974). In 1985, this Graduate School of Management was integrated with Erasmus University as the Rotterdam School of Management (RSM), which, in many respects is the successor to the original 'Nederlandsche Handelshoogeschool', established at the beginning of this century.

The study of management also developed into a Fong academic discipline in Rotterdam, with both the Erasmus School of Economics (ESE) and the Rotterdam School of Management (RSM) establishing their research institutes. For research in business economics, the School of Economics established RIBES (Rotterdams Instituut voor Bedrijfseconomische Studies) and the Rotterdam School of Management (RSM) had ERASM (Erasmus Research Institute for Advanced Studies in Management). In 1998, the two Schools decided to bring together their best resources in the domain of management and jointly founded a new research institute: the Erasmus Research Institute of Management, or in short: ERIM.

### **1.1.2 Missions and Aims**

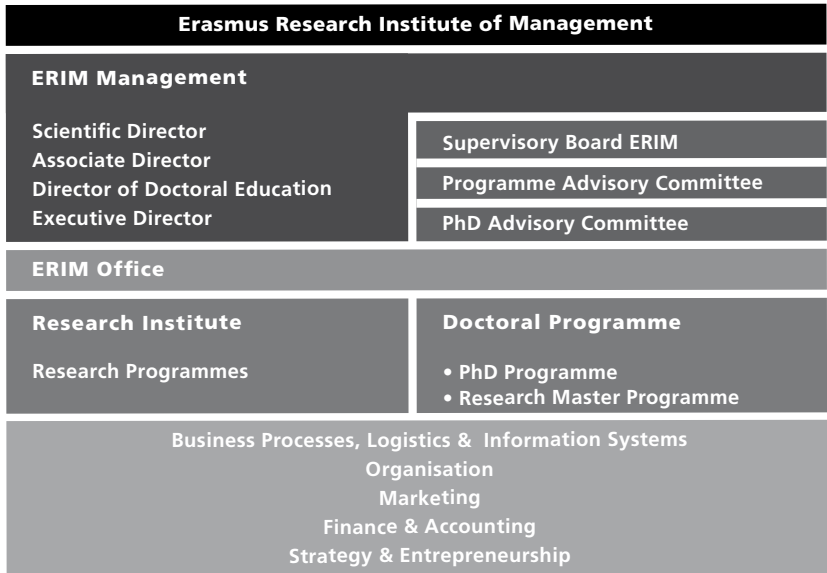
The mission of ERIM is to contribute to scientific research that enables organisations to assess and improve their business processes in order to perform in a profitable and responsible way. The research focus is the firm in its environment, its intra- and inter-firm relations, its business processes in their interdependent connections and the management of these as an exclusive and distinctive scientific domain.

The objective of ERIM is to carry out leading research in management, as recognised by the community of peers and to offer an advanced Doctoral programme in Business and Management for the education of new, excellent scholars in the field. More specifically, the aims of ERIM are:

- To be a high quality institute with high visibility and a strong reputation among its peers in the international community of researchers in management
- To make on-going and significant contributions to the management body of knowledge
- To achieve a high output of academic publications in leading journals and books on research in management.
- To offer high-quality doctoral education through research master and PhD programme in management
- To attract leading research talent in all stages of their career

### 1.1.3 Organisation of ERIM

ERIM is a research school with two academic divisions: a research institute and a doctoral programme. The following diagram gives an overview of the ERIM organisation.



The Management of ERIM consists of a Scientific Director (Prof Pursey Heugens), an Associate Director (Prof Dennis Fok) and a Director of Doctoral Education (Prof Marius van Dijke), responsible for the ERIM doctoral programme (research master and PhD), and an Executive Director (Dr Monique van Donzel). The ERIM Office supports the various activities within ERIM.

The Supervisory Board ('Raad van Toezicht') is a predominantly external body for advice and supervision. The Programme Advisory Committee ('Programmaraad') consists of five internal ERIM fellows from the five ERIM research programmes. The PhD Advisory Committee, also called the PhD Council, consists of four PhD students.

## **Research Institute**

ERIM researchers work in one of the following five ERIM Research programmes:

- LIS (Business Processes, Logistics & Information Systems)
- ORG (Organisation)
- MKT (Marketing)
- F&A (Finance & Accounting)
- S&E (Strategy & Entrepreneurship)

The contents of these research programmes are outlined in the next section. Every ERIM Research programme has programme directors (ERIM Fellows), other researchers (ERIM Members) and early career researchers (ERIM Associate Members). The ERIM Membership Charter regulates ERIM membership and describes the appointment procedures.

## **Doctoral Programme**

ERIM offers an advanced five-year Erasmus Doctoral Programme in Business and Management. The first two-years are devoted to course work and are collected in the research master programme: the Research Master in Business and Management (ERIM Research Master). The last three years are devoted to dissertation work, PhD in Management. The PhD programme is discussed briefly in the next section; the ERIM Research Master programme is discussed in Chapter 2.

## 1.2 Programmes

### 1.2.1 Research Programmes

The research undertaken by ERIM focuses on the management of the firm in its environment, its intra- and inter-firm relations, and its business processes in their interdependent connections. A firm is best described as an organisation dedicated to the production of goods and services. This domain of research is called Research in Management.

The joint ERIM research programme contains five (sub) research programmes: ERIM researchers work in one of five ERIM Research Programmes:<sup>1</sup>

- Business Processes, Logistics and Information Systems (LIS)
- Organisation (ORG)
- Marketing (MKT)
- Finance & Accounting (F&A)
- Strategy & Entrepreneurship (S&E)

Each of the five ERIM programmes brings its own approach to the study of business processes which originates from its specific area of expertise, with sufficient overlapping interfaces to achieve integration.

The aim of the LIS research group is to be at the forefront of the developments of Logistics and Supply Chain management in interaction with business operations, information, and technology innovation, and to make a major contribution both to management science and to management practice. The LIS programme is focused on three themes: Logistics and Supply Chain Optimisation, Operations and Innovation Management, and Next Generation Information Systems.

The ORG programme aims to develop and test fundamental theory in applied organisational research. For ORG, the result of the ERIM-internal movements has been a smaller, more focused program, covering issues from the micro to the macro level of analysis. The programme has two "centres of gravity" that provide focus and visibility to the programme's research efforts: Organisational Behaviour, and Value-Based Organizing. Both centres have a distinct focus, but also actively search for overlapping and interdisciplinary areas of research.

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1 For a full account of the ERIM Research Programmes please refer to the ERIM website [www.erim.eur.nl](http://www.erim.eur.nl)

The MKT programme focuses on both managerial and consumer decision making processes in marketing. The programme's mission is to contribute to the body of knowledge of marketing in a way that has academic rigour, leads to new scientific insights and has practical relevance. The three themes of the MKT programme are: Consumer Behaviour, Marketing Management and Strategy, and Marketing Modelling.

The F&A programme aims to enhance understanding of the financial decision making of firms, managers and market participants, as well as the functioning of financial markets and intermediaries. The programme strives for high quality scientific contributions in all major areas of finance and accounting, and to disseminate its knowledge locally and internationally. The three broad themes of the F&A programme are: Asset Pricing, Corporate Finance and Accounting.

The S&E programme focuses on strategic renewal and firm performance. While drivers of strategic renewal have received ample attention, we know far too little about how these drivers enact deep-seated change in organizational scripts, routines, and structural blueprints. The research programme addresses these lacunae by identifying four concrete areas of strategic renewal through which corporations are currently seeking to restore competitive equilibria and tilt them in their favor: (1) corporate entrepreneurship, (2) new managerial roles and organizational forms, (3) corporate governance and competitiveness, and (4) global strategy.

### **1.2.2 Doctoral Programme: Research Master and PhD**

With the start of the two-year research master (then ERIM Master of Philosophy in Business Research) in 2004, ERIM redesigned and improved its doctoral programme. The doctoral programme currently covers five years, of which the first two are devoted to course work, and the dissertation phase covers three years. Students with a relevant Master's degree might be allowed to enter in the second year of the programme and follow a reduced course programme. In 2005, ERIM formulated the following **five core principles** for its doctoral programme, which will be guiding for the future:

- 1 ERIM provides a five-year doctoral programme that is focused on developing academic talent. The main aim of the programme is to enable our doctoral graduates to acquire a pole position on the academic career market and, in particular, to achieve a competitive profile on the international job market for the next generation of faculties at leading business schools worldwide.

- 2 The main aim is achieved through two years of advanced course work plus three years of work on the dissertation, combined with systematic coaching and academic personality development. A balanced amount of time is also devoted to developing and improving teaching skills. Each graduate is granted a master degree on accomplishing the course programme and a PhD title after defending the dissertation.
- 3 Candidates can enter the doctoral programme at three points: in the first year on the basis of a bachelor diploma, in the second year on the basis of an MSc diploma, and in the third year on the basis of a relevant research master diploma. Selection criteria are in place so that only excellent students can enter the programme.
- 4 The amount and composition of the course work depends on the candidate's specific educational background and individual profile. First-year research master students have a course programme of 120 ECTS. Second-year students have a course programme of at least 60 ECTS and can obtain waivers for some of the first-year courses.
- 5 Doctoral students are provided with financial aid over the five years of the programme. These are scholarships and tuition fee waivers available in the first year and personal research assistantships in the second year of the research master. Those research master graduates who proceed with a PhD at ERIM receive regular doctoral candidate contracts (three-year contracts).

### **ERIM PhD in Management**

ERIM PhD in Management programme was designed in 1999 together with the start of ERIM. The programme is built on a long tradition of doctoral education at both the Erasmus School of Economics (ESE) and the Rotterdam School of Management (RSM) and is developed to train and educate future scholars in the various fields of management. In line with the targets of the Bologna process, it aims to deliver high-quality graduates who are well-prepared for the job market and are attractive candidates for recruitment by international leading business schools and universities. Another aim of the programme is that research carried out by PhD candidates forms a substantial contribution to ERIM's research output. Each thesis should lead to publications in leading research journals.

In the initial stage of the programme, PhD candidates have personalised education and training programmes, which include course work (often taken

within the ERIM Research Master programme) and the completion and external evaluation of a detailed research proposal. In addition to providing specialised courses in the candidates' own research field and advanced methodology courses, the course programme also allows candidates to position their work in the broader stream of management research. As a result, the PhD programme provides PhD candidates with knowledge, research skills and other skills that make them specialised researchers with comprehensive knowledge of the various areas of research in management. After approval of the research proposal, candidates continue their research and are encouraged to present their work at workshops and conferences, and to write discussion papers, which are subsequently submitted to international journals.

Since the foundation of ERIM in 1999 over 400 PhD dissertations have been published in the ERIM PhD Series. Research conducted as part of these PhD projects has also generated hundreds of articles in international journals.

### **ERIM Research Master in Business and Management**

This research master programme is a joint initiative of the Rotterdam School of Management (RSM) and the Erasmus School of Economics (ESE). The Research Master in Business and Management is executed under the auspices of ERIM. This study guide addresses the characteristics of the educational programme of the ERIM Research Master.

In January 2004, the ERIM Master of Philosophy in Business Research was officially accredited by the NVAO (the Accreditation Organisation of the Netherlands and Flanders) as a two-year research master. The NVAO re-accreditation of the programme took place in 2015 at which time the name change to Research Master in Business and Management was approved. As of August 2017, there have been around 110 research master graduates. The majority of them were or still are pursuing their PhD at ERIM.



# 2 Research Master in Business and Management

## 2.1 Introduction

Facts and Figures	
Average number of students per year	30
International students	ca. 90% each year
Number of countries represented in 2017	9
Female students	ca. 40% each year
ERIM research master graduates (August 2017)	113
Proceeded to a PhD Programme	78

### 2.1.1 Overview

The Research Master in Business and Management is a two-year international master programme in research in management, taught entirely in English. The overall focus of the programme is the development of academic competencies and skills at a personal level. The maximum admission of thirty students a year facilitates both customisation of the programme and individual supervision, thus enabling a more personal approach in comparison to other master programmes.

Students participating in the ERIM Research Master in Business and Management choose one of the five domains in management. In the first year, they take courses in research methodology and methods, courses in management foundations, and courses in their specialisation domain. In the second year, students choose from a number of advanced courses in methodology and advanced courses in the specialisation domain. ERIM research master students also receive skills training and actively participate in research seminars, together with ERIM and visiting professors and fellows. The programme is concluded with a thesis proposal and an academic thesis. The research master curriculum is presented in more detail in the next section.

The programme builds on a university bachelor degree and has the objective to offer students a thorough training in research methodology, methods and techniques, as well as training in the chosen fields of expertise, which is required for successful continuation to the PhD stage of the doctoral programme.

Students who have completed all course requirements of the research master programme will be awarded with a master degree. The diploma certificate and supplement state that the student has completed a two-year Research Master in Business and Management programme and is awarded the MSc title according to Dutch law. The master title is awarded by the Rotterdam School of Management, Erasmus University. Research master students wishing to pursue a PhD need to apply for the PhD programme officially.

### **2.1.2 Career Perspectives**

The main purpose of the ERIM Research Master programme is to train students for a PhD in Management or Business and alternatively for a research positions in the business world. If the master students go on to obtain their PhD at ERIM, they are properly qualified to conduct research in management at both European and North American business schools, at which schools there is a structural shortage of qualified PhDs.

Since the ERIM Research Master programme started, all its students who performed well throughout their studies and wanted to proceed with an academic research career have been able to obtain a PhD position. On average, 70% of research master graduates continue to a PhD programme. 75% of graduates pursuing a PhD stay at ERIM and the rest continues their academic training either at other Dutch universities (University of Amsterdam, University of Groningen etc.) or pursues their PhD at reputable international universities (recent placements: Florida University, CUHK, University of Michigan, National University of Singapore, Georgia Tech, University of Oregon, University of Melbourne, University of Edinburg, Simon Fraser University etc.) Some graduates (around 25%) opt for research-oriented jobs outside academia, predominantly at large international organisations, banks, consulting agencies and institutes of applied research (ING, Ernst & Young, Nike, Accenture, Robeco, Deloitte, Boston Consulting Group, PwC etc.).

An academic career is the most popular choice among ERIM PhD graduates (ca 75% of alumni). Around one third of the ERIM PhD alumni has continued working at the Erasmus University, either at RSM and ESE. We have alumni teaching at

every Dutch university, of which Free University of Amsterdam (VU) and Delft University of Technology (TU Delft) are particularly popular.

ERIM alumni at international universities and business schools outside the Netherlands are mostly located in Europe: at INSEAD, HEC Paris, University of Cambridge, ESSEC, Warwick Business School, Bocconi, University of Antwerp Management School, Saïd Business School of Oxford University, Catholic University of Leuven, EM LYON Business School, Business School of the University of Reading, Bradford University, IMD Business School, Warsaw School of Economics, European School of Management and Technology in Berlin, European University Institute in Florence, Norwegian Business School, Università della Svizzera Italiana, Nova School of Business and Economics Portugal, Aalto University School of Science Finland, Kühne Logistics University, University of Milan, to name a few.

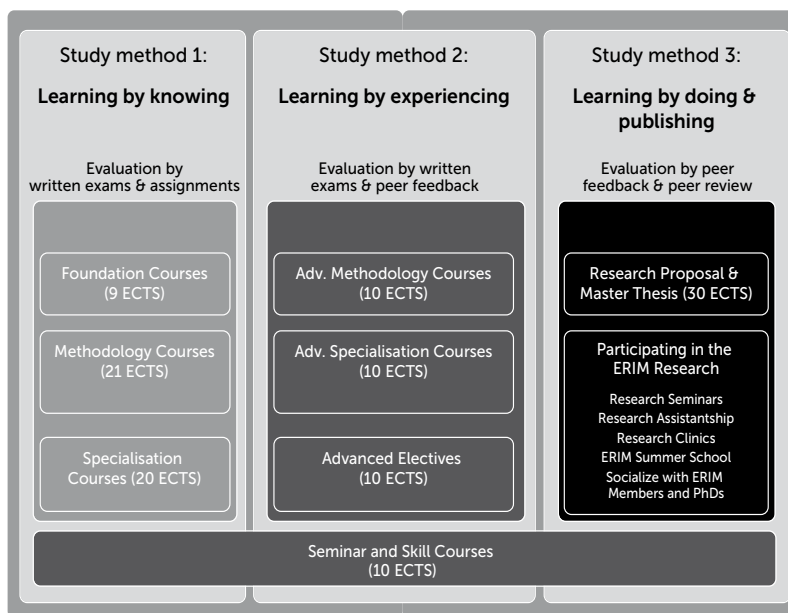
Outside of Europe, our alumni are working at the University of New Brunswick, Florida International University, Robert H. Smith School of Business of the University of Maryland, University of Central Missouri, University of Colorado at Boulder, UCLA, University of Melbourne, Georgia University of Technology, Queensland University of Technology, Hanoi University of Technology, Universidad Popular Autonoma del Estado de Puebla in Mexico, Hong Kong University of Science and Technology, Concordia University Canada, University of Toronto, Pennsylvania State University, University of Newcastle Business School Australia, Fudan University China, Queensland University of Technology, Santa Clara University, to name a few.

In business, our alumni work both in public institutions and in the corporate world, at companies such as Shell, Eneco, AEGON or Unilever, banks such as ABN AMRO, ING, London Bank and Rabobank, and consultancies such as Deloitte, Ernst & Young, Accenture, PWC and Robeco. Some of our alumni have a consulting firm of their own. Business positions held by ERIM alumni are typically related to research: senior researchers and consultants, business analysts, but also include department heads, team leaders and directors.

### **2.1.3 Programme Philosophy**

The diagram below gives an overview of the study methods used in the Research Master in Business and Management. It highlights the gradual shift in study methods during the two years of the programme. This shift corresponds to the development of the students' academic competences and skills during their studies and to their growing research experience. The ERIM Research Master

programme and the study model are designed to facilitate academically talented students in their academic drive and professional development to become independent academic researchers in the field of research in management. The following diagram shows the structure of the programme and the dynamic study methods embedded in the programme, showing the transformation in study mode from student-oriented learning (learning by knowing) to academic-peer-oriented learning (learning by doing & publishing) during the programme. Throughout the programme we expect the research master students to actively participate and engage in the ERIM research community. This active academic presence and motivated participation among ERIM researchers helps the research master students to prosper as young academics. Active participation also helps students in their search for a match with potential PhD supervisors, as it provides opportunities for them to show and practice their academic skills and talents to and with ERIM peers.



In its position within the research school, the Research Master in Business and Management programme is embedded in an academic research environment of excellence and international standing. The programme contains many mechanisms and connections whereby students can develop their knowledge through interaction with ERIM members.

Only ERIM members (or equivalent high-quality researchers) with an outstanding performance teach in the ERIM Research Master programme. Most of them are full professors. Throughout the programme, students are also encouraged to engage in research activities and research interactions with ERIM members. This is facilitated not only by the formal curriculum. In their second year, research master students are also offered research assistantships that enable them to participate actively in research projects with ERIM members, not merely as typical student assistants but as researchers.

The internal quality assurance of the programme is monitored and evaluated at various levels. Course level quality assurance is important. After each course an online evaluation is conducted and the results of the evaluation are communicated to the course coordinator and lecturers. The programme is also evaluated at specialisation-area/research-track level. For each of the five tracks (LIS, ORG, MKT, F&A, and S&E), a Track Coordinator is appointed, all of whom are leading scholars in their respective field. The Track Coordinators discuss progress and potential course opportunities with all track participants. They also evaluate the coherence of the courses and suggest improvements for the track programme. External evaluation of the programme takes place at regular intervals. The internal quality assurance of the Research Master in Business and Management is not only embedded in the regular accreditation process of ERIM as a whole, but also within the wider national and international accreditation of RSM, by organisations such as AACSB, AMBA, and EQUIS. RSM is part of an elite group of less than 1% of business schools around the world that hold the "Triple Crown" of accreditation by the three leading international accreditation organisations (AACSB, AMBA, and EQUIS).

## 2.2 Curriculum

### 2.2.1 Overview

The curriculum consists of a total of 120 ECTS, divided over two years (1 ECTS = 28 hours). The main parts of the master curriculum are:

<b>First Year</b>	<b>ECTS</b>
• Foundations of Research in Management	9
• Research Methodology and Research Methods	21 <sup>2</sup>
• First Year Specialisation Courses (one of the five ERIM domains)	20 <sup>2</sup>
• Seminars and Skills Training Courses	10
<hr/>	
<b>Second Year</b>	<b>ECTS</b>
• Advanced Methodology Courses (AMC)	10
• Advanced Specialisation Courses (ASC)	10
• Advanced Electives	10
• Thesis Proposal and Master Thesis	30
<hr/>	
	Total 120

For the most part, the courses on research methodology and research methods are similar for all five specialisations. However, there are some differences to accommodate the different needs of a track. Later in the programme, students take advanced courses in methodology, depending on their research interests and field of specialisation. The courses on foundations of management, research methodology and research methods (30 ECTS) are specifically developed for the ERIM programme. The courses will be provided in the form of lectures with additional teaching methods.

In each field of specialisation, students follow a set of first-year specialisation courses of at least 20 ECTS. In the second year, this is complemented with advanced methodology courses and advanced domain courses within the field of specialisation of up to a total of 30 ECTS. Per specialisation domain, ERIM offers several advanced specialisation courses. ERIM also offers advanced methodology courses, typically relevant for more than one specialisation. After approval by the Examination Board, students can take additional courses (electives) from existing MSc Programmes at Erasmus University, national and international research networks (NAKE, EIASM, CEMS, etc.) or partner schools (CentER, Tinbergen

---

2 depends on specialisation

Institute, etc.). ERIM provides several advanced courses in the first year of the programme, to allow students flexibility in scheduling their individual study programme. At the end of the first academic year, ERIM students are expected to have successfully completed 60 ECTS.

The master thesis is a typical research thesis, the first evidence of a student's research and writing abilities. In order to expose the master students to the international community of scholars, they actively participate in research seminars, together with ERIM and visiting professors and fellows.

### **2.2.2 First Year Courses (60 ECTS)**

The first year of the ERIM Research Master consists of three sets of courses:

- **Foundations of Research in Management (9 ECTS)**  
In these three courses of 3 ECTS each, students learn the basic foundations of management, behavioural theories and economics, respectively:
  - Management Foundations
  - Behavioural Foundations
  - Economic Foundations
  
- **Courses in the Domain of Specialisation (20 ECTS)**  
ERIM research master students choose one of the five domains of management as their specialisation area. For each of the five specialisation domains a set of first-year courses is scheduled, which are often shared with other master programmes at RSM (Rotterdam School of Management) and/or ESE (Erasmus School of Economics). These MSc courses provide a course load of 16 ECTS (approximately one quarter of the total study load in the first year).

Please note that attending an RSM/ESE MSc course means that you will share the classroom with MSc students from other programmes, thus the groups may be big. While this may be a different experience to ERIM courses given in small classes, the compulsory MSc courses are carefully selected for each specialisation track.

On special request, the Director of Doctoral Education and the Examination Board may allow students to replace one of these courses with a course of equivalent content. Most courses have a course load of 4 ECTS (NB: irrespective of their actual course load in MSc programmes).

To emphasise the special nature of the research master and to familiarise ERIM students with setting up their own research, the specialisation courses are complemented by a research clinic of 4 ECTS, exclusively for ERIM students. The research clinic course consists of two parts: specialised research clinic in LIS, ORG, MKT, F&A, or S&E, and lectures shared by all first-year research master students. These lectures are intended to provide an overview of the ERIM sub-programmes. Leading professors (some of whom do not teach on the programme) from both RSM and ESE present their research or a research topic to a non-expert audience (as we have students from different specialisations).

- **Research Methodology and Research Methods (21 ECTS)**

These courses form the core of the first year of the ERIM Research Master programme and also give coherence to the curriculum for all participating students.

Depending on their specialisation, students take at least 4 of the following methodology courses:

- Topics in the Philosophy of Science
- Empirical Research Methodology and Measurement
- Statistical Methods
- Applied Econometrics
- Stochastic Models and Optimisation
- Mathematics and Statistics
- Programming
- Micro economics
- Qualitative Methods

### **2.2.3 Seminars and Skills (10 ECTS)**

Participation in the ERIM research seminar series and workshops is a defining feature of the ERIM Research Master programme. It allows students to be exposed to recent academic work in the field of management, meet international scholars, and interact and hold discussions with ERIM researchers and PhD students. Seminars are scheduled throughout the year and are announced on the ERIM website and by means of several (e-) mailing lists. Please inform your Track Coordinator or ERIM Doctoral Programme Assistant if you are not receiving seminar announcements.



ERIM students are strongly advised to attend all seminars in their specialisation field during their entire period at ERIM. Seminars introduce participants to the most recent ideas of internationally leading management experts, present new topics and provide excellent networking possibilities. Attending research seminars helps students to socialise with members of other research programmes. They can also practice their skills in dialogue and argumentation and witness interaction between senior researchers. Seminars are very motivating events for young researchers, who will be exposed to the latest research in different fields, presented by internationally renowned academics. Often students meet their future PhD supervisors at seminars in an informal setting. These informal settings and encounters will help to develop stronger academic relationships in later career stages.

ERIM students should attend at least ten research seminars of which at least five should be in their specialisation field. These seminars are to be chosen from the ERIM seminars that are organised by each research group and scheduled throughout the year. For four of these seminars, students must write a critical essay of at least two pages, in the form of a referee report. The essay should indicate a sound understanding of the material, highlight weaknesses and strengths in the presented research, and relate it to other work. Assignments should not be based on seminars given by internal speakers (ERIM members and PhD students). For each specialisation track, a coordinator registers attendance and grades the four assignments. For the names of the specific Track Coordinators, please refer to Chapter 3.

Students also receive training in skills that are particularly useful for setting up, writing, presenting and publishing academic work. The compulsory skill courses include an English course, a course on Scientific Integrity, a course focused on developing presentation skills, and a workshop on how to write and publish academic papers.

- English course (4 ECTS)
- Seminars (2 ECTS)
- Presentation Skills (2 ECTS)
- Publishing Strategy (1 ECTS)
- Scientific Integrity (1 ECTS)

ERIM also offers other optional skills courses on particular research models and techniques, an annual ERIM Summer School and Erasmus Management Lectures with distinguished scholars.

#### **2.2.4 Advanced Courses (30 ECTS)**

The ERIM Research Master programme offers two types of advanced courses. The first group of courses consists of advanced methodology courses, and deals with advanced topics in, for example, econometrics, statistics, survey design, qualitative methods, optimisation and numerical techniques. The second group consists of advanced courses specific to each specialisation domain.

Students should follow a total of 30 ECTS of these advanced courses, with a minimum of 10 ECTS devoted to advanced methodology courses and a minimum of 10 ECTS devoted to advanced specialisation courses. The remaining 10 ECTS may be from either the advanced methodology or the advanced specialisation courses. The objective is to have a collection of courses of which a subset is mandatory (within a specific specialisation domain), but which also leaves enough room for the personal interests and the thesis topic.

ERIM Fellows and Members teach the majority of the advanced courses, but visiting professors and post-doctoral fellows may also give some courses/sessions. All courses are dynamic in content and form.

For reasons of efficiency, several of the advanced courses are only offered bi-annually. Some of the courses may be organised in cooperation with national and international networks such as LNMB (Dutch Network on the Mathematics of Operations Research, EIASM (European Institute for Advanced Studies in Management) and EDEN (EIASM's Doctoral Education Network), or other research schools such as Tinbergen Institute, TRAIL and SIKS. Normally, each course has a course load of 5 ECTS (unless indicated otherwise). Each specialisation field may impose additional restrictions on the numbers and types of courses that can be chosen. Advanced courses offered in the second semester can also be taken in the first year of the research master programme. The ERIM advanced courses are also open to external PhD candidates.

#### **2.2.5 Thesis Proposal Writing (5 ECTS) and Master Thesis (25 ECTS)**

The goal of the Thesis Proposal Writing course is to facilitate the writing of a proposal for research that will actually be conducted as part of the student's master thesis. All students should write a research proposal, which is assessed separately from their master thesis. The proposal should be about 10-20 pages (excluding references) and should give a clear description of the research problem and questions that the student would like to address in his/her master thesis. It consists of a literature review of about five pages, positioning the research problem within the current academic literature, and an overview of three or more separate research questions that could be handled in three or more thesis chapters. The proposal should pay attention to research planning and discuss the availability of appropriate data, the need for fieldwork or surveys, etc.

The master thesis should introduce and describe the results of a research project conducted by the student, and should be written according to academic standards consistent with the relevant international literature in the field. The thesis, written in English, should provide clear evidence that the student is familiar with the current scientific literature on his or her topic, and is able to relate his/her manuscript to existing work. The relevance and appropriateness of the research methodology and methods used should also be convincingly explained. The results of the project should be clearly presented, and should also indicate that the author is familiar with the weaknesses and strengths of his/her work. The set-up and style of the master thesis should satisfy the international standards in the field. Ideally, the master thesis provides a first version of a manuscript that can be published in a refereed international journal. The master thesis is supervised by one of the (often senior) members of the ERIM faculty (not necessarily those that teach in the research master programme); see the ERIM website for a list of current ERIM members and fellows. The master thesis counts for 25 ECTS. If appropriate, students can participate in on-going research in one of the ERIM research programmes. In any case, the thesis should be the result of a personal and individual research project.

### **2.2.6 Research Master Graduation Procedures**

The ERIM research master programme is concluded with an official presentation and defence of the research master thesis. The thesis is evaluated by the thesis committee, consisting of the supervisor (senior member of ERIM faculty), the first co-reader (ERIM member), and the second co-reader (typically a senior ERIM member from another department than your supervisor). The research master thesis defence is open to the public and takes one hour. The student gives a 30-minute presentation of the thesis and answers the questions from the committee and the public. The committee then assesses and grades the thesis in a closed session.

At the beginning of April of year two, students should inform the ERIM Doctoral Office on the progress of their theses and on the thesis details (title, thesis supervisor, first co-reader, second co-reader, expected date of thesis completion, expected graduation period).

It is important that you graduate on time, i.e. during the nominal duration of the programme (24 months). If you fail to defend your thesis on time, you will have to re-register for the programme and pay the tuition fee again. Part of it, depending on the date of graduation, will be refunded.

**The period of validity of the programme examination is in principle unlimited. However, the Examination Board, in consultation with the Director of Doctoral Education, may declare the term of validity of a course that has been passed more than six years ago expired.** That means that if you postpone the thesis completion and graduation for too long then you may no longer be able to graduate (please see the Teaching and Examination Regulations in section 8).

In order to graduate in time students should make sure that all examination parts of the programme are successfully completed at least two months before the intended thesis defence. Please contact the ERIM Doctoral Programme Manager in time to double-check that this is the case. As soon as the thesis is completed, the student should submit it to the ERIM Office (electronically).

The EUR Examination Administration determines the exact time and location of your graduation. Please note that you cannot simply select any date you like for your graduation, but have to choose from several options offered by EUR. These are listed online (RSM Graduation Planner under [graduationplanner.rsm.nl/](http://graduationplanner.rsm.nl/)). Please note that graduation is only possible during certain periods. If you fail to graduate in September, then the next opportunity will be December.

You will have to fill in some forms, sign them, together with all three members of the defence committee, and submit them to the EUR Examination Administration. Please note that the Admission to the Master Thesis Defence form should be submitted at least 4 weeks before the intended graduation date. By that time all other study results should be fully finalised. Failing to submit required forms and documents on time will mean postponing the graduation until the next available graduation date.

The explanatory documents, forms, and the detailed graduation procedure can be found on the ERIM website: [www.erim.eur.nl/doctoral-programme/research-master/for-current-students/graduation-procedure/](http://www.erim.eur.nl/doctoral-programme/research-master/for-current-students/graduation-procedure/).

## 2.3 Teaching and Examination Regulations

In accordance with the law – the Higher Education and Research Act (WHW) – Examination Regulations of the programme comprise two separate examination regulations:

- The **Teaching and Examination Regulations** ('Onderwijs- en Examenregeling', TER); which regulate, among other things, the content and scheduling of the study program (examination parts). These regulations are established by the dean
- The **Rules and Guidelines (R&G)**; these regulate, among other things, the assessment of examinations, the pass/fail regulations and the sequence during examinations. These regulations are established by the Examination Board.

For more information on examination regulations, assessment of examinations, appeals procedure, etc. please see section 8.

## 2.4 Course Enrolment and Attendance

### 2.4.1 Course Enrolment

The course programme of the first semester is compulsory: the students should follow core foundation and methodology courses, specialisation courses in their track, and the skills courses. The ERIM Doctoral Office registers new students for all compulsory courses of the first semester as well as for several optional courses in advance. In the second year, students follow advanced courses. There is more room for personal choice for advanced courses. Please note that registration for the courses of the second semester of the first year and the courses followed in the second year never takes place automatically. Students should always register in advance via SIN Online.

The courses offered by ERIM are coded with BERM, and enrolment for these courses goes via SIN Online registrations. To make use of SIN Online registrations, you first need to subscribe to the channel called ERIM Doctoral Programme Registration on SIN Online in the following steps:

1. Go to [rsm.sin-online.nl/](https://rsm.sin-online.nl/) and log in with your valid ERNA credentials.
2. Click "Subscribe" in the menu on the left-hand side.
3. Search for the channel "RSM – ERIM Doctoral Programme Registration (ERIM)" and click on "Add subscription" and "Save changes".

After you are subscribed to the channel, you can register for ERIM courses via SIN Online registrations in the following steps.

1. Click "My registrations" in the menu on the left-hand side.
2. Now you can see a list of ERIM courses. Click in the checkbox next to the course title of your choice and click "Save Changes".
3. When your registration is processed, you will receive an automatic confirmation from SIN Online.

Please note that many Specialisation Courses are offered by regular RSM or ESE master programmes. You can recognise these courses on their codes starting RSM or FEM. **Enrolment for these courses can only take place via the ERIM Doctoral Office.** Please e-mail the ERIM Doctoral Programme Assistant with the following information:

- course code
- course title
- block in which the course takes place
- number of ECTS
- your student e-mail address

The **registration deadline is four weeks before the start of the course**, unless otherwise specified. ERIM course schedules are communicated to the students by the Doctoral Programme Assistant before the start of the academic year and as updates (where applicable). The timetable is also available on ERIM website.

You are strongly advised not to take on any courses outside the compulsory programme in September to March of the first year of the programme.

If you do want to register for a course not listed in the ERIM Study Guide, special rules apply. You need an official permission from the Examination Board in advance to follow any courses that are not listed in the ERIM Research Master Study Guide. The Examination Board request forms are available via the ERIM website ([www.irim.eur.nl/doctoral-programme/research-master/for-current-students/examination-regulations](http://www.irim.eur.nl/doctoral-programme/research-master/for-current-students/examination-regulations)). See the Teaching and Examination Regulations (OER), in particular, Section 2, Article 2.3.

The exact procedure for including a course not listed in the Study Guide in your programme is as follows: download the relevant form from the ERIM website, fill it in, ask your Track Coordinator to check and sign it for approval and submit it to the ERIM Doctoral Programme Manager. The procedure with the Examination Board may take a few weeks. Therefore you are requested to submit the forms **at least two months** before the start of the course to be approved.

Once an external course has been approved by the Examination Board, the Doctoral Programme Assistant can help you to register for it, by officially forwarding your request to the RSM or ESE programmes. Please note that the ERIM Doctoral Office is not responsible for further issues with regard to the course (such as registration for [re-sit] examinations, etc.). You need to contact the ESSC in case of such questions.

### **2.4.2 Course Overlaps**

Although every effort has been made to avoid compulsory courses in the first year of the programme from overlapping, occasional overlaps may still occur in some cases. Your Track-Coordinator and ERIM Doctoral Programme Manager can advise you on which of the overlapping courses it would be preferable to take in the first year of your studies and which could be completed in the second year. In case of an overlap, always consult ERIM Doctoral Programme Manager.

### **2.4.3 Course Attendance and Cancellations**

**Full (100%) course attendance is required for all courses on the Research Master in Business and Management, including the skills courses!** If you are unable to attend a class due to the illness or other serious circumstances, it is your responsibility to notify the teacher as soon as possible. This also applies to skills courses, such as English.

If you have to drop a particular course you should inform the teacher of your decision and reasons for it as soon as possible. In addition to informing the teacher you must also cancel your registration officially. If you do not cancel your registration in due time or you drop the course without permission, you will receive a fail for the dropped course.

Please consider that the number of participating students has a direct effect on the financial course costs. Therefore please make sure your course registrations and cancellations are on time. If you register for external courses without official approval you will be held responsible for any related financial costs incurred by ERIM.

At the beginning of the academic year, all ERIM students will receive name cards from the ERIM Doctoral Office. You must bring your card to all ERIM classes (not applicable for the MSc specialisation courses shared with MSc students).

### **2.4.4 Course Grades**

Course grades are communicated to students by the teacher of the course, not by the ERIM Doctoral Office. If you have not received your grade on time or have questions related to your grade, please contact the course teacher directly.



## 2.5 Study Progress Reports

ERIM research master students are requested to update the Doctoral Office (the Doctoral Programme Manager) on their study performance twice a year:

**in mid-January and mid-June.** For this purpose, a special report format is available from the ERIM Doctoral Office. Its content is as follows:

Examination Part	Course Title	Course Code	ECTS	Status	Grade	Remarks
Foundations (9 ECTS)						
Methodology (21 ECTS)						
Specialisation (20 ECTS) (including the Research Clinic course, 4 ECTS)						
Seminars and Skills						
Advanced Methodology (at least 10 ECTS)						
Advanced Specialisation (at least 10 ECTS)						
Advanced Electives (at least 10 ECTS)						
Thesis Proposal Writing (5 ECTS)						
Research Master Thesis (25 ECTS)						

Students should fill in the courses passed and those planned, course codes, ECTS and grades obtained and can provide comments, where necessary.

Regular study progress overviews help the ERIM management to monitor and improve the educational process and programme content and also enable ERIM to help students avoid and solve problems related to the study process. You must also keep a clear overview of your study progress and schedule yourself.

In the mid-January progress updates of the second-year, students should include the expected (preliminary) information on the research master thesis (the topic, potential coach, expected graduation month).

In case of issues (study, personal, health ...) that may cause a significant study delay, students are advised to contact the Doctoral Programme Manager as soon as possible.

## 2.6 Special Research Assistantships for Second-Year students

To support the research master students in their second year, ERIM offers a limited number of personal research assistantships (PRAs). These PRA positions are available on a competitive basis and are open to ERIM students who:

- 1 Achieved excellent results in their first year of the ERIM Research Master programme; and
- 2 Intend to continue with a PhD track.

To apply for a PRA the following documents are required:

- A recommendation letter from the ERIM member you will be doing the assistantship with
- A description of the research activities that the student will be involved in (and his or her tasks)
- A motivation letter from the student, including his or her future plans

The complete file should be sent to the ERIM Doctoral Programme Manager. A decision will normally be made within two weeks.

PRAs are not intended for teaching activities and are available for a maximum of ten months and a maximum of two days per week. It is understood that the effective working load will be 50% of the nominal load (to ensure that sufficient time remains available to complete the research master programme).

It is expected that the students actively search for a PRA matching with faculty members themselves. However, if you need help or advice with matching, you can contact your Track Coordinator or the ERIM Doctoral Office.

## 2.7 Applying for PhD

The ERIM Research Master programme provides excellent preparation for a subsequent PhD. It is seen by the ERIM research school as an important source of PhD candidates for both RSM and ESE, as well as for other leading business schools around the world.

In the Dutch system, PhD candidates are salaried employees. ERIM PhD candidates receive an employment contract either from the Rotterdam School of Management or the Erasmus School of Economics.

Transition from the research master to a PhD does not occur automatically: general PhD selection procedures still apply. However, ERIM Research Master graduates will not only have developed the required academic research competencies and skills, they will also have been introduced to the research topics at RSM and ESE by their Track Coordinators. Furthermore, they will often have gained some first-hand research experience during their PRA. In our experience, completing a PhD at the ERIM research school is a real prospect for ERIM Research Master students who have shown excellent study performance on the programme and are strongly motivated to pursue a PhD. Research master students with active participation and presence in the ERIM research community have the unique opportunity to prove their talents and skills during their master programme. Active and driven students have plenty of opportunity to match with leading researchers who might become their PhD supervisors. Highly visible master students can optimise their PhD opportunities in ERIM through active involvement in the ERIM research community during their study.

There are two main ways of applying for a PhD at ERIM; to develop a PhD project together with an ERIM member or to be pre-selected by an ERIM member for his or her project in an early phase. The new PhD cohort is selected from a pool of both internal and external applicants. The selection results are normally communicated to the applicants in mid-March.

To join the ERIM PhD programme, you must apply for one (or more) of the PhD projects listed on the ERIM website during the PhD application period (November-January). Both RSM and ESE projects are included.

You should submit a formal application. Several of the documents required (such as your bachelor diplomas, examination results, and copy of your passport) will already be filed in our archive. You do need to provide the ERIM Doctoral Office with the following:

- A PhD application form
- Your updated CV
- Your most recent transcript from OSIRIS
- An indication of your expected graduation time
- Any other relevant documents, diplomas and updates

It goes without saying that the PhD applications should be submitted on time, this means before the official deadline announced on the ERIM website.

At the time of writing, around 110 ERIM research master students have graduated, many of them with distinction ('Cum Laude'). 70% of all the graduates have proceeded to PhD study, the majority of them at ERIM (75%). Each year around 15 PhD positions are available at RSM and around 5 at ESE.

# 3 Organisation

## 3.1 ERIM Programme Management

Management of research and education programmes at the school takes place according to a 'matrix model'. Academic departments and teaching staff participate in several programmes. The departments are considered the 'home' of the staff and serve as 'suppliers' of knowledge. The programmes 'contract' members of staff to participate in their activities, thus acting as the 'demanding' party. The ERIM research master programme recruits teaching staff from both the RSM and the ESE. Unlike for other master programmes, the staff recruited also has to meet the ERIM membership criteria.

The overall management of the ERIM Research Master and PhD programme is in the hands of the ERIM Director of Doctoral Education and the ERIM Programme Manager, who are responsible for the planning of the programmes and the manner of programme execution. In this respect, the decisions they take are on matters including the following:

- Programme capacity and number of students allowed onto the programme
- PR and recruitment
- Curriculum
- International aspects of the programmes
- Quality assessment, including evaluation procedures, both internal and external
- Hiring of teaching staff
- Budget

The Director of Doctoral Education bears overall responsibility for the ERIM Research Master and PhD programmes.

## 3.2 ERIM Doctoral Office

The ERIM Doctoral Office consists of the Director of Doctoral Education, the Doctoral Programme Manager, the Research Master Coordinator and the Doctoral Programme Assistant.



**Prof.dr. M.H. van Dijke (Marius)**  
Director of Doctoral Education  
Room T06-03  
Tel. (010 – 40) 81972 (ERIM)  
Tel. (010 – 40) 82259  
mvandijke@rsm.nl



**Ms. Monique Legerman**  
Doctoral Programme Manager  
Room T06-09  
Tel. (010 – 40) 82376  
legerman@rsm.nl



**Ms. Miho Iizuka**  
Research Master coordinator  
Room T06-07  
Tel. (010 – 40) 82259  
miizuka@rsm.nl



**Ms. Kim Harte**  
Doctoral Programme Assistant  
Room T06-07  
Tel. (010 – 40) 82382  
harte@rsm.nl

### 3.2.1 Contacting ERIM Doctoral Office

The ERIM Doctoral Programme Manager, the Research Master Coordinator and the Doctoral Programme Assistant are responsible for the day-to-day running of various aspects of the programme. If you have any questions or requests related to the programme, they will be glad to help you.

In most cases it is the most efficient if you simply submit your questions by e-mail and ERIM Doctoral Office will try to answer it as soon as possible. You can schedule an appointment with the Doctoral Programme Manager by sending an email in advance.

The Research Master Coordinator can assist you with the following issues:

- Setting up an individual study programme: checking its formal aspects
- Advice on and help with the Examination Board procedures
- Monitoring and discussing study progress
- Questions with regard to starting/prolonging the Personal Research Assistantships
- Monitoring the study results for graduation planning
- Questions with regard to PhD planning and application
- If you have an initiative or feedback on the programme
- Obtaining letters of support for external scholarships and grants
- Confidential issues related to your performance on the programme

You can contact the Research Master Coordinator with the following issues:

- Registration for ERIM courses (on request, before the deadlines)
- BlackBoard registration for ERIM courses
- Registration for RSM/ESE MSc courses included in the ERIM Study Guide (on request, before the deadlines)
- Registration for RSM/ESE MSc courses NOT included in the ERIM Study Guide but approved by the Examination Board (on request, before the deadlines)
- Up-to-date information on the course schedule (schedule updates are e-mailed to students in case of changes)
- To update your contact information (new address, phone number, etc.)
- Issuing of standard letters confirming your enrolment in the ERIM programme

In some – particular – cases you might like to make an appointment with the Director of Doctoral Education. In this case, you are advised to first inform the Doctoral Programme Manager of your question.

### **3.3 Track Coordinators**

The Track Coordinators are experienced faculty members whom students should turn to if they need advice with regard to the course choice for a specific research area. In addition to being a point of contact for students, the Track Coordinators are also responsible, together with the Director of Doctoral Education, for a coherent educational programme within their specialisation.

If you wish to replace a compulsory course or include a course that is not listed in the ERIM Study Guide in your programme, you should ask your Track Coordinator for advice and/or approval before you submit an official request to the Examination Board.

You should also contact your Track Coordinator with questions regarding the Research Clinic of your specialisation. With the help of the Research Clinic and/or special meetings with students, the Track Coordinators help to introduce the students to their faculty. They can also help students who plan to undertake the Personal Research Assistantship in their second year to find a match. Track Coordinators also assess the seminar reports of the students on their track.



The following individuals are the Track Coordinators for the various specialisations:



**LIS:**

Dr. Wilco van den Heuvel  
Room H11-29  
Tel.: +31 10 408 13 07  
wvandenheuvel@ese.eur.nl



**ORG:**

Dr. Hannes Leroy  
Room T10-35  
Tel.: +31 10 408 26 27  
leroy@rsm.nl



**MKT:**

Prof. Steven Sweldens  
Room T10-20  
Tel.: +31 10 408 26 12  
sweldens@rsm.nl



**F&A, Finance specialisation:**

Prof. Wolf Wagner,  
Room T08-31,  
Tel.: +31 10 408 28 07  
wagner@rsm.nl



**S&E:**

Dr. Frank Wijen,  
Room T07-38,  
Tel.: +31 10 408 19 85  
fwijen@rsm.nl

# 4 Facilities and Other Programmes

## 4.1 Student Facilities

The Erasmus University and ERIM offer a wide range of facilities for support during your study period, such as sophisticated IT facilities, databases (e.g. Datastream and CRSP), software packages and the Erasmus Behavioural Lab (EBL) (see ERIM website [www.irim.eur.nl/research-support/](http://www.irim.eur.nl/research-support/)). Furthermore, Erasmus University Rotterdam has a modern campus with international allure. There are many facilities for students, such as housing, sports facilities, the university library, food court, supermarket, hairdresser, bookstore and bike shop. In the Erasmus Pavilion is a theater. And the centre of the city is not far away. More information about the campus can be found here: [www.eur.nl/english/campus\\_facilities/](http://www.eur.nl/english/campus_facilities/). Some of these facilities are described below.

### Computer Facilities

There are six PC lab rooms located in the Mandeville building on the third floor. The helpdesk for these computer facilities is also located on the third floor of the same building (T.: (010) 408 2024). Students are free to use these computer facilities, as long as the rooms are not reserved for educational purposes. It is not possible for students to make individual reservations for the PC rooms. The PC rooms are open from 08:00 to 22:30 from Monday to Friday and from 08:00 to 13:00 on Saturdays.

### Exams/OSIRIS

Students can register for courses and exams using OSIRIS, the university-wide website ([osirionline.eur.nl](http://osirionline.eur.nl)). After logging onto the website, students can specify the courses on which they want to enrol (enrolment here means enrolling for classes). On OSIRIS students can also keep track of their study progress and exam results.

### SIN and Blackboard

SIN ([www.sin-online.nl](http://www.sin-online.nl)) stands for Student Information Network. Students can access their web-based e-mail through SIN and can subscribe to a number of chat channels.

The main educational website that students should be aware of is Blackboard. Students should consult Blackboard ([www.eur.edu](http://www.eur.edu)) for detailed course descriptions, as well as for lecture sheets and assignments. Online collaboration on assignments with fellow students is also possible using Blackboard.

All EUR Course descriptions can be found in [courses.eur.nl](http://courses.eur.nl).

#### **4.1.1 Libraries**

The EUR-libraries provide documentary information for students and staff of the Erasmus University Rotterdam. The central University Library (UL) is situated on the Woudestein campus. It is the central library for all EUR faculties, except for the medical faculty. A separate Medical Library is situated on the Hoboken-campus. All catalogues and most databases are accessible online: [www.eur.nl/ub](http://www.eur.nl/ub). The UL also houses the Rotterdamsch Leeskabinet. EUR students and staff can borrow their books free of charge.

#### **4.1.2 University Library (UB)**

The UB ('Universiteitsbibliotheek') collection includes almost one million books and 275,000 e-books. It has access to the full text of 18,000 e-journals. There is also a collection of around 1,400 printed journals. Part of the collection of books and periodicals is available in the study areas and the periodicals room, for use in the library. However, the main part of the collection is stored in closed stacks, which are accessible by placing book orders on the UB web site. Your book(s) will be available at the desk within about 30 minutes. The library also has a search utility on the website which you can use if a journal is available electronically. You need a library card to borrow books, journals etc. from the library. The (free) UB card can be obtained by sending an e-mail to the lending desk: [balie@ubib.eur.nl](mailto:balie@ubib.eur.nl). To collect your card you must show your passport and student card. See [www.eur.nl/ub](http://www.eur.nl/ub) for more information. The library card can also be used for lending books from BIC, the local library in the Faculty of Business Administration. Please note that you need a special copy card for the library; you cannot use your faculty copy card.

You can find information regarding the UB or search the UB catalogue and catalogues of other major libraries on the UL website ([www.eur.nl/ub](http://www.eur.nl/ub)). Printed bibliographies and digital databases, such as Online Contents, are available to search for articles. Publications sourced from outside the UB can be requested for a small charge. They will then be delivered from elsewhere in The Netherlands.

For information regarding services, search methods, databases and study room collections, please turn to the information desks. Tours and user instructions are available upon request. Information leaflets are also available at the information desks.

The UB has subject specialists for each scientific field. They are responsible for the acquisition of new publications and for helping to solve specific questions in their field. The subject specialist for Business Administration is Rob Grim (Tel.: 06 – 40 83 28 35, e-mail [rob.grim@eur.nl](mailto:rob.grim@eur.nl))

Location	B Building
General information desk	
Telephone number	+31 10 408 11 98
Reading rooms opening hours	Monday to Friday: 8.00 – 24.00, Saturday and Sunday: 10.00 – 21.00
Information desks opening hours	Monday to Friday: 9.00 – 19.00
Circulation desks opening hours	Monday to Friday: 9.00 – 19.00
E-mail	<a href="mailto:info@ubib.eur.nl">info@ubib.eur.nl</a>
Internet	<a href="http://www.eur.nl/ub">www.eur.nl/ub</a>

#### **4.1.3 Rotterdamsch Leeskabinet**

The Rotterdamsch Leeskabinet is situated in the UL building. It is a private library containing over 250,000 volumes on history, art, art history, literature, theology, philosophy and social sciences. All students and staff members of the EUR can borrow books, free of charge. The Rotterdamsch Leeskabinet has a separate circulation desk and catalogue.

Location	B Building
Telephone	+31 10 408 11 95
Opening hours	Monday to Friday: 9.00 – 17.00 Saturday: 10.00 – 13.00
E-mail	<a href="mailto:kabinet@ubib.eur.nl">kabinet@ubib.eur.nl</a>
Internet	<a href="http://www.eur.nl/rlk/">www.eur.nl/rlk/</a>

#### 4.1.4 Literature

The Studystore endeavours to have the obligatory and recommended books in stock.

**Please note** with regard to the obligatory literature, changes are often made after this guide has been compiled. It is advisable to check the Blackboard in advance for the final list of literature. If you are not planning on taking the examination for a certain course for the first time until the re-examination period, there is the risk that the obligatory literature will be sold out by then. It is therefore advisable to buy the obligatory literature at the start of a trimester.

Bookshop	Studystore
Location 1	Polak Building (Shopping Plaza)
Telephone	+31 88 203 03 23
Opening hours	Monday to Fridays: 08.30 – 18.00
Internet	<a href="http://www.studystore.nl">www.studystore.nl</a>

#### 4.1.5 Databases

Using databases is also a good way of searching journals and books. The following are relevant online resources:

Digital sources:

- [www.eur.nl/ub/en/search/databases/alphabetical\\_list/](http://www.eur.nl/ub/en/search/databases/alphabetical_list/)
- [www.eur.nl/ub/en/search\\_collection/databases/](http://www.eur.nl/ub/en/search_collection/databases/)  
(Electronic databases of the UL: catalogue of hardcopy books and journals and online journals)
- [isiknowledge.com](http://isiknowledge.com) (Citation Database of the Institute for Scientific Information)
- [www.oclc.org/en/home.html](http://www.oclc.org/en/home.html) (Online Computer Library Center)

Relevant search options and online links are also included on the ERIM website under "search".

#### 4.1.6 Copyshop

Copyshop Canon is the copy and print shop located on the Woudestein campus (Polak Building). Here you can make copies or printouts. You can also purchase small office supplies.

Location	Polak Building (ground floor, Shopping Plaza)
Opening hours	Mondays - Fridays: 8.30 – 17.00
Phone	+31 10 408 11 91
E-mail	erasmus_repro@canon-bs.nl

#### 4.1.7 ERIM Facilities

Excellent research is carried out by excellent researchers, who work individually and together in optimum conditions, and who receive the right incentives to perform. To pursue its aims, ERIM employs a set of instruments to: (i) stimulate research communication, cooperation and international exchange; (ii) support the research and publications process; (iii) provide excellent research infrastructure; (iv) stimulate and recognise outstanding achievements; and (v) stimulate quality and monitor performance. The following research facilities are available for ERIM members and ERIM Doctoral candidates.

#### Funding

One of the four strategic priorities of ERIM is to broaden and increase its research funding base. Obtaining research funding becomes increasingly important now that regular funding is gradually decreasing. Funding is not only attractive from a financial point of view; it can also give a serious boost to the academic career of an individual researcher.

[www.irim.eur.nl/research-support/funding/](http://www.irim.eur.nl/research-support/funding/)

#### ERIM Support Programmes (ESP)

ERIM has set up a financial support programme for a range of research-related activities and the research institute, as well as for the PhD programme. The ERIM Support Programmes (ESP) are for the following purposes: Seminars/Colloquia /Workshops, Scientific Conferences, Editing of Scientific Texts, Research Visits, Data and Software, Submission Fees, Personal Research Assistants, Compensation for participants in Erasmus Behavioural Lab (EBL) experiments.

[www.irim.eur.nl/research-support/irim-support-programmes-esp/](http://www.irim.eur.nl/research-support/irim-support-programmes-esp/)

### **Erasmus Behavioural Lab (EBL)**

The Erasmus Behavioural Lab (EBL) is the joint research facility of the Institute of Psychology (IOP) and the Erasmus Research Institute of Management (ERIM). It hosts seven different lab types and is the sole lab facility for behavioural research at Erasmus University Rotterdam.

The EBL supports two lines of research: research in management and behavioural economics by research groups in ERIM, and research in psychology by those in IOP.

[www.erim.eur.nl/research-support/erasmus-behavioural-lab-eb/](http://www.erim.eur.nl/research-support/erasmus-behavioural-lab-eb/)

### **Internal Review Boards (IRB)**

ERIM has two Internal Review Boards, one for experimental research (ERIM IRB-E) and one for non-experimental research (ERIM IRB-NE).

All research by ERIM researchers conducted at the Erasmus Behavioral Lab (EBL) requires approval by the ERIM Internal Review Board, Section Experiments (ERIM IRB-E). [www.erim.eur.nl/research-support/internal-review-boards/](http://www.erim.eur.nl/research-support/internal-review-boards/)

### **Erasmus Survey Centre (ESC)**

The Erasmus Survey Centre (ESC) is a research facility for researchers and students at ERIM. Through the ESC, you can use specialised survey software by QuestBack and Qualtrics.

QuestBack's Enterprise Feedback Suite (EFS) enables you to conduct online, mobile, and paper surveys. The system, with dedicated servers, supports a broad range of surveys, from simple questionnaires to surveys with closed user groups or personalized data generation.

Qualtrics' Research Suite is an enterprise online survey software solution that empowers you to collect, analyze and act on relevant data.

[www.erim.eur.nl/research-support/erasmus-survey-centre-esc/](http://www.erim.eur.nl/research-support/erasmus-survey-centre-esc/)

### **Erasmus Data Service Centre (EDSC)**

At the joint initiative of the University Library and the founding schools of ERIM, the Erasmus University established a special data service centre in the summer of 2006. The EDSC provides access to financial and social science databases and gives individual support and workshops for students and staff of the Erasmus University Rotterdam. For this work the EDSC has a team of five specialists - the Datateam. The Datateam is itself supported by an advisory body made up of representatives from the faculties concerned and the University Library. Since the summer of 2007, the work terrain of the EDSC has expanded to include social-sciences data. This was achieved in collaboration with the School of Social

Sciences (FSW). The EDSC provides entries to the **22 financial databases** such as Bankscope (both world bank information source as via Wharton), Company.info, various Compustat databases, CRSP, ExecuComp, I/B/E/S, Market Insight, Reach, SDC, and various Thomson databases such as Thomson One-Banker, WRDS, Worldscope and Zephyr. In addition to contributions to financial databases, EDSC provides entries to **17 social science databases** including EUROSTAT, OECD, Unctad and World Database of Happiness. WRDS provides instant access to key databases in the fields of finance, accounting, banking, economics, management, marketing and public policy, such as the CISDM Hedge Fund/CTA Database and the CRSP database.

[www.irim.eur.nl/research-support/erasmus-data-service-centre-edsc/](http://www.irim.eur.nl/research-support/erasmus-data-service-centre-edsc/)

### Academic Licences and Databases

The University Library provides ERIM Members and Doctoral Candidates access to more than 250 databases. You can access them in three ways:

- Alphabetical list of databases
- Search by subject area and/or by type
- Search by keyword

[www.irim.eur.nl/research-support/academic-licenses-and-databases/](http://www.irim.eur.nl/research-support/academic-licenses-and-databases/)

### Meta-Essentials

Meta-Essentials is a free tool for meta-analysis. It facilitates the integration and synthesis of effect sizes from different studies. The tool consists of a set of workbooks designed for Microsoft Excel that, based on your input, automatically produces all the required statistics, tables, figures, and more. The workbooks can be downloaded from here. We also provide a user manual to guide you in using the tool (PDF / online) and a text on how to interpret the results of meta-analyses (PDF / online).

Meta-Essentials has evolved into a tool that can be used for both research and teaching purposes. Especially for relatively straightforward meta-analyses (excluding for instance meta-regressions and meta-sem), Meta-Essentials is a very easy and intuitive tool to use.

[www.irim.eur.nl/research-support/meta-essentials/](http://www.irim.eur.nl/research-support/meta-essentials/)

### ERIM Research Master Student Association

The ERIM research master programme has its own student association,  $\text{M}\Phi\text{\Sigma}$  ("mu phi sigma"), which initiates and co-ordinates academic, social and (inter) cultural activities.  $\text{M}\Phi\text{\Sigma}$  organises social activities together with PhD candidates and academic staff, to provide students with sufficient opportunities to prepare



themselves for the role of PhD candidate and a further academic career. These activities are for the most part sponsored by ERIM from a special budget. The ERIM student association gives regular feedback to the ERIM Doctoral Office and maintains close contact with the ERIM PhD Council. Many Doctoral Programme events (such as New Year's dinner, social drinks, etc) include both research master students and PhD candidates, thus promoting more interaction between these groups.

Prospective students interested in the ERIM programme can contact the  $\text{M}\Phi\Sigma$  to obtain an impression of the programme from a student perspective. You can also ask the  $\text{M}\Phi\Sigma$  representative for advice on practical issues such as student life and staying in Rotterdam. To learn more about  $\text{M}\Phi\Sigma$ , visit [www.irim.eur.nl/doctoral-programme/research-master/for-current-students/research-master-council/](http://www.irim.eur.nl/doctoral-programme/research-master/for-current-students/research-master-council/)

#### **Erasmus Student Service Centre (ESSC)**

ESSC provides students of Erasmus University with practical information and various services including enrolment, residence permits, accommodation assistance, advice and counselling. Please visit the ESSC website for a detailed overview of its services.

Erasmus Student Service Centre	E-building, ground floor
Telephone	(010) 408 23 23
Opening hours	Monday - Friday: 09.30 – 16.00
Internet	<a href="http://www.eur.nl/english/essc/">www.eur.nl/english/essc/</a>

#### **Student Counsellors**

Students can approach the student counsellors with questions regarding their course of study, studying, and being a student in general. Disabled students may be eligible for certain schemes and facilities. Student counsellors can be contacted during their open office hours or by appointment. The open office hours are suitable for discussing matters requiring no longer than about 20 minutes. For more complex matters, it is best to make an appointment. For the open office hours, students can telephone or call in at the office on the day itself. A precise time can then be arranged.

The content of the discussion with a student counsellor is confidential and will not be enclosed to third parties without your permission. On the basis of the confidential information, the student counsellor can take steps or mediate on your behalf.

To make an appointment with a student counsellor, please contact the Erasmus Student Service Centre (ESSC), T.: +31 10 408 23 23.

### **Student Psychologists**

The university psychologists' aim is to help students resolve problems that prevent them from focusing on their studies. The aim of the initial orientation consultation is to help the psychologist gain a better understanding of the complaint or problem and to examine the connection between the problem and the student's course of study. This consultation is sometimes enough to help get someone back on track, but more often than not further counselling is required. This takes the form of participation in individual or group therapy.

If the university psychologists are unable to provide the necessary help, they will refer the student to other care providers.

Please contact the Erasmus Student Service Centre (ESSC) to make an appointment.

ESSC: Woudestein, CB-07. Tel.: +31 10 408 23 23.

### **Sports**

The sports complex on the Erasmus Campus provides facilities for a wide range of sports, from aikido and swimming to basketball and golf. The sports complex is open from 08:00 to 23:00 from Monday to Friday and from 09:00 to 19:00 on Saturdays. The Erasmus Sport foundation is responsible for management of the Erasmus Sport Center. Erasmus Sport offers an extensive sports program all through the academic year, under the leadership of enthusiastic instructors and trainers. They supervise the individual sportspeople or train the teams of the sports clubs affiliated with Erasmus Sport.

For more information please visit [erasmussport.nl/en/](http://erasmussport.nl/en/).

### **Studium Generale**

Studium Generale is part of the Erasmus University Rotterdam (EUR) and organises scientific, social and cultural programmes throughout the year. The programme consist of lectures and debates, monthly talk shows, cultural and scientific events and a wide range of cultural courses and performances.

For more information visit [www.eur.nl/english/sgerasmus/](http://www.eur.nl/english/sgerasmus/)

### **Art Affairs**

At Erasmus University Rotterdam, art can be found in many places and take many different forms. An Art Route has been devised that includes some 60 works.

On the university walls, EUR's art collection may be admired: graphic prints such as screen prints, linocuts, lithographs as well as photographs. The department of Art Affairs organises regular exhibitions in the Erasmus Gallery near the auditorium and in the Faculty Club. Art on Loan enables employees to lend works of art. Finally, there is also a medal collection and an historic collection.  
[www.eur.nl/english/art/](http://www.eur.nl/english/art/)

### **Living in Rotterdam**

If you are coming to Rotterdam for the first time, you might find these links helpful in finding your way:

- Municipality of Rotterdam: [www.rotterdam.nl](http://www.rotterdam.nl)
- Rotterdam Experience, read about the hotspots in Rotterdam: [www.rotterdamexperience.com](http://www.rotterdamexperience.com)
- Rotterdam Tourist Information: [en.rotterdam.info](http://en.rotterdam.info)
- Rotterdam public transport: [www.ret.nl](http://www.ret.nl)
- Dutch railways: [www.ns.nl](http://www.ns.nl)
- Dutch tourist information: [www.holland.com](http://www.holland.com)
- EUR Handbook for new students: [www.egsh.eur.nl/admission/how-to-prepare-for-your-stay-at-eur/](http://www.egsh.eur.nl/admission/how-to-prepare-for-your-stay-at-eur/)

## 4.2 Other Master Programmes at Rotterdam School of Management (RSM) and the Erasmus School of Economics (ESE)

In addition to the ERIM Master of Philosophy in Business Research, RSM offers several full-time master programmes that can be followed directly after the bachelor programme:

- MSc Accounting and Financial Management
- MSc Business Information Management
- MSc Strategic Entrepreneurship
- MSc Global Business and Sustainability
- MSc Marketing Management
- MSc Finance & Investments
- MSc General Management
- MSc Human Resource Management
- MSc International Management/CEMS
- MSc Management of Innovation
- MSc Organisational Change & Consulting
- MSc Strategic Management
- MSc Supply Chain Management

The Erasmus School of Economics (ESE) offers the following full-time MSc Programmes in English:

- MSc Accounting, Auditing and Control (3 specialisations)
- MSc Economics & Business (9 specialisations)
- MSc in Econometrics and Management Science (4 specialisations)
- MSc Fiscal Economy (only in Dutch)

In addition to these MSc Programmes, RSM and the ESE offer a wide range of postgraduate programmes and part-time programmes. For more information, visit the Erasmus University Rotterdam website: [www.eur.nl/english/prospective/Master](http://www.eur.nl/english/prospective/Master)

# 5 Curriculum

The total study load of the ERIM Research Master programme is 120 ECTS. You are expected to complete ca. 60 ECTS in the first year and ca. 60 ECTS in the second year. **The legal minimal amount of ECTS to transfer from year one to year two is 45.** Should you fail to meet this minimum requirement you might not be allowed to continue with your studies.

The first-year curriculum consists of foundation courses (9 ECTS), methodology courses (21 ECTS), core specialisation courses (at least 16 ECTS), the research clinic course (4 ECTS), seminars (2 ECTS) and skills courses (8 ECTS). You can also take some advanced courses. Although every effort has been made to avoid course overlaps, they may occur in some cases. Your Track Coordinator and ERIM Doctoral Programme Manager can advise you on which of the overlapping compulsory courses to follow in year one and which in year two.

The second-year curriculum consists of three types of advanced courses (10 ECTS for Advanced Specialisation courses, 10 ECTS for Advanced Methodology, and 10 ECTS for Advanced Electives), Thesis Proposal Writing (5 ECTS), and Research Master Thesis (25 ECTS).

In order to graduate, students need to complete all compulsory programme parts with no fewer ECTS than mentioned above. For more details see section 2.2 and the Examination Regulations, article 2.3.

Below you will find the course schedule for each of the five specialisation fields in the ERIM research master, per year and specialisation.

General notes:

- The courses are divided over two semesters, corresponding to the following periods: September to December and January to June. The schedule provides a general indication of the semester in which the course is scheduled. Please see the detailed class schedule for exact dates.
- If approved by the Director of Doctoral Education, in consultation with the Track Coordinator, the specialisation courses may be replaced by other (equivalent) courses. Students should turn to the Track Coordinator

of their specialisation field if they have a problem with a course in that specific research field. The names of the Track Coordinators are given in section 3.3.

- Optional courses can be included as “advanced electives” (max. 10 ECTS) or may replace specialisation courses. The lists of optional courses are not (yet) exhaustive.
- The English course will be offered at two levels. A pre-CPE course is scheduled in semester I and is required for students that score relatively low in the entrance test (organised in September). The CPE-course is required for all students and is scheduled in semester II.
- Seminars are scheduled throughout the year and correspond to the standard ERIM research seminars (see ERIM website). ERIM students need to complete several assignments as evidence of their participation.
- Courses are coded as follows:
  - B = **Bedrijfskunde** (Business Administration) (RSM)
  - ERM = ERIM research master
  - FC = foundations course
  - SC = specialisation course
  - MC = methodology course
  - RC = research clinic
  - SMR = seminar
  - ASC = advanced specialisation course
  - AMC = advanced methodology course
  - SKL = skills course

## 5.1 Year 1 by track

### 5.1.1 Track: Business Processes, Logistics, and Information Systems (LIS)

Semester / Course Name	Course Code	ECTS	Remarks
<b>I</b>			
Behavioural Foundations	BERMFC001	3	FC
Economic Foundations	BERMFC002	3	FC
Management Foundations	BERMFC003	3	FC
Managing the Supply Chain	BERMSC001	4	SC, RSM course BM01SCM
Facility Logistics Management	BERMSC002	4	SC, RSM course BM04SCM
Production Planning and Scheduling	BERMSC003	4	SC, ESE course FEM21028
Information Strategy	BERMSC004	4	SC, RSM course BM01BIM
Stochastic Models and Optimisation[a]*	BERMMC006	4	MC, ESE course FEM21008
Topics in the Philosophy of Science	BERMMC001	5	MC
Qualitative Methods [b]*	BERMMC003	5	MC
Total:		39	
<b>II</b>			
Empirical Research Methodology and Measurement	BERMMC002	5	MC
Statistical Methods	BERMMC004	6	MC
Scientific Integrity	BERMSKL009	1	SKL
Publishing Strategy	BERMSKL010	1	SKL
Total:		13	
<b>Flexible/various</b>			
English course	BERMSKL001	4	SKL
Presentation Skills	BERMSKL002	2	SKL
Research Seminars	BERMSMR001	2	
ERIM Research Clinic LIS	BERMRC001	4	SC
Total:		12	

\* Students choose either [a] or [b], depending upon their background and interest. ERIM Research Clinic course schedule will be communicated to you by your Track Coordinators and by the ERIM Doctoral Programme Assistant (the general part of the course).

Optional courses:

Semester / Course Name	Course Code	ECTS
<b>I</b>		
Advanced Inventory Supply Chain Management	FEM21009	4
Global Logistics & Information Technology	RSM02SCM	4
Distribution Networks	RSM03SCM	4
<b>II</b>		
Advanced Mathematical Programming	FEM21014	4



## 5.1.2 Track: Organisation (ORG)

Semester / Course Name	Course Code	ECTS	Remarks
<b>I</b>			
Behavioural Foundations	BERMFC001	3	FC
Economic Foundations	BERMFC002	3	FC
Management Foundations	BERMFC003	3	FC
Economics of Entrepreneurship *	BERMSC008	4	SC, ESE course FEM11061
Sustainability Leadership & Planetary Boundaries*	BERMSC026	4	SC, RSM course RSM01GBS
Managing People in Organisations*	BERMSC021	4	SC, RSM course BM01HRM
Sustainability and Behavioral Ethics*	BERMSC076	4	SC, RSM course BM03GBS
Strategic & International HRM*	BERMSC060	4	SC, RSM course B03HRM
Behavioral Decision Theory [o]	BERMAMC004	5	AMC
Topics in the Philosophy of Science	BERMMC001	5	MC
Qualitative Methods	BERMMC003	5	MC
	Total:	44	
<b>II</b>			
High Performance Leadership*	BERMSC069	4	SC, RSM course BME043
Managerial and Group Decision Making*	BERMSC068	4	SC, RSM course BME045
Scientific Integrity	BERMSKL009	1	SKL
Empirical Research Methodology and Measurement	BERMMC002	5	MC
Statistical Methods	BERMMC004	6	MC
Experimental Methods in Business Research [o]	BERMAMC005	5	AMC
Publishing Strategy	BERMSKL010	1	SKL
	Total:	26	
<b>Flexible/various</b>			
English course	BERMSKL001	4	SKL
Presentation Skills	BERMSKL002	2	SKL
ERIM Research Clinic Organisation	BERMRC002	4	SC
Research Seminars	BERMSMR001	2	
	Total:	12	

\*Choose 4 out of 7

This set of courses includes both OB and Business-Society Management courses. Please contact your Track Coordinator if you need advice on which courses to choose.

[o] = optional

ERIM Research Clinic course schedule will be communicated to you by your Track Coordinator and by the ERIM Doctoral Programme Assistant (the general part of the course).

### 5.1.3 Track: Marketing (MKT)

Semester / Course Name	Course Code	ECTS	Remarks
<b>I</b>			
Behavioral Decision Theory [o]	BERMAMC004	5	AMC
Behavioural Foundations	BERMFC001	3	FC
Economic Foundations	BERMFC002	3	FC
Management Foundations	BERMFC003	3	FC
Topics in the Philosophy of Science	BERMMC001	5	MC
Consumer Behaviour	BERMSC012	4	SC, RSM course BM01MM
Consumer Marketing Research	BERMSC010	4	SC, RSM course BM02MM
Marketing Strategy	BERMSC023	4	SC, RSM course BM04MM
Marketing Strategy Research	BERMSC011	4	SC, RSM course BM05MM
	Total:	34	
<b>II</b>			
Scientific Integrity	BERMSKL009	1	SKL
Empirical Research Methodology and Measurement	BERMMC002	5	MC
Statistical Methods	BERMMC004	6	MC
Applied Econometrics	BERMMC005	5	MC
Experimental Methods in Business Research [o]	BERMAMC005	5	AMC
Publishing Strategy	BERMSKL010	1	SKL
	Total:	23	
<b>Flexible/various</b>			
English course	BERMSKL001	4	SKL
Presentation Skills	BERMSKL002	2	SKL
Research Seminars	BERMSMR001	2	
ERIM Research Clinic Marketing	BERMRC003	4	SC
	Total:	12	

[o] = optional

ERIM Research Clinic course schedule will be communicated to you by your Track Coordinators and by the ERIM Doctoral Programme Assistant (the general part of the course).

Optional courses:

Semester / Course Name	Course Code	ECTS
<b>I</b>		
Seminar Strategic Marketing	FEM11028	8
<b>II</b>		
Seminar Developing and Marketing New Products	FEM11080	4
Marketing Models and Large Datasets	FEM21013	4

## 5.1.4 Track: Finance and Accounting (F&A)

### 5.1.4.1 Specialisation Finance

Semester / Course Name	Course Code	ECTS	Remarks
<b>I</b>			
Behavioural Foundations	BERMFC001	3	FC
Economic Foundations	BERMFC002	3	FC
Management Foundations	BERMFC003	3	FC
Topics in the Philosophy of Science	BERMMC001	5	MC
Mathematics and Statistics	BERMMC008	4	MC
Micro Economics	BERMMC009	5	MC
Programming	BERMMC010	4	MC
	Total:	27	
<b>II</b>			
Boundaries of Financial Research	BERMASC036	1	Highly recommended Advanced Elective
Applied Econometrics	BERMMC005	5	MC
Corporate Finance Theory	BERMSC064	4	SC
Empirical Corporate Finance	BERMSC065	4	SC
Asset Pricing Theory	BERMSC066	4	SC
Empirical Asset Pricing	BERMSC067	4	SC
Scientific Integrity	BERMSKL009	1	SKL
Publishing Strategy	BERMSKL010	1	SKL
	Total:	24	
<b>Flexible/variou s</b>			
ERIM Research Clinic Finance	BERMRC005	4	SC
English course	BERMSKL001	4	SKL
Presentation Skills	BERMSKL002	2	SKL
	Total:	10	

ERIM Research Clinic course schedule will be communicated to you by your Track Coordinators and by the ERIM Doctoral Programme Assistant (the general part of the course).

### 5.1.5 Track: Strategy and Entrepreneurship (S&E)

Semester / Course Name	Course Code	ECTS	Remarks
<b>I</b>			
Behavioral Decision Theory [o]	BERMAMC004	5	AMC
Behavioural Foundations	BERMFC001	3	FC
Economic Foundations	BERMFC002	3	FC
Management Foundations	BERMFC003	3	FC
Managing Strategy Formulation	BERMSC013	4	SC, RSM course BM01SM
Corporate Development: Strategies for Acquisitions and Alliances	BERMSC059	4	SC, RSM course BM03SM
Corporate Entrepreneurship	BERMSC077	4	SC, RSM course BM04SE
Topics in the Philosophy of Science	BERMMC001	5	MC
Qualitative Methods	BERMMC003	5	MC
	Total:	32	
<b>II</b>			
Experimental Methods in Business Research [o]	BERMAMC005	5	AMC
Empirical Research Methodology and Measurement	BERMMC002	5	MC
Statistical Methods	BERMMC004	6	MC
Offshoring and Outsourcing of IT and Business Services	BERMSC025	4	SC, RSM course BMME082
Strategic Management Consulting	BERMSC072	4	SC, RSM course BMME081
Scientific Integrity	BERMSKL009	1	SKL
Publishing Strategy	BERMSKL010	1	SKL
	Total:	39	
<b>Flexible/variou s</b>			
English course	BERMSKL001	4	SKL
Presentation Skills	BERMSKL002	2	SKL
ERIM Research Clinic S&E	BERMRC004	4	SC
Research Seminars	BERMSMR001	2	
	Total:	12	

[o] = optional

ERIM Research Clinic course schedule will be communicated to you by your Track Coordinator and by the ERIM Doctoral Programme Assistant (the general part of the course).

## 5.2 Year 2

### 5.2.1 Tracks LIS, ORG, MKT and S&E

Semester / Course Name	Course Code	ECTS	Remarks
<b>I</b>			
Advanced Statistical Methods	BERMAMC002	5	AMC
Behavioral Decision Theory	BERMAMC004	5	AMC
Stochastic Dynamic Optimization	BERMAMC008	4	AMC
Social Networks and Market Competition	BERMASC020	3	ASC
Advanced Topics in Organizational Behavior	BERMASC026	5	ASC
Strategic Entrepreneurship	BERMASC027	5	ASC
Current Topics in Marketing Research	BERMASC040	5	ASC
Thesis Proposal Writing	BERMTP001	5	
<b>II</b>			
Experimental Methods in Business Research	BERMAMC005	5	AMC
Workshop on Structural Equation Modelling	BERMAMC009	2	AMC
Advanced Qualitative Methods	BERMAMC016	5	AMC
Advanced Topics of Research in Strategy	BERMASC009	5	ASC, will be given in 2018/2019
Advanced Topics in Organization Theory	BERMASC012	5	ASC
Foundations of International Business	BERMASC034	5	ASC
Innovation Management	BERMASC035	5	ASC, will be given in 2018/2019
Specialization Module on Consumer Behavior	BERMASC039	3	ASC
Governance	BERMASC042	5	ASC
Scientific Integrity	BERMSKL009	1	SKL
Publishing Strategy	BERMSKL010	1	SKL
<b>Flexible/various</b>			
Presentation Skills	BERMSKL002	2	SKL
Master Thesis Research Master in Business Research*	BERMTH000	25	

\*Compulsory for all students

## 5.2.2 Track F&A Specialisation Finance

Semester / Course Name	Course Code	ECTS	Remarks
<b>I</b>			
Seminar Corporate Finance 1	BERMAMC006	5	AMC
Seminar Asset Pricing 1	BERMAMC007	5	AMC
Seminar Corporate Finance 2	BERMASC031	5	ASC
Seminar Asset Pricing 2	BERMASC032	5	ASC
Financial Derivatives***	BERMAE053	4	Highly recommended Advanced Elective, ESE course FEM21011
Quantitative Methods in Fixed Income ***	BERMAE055	4	Highly recommended Advanced Elective, ESE course FEM21004
Behavioral Decision Theory	BERMAMC004	5	Example Advanced Elective
Thesis Proposal Writing*	BERMTP001	5	
<b>II</b>			
Advanced Topics in Organization Theory	BERMASC012	5	Example Advanced Elective
Governance	BERMASC042	5	Example Advanced Elective
<b>Flexible/various</b>			
Presentation Skills**	BERMSKL002	2	SKL
Research Seminars	BERMSMR001	2	
Master Thesis Research Master in Business Research*	BERMTH000	25	

\* Compulsory for all students

\*\* Presentation Skills BERMSKL002 should be taken in either year 1 or year 2.

\*\*\* It is highly recommended that you take one out of these three Advanced Electives.

# 6 Course List Year 1

## 6.1 Foundation Courses

Code:	<b>BERMFC001</b>
Study year:	2017-2018
Long name:	<b>Behavioral Foundations</b>
ECTS:	3
Lecturer(s):	Prof.dr. S.R. Giessner, Dr. M.J.J. Wubben, Dr. M. Shemla
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	7
Hours per lecture:	3
Aims:	<p>Aim of this course are twofold:</p> <ul style="list-style-type: none"><li>• to provide an introduction in the theory in the behavioral sciences that lies at the core of behavioral research in management (i.e., organizational behavior, behavioral strategy, consumer behavior, behavioral operations management, behavioral finance),</li><li>• to equip students with the understanding of behavioral research required to apply this in their own research projects.</li></ul>
Course contents:	<p>The course covers such issues as identity, group dynamics, behavioural decision making, mixed-motive interdependence, and behavioural ethics. Study of these themes is combined with the study of empirical research that illustrates the application of these themes in research in management.</p>
Examination:	<p>To develop a deeper understanding of behavioural research, the course uses hands-on assignments focused on developing and criticizing ideas for behavioural research in management. These consist of both weekly, individual assignments and a larger group assignment that is to be handed in at the end of the course.</p>
Literature:	<p>A reader with a combination of overview chapters/review articles and empirical journal articles.</p>

Code:	<b>BERMFC002</b>
Study year:	2017-2018
Long name:	<b>Economic Foundations</b>
ECTS:	3
Lecturer(s):	Prof. dr. O.H. Swank and Dr. S.H. Bijkerk
Contact person:	Prof. Dr. O.H. Swank
Faculty:	Erasmus School of Economics
Number of lectures:	6
Hours per lecture:	3
Aims:	The objective of this course is to show how economic models can be used to explain a wide variety of topics in management, finance and marketing.
Course contents:	This course gives an introduction to economic concepts that are important for economic and business research. The course starts with an introduction to game theory. Game-theoretic concepts are applied to analyse problems organizations face every day in management, finance and marketing.
Examination:	The examination of this course will include an oral exam. The oral exam accounts for 50% of the final grade, homework assignments account for 50%.
Literature:	The compulsory literature for this course consists of academic literature: <ol style="list-style-type: none"> <li>1. Economic Theory <ul style="list-style-type: none"> <li>• Gibbons, R. (1997), "An introduction to Applicable Game Theory", <i>Journal of Economic Perspectives</i>, 11, 127-149.</li> </ul> </li> <li>2. Application of Economic Theory in Management &amp; Organizations <ul style="list-style-type: none"> <li>• Bol, J.C. (2011), "The determinants and performance effects of managers performance evaluation biases", <i>The Accounting Review</i>, 85, 1549-1575.</li> <li>• Kamphorst, J. and O.H. Swank (2013), "The Role of Performance Appraisals in Motivating Employees."</li> <li>• Rotemberg J.J. and Saloner (1993), "Leadership Style and Incentives", <i>Management Science</i>, 39, 1299-1318.</li> <li>• Crutzen, Benoît SY, Otto H. Swank, and Bauke Visser, "Confidence management: on interpersonal comparisons in teams." <i>Journal of Economics &amp; Management Strategy</i> 22.4 (2013), 744-767.</li> </ul> </li> <li>3. Application of Economic Theory in (Corporate) Finance &amp; Marketing <ul style="list-style-type: none"> <li>• Holmstrom, B., &amp; Tirole, J. (1997), "Financial intermediation, loanable funds, and the real sector", <i>The Quarterly Journal of Economics</i>, 112(3), 663-691.</li> <li>• Varian, Hal R. (1980) "A model of sales." <i>The American Economic Review</i> 70.4, 651-659.</li> </ul> </li> </ol>



Code:	<b>BERMFC003</b>
Study year:	2017 - 2018
Long name:	<b>Management Foundations</b>
ECTS:	3
Language:	English
Lecturer:	Prof.Dr. H.W. Volberda
Contact person:	P.J. de Wilde - Mes (e-mail: pwilde@rsm.nl, tel: +31 10 408 22 10)
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	7
Hours per lecture:	3
Aims:	This course has two aims. First to provide an overview of the scientific foundations of the management discipline by discussing examples of classical contributions. Second, to relate the insights acquired to the intended research area of the student by writing a scholarly paper.
Course contents:	Several major classical contributions will be discussed such as those of Taylor (1911), Fayol (1916), Barnard (1938), Simon (1947), Selznick (1957), Penrose (1959), Burns & Stalker (1966), Thompson (1967), Mintzberg (1973), and Chandler (1977). These contributions will be assessed by using three idealized management perspectives: classical, modern and post-modern (Volberda 1998). Attention will be paid to the development and evolution of these perspectives. In addition, recent topics in research in management like managerial cognition and knowledge integration; managerial intentionality, strategy formation and co-evolution, and managerial theories of the firm are discussed. The discussion will focus on how various management perspectives may contribute to the investigation of these topics. Students are expected to present assignments about the topics discussed.
Assignment:	Participants will write a conceptual paper exploring how the management perspectives discussed, including the associated classical contributions are related to the intended PhD topic, and the implications for the nature of research questions, and research methodologies to be used. The paper will be written as a "Research Note" using the style guide and authors instruction of the <b>Academy of Management Review</b> . The students will receive reviews of their paper from their colleagues.
Examination:	The course grade will be based on the quality of the paper (60%); the quality of the review reports (20%) and the presentations during the course (20%).

Literature:

- Reader with representative parts of classical contributions, articles on management perspectives, and on key topics regarding research in management.
- M. Witzel & M. Warner (2014), *The Oxford Handbook of Management Theorists*, Oxford; Oxford University Press.

Additional  
Information:

Please send requests etc. to Patricia de Wilde, department secretary of the Department of Strategic Management and Entrepreneurship of RSM Erasmus University (e-mail: [pwilde@rsm.nl](mailto:pwilde@rsm.nl); tel: 010 - 408 22 10; room T7-25).

## 6.2 Specialisation Courses

ERIM Code:	<b>BERMSC001</b>
Study year:	2017 - 2018
Long name:	<b>Managing the Supply Chain</b>
ECTS:	4
Code MSc course:	BM01SCM
Language:	English
Lecturer(s):	T. Lu, dr. Q. Kong
Contact:	Dr. Q. Kong
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<p>Supply chain management has emerged as one of the major areas for companies to gain a competitive edge. Managing supply chains is a complex and challenging task, given the current business trends of expanding product variety, short product life cycles, increasing outsourcing, globalization of business, and continuous advances in information technology. This core course is intended for students with a strong interest in understanding logistics and operations – in either manufacturing or service industries – and the role supply chains and supply chain operations can play in business. The course will be particularly valuable for those who see their careers in operations/supply chain over the coming decade, or who see themselves consulting in operations/supply chain for client businesses. The course objectives are to:</p>

- Make you conversant in the language of supply chain management and expand your confidence in these area.
- Allow you to see the role of supply chain management in the overall strategy and performance of the firm by providing a conceptual, strategic view of supply chain design and operations.
- Analyze the underlying issues and trade-offs between the sourcing of raw materials, the manufacturing, storage, and transportation of products and the services required to fulfill customer expectations and the metrics of the firm.
- Provide you with quantitative and qualitative tools to identify, analyze and manage supply chain operations and issues.
- Analyze supply chains and supply chain operations to identify problems and improvement opportunities.
- Recommend and initiate supply chain improvement actions and projects.
- Enhance your team working and project management skills.

Course contents: The course is a mix of lectures, case studies, and games. The lectures are meant to explain supply chain models and concepts making use of both qualitative and quantitative methods. Qualitative methods involve theoretical frameworks, conceptual analysis, and evaluation of solution strategies whereas quantitative methods involve mathematical analysis, probability theory and basic concepts of microeconomics. Case studies depict a business scenario at a certain existing company; in which complex supply chain management decisions need to be taken. The situation is often partly described from the perspective of one of the key players in the decision-making process; furthermore, a certain degree of urgency is present as well. A teaching case requires very thorough preparation by the participant. Finally, students will be required to play game in a supply chain context, which will involve strategic and operational decisions.

Examination: To pass this core course, a participant needs to:

- Participate actively in class;
- Individual and group assignments (including game performance and reports) (50% of the final grade);
- Take a written exam (50% of the final grade).

Literature: The required material (cases, papers) will be made available in a reader, on the blackboard, or will be distributed in class.

ERIM Code:	<b>BERMSC002</b>
Study year:	2017-2018
Long name:	<b>Facility Logistics Management</b>
ECTS:	4
Code MSc course:	BM04SCM
Language:	English
Lecturer(s):	Prof.dr.ir. M.B.M. de Koster
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<p>The aim of the course is to:</p> <ul style="list-style-type: none"> <li>• Develop insight and elementary design skills in material handling and facility (particularly warehouse and transshipment) operations management.</li> <li>• Develop analytical skills in regards to logistics operations. Tools will be provided to enable you to structure, analyse and master the issues at hand.</li> </ul>
Course contents:	<p>The Netherlands is well known for its expertise in distribution operations. Many American and Asian multinational companies have established their European logistics centre in the Netherlands (about 55%, according to HIDC, 2001), and it is the home base of many logistics service providers and operations. The logistics sector has a big impact on the Dutch economy. Warehousing and distribution are core businesses for many large and smaller firms. While most other courses in the SCM master focus primarily on external logistics and strategic issues, this course focuses on intra logistics (or facility logistics): process design and execution; operations, particularly those within facilities. External and intra logistics are strongly related and, even stronger, interdependent. We will address such questions as: what is the impact of a company's distribution structure on the intra logistics system, and vice versa? What storage systems should be used under which circumstances, what handling systems, what is the best layout, which information systems are appropriate, and what is the resulting performance? Besides matters of system choice, operational storage and order picking strategies are also discussed.</p> <p>During the course, a number of case-based assignments will be carried out. You may have to present your solutions to the case customers.</p> <p>The course addresses several skills. These include presentations, consultancy (you have to defend solutions to your peers), data-mining with a database tool, design (make good quality layout drawings), and analysis of company-internal operations.</p>
Examination:	(about) 4 group assignments (about 45%), individual exam (50%) and individual participation (5%).

Literature:

E. Frazelle, *World-class warehousing and material handling*, McGraw-Hill, 2001, ISBN 0071376003.

Articles and information posted on Blackboard.

J. Tompkins, White, Bozer, Tanchoco, Frazelle, Trevino, *Facilities Planning*, Wiley, 2003, ISBN: 0-471-38937-4 (WIE), or 0-471-41389-5 (selected chapters).

R. de Koster, *Past and Future. Perspectives on Material Handling*, ERIM, 2015. ISBN 978-90-5892-426-1. Selected chapters of the book will be published on Blackboard.

ERIM Code:	<b>BERMSC003</b>
Study year:	2016 – 2017
Long name:	<b>Production Planning and Scheduling</b>
ECTS:	4
Code MSc course:	FEM21028
Language:	English
Lecturer(s):	Prof.dr.ir. R. Dekker
Coordinator:	Prof.dr.ir. R. Dekker
Faculty:	Erasmus School of Economics, Erasmus University
Aims:	<ul style="list-style-type: none"> <li>• Students should know the fundamentals of Production Planning and Scheduling.</li> <li>• Students should understand, be able to apply or extend the basic quantitative models in this field.</li> </ul>
Course contents:	<ul style="list-style-type: none"> <li>• Aggregate planning (LP models).</li> <li>• Lotsize for time dependent demand.</li> <li>• MRP.</li> <li>• Scheduling (job shop, flow shop, open shop, single &amp; parallel machines).</li> <li>• Project scheduling (PERT, CPM).</li> <li>• Facility layout.</li> <li>• Quality.</li> <li>• Reliability, maintenance and warranties (age replacement model, blok replacement).</li> </ul>
	<p><b>Changes compared to previous years:</b></p> <p>The part on forecasting will deal with more explicit examples. The part on maintenance will be restructured.</p>
Examination:	<ul style="list-style-type: none"> <li>• Assignments, essays, ... (35%).</li> <li>• Written (re-)examination with essay questions (65%).</li> </ul>
Literature:	S. Nahmias, Production and Operations Analysis, Mc Graw-Hill Int. 6 <sup>th</sup> Ed. 2013 or 7 <sup>th</sup> Ed. 2015 (same publisher).
Additional information:	<p>Satisfactory result for assignments.</p> <p>At least a 5 should be scored for the written exam to pass the subject.</p>

Code:	<b>BERMSC004</b>
Study year:	2017 - 2018
Long name:	<b>Information Strategy</b>
ECTS:	4
Language:	English
Code MSc course:	BM01BIM
Lecturer(s):	Dr. T. Li
Contact:	Dr. T. Li
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	The objective of the course is to help you to:

- Develop an ability to discuss how the presence of IT enables new business models and how digital transformation changes industry structure, and alter marketing, sales, operations, and business practices.
- Learn the contemporary issues in e-commerce, the changes in consumer behavior, and the opportunities for different forms of electronic markets and auctions.
- Describe pricing and versioning of digital goods and recognize the importance of platform mediated networks.

Course contents: Information technology (IT) is revolutionizing the way people and firms transact business. This process is only being accelerated with the development of social media and the availability of big data, which has enormous impact on our activities and the way organizations work and compete. This rapid movement towards the new information economy is being led by both established firms such as Wal-Mart, General Electric, and new entrepreneurial firms such as Google, Amazon, Facebook, YouTube, and Dropbox. As a master student of business information management, you need a thorough understanding of the latest technology trends, how firms embrace disruptive technologies, and what new business models emerge that allows firms to compete and lead in the information economy. This course will devote to the study of the strategic use of information, and provide you with the understanding of the role of information, the closely related role of information technology, major developments of e-commerce, and their implications on economics, marketing, and operational issues. This course will focus on problems unique to information-intensive businesses that you will soon encounter as a consultant, analyst, technologist, or entrepreneur.

The course is a combination of lectures and a high degree of case analysis and discussions. In the class, you will work with real world examples ranging across different industries. The course will cover six themes: information strategy, business model and digital transformation, business-to-consumer e-commerce, electronic markets and auctions, information goods, and platform mediated networks.



Assignment: Written exam, blog, group assignments (100%), Individual Exam (40%), Individual Blog (10%), Group Assignment 1 (20%), Group Assignment 2 (30%).

Literature: The hyperlinks to the articles will be posted on Blackboard.

ERIM Code:	<b>BERMSC008</b>
Study year:	2017 - 2018
Long name:	<b>Economics of Entrepreneurship</b>
ECTS:	4
Code MSc course:	FEM11061
Language:	English
Lecturer(s):	Dr. B. Hoogendoorn
Contact:	Dr. B. Hoogendoorn
Faculty:	Erasmus School of Economics, Erasmus University
Aims:	<ul style="list-style-type: none"> <li>• After this course, students are able to name and explain the role and value of entrepreneurs in the context of our society as well as in the context of (emerging) industries.</li> <li>• After this course, students are able to identify, analyze and predict the behavior of entrepreneurs at the individual level and firm level using economic principles such as occupational choice theory, agency theory, risk assessments, theory of firm growth and market failures.</li> </ul>
Course contents:	<p>The course attends to entrepreneurship from an economic perspective at different levels of analysis. Different topics are discussed in the context of emerging and dynamic industries. On the individual level, attention is paid to private motives and necessary means to become an entrepreneur. At the firm level the course is concerned with entrepreneurial finance, growth and sustainability. At the aggregate level topics are being discussed such as factors underlying a shift towards an entrepreneurial economy.</p> <p>Students are asked to complete an assignment. Compared to last year, the content of the course will be positioned in the context of dynamic industries. This has resulted among other changes into a lecture on Industry Dynamics at the cost of a lecture on Occupational Choice. Two assignments are merged into one assignment with feedback by peers on the draft.</p>
Examination:	<ul style="list-style-type: none"> <li>• Assignments (30%).</li> <li>• Written (re-)examination with essay questions (70%).</li> </ul>
Literature:	<ul style="list-style-type: none"> <li>• Reader and lecture material (on Blackboard).</li> <li>• Parker, S., (2009), Economics of Entrepreneurship, Cambridge University Press, Cambridge, UK.</li> <li>• Storey, D.J., Greene, F.J., (2010), Small Business and Entrepreneurship, Pearson Education, Harlow, UK.</li> </ul>

ERIM Code:	<b>BERMSC010</b>
Study year:	2017 - 2018
Long name:	<b>Consumer Marketing Research</b>
ECTS:	4
Code MSc course:	BM02MM
Language:	English
Lecturer(s):	Dr. AM Ferecatu
Contact:	Dr. AM Ferecatu
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<ul style="list-style-type: none"> <li>• Knowledge of the main research methods for studying and understanding consumer behaviour.</li> <li>• Be able to analyse and interpret consumer research data, collected in experiments and in surveys.</li> </ul>
Examination:	Group assignments (2x25%), Individual closed-book exam (50%), Bonus assignment (3% bonus points).
Literature:	<ul style="list-style-type: none"> <li>• Malhotra, N.K. &amp; Birks, D.F. (2008), Marketing Research: An applied approach. Pearson Education, 3rd European edition. (recommended, but not compulsory).</li> <li>• Class slides and research papers to be announced on Blackboard in due time.</li> </ul>

ERIM Code:	<b>BERMSC011</b>
Study year:	2017 - 2018
Long name:	<b>Marketing Strategy Research</b>
ECTS:	4
Code MSc course:	BM05MM
Language:	English
Lecturer(s):	Dr. X. Chen
Contact:	Dr. X. Chen
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<ul style="list-style-type: none"> <li>• To appreciate and understand the potential contributions of marketing strategy research models to marketing decisions.</li> <li>• Be able to translate marketing management problems into appropriate marketing strategy research models.</li> <li>• To develop a critical eye for marketing research, being able to judge strengths and weaknesses of marketing strategy models.</li> <li>• Have a working "hands-on" experience with marketing strategy research techniques.</li> <li>• Be able to use (multivariate) statistical methods to support strategic marketing decisions.</li> </ul>
Course contents:	<p>This course will focus on quantitative aspects of marketing research and how using quantitative tools can help managers address substantive marketing problems such as new product design, market segmentation and positioning. Also, the course aims to enhance students' understanding of how marketing variables such as price, advertising and sales force affect market share and sales, and how to develop marketing strategies based on quantitative analysis. Using a blended learning approach, the course tries to balance technicalities with marketing insights. Overall, the course is intended to make students well-informed users of marketing research, not becoming methodological experts.</p>
Examination:	Individual Assignments (60%) and Exams (40%).
Literature:	<ul style="list-style-type: none"> <li>• Malhotra, N.K. &amp; Birks, D.F. (2008), Marketing Research: An applied approach. Pearson Education, 3rd European edition.</li> <li>• Class slides and research papers to be announced on Blackboard in due time.</li> </ul>

ERIM Code:	<b>BERMSC012</b>
Study year:	2017 - 2018
Long name:	<b>Consumer Behaviour</b>
ECTS:	4
Code MSc course:	BM01MM
Language:	English
Lecturer(s):	Dr. DR Schley
Contact:	Dr. DR Schley
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<ul style="list-style-type: none"> <li>• Provide you with a foundation in the theories, models, and other tools used by academic and industry marketers for understanding the determinants of consumer behavior.</li> <li>• Provide you with general ideas about how to influence consumers, and about how you as a consumer are influenced by others (including marketers).</li> <li>• Prepare you to write a master thesis on the topic of consumer behavior.</li> </ul>
Course contents:	<p>Understanding consumers is the key to a successful marketing strategy. Unfortunately, however, the mind of the consumer is not always easy to understand. This course provides an overview of theories that best explain how consumers arrive at their judgments and decisions. The course will review relevant theories from economics and psychology that provide a foundation for behavioural marketing. Consumer behaviour varies greatly depending on a range of factors. For instance, consumers' judgments and decisions are influenced by the market environment (e.g., retail vs. online), the type of consumer (e.g., older vs. younger), and the type of product (e.g., hedonic vs. utilitarian goods), just to name a few. Although it is impossible to fully grasp and predict this behaviour, consumer researchers have created a body of knowledge that allows us to achieve at least a basic understanding of consumer needs, wants, decisions and actions. This course will provide a structured overview of this body of knowledge. In the first part of the course, students will be provided with an introduction to the psychology of perception, information processing, emotions and decision-making. The second part of the course will elaborate on the influences of the social environment, culture and situational factors on consumer behaviour. Additionally, the second part of this course will apply these theories and principles to real-world marketing problems.</p>
Examination:	40% group assignment; 10% teammates evaluation; 50% exam.
Literature:	Class notes and assigned scientific articles.

ERIM Code:	<b>BERMSC013</b>
Study year:	2017 - 2018
Long name:	<b>Managing Strategy Formulation</b>
ECTS:	4
Code MSc course:	BMSM01
Language:	English
Lecturer(s):	Prof.dr. HW Volberda, Dr. J.S. Sidhu
Contact:	Dr. J.S. Sidhu
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<ul style="list-style-type: none"> <li>• To gain appreciation of the nature and value of strategic management process.</li> <li>• To develop expertise in scenario planning for supporting the process of strategy formulation.</li> <li>• To gain understanding of how to manage business model innovation.</li> <li>• To build competencies in managing strategic renewal through exploration and exploitation.</li> </ul>

Course contents: Strategic management is a well-established field of scientific inquiry and management practice. The overall objective of this course is to develop students' theoretical understanding and practical expertise in relation to the process of strategy formulation. To achieve this objective, students will have opportunity to participate in interactive classes, and to complete team-based and individual assignments centering on the application of theoretical concepts and tools to find solutions to real-life issues practitioners face. The course prepares students for a managerial career through the provision of knowledge and skills relating to strategic leadership, use of scenario planning, management of business model innovation, and the orchestration of strategic renewal.

#### **Format**

Teaching methods include lectures, student team-work and instructor-led discussions. Students must come prepared to each class by having read the literature and having completed the mandatory assignments.

Examination:	Team Assignments (60%), Take-Home Exam (Individual Assignment; 40%).
Literature:	To be announced.

ERIM Code:	<b>BERMSC021</b>
Study year:	2017 - 2018
Long name:	<b>Managing People in Organisations</b>
ECTS:	4
Code MSc course:	BM01HRM
Language:	English
Lecturer(s):	Dr. M. Shemla
Contact:	Dr. M. Shemla
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<p>Upon completion of this course, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain and understand theories in the area of organizational behavior, including job satisfaction, intelligence and selection, motivation, teams, leadership, organizational change.</li> <li>• Have insight into basic psychological theories that influence human behavior in organizations.</li> <li>• Apply psychological theories to challenges facing current-day organizations.</li> </ul>
Course contents:	<p>There is a growing realization that organizational success and the ability of organizations to gain a competitive advantage is critically contingent on effective management of people. This course covers the mainstream topics of OB and HRM by providing 'principles' valuable for managers dealing with human resource issues. The course builds on BA teaching in social and psychological processes and organizational behavior, and offers an in-depth treatment of key issues in the psychology of organizational behavior. Managing People in Organizations bridges cutting-edge theory with modern leadership and managerial practices. Emphasis will be placed on examining the relationship between theory and managerial practice.</p> <p>To meet course objectives, the course uses selected book chapters, articles published in international journals, lectures, and class discussion. Reading assignments (listed in the syllabus) provide essential background knowledge for class activities and must be completed prior to the start of each class. Lectures will supplement information gained from the reading assignments and integrate course material. During the course, students are expected to actively participate in the class discussions.</p>
Examination:	<p>Individual</p> <ul style="list-style-type: none"> <li>• Online discussion forum 5%.</li> <li>• Final exam 40%.</li> <li>• Participation 5% Team.</li> <li>• Case analysis 15%.</li> <li>• Team project (written report + presentation) 35%.</li> </ul>

Literature:

- Bezrukova, K., Jehn, K.A., & Spell C. S. (2012). Reviewing Diversity Training: Where We Have Been and Where We Should Go. *Academy of Management Learning & Education*, 11, 2, 207–227.
- Conger, J.A. & Pearce, C.L. (2009). Using empowerment to motivate people to engage in effective self- and shared leadership. In: E.A. Locke. *Handbook of principles of organizational behavior* (pp. 201-216).
- Giessner, S.R., van Knippenberg, D. & Sleebos, E (2009). License to fail? How leader group prototypicality moderates the effects of leader performance on perceptions of leadership effectiveness. *The Leadership Quarterly*, 20, 434-451.
- Gratton, L. & Erickson, T. J. (2007). Eight ways to build collaborative teams. *Harvard Business Review*, November: 100–109.
- Isabella, L., Hodge, Y., Jenkins, S., & Yemen, G. (2007). *Teamwork Turmoil*. Darden School of Business, UV0861-PDF-ENG.
- Latham, G.P. (2009). Motivate employees through goal-setting. In: E.A. Locke. *Handbook of principles of organizational behavior* (pp. 161-178).
- Schmidt, F.L. (2009). Select on intelligence. In: E.A. Locke. *Handbook of principles of organizational behavior* (pp. 3-17).
- Stahl, G. K., Bjorkman, I., Farndale, E., Morris, S. S., Paauwe, J., Stiles, P., Trevor, J., & Wright, P. (2012). Six principles of effective global talent management. *MIT Sloan Management Review*, 53, 2.
- Thomas, D. A., & Creary, S. J. (2011). *Shifting the Diversity Climate: The Sodexo Solution*. (Harvard Business Case #: 412020).
- van Knippenberg, D., de Dreu, C.K.W. & Homan, A. C. (2004). Work group diversity and group performance: An integrative model and research agenda. *Journal of Applied Psychology*, 89, 1008-1022.
- Weingart, L. & Jehn, K.A. (2009). Manage intra-team conflict through collaboration. In: E.A. Locke. *Handbook of principles of organizational behavior* (pp. 327-346).
- Weston, H. (1999) *Mary Key Cosmetics: Sales Force Incentives*. Harvard Business School Case #9-190-103.



ERIM Code: **BERMSC023**  
Study year: 2017 - 2018  
Long name: **Marketing Strategy**  
ECTS: 4  
Code MSc course: BM04MM  
Language: English  
Lecturer(s): Prof. dr. S. Puntoni  
Contact: Prof. dr. S. Puntoni  
Faculty: Rotterdam School of Management, Erasmus University  
Aims: At the end of this course students will be able to:

- Understand how the context of marketing strategy is changing.
- Determine an organization's competitive position.
- Recognize sources of meaningful differentiation.
- Understand how companies can become more innovative.
- Recognize potential ethical issues in marketing practice.

Course contents: Marketing strategy refers to the systematic planning of marketing activities aimed at achieving organizational goals. The ultimate purpose of marketing strategy is to develop and deploy an organization's resources in the way that creates the most value for customers and other stakeholders. This course will help you to develop an in-depth understanding of the key frameworks, concepts, and paradigms in marketing strategy and, just as important, to develop skills in the application of this knowledge for making strategic choices. At a general level, the basic goal of this course is to help you make the transition from student to marketing practitioner and thus support your own goal of becoming a successful marketing professional. During the course, you will train extensively your case solving skills both in class, during interactive case discussions, and individually, in the assignments and trial exams. Student participation during the interactive lectures and meaningful contributions to the case discussions are essential. To facilitate interaction, the group will be split into two for some of the sessions. Students will be tested by means of an exam and written case assignments (both individual and group).

Examination:

- Individual assignments 30%;
- Group assignment 20%;
- Exam 50%.

Literature: Articles and cases.

ERIM Code:	<b>BERMSC026</b>
Study year:	2017 - 2018
Long name:	<b>Sustainability Leadership and Planetary Boundaries</b>
ECTS:	4
Code MSc course:	BM01GBS
Language:	English
Lecturer(s):	Dr. S.P. Kennedy
Contact:	Dr. S.P. Kennedy
Faculty:	Rotterdam School of Management, Erasmus University)
Aims:	<ul style="list-style-type: none"> <li>• The participant is able to explain the core concepts of corporate sustainability and differentiate between perspectives and approaches.</li> <li>• The participant is able to understand 'true corporate sustainability' from a holistic and embedded perspective.</li> <li>• At the end of this module the participant is able to evaluate and develop strategies for sustainability.</li> <li>• At the end of this module the participant is able to explain the core concepts of contemporary issues in sustainable business such as circular economy and integrated reporting.</li> <li>• The participant is able to apply presentation skills to a boardroom setting.</li> </ul>

Course contents: The reality check for business leadership is that nine billion people simply cannot live well in this world if companies do not start leading new partnerships to co-create a safe operating space for humanity. In this course we consider how business leaders are taking this challenge seriously.

The goal of this module is to broaden participants' understanding of sustainability, allowing for a holistic recognition of the interconnectivity of issues and their impacts on the future of business. Participants will learn the basics concepts of corporate sustainability and the meaning of 'true corporate sustainability' from a holistic and embedded perspective. The module engages with how and why companies form sustainability strategies and considers how an embedded perspective can be achieved through tools such as the planetary boundaries framework.

The 2017/18 edition of the module will specifically engage with numerous corporate and external thought leaders in sustainability. Participants will be immersed in the contemporary advancements in sustainability leadership such as circular economy, integrated reporting and sustainability oriented innovation.

Each year the course engages participants with a 'Live Business Case' (2013/14 Eosta; 2014/15 Ricoh; 2015/16 Samsung). This requires participants to create sustainability strategies and present their ideas to managers of the company. Details of this and other course assignments may be found on the blackboard learning environment.

Students should attend and actively participate in the classes and field visits. Students are expected to engage in class discussions, ask questions of speakers, and demonstrate involvement with group exercises. Class attendance is mandatory for all classes, unless in the case of illness etc.

Examination: Individual essay (50%), Group Live Business case presentation (25%), Group Live Business case report (25%).

- Literature:
- Anderson, R. (2009). Confessions of a radical industrialist – How Interface proved that you can build a successful business without destroying the planet. New York: St. Martin's Press.
  - Elkington, J. (1997). Cannibals with forks - The triple bottom line of 21st century business. Capstone, Mankato, MN.
  - Elkington, J. (2012). The Zeronauts: Breaking the Sustainability Barrier. Oxon: Routledge.
  - Esty, D. and Winston, A. (2009). Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage. New Jersey: John Wiley & Son's.
  - Hawken, P. (1993). The Ecology of Commerce: A Declaration of Sustainability. New York: Harper Business.
  - McDonough, W. and Braungart, M. (2002). Cradle to Cradle: Remaking the Way We Make Things. North Point Press.
  - Sukhdev, P. (2012). Corporation 2020. Washington: Island Press.
  - Werbach, A. (2009). Strategy for sustainability: A Business Manifesto. Boston: Harvard Business Press.

ERIM Code:	<b>BERMSC059</b>
Study year:	2017 - 2018
Long name:	<b>Corporate Development: Strategies for Acquisitions and Alliances</b>
ECTS:	4
Code MSc course:	BMSM03
Language:	English
Lecturer(s):	Dr. R.A.J.L. van Wijk, dr A.M. Nadolska
Contact:	Dr. R.A.J.L. van Wijk
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<ul style="list-style-type: none"> <li>• To develop the ability to make a choice between alliances, mergers and acquisitions, or internal development.</li> <li>• To build a firm grasp of how value is created through acquisitions and alliances.</li> <li>• To create expertise in analyzing how social capital is developed and used in corporate development.</li> <li>• To develop an ability to choose acquisition target and alliance partner.</li> <li>• To create the critical ability to manage integration processes in acquisitions and to design governance structures in alliances.</li> <li>• To gain state-of-the-art understanding of how capabilities to acquire and ally are developed and organized so as to manage portfolios of alliances and acquisitions.</li> </ul>

Course contents: Companies are ever more relying on mergers & acquisitions (M&As) and alliances as different modes of corporate development to promote new learning, capability development and value creation. In a world where pressures for globalization, technological developments and time-compression incur a blurring of traditional organizational boundaries, the sets of managerial actions that enable relatively discontinuous changes in corporate growth and scope are a critical element of firm strategy and competitiveness. The past two decades have experienced a dramatic increase in mergers, acquisitions and alliances, both domestically and internationally, but there is also empirical evidence showing that a significant proportion is not giving the expected results.

The objective of this course is to help participants develop a conceptual and practical understanding of the role of acquisitions and alliances in the general context of corporate development. After successfully completing the course, students will have to their availability a toolkit that helps them deal with the nuts and bolts of alliances and acquisitions from a strategic angle. This includes tools to make a choice between acquisitions and alliances based on their pros and cons, as well as to assess their implications and integration into firms' corporate strategies. Practically, this also involves tools assessing the specific ways in which resources of companies can be integrated to achieve corporate growth, value creation and competitive advantage, while highlighting the pitfalls.

The course also pays attention to the managerial challenges alliances and acquisitions pose by addressing the levers of successfully integrating acquisitions, controlling alliances, selecting targets and partners, developing alliance/acquisition capabilities and managing portfolios of alliances and acquisitions, as well as the role of social capital in realizing these. The course develops state-of-the-art understanding of the risks and returns associated with acquisitions and alliances, and the managerial skills and capabilities needed to be successful.

#### **Format**

Teaching methods are varied and include a combination of lectures, plenary discussions and group/individual case work. To be able to properly utilize the learning opportunity of this course, students should adequately prepare the material in advance of each workshop as it facilitates the process of group-work and class discussion. In order to create an engaging class atmosphere allowing divergent perspectives to be aired, which is important in courses of this nature, where there are seldom "right" or "wrong" answers, the course is highly interactive in nature and requires a student's committed participation.

Examination: Written exam (60%); class assignment (40%); company assignment (facultative).

Literature: Selected academic articles.

ERIM Code:	<b>BERMSC060</b>
Study year:	2017 - 2018
Long name:	<b>Strategic and International HRM</b>
ECTS:	4
Code MSc course:	BM03HRM
Language:	English
Lecturer(s):	Dr. R.L. Hewett
Contact:	Dr. R.L. Hewett
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<ul style="list-style-type: none"> <li>• Identify how strategic and international HR knowledge adds value to the firm.</li> <li>• Learn about what makes good HR strategy and how to develop it.</li> <li>• Communicate theoretically sound and practical recommendations in a persuasive manner.</li> <li>• Feel comfortable with making strategic decisions in complex and uncertain situations.</li> </ul>
Course contents:	<p>Through a sequence of readings, lectures, cases, and experiential exercises, this course will introduce you to strategic and international human resource management. It aims to build upon basic knowledge of human resource management from earlier courses and provides you with a clear guide to the theory and practice of managing people strategically. Topics that will be dealt include: the global context of strategic and HRM, HRM and organisational performance, and global talent management.</p> <p>You will prepare for each class by completing assigned readings and preparing a case analysis with your assigned group. The readings will give you theoretical grounding for each day's discussion and will provide important information for you to use in your group's case analysis. To succeed in this course, you must prepare for class each day and should arrive ready to participate and think actively and critically.</p>
Examination:	Group case (20%), Final Exam (individual) (60%), Case studies (group) (10%), Presentations (group) (10%).
Literature:	To be announced.

Code:	<b>BERMSC064</b>
Study year:	2017-2018
Long name:	<b>Corporate Finance Theory</b>
ECTS:	4
Language:	English
Lecturer(s):	Dr. S. Gryglewicz
Contact person:	Dr. S. Gryglewicz
Faculty:	Erasmus School of Economics, Erasmus University
Number of lectures:	8
Hours per lecture:	3
Aims:	Students will acquire a solid understanding of the most important ideas and concepts put forward in corporate finance theory. This will enable them to better formulate and motivate research questions in their empirical research.
Course contents:	The course focuses on agency problems affecting corporate decisions at various levels. We will review theoretical models studying how firms can obtain necessary outside financing in the presence of information asymmetry and conflicts of interest. We will study problems of credit rationing, the optimal maturity structure of debt, the determinants of borrowing capacity of firms, and pecking-order theories. In the second part of the course, we will discuss the optimal allocation of control rights within the firm. Here we will investigate the role of blockholders, debtors, and takeovers.
Assignment:	Written exam 70%, weekly discussion points 15%, class participation 15%.
Literature:	Jean Tirole (2006). The Theory of Corporate Finance, Princeton University Press.

Code:	<b>BERMSC065</b>
Study year:	2017-2018
Long name:	<b>Empirical Corporate Finance</b>
ECTS:	4
Language:	English
Lecturer(s):	Dr. Francisco Urzua Infante
Contact person:	Dr. Francisco Urzua Infante
Coordinator:	Dr. Francisco Urzua Infante
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	9
Hours per lecture:	3
Aims:	Students should be able to write an empirical paper using the appropriate empirical techniques.
Course contents:	Topics to be discussed include linear regression (univariate and multivariate OLS, endogeneity, interpretation, assumptions, tests), linear panel data (pooled OLS, fixed and random effects, robust and clustered standard errors), causality, instrumental variables, natural experiments, regression discontinuity design, matching, discrete choice models and event studies. During the lecture students cover the relevant material and discuss papers related to the specific technique. The course also provides an introduction to Stata through class examples and the use of a real dataset. Students are expected to use Stata for their own paper.
Examination:	Students are required to write and present an empirical paper in the (broad) area of corporate finance.
Literature:	The main textbook is "Econometric Analysis of Cross Section and Panel Data" by Jeffrey Woolridge. Nevertheless, other books are also used as well (A Guide to Modern Econometrics, Marno Verbeek; Mostly Harmless Econometrics, Joshua Angrist and Steffen Pischke; Introduction to Econometrics , James H. Stock and Mark W. Watson) as papers from finance/economics journals.



Code:	<b>BERMSC066</b>
Study year:	2017-2018
Long name:	<b>Asset Pricing Theory</b>
ECTS:	4
Language:	English
Lecturer(s):	Dr. Mathijs Cosema
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	The goal of this course is to obtain a thorough and rigorous background in the theory of asset pricing, which aims to explain the prices of financial assets such as stocks, bonds, or derivative securities. Asset pricing theory is highly relevant in the field of financial economics because asset pricing models form the basis of any study in investments and are also instrumental in studying capital budgeting, risk management, portfolio selection, and evaluation.
Course contents:	This course begins with an overview of the fundamental principles of finance starting from (expected) utility theory, equilibrium and no-arbitrage. Subsequently standard finance results in mean-variance setting will be presented such as mean-variance efficiency and spanning. Extensions to the multifactor efficiency, conditional efficiency, models with non-marketable assets and the consumption based pricing are considered as well.
Assignment:	Take-home written exam.
Literature:	<ul style="list-style-type: none"> <li>• George Pennacchi, Theory of Asset Pricing, Pearson Addison Wesley (selected chapters).</li> <li>• John H. Cochrane, Asset Pricing (Revised Edition), Princeton University Press (selected chapters).</li> <li>• Selected journal articles.</li> </ul>

Code:	<b>BERMSC067</b>
Study year:	2017-2018
Long name:	<b>Empirical Asset Pricing</b>
ECTS:	4
Language:	English
Lecturer(s):	Dr. H.J.W.G. Kole,
Faculty:	Erasmus School of Economics, Erasmus University
Number of lectures:	8
Hours per lecture:	3
Aims:	The aim of this course is to provide a profound and state-of-the-art insight into empirical asset pricing. Empirical asset pricing is the chain that connects asset pricing theory to asset prices and vice versa. On the one hand it concentrates on testing asset pricing theory on asset prices; on the other hand it aims to establish the properties of asset prices that asset pricing theory should explain. The field is highly relevant for research in financial economics, because it studies the methods needed to assess the quality of asset pricing models as well as the quality of trading strategies in financial markets.
Course contents:	The course starts with a treatment of the existing techniques to test asset pricing models. The econometric background and the practical implications of different tests are discussed. The course continues with a discussion of several seminal papers in seminar style with presentations and discussions. We consider papers that delve deeper into methodological issues as well as papers that apply methods to test new asset pricing models or establish new regularities in asset prices.
Examination:	Presentations and assignments.
Literature:	Journal articles, to be announced.

ERIM Code:	<b>BERMSC068</b>
Study year:	2017-2018
Long name:	<b>Managerial and Group Decision Making</b>
ECTS:	4
Code MSc course:	BMME045
Language:	English
Lecturer(s):	
Contact:	A. Kortekaas
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<p>Learning goals: after the course, students should</p> <ul style="list-style-type: none"> <li>• Have insight into main theories of individual, social, and group decision making.</li> <li>• Be able to apply these decision making theories to challenges facing current-day organizations.</li> <li>• Be able to solve decision making problems by translating academic knowledge and thinking into a theoretically and empirically anchored model.</li> </ul>
Course contents:	<p>Arguably one of the most important actions performed by people in organizations is making decisions. Decision making takes place at many different levels of the organization and can have enormous implications for organizational functioning and performance. This course provides an in-depth view of several theoretical perspectives on decision making, at an individual and as well as at a group-level. In many business situations it is not possible to solve a decision making problem purely analytically. Therefore an initial part of the course is devoted to understanding the nature, causes, and implications of human decision making limitations. Second, because decision making often takes place in a social context, a part of the course is devoted to social decision-making and deals with how individuals coordinate their decisions in a social environment and how social influences affect decision making by individuals. Furthermore, decisions are often delegated to groups, because groups are supposed to possess more relevant resources like knowledge and perspectives. In reality, however, it is often the case that joint decision-making is suboptimal and actually obstructive. We will discuss the reasons why groups often do not live up to their potential, and how group decision making could be improved. Finally, while decision making is not always solely a cooperative activity, we will also take a look at less cooperative decision making, which is negotiation.</p>
Examination:	Team lecture assignments 10%, Team report 40%, Final exam (individual) 50%.
Literature:	Articles and Book chapters.

ERIM Code: **BERMSC069**  
Study year: 2017-2018  
Long name: **High Performance Leadership and motivation, a psychological perspective**  
ECTS: 4  
Code MSc course: BMME043  
Language: English  
Lecturer(s):  
Contact: A. Kortekaas  
Faculty: Rotterdam School of Management, Erasmus University  
Aims: Upon completion of this course, students should be able to:

- Understand and apply the state-of-the-art theories in leadership (i.e., transformational vs. transactional leadership; servant leadership; implicit leadership theories; identity based leadership; leadership development).
- Combine different theoretical approaches and determine the strength and weaknesses of the approaches.
- Communicate theoretically sound and practical recommendations in a persuasive manner.
- Feel comfortable when analyzing leadership strength and failures
- Give practical recommendations for "better" leadership.

Course contents: The only thing that all organisations have in common is that they are made up of people. And, indeed, there is a growing realisation that organisational success and an organisation's ability to gain a competitive advantage is critically contingent on their effective management of these people. Leaders are the key players in these processes. They are in the position to motivate employees to excellent performance and mobilise employees for the organisation's mission and vision. At the same time, however, they may also be a primary source of conflict and de-motivation. Understanding what makes for high performance leadership as well as where leadership can go wrong, therefore, is of critical importance to successful organisational functioning. This course explores theory, research, and practice of leadership effectiveness to build a deeper understanding of leadership processes, and the dos and don'ts of leadership.

The course offers an in-depth treatment of key issues in the psychology of leadership. It not only looks at the practical implications of theories in the area, but also highlights state-of-the-art research to develop analytical thinking about effective leadership. The course consists of a series of interactive lectures where theory and research in leadership are explored. Complementing this focus on theory and research, participants will engage with practical issues in leadership in hands-on assignments in small teams. Students will learn how to apply theoretical insights into consulting practice within organizational contexts of leadership. Students will present their findings to an audience of fellow students.

Examination: (a) Weekly team assignments (10%) (b) Final team Assignment (35%) (c) Individual MC exam (55%).

Literature: Reader with selected articles.

ERIM Code:	<b>BERMSC076</b>
Study year:	2017-2018
Long name:	<b>Sustainability and Behavioural Ethics</b>
ECTS:	4
Code MSc Course:	BM03GBS
Language:	English
Lecturer(s):	Dr. M.J.J. Wubben, Prof.dr. M.H. van Dijke
Contact:	Dr. M.J.J. Wubben
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<ul style="list-style-type: none"> <li>• To understand the ways in which sustainability and morality are intertwined.</li> <li>• To understand what drives sustainable, moral behaviour in employees, in CEOs, and in organizations as a whole.</li> <li>• To become more self-aware of factors detracting from one's moral and sustainable development.</li> <li>• To translate empirical research and theory on sustainability and business ethics into real-world interventions.</li> </ul>

Course contents: With the global population growing to 9 billion people, the World Business Council for Sustainable Development forecasts that if organizations do not drastically revise their way of doing business, humanity will be consuming the ecological resources of 2.3 earths in 2050. To avert the disaster that would ensue, businesses need to develop in a sustainable fashion, meeting the needs of the present generation without compromising the needs of future generations. This implies an emphasis not only on economic development, but also on social and environmental development.

Nowadays, the sustainable mindset is frequently embraced by CEOs and employees alike, which greatly facilitates green innovations, initiatives to combat climate change, and corporate social responsibility in general. Yet it is also true that in contemporary business a dog-eat-dog mindset has survived. This mindset, which is anything but sustainable, has brought about various high-profile scandals such as the Enron, Worldcom, and Parmalat debacles, not to mention the global banking crisis. The economic, social, and environmental consequences of such drastic, moral transgressions may be so profound that they potentially nullify any sustainable development.

Sustainability and ethics thus go hand in hand, and both present and future business leaders would do well to embody both. This course offers a broad, psychological perspective on sustainable, moral behaviour in business. How can such behaviour be encouraged in employees, in CEOs, in organizations as a whole, and in their stakeholders? Conversely, how can unsustainable, immoral behaviour be averted?

Such questions will be discussed in the context of, among others, pro-environmental behaviour, social dilemmas, greenwashing, ethical and sustainable leadership, and moral and sustainable development in individuals and organizations.

Central in this course is an evidence-based approach to business. The lectures are based on rigorous, empirical research, and they focus predominantly on linking fundamental, behavioural theories to sustainable, practical applications.

Linking theory, research and practice is also a main focus of the course assignments. As a first assignment, you and your research team will therefore either (a) carry out a quantitative research project on a topic of your choice relevant to sustainability, behavioural ethics or both, or (b) barring unexpected developments, conduct research on the sustainability of brands for the organization Rank a Brand, and provide advice to this organization. This will allow you to further interpret and understand the large body of available research on sustainability and behavioural ethics, as well as to subject your own ideas to empirical scrutiny, and to communicate your findings concisely, accurately, clearly and straightforwardly in a paper of 2500 words maximum. You and your team will also present your research to your fellow students, allowing you to further practice communicating your evidence-based ideas to an audience with some business and research experience.

The second assignment consists of an individual 1000-word essay where you will reflect on material from at least two different lectures. This gives you the opportunity to creatively process the course material. Perhaps you see previously unimagined potential in some of the theories discussed in the lectures, allowing you to propose brand new applications for sustainable development in business. Perhaps you see ways to improve existing theories and make them more relevant to practice. Or perhaps you are skeptical of certain theories, the link between theory and practice, or the value of the empirical research discussed in the lectures.

This course consists of six lectures, two consultation sessions, and one presentation session. Active participation during the lectures may count toward one's final grade.

Examination: Individual essay (40%), Group research paper and group presentation (60%).

Literature: To be announced.

ERIM Code:	<b>BERMSC072</b>
Study year:	2017-2018
Long name:	<b>Strategic Management Consulting</b>
ECTS:	6
Code MSc Course:	BMME081
Language:	English
Lecturer(s):	Dr. M.G. Baaij, E.J. Klitsie
Contact:	Dr. M.G. Baaij
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<p>Think like a top tier strategy consultant! Yes, you can learn the proven successful structured problem solving methods and techniques that are the hallmark of the world's top tier strategy consulting firms. In this course you develop the know-how and skills to successfully apply these methods and techniques. You will learn to:</p> <ul style="list-style-type: none"> <li>• Identify the client's competitive strengths and weaknesses.</li> <li>• Diagnose the real strategic issues.</li> <li>• Develop effective strategies to solve such issues.</li> <li>• Create a process for executing the strategies with big impact.</li> <li>• Present findings in a clear and coherent manner.</li> <li>• Convince top managers and other important stakeholders of your conclusions.</li> </ul>

The structured problem solving skills that you develop will be highly valuable for you in any career you choose to pursue. If you do not seek a career in strategy consulting but would like to become a manager or an entrepreneur, these skills can help you solve problems yourself as well as better understand strategic advisors.

Last but not least, there will be an opportunity to put this structured problem solving approach in perspective with other problem solving techniques through discussion based on academic and philosophical arguments.

Course contents: In contrast to the academic theories and techniques that you have already learned, practical structured problem solving methods and techniques, although highly effective, are not widely diffused beyond the top tier firms. Both lecturers have worked for such firms. They will share their knowledge with you as much as possible. It goes without saying that any proprietary or confidential information is excluded from the course.

You will learn how to identify the client's real strategic issues instead of assumed issues. Next, you develop the skills to 'structure' these issues, and drill down to uncover valuable insights that other people miss. You will also learn to develop and verify hypotheses about these issues and about the strategies that can be used to solve those issues. Moreover, the lecturers teach you how to custom-design analyses that go beyond the off-the-shelf analytical frameworks.



In addition, you learn how to deal with the realities of real world strategic analysis. This can involve client situations of uncertainty and lack of data as well as settings where you are 'swamped' with data. Furthermore, you develop the skills to design clear presentations and convincing argumentation for the boardroom. Last but not least, you will develop a better understanding of the people-side of strategy consulting and learn how to translate strategies into actions that create real impact. Besides training you in the approach of the top tier strategy consulting firms, the lecturers also highlight the academic perspective to help you develop insight in how this practical approach relates and compares to the academic theories and techniques that you have learned at university.

### **Format**

The course starts with two days of interactive workshops that together provide a jump-start for acquiring problem solving skills and techniques. This will quickly prepare you for the assignments and the consulting project. In two subsequent classroom sessions you will present and discuss case assignments. These cases are based on real-life situations and provide you with the opportunity to develop your skills and increase your understanding of strategy consulting in a broader context, both academically and in a real world setting. Besides these assignments, you will work in small groups on a field project of your own choice. During the project you will be coached by the lecturers, who will provide you with detailed and specific feedback at milestones. At the end of the project you will present and discuss your findings with a panel consisting of your coach and representatives from top tier strategy consulting firms.

### **Grading**

The largest part of your grade is determined by the field project on which you work in small groups. The field project will be graded in various ways. First, at two milestones the lecturers grade your interim-report. Second, your presentation and discussion with the panel will be graded. Third, you will receive a grade for your final report. Another part of your grade is determined by your performance in solving case assignments during the workshops and the two subsequent sessions. Lastly, the lecturers will grade (the quality rather than quantity of) your participation in these workshops and sessions where critical discussion of the cases and techniques presented is encouraged. It goes without saying that your attendance is essential.

### Lecturers

Marc Baaij is an associate professor of strategic management. In the past, he worked for The Boston Consulting Group (BCG), as a strategy consultant and later as a manager of research for the Dutch office. Besides his scientific research and education activities, Marc provides post-experience training and strategy consultancy. He (co-) authored various books on the structured problem solving methods and consulting. In 2014 Marc's latest book came out, titled: *An Introduction to Management Consultancy* (London: Sage). Jacomijn Klitsie is a lecturer in strategic management. She is completing her PhD research for which she worked at RSM and the University of Cambridge (UK). In the process she has become an expert when it comes to the requirements for institutional change and the strategic issues of innovative organizational forms. Before turning to the academic world she worked at Roland Berger Strategy Consultants where her function involved both research and consultancy activities.

Examination: Consulting project (60%); assignments (30%); participation (10%).

Literature: A selection of academic and managerial articles.

ERIM Code:	<b>BERMSC077</b>
Study year:	2017 - 2018
Long name:	<b>Corporate Entrepreneurship</b>
ECTS:	4
Code MSc course:	BM04SE
Language:	English
Lecturer(s):	J.S. Breet, Dr. L. Glaser
Contact:	J.S. Breet
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	The main objective of the core course is to develop an awareness and understanding of the range, scope, and complexity of the issues related to the creation of an organizational environment that is supportive of entrepreneurial endeavours as well as to gain insight concerning the effective implementation of technological and organizational new business development in a corporate setting.
Course contents:	In today's dynamic and continuously changing business environment, entrepreneurship is an essential and indispensable element in the success of many organizations - whether small or large, new or long-established and mature. Corporate entrepreneurship (or intrapreneurship) refers to activities involved in creating and exploiting new resource combinations in the context of existing corporations. Yet, the ability to think and act entrepreneurially and engage in ongoing processes of creativity often fails because established organizations present hostile environments for entrepreneurial ideas. This core course focuses primarily on organizational and managerial efforts aimed at the identification, development and exploitation of entrepreneurial ideas, the management of new product or process developments, and on effective new venture management in the context of large corporations. Topics include ways how organizations can stimulate corporate entrepreneurship, intra-organizational networks, entrepreneurial action, work contexts, exploration and exploitation.
Examination:	The grading of the course will be based on two components. First, theoretical knowledge and practical knowledge based on case presentations during the course will be tested in an exam (50%). Second, you will operate in a team of students to analyse an entrepreneurial challenge in a corporate organization. As a team you develop an advisory report on how the organization can become entrepreneurial (50% of final grade). Team assignment (50%); Exam (50%).
Literature:	To be announced.

## 6.3 Methodology Courses

Code: **BERMMC001**

Study year: 2017-2018

Long name: **Topics in the Philosophy of Science**

ECTS: 5

Lecturer(s): Dr. H.C.K. Heilmann

Faculty: Faculty of Philosophy, Erasmus University

Number of lectures: 10

Hours per lecture: 3

Aims: This course aims to:

- Introduce key concepts and problems in the philosophy of science.
- Develop the capacity of students to critically evaluate concepts and approaches in management science with regards to fundamental problems in the philosophy of science.

Course contents: This course will explore questions in the philosophy of science and discuss them in relation to examples from all areas of management science. These topics include:

- How do we decide what is scientific and what is not? How can we demarcate science from other activities?
- What makes science hard? What are the problems of induction and underdetermination, and how can they be addressed?
- What are the goals of science? What are concepts of causality? What counts as a good explanation? When are models successful?
- How can we evaluate science? What are the notions of scientific revolutions, paradigms and research programmes? Can science be objective and value-free?

Each session includes a lecture part that introduces key concepts in philosophy of science, and a seminar part in which the readings as well as examples from all areas of management science are discussed.

Examination: Contributions to seminar preparation and discussion (40%); two essay assignments which include a peer-review and revision process amongst students (60%).

Literature: Readings will be on Blackboard or online.

Code:	<b>BERMMC002</b>
Study year:	2017-2018
Long name:	<b>Empirical Research Methodology and Measurement</b>
ECTS:	5
Lecturers:	R.P. Rooderkerk
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	10
Hours per lecture:	3
Aims:	The goal of this course is to strengthen and deepen the understanding of the core methodological issues and choices in empirical research. The contents of this course comprise all phases of an empirical study, from the specification of its aim against the background of an evaluation of previous research, through case selection and measurement decisions, to the production of the study's results, their interpretation and their reporting.
Course contents:	<p>The course is structured around current and emerging themes and debates in the methodological literature. Current research routines and their alternatives will be discussed and critically assessed using literature in which competing approaches are presented and justified or criticized.</p> <p>In this course you will:</p> <ul style="list-style-type: none"> <li>(a) Read literature on methodological debates and discuss its contents in class.</li> <li>(b) Practice your understanding of this literature by means of assignments.</li> </ul> <p>For each of the ten plenary sessions, there will be readings and an assignment. You will receive feedback on each assignment. Submission of assignments (before the stated deadline) and attendance at the sessions are mandatory.</p>
Examination:	The course will be concluded with a final assignment for grading, which consists of a critical evaluation of a published research paper. Your course grade will be based on this final assignment.
Literature:	All mandatory readings (including chapters from the Dul & Hak and Cumming books) will be made available in digital form (PDF) on Blackboard.

Code: **BERMMC003**  
Study year: 2017-2018  
Long name: **Qualitative Methods**  
ECTS: 5  
Lecturer(s): Prof. dr. P.P.M.A.R. Heugens  
Faculty: Rotterdam School of Management, Erasmus University  
Number of lectures: 4  
Hours per lecture: 8  
Aims: The goal of this course is to equip students with the intellectual baggage necessary for the design, execution, and publication of truly excellent qualitative research studies.

Course contents: The following topics are covered in this course:

- (1a) Qualitative "versus" quantitative research;
- (1b) Measurement and operationalization in qualitative research settings;
- (2a) Data collection: interviews, documents, observation, data bases, and more;
- (2b) Data analysis: data reduction, causal inference, and qualitative data analysis software (NVivo, Atlas.ti, UCINET, QCA);
- (3a) Ethnography;
- (3b) Grounded theory methods;
- (4a) Case study methods;
- (4b) Content analytical methods and discourse analysis; and
- (5) Capita selecta.

Examination: Central to this course is that students acquire an advanced understanding of the qualitative research process in general, and of several commonly used qualitative research designs in particular. Students are also expected to get acquainted with and learn how to use qualitative data analysis programs, such as NVivo, ([www.qsrinternational.com](http://www.qsrinternational.com)), Atlas.ti ([www.atlasti.de](http://www.atlasti.de)), fs/QCA ([www.u.arizona.edu/~cragin/fsQCA/](http://www.u.arizona.edu/~cragin/fsQCA/)), or UCINET ([www.analytictech.com](http://www.analytictech.com)). The grade components for this course are: (1) an in-class paper presentation (20%); (2) class participation (20%); a written final exam (60%).

Literature: The literature for this course will consist of carefully selected articles and book chapters, made available through a dedicated BlackBoard site. The materials will include original methodological contributions, as well as exemplary applied research articles.

Code:	<b>BERMMC004</b>
Study year:	2017-2018
Long name:	<b>Statistical Methods</b>
ECTS:	6
Lecturer(s):	Prof. dr. P.J.F. Groenen, dr. A.J. Koning
Faculty:	Erasmus School of Economics, Erasmus University
Number of lectures:	12
Hours per lecture	3
Aims:	<ul style="list-style-type: none"> <li>• Gain insights in the most important multivariate statistical techniques;</li> <li>• Obtain skills in implementing these techniques using R;</li> <li>• Being able to select an appropriate multivariate technique, apply it sensibly to empirical data, and write a short report about it.</li> </ul>
Course contents:	<p>In this course, students learn to apply several statistical multivariate analysis techniques and their application in business and economics. Among the techniques to be treated are multiple regression, analysis of variance, principal components analysis, cluster analysis, (multinomial) logistic regression, and multidimensional scaling.</p> <p>Emphasis in this course lies on understanding what statistical technique to use, when to use it, and how to use it given a practical research question. Students are encouraged to bring their own data sets and apply the techniques to these data. Through assignments on empirical data sets (either provided by the student or by the teachers) and by using R software students are trained in using the techniques. It is assumed that the students have followed a basic course in statistics.</p>
Examination:	During this course, each week a group assignments need to be made. To pass this course, an individual final assignment should be made.
Literature:	Selected chapters of Gareth James, Daniela Witten, Trevor Hastie, and Robert Tibshirani. An Introduction to Statistical Learning. Springer-Verlag, New York, ISBN 978-1-4614-7137-0, doi: 10.1007/978-1-4614-7138-7,978-1-4614-7138-7, (freely downloadable at <a href="http://www-bcf.usc.edu/~gareth/ISL/">www-bcf.usc.edu/~gareth/ISL/</a> ) and selected readings that will provided during the course.
Additional Information:	R can be downloaded for free via <a href="http://www.r-project.org/">www.r-project.org/</a> (download from CRAN). It is also recommended to install R-Studio from <a href="http://rstudio.org/">rstudio.org/</a> .

Code:	<b>BERMMC005</b>
Study year:	2017-2018
Long name:	<b>Applied Econometrics</b>
ECTS:	5
Lecturer(s):	Prof. dr. M.J.C.M. Verbeek
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	10
Hours per lecture:	3
Aims:	<p>In the course Applied Econometrics you will be introduced to the linear model in econometrics, including OLS, GLS and IV estimation. Towards the end of the course you should be able:</p> <ul style="list-style-type: none"> <li>• To interpret and evaluate estimation results, including adequacy of employed estimators and test procedures;</li> <li>• To judge the appropriateness of certain assumptions (homoscedasticity, linearity, parameter constancy), and to test them statistically;</li> <li>• To perform your own empirical study, including model building and selection, misspecification testing, and economic interpretation and forecasting.</li> </ul>
Course contents:	<p>This course gives an introduction to the application of econometric techniques to problems in business and management. Focus will be upon the implementation of the linear regression model with non-experimental data. Attention will be paid to estimation, hypothesis testing, specification analysis, misspecification, interpretation, causality, model choice, autocorrelation, heteroskedasticity, and robust inference. A large number of illustrations will be covered and students are expected to complete a small empirical research project. The course will conclude with a short introduction to alternative estimation techniques, like instrumental variables and maximum likelihood.</p>
Examination:	<p>Essay (15-20 pages) on economic or managerial problem, using empirical data and appropriate econometric techniques. To be completed in groups of 1 or 2. Determines 50% of the course grade. Open book exam. Determines 50% of the course grade.</p>
Literature:	<p>M. Verbeek (2017), A Guide to Modern Econometrics, 5<sup>th</sup> edition, John Wiley and Sons, Chapters 1, 2, 3, 4, and selected parts of Chapters 5 and 6.</p>
Additional Information:	<p>Open book exam. Determines 50% of the course grade.</p>



Code:	<b>BERMMC006</b>
Study year:	2017-2018
Long name:	<b>Stochastic Models and Optimisation</b>
ECTS:	4
Code MSc course:	FEM21008
Language:	Engelish
Lecturer(s):	C.D. van Oosterom MSc
Contact:	C.D. van Oosterom MSc
Faculty:	Erasmus School of Economics, Erasmus University
Aims:	<ul style="list-style-type: none"> <li>• Students should understand the review of Markov Processes, renewal theory, regenerative processes, queuing theory and applications to inventory and maintenance models.</li> <li>• Students should understand and be able to apply basic concepts and techniques of stochastic processes to model logistic problems.</li> </ul>
Course contents:	<ul style="list-style-type: none"> <li>• Poisson processes.</li> <li>• Renewal theory and regenerative processes.</li> <li>• Discrete-time Markov chains.</li> <li>• Continuous-time Markov chains.</li> <li>• Queueing models.</li> <li>• Markov decision processes.</li> </ul> <p>(with applications to inventory and maintenance models)</p> <p>It is not allowed to use a programmable calculator during the (re-) examination.</p> <p>Changes compared to previous years: In response to preferences indicated by students that took the course last year, the exercise sessions will be replaced by (more) office hours.</p>
Assignment:	Written (re-)examination with essay questions (100%).
Literature:	H.C. Tijms. A first course in stochastic models, Wiley, New York, 2003 (ISBN: 0-471-49881-5).

Code: **BERMMC008**  
Study year: 2017-2018  
Long name: **Mathematics and Statistics**  
ECTS: 4  
Lecturer(s): Dr. A.J. Koning  
Faculty: Erasmus School of Economics, Erasmus University  
Number of lectures: 10  
Hours per lecture: 3  
Aims: To increase the working knowledge in mathematics, linear algebra, and statistics.

Course contents:

### **Part I: Mathematics**

#### **Lecture 1: Differentiation**

- Constant factor rule; sum rule; product rule; chain rule; derivatives of special functions, higher order derivatives; Taylor's theorem.

#### **Lecture 2: Integration**

- Integral as signed area of the region bounded by its graph; Riemann integral; improper integrals; change of variables; multiple integrals; special integrals.

#### **Lecture 3: Matrix algebra**

- Vectors and matrices; rank; positive (semi) definite matrices; singular value decomposition; Gaussian elimination, LU factorization, Cholesky factorization.

### **Part II: Optimization**

#### **Lecture 4: Quadratic programming**

- Minimize a quadratic objective function subject to linear constraints; Cauchy-Schwarz inequalities.

#### **Lecture 5: Nonlinear programming.**

- Jacobian, Hessian, Newton method, Quasi-Newton methods.

### **Part III: Probability theory**

#### **Lecture 6: Random events and random variables**

- Axioms of probability; independent events; law of total probability, Bayes' law; random variables; cumulative distribution function; quantiles and percentiles; density functions; independent random variables.

#### **Lecture 7: Expectation**

- Expectations and variances; functions of random variables; linear functions of random variables; random samples.

#### **Lecture 8: Common distributions**

- Binomial distribution; Poisson distribution; uniform distribution; exponential distribution; normal distribution; normal probability plots; lognormal distribution; chi-squared distribution; Student's t-distribution. F-distribution; heavy-tailed distributions.

#### **Part IV: Statistics**

##### **Lecture 9: Inference**

- Point estimation; interval estimation; hypothesis testing; P-values; confidence intervals.

##### **Lecture 10:**

- Least squares; estimated standard errors; t-test; sum of squares; R-squared; mean squares; degrees of freedom; Anova table; F-test.

Assignment: Written exam.

Literature: Hubbert, Simon. Essential Mathematics for Market Risk Management, 2nd ed. The Wiley finance series. Wiley, Chichester, 2011. ISBN: 978-1-119-97952-4.

Code:	<b>BERMMC009</b>
Study year:	2017-2018
Long name:	<b>Micro Economics</b>
ECTS:	5
Lecturer(s):	Dr. V. Karamychev
Faculty:	Erasmus School of Economics, Erasmus University
Number of lectures:	10
Hours per lecture	3
Aims:	<p>The aim of the course is to provide students with</p> <ul style="list-style-type: none"> <li>• Tools and concepts from microeconomic theory of individual decision making;</li> <li>• Analytical training for their usage in applied fields.</li> </ul> <p>The course is an important step towards advanced graduate courses in economics. After completing the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and explain economic concepts from the theory of individual decision making.</li> <li>2. Explain how rational behaviour of an economic agent can be computed in any economic environment, and compute it in practical applications.</li> </ol>
Course contents:	<p>The course Micro economics is the fundamental microeconomics course which studies individual decision making.</p> <p><b>Topics covered:</b>          Preferences and utility functions, Consumer choice, WARP, Classical demand theory, Elements of production theory, General Equilibrium approach, Expected Utility theory, Non-expected Utility Theories.</p>
Examination:	Written examination (100%).
Literature:	<ul style="list-style-type: none"> <li>• Compulsory: Mas-Colell, A.M. Whinston and J. Green. 1995. Microeconomic Theory. New York: Oxford University Press.</li> <li>• Additional literature: Wakker, P., 2010, <i>Prospect theory</i>, Cambridge University Press.</li> </ul>

Code:	<b>BERMMC010</b>
Study year:	2017-2018
Long name:	<b>Programming</b>
ECTS:	4
Lecturer(s):	Dr. Judith Mulder
Faculty:	Erasmus School of Economics, Erasmus University
Number of lectures:	10
Hours per lecture	3
Aims:	<ul style="list-style-type: none"> <li>• To become a confident programmer in Matlab</li> <li>• To be able to solve problems by programming them in Matlab</li> <li>• To be able to visualize outcomes in Matlab</li> </ul>
Course contents:	<p>The course consists of theoretical lectures and practical sessions. In the first week, there will only be a two-hour lecture. All other weeks will start with a one-hour theoretical lecture followed by a two-hour practical session in the computer lab. The course teaching language is Matlab. The course is graded based on the exercises that are handed in during the course. The course has a high focus on independent learning, and the students are expected to program the exercises also outside the practical sessions.</p> <p>The course starts from the very beginning; no prior programming experience is required.</p> <p>The following topics will among others be covered through the weeks:</p> <ul style="list-style-type: none"> <li>• Types and variables</li> <li>• Logical statements and branching</li> <li>• Loop constructs</li> <li>• Import and export data</li> <li>• Test-driven development</li> <li>• Visualization</li> </ul>
Assignment:	Each week a programming assignment needs to be handed in during the course. The grade of the course will be the average of the grades for the individual assignments.
Literature:	<p>A syllabus will be available on blackboard.</p> <p>Optional additional literature: Rudra Pratap, <i>Getting started with Matlab 7</i>, (ISBN: 0-19-517937-4).</p>

## 6.4 Skill Courses and Seminars

ERIM Code:	<b>BERMSKL001</b>
Study year:	2017-2018
Long name:	<b>English</b>
ECTS:	4
Lecturer(s):	British Language Training Centre
Aims:	The English Course consists of two courses, which aim towards the Certificate of Proficiency in English – Cambridge University (CPE).

Course contents: The pre-CPE course takes place in semester I; the CPE course takes place in semester II. At the beginning of the year (September) all students will sit a three-hour writing test to assess their current levels of English. On the basis of the results of this test, candidates will be offered the pre-CPE course. In semester II all students are offered the CPE course. At the end of the Academic year (June) all students participate in the exam for the Cambridge Certificate of Proficiency in English (CPE). This exam consists of five parts: reading, writing, use of English, listening and speaking. Pre course consists of 10 weekly sessions of three hours of classroom English language work, as well as 3 hours weekly of homework. The CPE course consists of 10 fortnightly sessions of 3 hours plus 3 hours of homework.

Classroom work will cover:

- Grammar review: tenses, conditionals, linking phrases, collocation, referencing
- Writing in various genres: discussion of academic writing, editing and summarizing, articles, narrative and descriptive essays
- Speaking: informal discussions and presentations of topical subjects and research projects
- Examination Practice: Reading, Writing, Speaking and Use of English

Examination: June 2018.

Literature: **Pre CPE:** Destination C1 & C2 Grammar and Vocabulary. *Student's Book with Key* by **Malcolm Mann** ISBN-13: 978-3190629558.  
**CPE:** *Cambridge English: Proficiency (CPE) Masterclass: Student's Book with Online Skills and Language Practice Pack*. ISBN 978-0194705240  
Students will buy these themselves.

ERIM Code:	<b>BERMSKL002</b>
Study year:	2017-2018
Long name:	<b>Interaction Performance Training / Coaching</b>
Short name:	Presentation Skills
ECTS:	2
Language:	English
Lecturer(s):	J. van Amersfoort
Contact person:	Coordinator Doctoral Courses
Faculty:	Rotterdam School of Management, Erasmus University
Number of Lectures:	6
Hours of Lectures:	4-8
Aims:	The goal of the course is to improve interactive presentation skills of the students. Presentations in different situations will receive attention. Special emphasis will be made on paper presentations, so that participants could learn how to present themselves and their field of research in a better and more captivating way.
Course contents:	<p>The course consists of five sessions devoted to different aspects of giving presentations.</p> <p>During the first two sessions individual learning needs of each participant will receive much attention. Role of personal qualities in presentation and the key categories of presentation behaviour will be discussed. The participants will present in the second session (a prepared paper of 10 minutes) their papers in various setting, and an overview of common mistakes and lessons learned will follow.</p> <p>The third session is devoted to getting conscious of obstacles in presentation. Specifics of presentation and communication in different special situations will be discussed, as well as breathing and speaking techniques and efficient use of accommodation. Various aspects of communication and emotion will receive attention, so that participants will learn to manage one's own and the audience's emotions in a better and more specifically targeted way.</p> <p>In the fourth session each participant will prepare and give a short (non-scientific) presentation of 6 minutes.</p> <p>The fifth session is dedicated to put into practice the discussed and practiced presentation and interaction skills.</p> <p>Several weeks after the last session a follow-up will be planned in order to discuss and comment with reference to the implementation period after the sessions.</p>

Examination:	Participation and presentations (pass/fail).
Literature:	To be announced.
Additional Information:	In connection with highly individual approach to the participants 100% attendance and serious preparation for the meetings are required. The course is offered several times per academic year. Maximum of participants is 8. The coordinator of the course will subscribe you and inform you in which group you are enrolled.



Code:	<b>BERMSKL009</b>
Study year:	2017-2018
Long name:	<b>Scientific Integrity</b>
ECTS:	1
Language:	English
Lecturer(s):	Prof.dr. M.H. van Dijke, Prof.dr. P.J.F.Groenen
Faculty:	Rotterdam School of Management, Erasmus School of Economics, Erasmus University
Aims:	<p>Like in any profession, scientists are routinely faced with integrity dilemmas: Can I exclude particular observations from my research? Can I leave out certain statistics from the analysis I report? Can I use the same data set, or "idea", in multiple papers? Can I agree on a colleague being a co-author on a paper to which (s)he has not made a significant contribution?</p> <p>This course aims to expose you to such integrity dilemmas, and to support you in developing and honing your own "moral compass". We do this partly by discussing the context of the principles, values and rules such as they apply to the field of management research in general, and to our university and research institute in particular.</p> <p>As such, the course serves as a foundation for other courses, in particular the various research methodology courses and the course on Publishing Strategy, during which you will discuss in more detailed terms the various dilemma's you will be facing in your PhD studies and possible further academic career.</p>

- Course contents: The course consists of three sessions, built around three key elements:
- Providing information:
    - “ERIM Values”; what attitudes and behaviours do we expect from ERIM PhD students and members.
    - Codes of Conduct, such as the Erasmus University Code of Conduct, and the code of the Association of Universities in the Netherlands (VSNU).
  - Experiencing dilemmas:
    - As part of a pre-programmed game/simulation, you experience important issues and dilemmas involved in questionable research practices. You will play the role of a PhD student who just started and runs into a number of problems and challenges, including a supervisor who is being accused of fraud. It’s your role to find out what really happened.
    - In an interactive setting, you will be discussing concrete integrity dilemma’s with your fellow students, in order to understand, develop and discuss arguments for choosing a course of action when facing integrity dilemma’s.
  - Assignment – enhancing a culture of scientific integrity.
    - You will have a choice of an individual or team assignment to conduct a brief exploration and write an essay on selected topics within the general theme of “enhancing a culture of scientific integrity”.

Literature: Selected readings will be made available prior to the start of the course.

Code:	<b>BERMSKLO10</b>
Study year:	2017-2018
Long name:	<b>Publishing Strategy</b>
ECTS:	1
Language:	English
Lecturer(s):	Marius van Dijke, Marno Verbeek, Joep Cornelissen
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	2
Hours per lecture:	3
Aims:	Publishing ideas and research findings in high caliber academic journals is central to our profession. Yet, for many researchers in the early stages of their careers, the publication process is an enigma. They are uncertain about the actual facts and procedures, and they are sometimes hesitant to subject their nascent ideas to the scrutiny of editors and reviewers. This compact course serves to prepare researchers who aspire to become active in the publishing business for what lies ahead of them, primarily by demystifying the process.
Course contents:	This course is organized into two meetings. In the first meeting a general overview and discussion will be provided around (1) the writing process, (2) personalizing a publication strategy, (3) the review process, and (4) managing a publishing portfolio. During the second meeting we will focus on three specific research areas: (1) finance, (2) quantitative research in OB, Marketing, and Strategy, and (3) qualitative research.
Examination:	The course is organized as a seminar, implying that your cooperation and willingness to actively participate in the sessions will ensure that we jointly create the best possible learning environment. The grading of this course reflects this culture and pedagogy: your grade depends entirely on your contribution to the intellectual climate in the classroom (pass/fail).
Literature:	Background readings for this course – consisting of carefully selected sample materials such as editorial letters, review reports, author responses, editorial policy statements, articles, and book chapters – will be made available via a dedicated BlackBoard site.

Code:	<b>BERMSKL015</b>
Study Year:	2017-2018
Long Name:	<b>Introduction to Data Analysis with R</b>
Short Name:	Introduction to R
ECTS:	1
Language:	English
Lecturers:	Dr. Andreas Alfons, Dr. Pieter Schoonees
Contact person:	Dr. Pieter Schoonees (schoonees@rsm.nl)
Coordinator:	Dr. Andreas Alfons (alfons@ese.eur.nl)
Faculty:	Erasmus School of Economics & Rotterdam School of Management
Number of Lectures:	3
Hours per Lecture:	5
Aims:	<p>The open-source software environment R (<a href="http://www.R-project.org">www.R-project.org</a>) is a powerful platform for data analysis and statistical graphics that has become the global standard in statistical computing. R houses an ever-growing extensive collection of tools for statistics and data analysis – an attractive basis for thorough exploration of your data. Furthermore, it provides a powerful programming language coupled with flexible graphical capabilities.</p> <p>In this two-day course, you will learn the basics of working with data in R, including how to apply some widely used statistical techniques. The application of these techniques will be illustrated by practical R examples, and there will be time for students to gain practical experience with R by conducting analyses as exercises, with the lecturers being available for assistance. Upon completion of the course, you will therefore be able to incorporate the data analytic power of R into your research.</p>
Course contents:	<ul style="list-style-type: none"> <li>• An overview of R and the RStudio interface.</li> <li>• Basic R functionality for reading and manipulating data sets.</li> <li>• Exploring data with descriptive statistics and graphics.</li> <li>• Linear regression modelling.</li> <li>• Mediation and moderation analysis.</li> </ul>
Assignment:	<ul style="list-style-type: none"> <li>• Homework in the form of practical analyses in R, which need to be prepared as an R script.</li> <li>• Presentation and discussion of the prepared R script in the form of a short report.</li> </ul>

Literature: Course notes will be provided. There are no prescribed books. The following books are recommended to interested students as further reading material:

- R.I. Kabacoff (2015). *R in Action*. 2<sup>nd</sup> edition. Manning.
- P. Dalgaard (2008). *Introductory Statistics with R*. 2<sup>nd</sup> edition. Springer.

Additional Information: The course will be taught in English and is limited to 25 participants. Students are required to bring their own laptops to class (R and RStudio can be installed for free).

Code: **BERMSKL016**  
Study Year: 2017-2018  
Long Name: **Advanced Data Analysis with R**  
Short Name: Advanced R  
ECTS: 1  
Language: English  
Lecturers: Andreas Alfons, Pieter Schoonees  
Contact person: Pieter Schoonees (schoonees@rsm.nl)  
Coordinator: Andreas Alfons (alfons@ese.eur.nl)  
Faculty: Erasmus School of Economics & Rotterdam School of Management  
Number of Lectures: 3  
Hours per Lecture: 5  
Aims:

The open-source software environment R ([www.R-project.org](http://www.R-project.org)) is a powerful platform for data analysis and statistical graphics that has become the global standard in statistical computing. R houses an ever-growing extensive collection of tools for statistics and data analysis – an attractive basis for thorough exploration of your data. Furthermore, it provides a powerful programming language coupled with flexible graphical capabilities.

In this follow-up to the introductory course (*Introduction to Data Analysis with R*), students will continue to learn more of R's capabilities for extracting knowledge from data. Basic programming concepts in R will be covered, such as control structures, loops and functions, enabling students to automate repetitive data analytic tasks. Finally, using R for scraping data from the web will be discussed, with students gaining practical experience of collecting such data. Upon completion of the course, you will be able to use R for advanced analytic tasks to improve the quality of your research.

Course Content:

- Generalized linear models, such as logistic regression.
- Cluster analysis, including hierarchical and optimization-based approaches.
- Programming in R: control structures, loops, functions.
- The `apply()`-family of functions, and the `plyr` package.
- Collecting web data with R.

Assignment:

- Homework in the form of practical analyses in R, which need to be prepared as an R script.
- Presentation and discussion of the prepared R script in the form of a short report.

Literature: Course notes will be provided.

There are no prescribed books. The following books are recommended to interested students as further reading material:

- R.I. Kabacoff (2015). *R in Action*. 2nd edition. Manning.
- P. Dalgaard (2008). *Introductory Statistics with R*. 2<sup>nd</sup> edition. Springer.
- S. Munzert **et al.** (2015). *Automated Data Collection with R*. Wiley.

Additional  
Information:

The course will be taught in English and is limited to 25 participants. Students are required to bring their own laptops to class (R and RStudio can be installed for free). The course *Introduction to Data Analysis with R* is a prerequisite for this course. Exemptions from this requirement can be requested from the course's contact person.

ERIM Code:	<b>BERMSMR001</b>
Study year:	2017-2018
Long name:	<b>Research Seminars</b>
ECTS:	2
Language:	English
Lecturer(s):	various
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	Being able to follow and understand a state-of-the-art research seminar, not just in one's own specialisation area. Being able to write a report on the seminar.
Course contents:	<p>Research Master students should attend at least 10 research seminars, at least 5 of them in his/her specialisation field. These seminars are taken from the ERIM seminars that are organised by each research group and scheduled throughout the year. For up-to-date information on upcoming seminars please visit the 'Seminars' section on <a href="http://www.erim.eur.nl">www.erim.eur.nl</a>.</p> <p>For each specialisation track, the track coordinator registers attendance and grades the four assignments. In case the track coordinator is not present, please ask the seminar host to register attendance.</p>
Examination:	For four of these seminars, the student writes a critical essay of at least two pages, in the form of a referee report. The essay should indicate a sound understanding of the material, highlight weak and strong points in the presented research, and relate it to other work. Assignments should not be based on seminars given by PhD students and by ERIM faculty members from your own specialisation programme.



## 6.5 ERIM Research Clinics

Code:	<b>BERMRC001</b>
Study year:	2017-2018
Long name:	<b>ERIM Research Clinic Logistics and Information Systems</b>
Short name:	Research Clinic LIS
ECTS:	4
Language:	English
Lecturer(s):	Dr. W. van den Heuvel
Contact person:	Dr. W. van den Heuvel
Faculty:	Erasmus School of Economics, Rotterdam School of Management, Erasmus University
Aims:	To introduce you to the frontiers of knowledge and of research in LIS and to enable to formulate and evaluate a research proposal. A second goal is to familiarize the student with the research done by top ERIM researchers (within and outside the LIS programme).
Course contents:	This course familiarizes the student with recent research methodology by investigating several influential research papers in the area. Emphasis is given to how research questions and problems are formulated, how conceptual frameworks and hypotheses are developed and how actual data and methods are used to answer the posed questions and to analyse the impact of important assumptions. Based on the acquired insights, students are expected to formulate their own research project and write a report about it. As a second part of this course, students will be introduced to the research that is done within ERIM over all programmes. This is done by a series of seminars given by ERIM members and fellows. In each seminar, recent research is presented. Attendance of these seminars is obligatory.

Assignment:

The assignment (2 ECTS) involves a literature review, which can be used as a preparation or exercise for your Research Master Thesis (year 2). The learning objectives of the literature review assignment are:

- To familiarize you with the research topics studied and methods adopted in a selected number of sub-fields within the LIS domain;
- To learn to systematically search, identify, select, analyse and compare academic publications;
- To be able to identify possible inconsistencies, controversies or gaps in existing scientific literature;
- To learn to define an intended contribution to the scientific literature, and to define relevant and feasible research questions and research methods in order to deliver such contribution. You are expected to work on this literature review assignment in parallel to the research clinic lectures.

**There are two important milestones:**

- A proposed outline for your literature review (1-2 pages), including:
  - Research theme/topic;
  - Scope of your literature review (type of publications, which journals, what time period etc.);
  - Method for identifying relevant publications;
  - Outline of the structure of the final review paper.
- The final review paper itself.

The length of this paper should be 5000-7000 words.

The outline should be submitted to the Track Coordinators (Wilco van den Heuvel), and depending on the topic, a reader will be assigned to you to provide feedback and grade your assignment (in most cases one of the four LIS lecturers from the Research Clinic lecture series). We strongly advise you to submit the outline within four weeks after the start of the lectures; the final paper should be submitted within four weeks after the end of the lectures.

Literature:

Articles, to be announced.

Code:	<b>BERMRC002</b>
Study year:	2017-2018
Long name:	<b>ERIM Research Clinic Organizing for Performance</b>
Short name:	Research Clinic ORG
ECTS:	4
Language:	English
Lecturer(s):	All ORG faculty is eligible to supervise the research clinic assignment
Contact person:	Dr. H.L. Leroy
Coordinator:	Dr. H.L. Leroy
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	Individual consultation
Hours per lecture:	3
Aims:	<p>Methodological and statistical courses emphasize the technical aspects of research, but do not address the question of what are good research questions for research in a given area. This question assumes center-stage in the current course. The course should give students a better idea of the kind of research questions that are important in research in organizational behaviour and human resource management, entrepreneurship and innovation, and business-society management, and of the research design suited to tackle these questions.</p> <p>An additional goal of this course is to familiarize the student with the research that is done by top ERIM researchers (within and outside the ORG programme).</p>
Course contents:	<p>This course introduces the state of the art of research in the organizational behaviour and human resource management, entrepreneurship and innovation, and business-society management. After the introductory phase, students work in one-on-one consultation relationships with one of the lecturers to develop a research proposal that should reflect both an understanding of the kind of research questions that may contribute to the field, and of the research designs suited to answer these questions.</p> <p>As a second part of this course, students will be introduced to the research that is done within ERIM over all programmes. This is done by a series of two-hour seminars given by ERIM members and fellows. In each seminar, recent research is presented. Attendance of these seminars is obligatory.</p>
Assignment:	Writing a research proposal.
Literature:	Contingent on area in which research proposal is developed.

Code: **BERMRC003**  
Study year: 2017-2018  
Long name: **ERIM Research Clinic Marketing**  
Short name: Research Clinic MKT  
ECTS: 4  
Language: English  
Lecturer(s): Stefano Puntoni; Ale Smidts; Benedict Dellaert  
Contact person: Steven Sweldens  
Faculty: Rotterdam School of Management, Erasmus School of Economics,  
Erasmus University  
Aims: To introduce you to the frontiers of knowledge and of research in marketing  
and to enable to formulate and evaluate a research proposal.  
A second goal is to familiarise the student with the research done by top ERIM  
researchers in the MKT programme.

Course contents: This course consists of two parts. In the **first (general) part**, you learn  
about the different methodologies that can be used to generate marketing  
knowledge from empirical observations.

- Experimental research.
- Non-experimental research (e.g., surveys).
- Modeling (e.g., using scanner data or web data).
- Neuroscience.

In preparation of this first part, read the following texts:

Simonson, I., Carmon, Z., Dhar, R., Drolet, A., & Nowlis, S. M. (2001). Consumer  
research: In search of identity. *Annual Review of Psychology*, 52, 249-275.

Fader, Peter S., and Bruce G. Hardie (1996). "Modeling Consumer Choice  
among SKUs." *Journal of Marketing Research*, 38(November), 442-452.

Dellaert, Benedict GC, and Stefan Stremersch (2005) "Marketing mass-  
customized products: striking a balance between utility and complexity."  
*Journal of Marketing Research* 42(2): 219-227.

TBA for the neuroscience part]

For the **second (track-specific) part**, the clinic aims to bring RM students  
in close contact with marketing faculty and improve their knowledge on  
the 'doing' aspects of research. To achieve this aim, students should aim to  
fill the required workload for this second part (2 ECTS = 56 hours) with RA  
activities under the supervision of marketing researchers. RM students should  
register with the secretaries of the marketing department at RSM (Jolanda  
Lenstra jlenstra@rsm.nl and Annette Bartels abartels@rsm.nl ). Students should  
actively look for RA opportunities. The secretaries can assist in offering such  
opportunities, but students are also strongly encouraged to contact marketing  
faculty members and ask for opportunities.

Assignment: Coming well-prepared to the lecture on the general part is a first requirement for passing this course. In addition, RM students should approach a marketing faculty member whose research method strikes them as most interesting. Students should ask this faculty member for a recent working paper of their hand and conduct a review of that paper. Students should submit this paper review (5 pages) together with the working paper to the respective faculty member and to the course coordinator (Steven Sweldens).

Fulfilling the 56 hour RA criterion is the requirement for passing the second part of this course.

Literature: To be announced.

Code:	<b>BERMRC004</b>
Study year:	2017-2018
Long name:	<b>ERIM Research Clinic Strategy &amp; Entrepreneurship</b>
Short name:	Research Clinic S&E
ECTS:	4
Language:	English
Lecturer(s):	Dr. Frank Wijen
Contact person:	
Coordinator:	
Faculty:	Rotterdam School of Management, Erasmus University
Aims:	<p>To introduce students to the frontiers of research in the fields of strategy and entrepreneurship and to establish a solid basis for formulating a sound research proposal.</p> <p>A second goal is to familiarize students with top research performed by ERIM researchers.</p>
Course contents:	<p>This course familiarizes students with recent research by investigating several influential articles in top journals in the area. A variety of topics are covered, including corporate development, entrepreneurship, international strategy, strategic change, and sustainable strategy. Emphasis is given to how research questions and problems are formulated, how conceptual frameworks and hypotheses are developed, and how actual data and methods are used to answer research questions and to analyse the impact of important explicit and implicit assumptions used. Based on the acquired insights, students are expected to formulate their own research project.</p> <p>The second part of this course will introduce students to the research that is done within ERIM over all programmes. This is done by a series of two-hour seminars given by ERIM researchers on a variety of topics. In each seminar, recent research is presented and discussed, so as to train students to develop a constructively critical research mindset. Attendance of these seminars is obligatory.</p>
Assignment:	Formulating a research proposal.
Literature:	Articles, to be announced.

Code:	<b>BERMRC005</b>
Study year:	2017-2018
Long name:	<b>ERIM Research Clinic Finance</b>
Short name:	Research Clinic F&A
ECTS:	4
Language:	English
Lecturer(s):	Finance department faculty
Coordinator:	Prof. Wolf Wagner
Faculty:	Rotterdam School of Management/ Erasmus School of Economics, Erasmus University
Number of lectures:	To be announced
Hours per lecture:	3
Aims:	<ul style="list-style-type: none"> <li>• Become familiar with state-of-the-art research methodology, data and software in finance.</li> <li>• Obtain the ability to write a research proposal.</li> <li>• Get an overview of an academic career in Finance.</li> <li>• Write a referee paper on a selected finance topic.</li> <li>• To familiarize the student with the research done by top ERIM researchers (within and outside the F&amp;A programme).</li> </ul>
Course contents:	<p>This course introduces the student to research methodologies, data and software in corporate finance, investments, market microstructure and asset pricing. We cover research data available at EUR and students familiarize themselves with efficient ways of processing large financial databases using SAS. Moreover, students will be trained in using LaTeX for text formatting papers that involve many equations. We also discuss how research questions and problems are formulated, how actual data and empirical methods are used to answer the research questions and how important assumptions are handled (e.g. robustness checks, sensitivity analysis). Another important aspect of the course is to get an idea of how an academic career looks like and how to anticipate on important decisions to be made.</p> <p>As a second part of this course, students will be introduced to the research that is done within ERIM over all programmes. This is done by a series of two-hour seminars given by ERIM members and fellows. In each seminar, recent research is presented. Attendance of these seminars is obligatory.</p>
Assignment:	Take-home assignment.
Literature:	Delwiche and Slaughter (2012), The little SAS book: A primer (5 <sup>th</sup> edition).

# 7 Course List year 2

## 7.1 Advanced Methodology Courses

Code:	<b>BERMAMC002</b>
Study year:	2017-2018
Long name:	<b>Advanced Statistical Methods</b>
Short name:	Advanced Statistical Methods
ECTS:	5
Language:	English
Lecturer(s):	Prof.Dr. P.J.F. Groenen, Dr. A.J. Koning
Contact person:	Dr A.J. Koning
Faculty:	Erasmus School of Economics, Erasmus University
Number of lectures:	10
Hours per lecture:	3
Aims:	Being able to apply the selected advanced statistical methods in practical situations, and being able to interpret the results. Being able to use the R language for running the selected statistical methods.
Course contents:	This course builds on the Statistical Methods course. It extends to more advanced statistical multivariate analysis techniques and their application in business and economics. A selection of the following techniques will be treated: confirmatory factor analysis, structural equations models (Lisrel), generalized linear models, multilevel methods, social network analysis, support vector machines, correspondence analysis, and unfolding. Much attention is given to the application in practical situations and the interpretation of the techniques in empirical research in economics and business. Students apply the techniques using the statistical language R. It is assumed that the students have followed the Statistical Methods course.
Examination:	To be announced



Literature:

- Kuhnert, P. and Venables, B. (2005). An Introduction to R: Software for Statistical Modelling & Computing. CSIRO Mathematical and Information Sciences. Cleveland, Australia.
- Selected chapters of Gareth James, Daniela Witten, Trevor Hastie, and Robert Tibshirani. An Introduction to Statistical Learning. Springer-Verlag, New York, ISBN 978-1-4614-7137-0, doi: 10.1007/978-1-4614-7138-7,978-1-4614-7138-7, (freely downloadable at [www-bcf.usc.edu/~gareth/ISL/](http://www-bcf.usc.edu/~gareth/ISL/))
- Lattin, J., Carroll, J.D. & Green, P.E. (2003), Analyzing Multivariate Data, Brooks/Cole, Thompson Learning.
- Selected papers.

Additional information:

Prerequisite for this course is BERMMC004 Statistical Methods. It is advised that students bring their laptop and have the R language installed. R can be downloaded for free via [www.r-project.org/](http://www.r-project.org/) (download from CRAN). It is also recommended to install R-Studio from [rstudio.org/](http://rstudio.org/).

Code:	<b>BERMAMC004</b>
Study year:	2017-2018
Long name:	<b>Behavioural Decision Theory</b>
Short name:	BDT
ECTS:	5
Language:	English
Lecturer(s):	Prof. Peter P. Wakker
Contact person:	Prof. Peter P. Wakker
Coordinator:	Prof. Peter P. Wakker
Faculty:	Erasmus School of Economics, Erasmus University
Number of lectures:	10
Hours per lecture:	3
Aims:	Modeling, avoiding/exploiting irrationalities in human decision making; providing tools to nudge or convince others of best decisions
Course contents:	Behavioral decision theory incorporates commonly found deviations from rationality in decision models. People are driven by emotions and use simplifying heuristics rather than advanced optimization. Thus we observe excessive risk aversion in overly prudent investments and in the equity premium puzzle. At the same time, risk seeking underlies public lotteries, speculation, entrepreneurial activities, and the absence of sufficient security measures in health and business. People systematically lose money due to inconsistencies in their intertemporal and risky decisions (arbitrage). We analyze these phenomena quantitatively, indicating possibilities to benefit from irrationalities in decisions, to nudge or improve decisions. Applications are given to finance, marketing, management science, health economics, and: your private life. Relative to "Behavioral Foundations," this course is more advanced, quantitative, and prescriptively oriented. It is nevertheless accessible to students with no maths background.
Examination:	Take-home exercise or experiment; oral exam.
Literature:	Course notes and articles. Recommended but not required: Kahneman, Daniel (2011) "Thinking: Fast and Slow." Penguin Books, London. Thaler, Richard H. & Cass R. Sunstein (2008) "Nudge: Improving Decisions about Health, Wealth, and Happiness." Yale University Press, New Haven.
Additional Information:	The material of this course comprises fewer pages than for other courses, but takes more time and requires better understanding per page than for other courses.

Code:	<b>BERMAMC005</b>
Study year:	2017-2018
Long name:	<b>Experimental Methods in Business Research</b>
ECTS:	5
Language:	English
Lecturer(s):	Dr. M.J.J. Wubben
Contact:	Dr. M.J.J. Wubben
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	10
Hours per lecture:	3
Aims:	The goal of this course is to learn how to design, analyse and report field or laboratory experiments so that they get published in good journals. In each research phase you will receive extensive, detailed comments comparable to those from collaborators and professional reviewers, leading up to a 2500-word short note about your own, potentially publishable, experimental research.
Course contents:	<p>The course is built on three pillars: Testing research ideas with clean and rigorous experimental designs, applying the statistical techniques necessary to analyse these designs, and writing a research report about it that conforms to journal standards. Topics include: causal inference, experimental designs (factorial designs, within- vs. between-subject designs, mixed designs), validity of designs (internal, external, statistical, construct), experimental caveats (demand characteristics, confounds, experimenter expectancy, checks, measurement order, control variables), applying statistics to experimental designs (e.g., simple effects, simple slopes, contrasts, outliers, statistical power, simple mediation, moderated mediation, mediated moderation), scientific integrity (researcher degrees of freedom, questionable research practices, transparency, p-hacking) and the review process (how to write, review experiments, respond to reviewers, and publish).</p> <p>We will examine these topics from the perspective of an applied behavioural researcher (with examples from fields such as marketing, organizational behaviour, economics, and psychology). Our focus is thus very practical—to help you overcome any issues that might arise in designing and conducting your experiment, analysing your data, writing up your results, and getting your paper published.</p>
Examination:	Assignment — a 2500-word short note.
Literature:	Further reading and resources will be posted on Blackboard after each lecture.
Additional information:	As in previous years, we may be able to collect data in the Erasmus Behavioural Lab.

Code:	<b>BERMAMC006</b>
Study year:	2017-2018
Long name:	<b>Seminar Corporate Finance 1</b>
ECTS:	5
Language:	English
Lecturer(s):	Prof. Abe de Jong, Prof. Peter Roosenboom, Dr. Sjoerd van Bekkum, Dr. Xintong Zhan
Coordinator:	Prof. Abe de Jong
Faculty:	Rotterdam School of Management/ Erasmus School of Economics, Erasmus University
Number of lectures:	5
Hours per lecture:	3
Aims:	<p>This course provides an overview of the classical as well as the more recent research in corporate finance. The goal of the course is to:</p> <ul style="list-style-type: none"> <li>(i) introduce students to an array of topics in corporate finance,</li> <li>(ii) help develop a critical attitude vis-à-vis research questions, methods and findings that will be useful to students in for their own research and</li> <li>(iii) initiate students to the process of reviewing academic articles (i.e., learn to discuss strengths and weaknesses of the studies, and assess their overall contribution to the literature).</li> </ul>
Course contents:	<p>The course consists is set up in a seminar style and includes the following topics: corporate financial policies, corporate finance and public policy, start-up financing, and private equity and buyouts.</p> <p>In each meeting we will discuss classical papers as well as more recent work related to a topic. Students will submit questions related to the reading material before each meeting. These questions will serve as a starting point of the discussion in class. At the meetings each of the assigned papers will be summarized by a student and will be followed by an in-depth discussion led by the lecturer. After the meeting students will be asked to write a referee report on a recent paper related to the topic.</p>
Examination:	Presentations, participation, and written assignments (referee reports).
Literature:	Selected journal articles and working papers (will be announced on Blackboard).

Code:	<b>BERMAMC007</b>
Study year:	2017-2018
Long name:	<b>Seminar Asset Pricing 1</b>
ECTS:	5
Language:	English
Lecturer(s):	Dr. Mathijs Cosemans, Dr. Sarah Draus, Dr. Esad Smajlbegovic, Dr. Michel van der Wel, Prof. Mathijs van Dijk
Coordinator:	Dr. Mathijs Cosemans
Faculty:	Rotterdam School of Management/ Erasmus School of Economics, Erasmus University
Number of lectures:	11
Hours per lecture:	3
Aims:	The goal of this course is to provide an in-depth and state-of-the-art overview of the academic field of asset pricing, which seeks to understand the price of financial assets such as stocks, fixed income securities, and derivatives. After the course, students will be expected to possess a profound understanding of the latest insights academic research has to offer on the pricing of financial securities.
Course contents:	We will give a rigorous and critical treatment to key topics in asset pricing. The key topics include market efficiency, market liquidity, return predictability, multifactor asset pricing models (APT and ICAPM) and their application in performance evaluation, fixed income markets, and credit risk, and market microstructure. The course is set up in a seminar style. Each session of the course will be dedicated to one theme. In each session, we will discuss three seminal papers, with about 45 minutes on each paper. We start the discussion of each paper with a presentation by one student, followed by an in-depth discussion organized by the instructor. Prior to each meeting, all students are required to read each article and submit two burning questions about the article.
Assignment:	Presentations and critical review of new research papers. The grade will consist of two parts: participation in each meeting and referee reports after each meeting. The performance for participation will reflect the quality of questions, the presentation and contribution to the discussion.
Literature:	Selected academic papers.

Code:	<b>BERMAMC008</b>
Study year:	2017-2018
Long name:	<b>Stochastic Dynamic Optimization</b>
ECTS:	4
Language:	English
Lecturer(s):	Dr. A.J. Koning, Dr. J. Brinkhuis
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	12
Hours per lecture:	3
Aims:	<ul style="list-style-type: none"> <li>• To understand the foundations of probability theory.</li> <li>• To obtain knowledge of the behaviour of martingales.</li> <li>• To understand the theory of stochastic integration.</li> <li>• To obtain knowledge of the behaviour of Brownian motion and Itô processes.</li> <li>• To obtain knowledge of the HJB equation and its solution.</li> </ul>

Course contents: The scheme below is under proviso.

#### **Part I: Measure and probability**

In essence, this course studies stochastic processes, and thus requires knowledge of the modern approach to probability. The modern approach uses measure theory to define the probability space. Measure theory does not distinguish between discrete and continuous distributions, and also covers distributions which cannot be represented as (mixtures of) discrete and continuous distributions.

##### **Lecture 1: Spaces and $\sigma$ -algebras**

metric spaces, completeness, Banach space, measurable space, Borel  $\sigma$ -algebra.

##### **Lecture 2: Measurable functions**

induced space, indicator and simple functions, limits, Lebesgue integral.

##### **Lecture 3: Probability spaces**

random elements, expectation,  $L^1$  space,  $L^2$  space, completeness of  $L^p$  space, independent events, independent random elements, zero-one laws.

## **Part II: Martingales**

In recent decades, martingale theory has been booming in probability theory. Martingales arise as the innovative parts of stochastic processes. Martingale theory has had a unifying influence: where previously different sorts of stochastic processes, such as Markov processes, were considered independently of each other, now these can be treated from the point of view of martingale theory as well. This makes martingale theory a good basis for further techniques.

### **Lecture 4: Conditional expectation**

types of conditional expectation, conditional expectation in  $L^2$ , conditional expectation in  $L^1$ , properties of conditional expectation.

### **Lecture 5: Martingales, optional stopping, martingale inequalities**

definition, stopping times, stopped processes, optional stopping, Doob's inequality, upcrossing inequality.

### **Lecture 6: Martingale convergence, uniform integrability**

forward convergence, reversed martingale, uniform integrability, UI martingales, UI reversed martingales.

## **Part III: Stochastic integration**

A semimartingale can be decomposed as the sum of an innovation part (a local martingale) and a predictable part (a well-behaved stochastic process). Semimartingales form the largest class of stochastic processes with respect to which Itô integrals can be defined. The theory of stochastic integration is specialized to Brownian motion and related processes.

### **Lecture 7: Decomposition**

local martingales, Doob-Meyer decomposition, predictable (co)variation, semimartingales.

### **Lecture 8: The Itô integral**

quadratic (co)variation, one-dimensional Itô formula, Doléans-Dade exponential, multi-dimensional Itô formula.

### **Lecture 9: Brownian motion and Itô processes**

existence, properties, paths, martingale representation, stochastic differentials, Itô diffusions, Itô processes.

#### **Part IV: Stochastic dynamic programming**

Stochastic integration allows the extension of the deterministic Hamilton-Jacobi-Bellman (HJB) equation so as to include semimartingales. Optimal control of a semimartingale boils down to solving the stochastic HJB equation. Some applications are discussed.

##### **Lecture 10: HJB equation**

partial differential equation approach: deterministic and stochastic; maximum principle: deterministic case;

##### **Lecture 11: Viscosity solutions**

equivalence of HJB equation and maximum principle: deterministic and stochastic; martingale and convex duality methods;

##### **Lecture 12: Applications**

production planning and inventory; optimal exploitation of renewable sources

Extra: Prerequisites include some familiarity with basic concepts from calculus and probability theory such as set theory, limits, differentiation and integration, expectation/mean and probability distributions ( in particular the normal/ Gaussian distribution).

Examination: Four group assignments (max. 3 participants), one assignment per part.

Literature:

- D.Williams, Probability with Martingales, Cambridge University Press, 2007. ISBN 0-521-40605-6.
  - this text is used in parts I and II.
- Morimoto, Hiroaki. Stochastic control and mathematical modeling. Applications in economics. Encyclopedia of Mathematics and its Applications 131. Cambridge University Press, Cambridge, 2010. ISBN 978-0-521-19503-4.
  - this text is used in parts III and IV, and in particular contains the applications discussed in Lecture 12.
- Pham, Huy n. Continuous-time stochastic control and optimization with financial applications. Stochastic Modelling and Applied Probability 61. Springer-Verlag, Berlin, 2009. ISBN 978-3-540-89499-5.
  - this text is a less expensive alternative to Morimoto (2010), but does not cover the applications of Lecture 12.



Code:	<b>BERMAMC009</b>
Study year:	2017-2018
Long name:	<b>Workshop on Structural Equation Modelling through Partial Least Squares</b>
Short name:	Partial Least Squares
ECTS:	2
Language:	English
Lecturer(s):	Dr. Guido Berens
Faculty:	RSM
Number of lectures:	2
Hours per lecture:	6
Aims:	Partial Least Squares (PLS) path modeling is a structural equation modeling technique which is especially suitable when the assumptions for applying Maximum Likelihood based techniques (such as LISREL) do not apply, like in the case of exploratory research or small samples. In such cases, PLS is far less likely to lead to inappropriate solutions or non-convergence. The aims of this course are (1) to understand the basic intuition behind PLS, (2) to be able to apply the technique in testing a structural equation model, and (3) to be able to interpret the results.

The course is open for all ERIM research master students, Ph.D. students, and faculty members. It is assumed that participants have basic knowledge of multivariate statistical methods, such as multiple regression and factor analysis. Participants are encouraged to bring with them a data set that they are using in their own research, which they can then use to test a PLS structural equation model. Participants who want to use their own data should preferably have at least some ideas about (1) the structural model they want to test (i.e., which constructs are related to which other constructs) and (2) which indicators measure each of the constructs (the so-called measurement model). Another data set, plus the corresponding structural and measurement models, will also be made available.

Course contents: On the first day of this workshop, we will discuss the principles of SEM through PLS in the morning, and apply these principles in a practice session in the afternoon. On the second day, we focus on some special topics, which we will again apply in the afternoon.

The schedule is as follows:

### Day 1

Time	Topics
9:30 – 12:30	<ul style="list-style-type: none"><li>• Overview of Structural Equation Modeling</li><li>• Partial Least Squares versus LISREL</li><li>• Basic PLS algorithm</li><li>• When to use PLS?</li><li>• Model validation in PLS</li><li>• Software</li></ul>
13:30 – 16:30	Practice session: Testing and validating a basic PLS model using SmartPLS

### Day 2

Time	Topics
9:30 – 12:30	Special topics: <ul style="list-style-type: none"><li>• Formative indicators</li><li>• Higher-order factors</li><li>• Interaction effects</li><li>• Multi-group analysis</li></ul>
13:30 – 16:30	Practice session: Formative indicators, higher-order factors, interaction effects, and multi-group analysis using SmartPLS

Examination: For Research Master and Ph.D. students, there is the possibility to earn 2 ECTS as course credits. To do this they should write a short (5-10 page) report describing and discussing the application of PLS modeling to an existing data set.

- Literature:
- Chin, Wynne W. (1998). The partial least squares approach to structural equation modeling. In **Modern methods for business research**, George A. Marcoulides, Ed. Mahwah, NJ: Lawrence Erlbaum.
- Dijkstra, Theo K. & Henseler, Jörg (2015). Consistent partial least squares path modeling. *MIS Quarterly*, **39**(2), 297-316
- Hair, Joe F., Marko Sarstedt, Christian M. Ringle, and Jeannette A. Mena (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. *Journal of the Academy of Marketing Science*, **40** (3), 414-433.
- Henseler, J., Hubona, G., & Ray, P. A. (2016). Using PLS path modeling in new technology research: updated guidelines. *Industrial Management & Data Systems*, **116** (1), 2-20.

Additional Information: After enrolling in the course, participants ought to take the following steps.

First, you all need to download the SmartPLS software. To do so, you need to go to the website [www.smartpls.com](http://www.smartpls.com). There are four options:

- A free 30-day trial
  - A free student version (limited to 100 cases)
  - A commercial version (€400 a year)
  - The older version (SmartPLS 2)
- (see [www.smartpls.com/smartpls2](http://www.smartpls.com/smartpls2))

Unless you already know that you will use SmartPLS in the future, I would not recommend to buy the commercial version at this point, but to choose the 30-day trial or the student version. A version of the example data set with 100 cases will be available, so the student version should work. It will be possible to switch between versions later on. If you decide later on that you will use SmartPLS in your research, but don't want to pay €400 a year, you can also switch to the older version. It has fewer options than the newer version (particularly, no Consistent PLS and no Confirmatory Tetrad Analysis), but works fine. However, it is no longer supported and you will need to obtain approval from the SmartPLS administrators before you can use it (this approval is typically given within one or two days).

Second, you ought to install the SmartPLS program on your own laptop computer if you have one, and bring this computer with you to the afternoon practice sessions. The reason is that the university's IT security policy does not allow files of the type that SmartPLS is, to be installed on computers in the PC labs. (The same holds for all other PLS software, as far as I know.) If you do not have a laptop you will need to share one with another participant during the practice session.

Code	<b>BERMAMC016</b>
Study year:	2017-2018
Long name	<b>Advanced Qualitative Methods</b>
ECTS:	5
Language	English
Lecturer(s):	Dr. M.D. (Mirjam) Werner
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	6
Hours per lecture:	5
Aims:	The goal of this course is to provide students with in-depth knowledge of a range of different qualitative research methods, and to enable them to develop, fine tune and practice the methodological skills that are needed to think about, execute and publish excellent qualitative research.
Course contents:	The course explores a range of different qualitative methods both theoretically and practically. Over a period of three consecutive weeks, the course considers the implications of doing qualitative research. What does your choice for a qualitative research set up mean for the questions you can ask and the answers you may be given? Which different qualitative research methods are out there, what kind of data do they allow us to collect and what kind of skillset is necessary to use them? The course will elaborate on different streams of qualitative research, such as the interpretive tradition, discourse analysis and critical discourse analysis, participant observation, ethnography, and grounded theory. In preparation of each topic, the students are required to collect relevant data (if applicable students will have the opportunity to use their own data). Through these small assignments students will get a feel for the different methods and how they as a researcher are a research tool themselves. The process of data collection will be discussed in class, and the data will be used subsequently for research analysis methods.
Examination:	In-class assignments (40%); Final paper (60%).
Literature:	The literature for this course will consist of selected articles and book chapters that will be made available through blackboard.

Code	<b>BERMAMC017</b>
Study year:	2017-2018
Long name	<b>Developing Theory and Theoretical Contributions</b>
ECTS:	5
Language	English
Lecturer(s):	Prof.dr. J.P (Joep) Cornelissen
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	6
Hours per lecture:	5
Aims:	<ul style="list-style-type: none"> <li>• To have a basic understanding of management and organizational theory; what theory is, and what its core components are.</li> <li>• To develop reflective skills in theory development; including basic argumentation and the formulation of propositions, construct clarity and persuasive writing.</li> <li>• To develop creative skills in developing theory through specific forms of reasoning such as conceptual blending and counter-factual reasoning.</li> </ul>
Course contents:	<p>Theory and theory development are seen as crucial to making meaningful academic contributions to bodies of knowledge in management and organizational research. Despite its prominence, the processes through which we theorize are often left implicit, and not typically discussed or taught in doctoral training programs. The course tries to address this very point; participants will through a series of exercises, practical assignments and readings be trained in 'reading' theory in journal articles, and will also develop skills in the development of theory as part of their own research.</p>
Examination:	Paper-based assignment.
Literature:	Reading list.

## 7.2 Advanced Specialisation Courses

Code:	<b>BERMASC009</b>
Study year:	Will be given in 2018-2019
Long name:	<b>Advanced Topics of Research in Strategy</b>
ECTS:	5
Language:	English
Lecturer(s):	Prof. Dr. J.J.P. Jansen and others from department
Coordinator:	Prof. Dr J.J.P. Jansen, <a href="http://www.rsm.nl/jjansen">www.rsm.nl/jjansen</a>
Contact person:	P.J. de Wilde - Mes
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	10
Hours per lecture:	3
Aims:	This advanced course aims to introduce a number of advanced topics of research in Strategy and to relate the insights acquired to the intended PhD research of the participants being in Strategy or in other fields like Marketing or Organisation.
Course contents:	<p>As Strategy is an integrative discipline, it is important to acquire insights of a number of promising advanced topics. The topics selected will, therefore, be introduced and discussed from an integrative perspective addressing the relationship between these topics and e.g. single disciplinary approaches.</p> <p>Examples of topics are:</p> <ul style="list-style-type: none"><li>• Absorptive Capacity and Knowledge-based strategies.</li><li>• Exploitation vs. Exploration and Organizational Ambidexterity.</li><li>• Corporate Entrepreneurship and New Business Development.</li><li>• Strategic Renewal.</li><li>• International Business Strategies.</li></ul> <p>The participants will be introduced to leading edge and inspiring publications in the top journals. Active researchers will be invited to reflect on the publication process of their publications and to assess and discuss several features of their work. Participants of the course not only obtain knowledge about several topics in Strategy but also learn how to set up sound research projects.</p>
Assignment:	Participants are invited to write a conceptual paper based on the style guide and authors instruction of the <b>Academy of Management</b> on how two of the topics discussed may contribute to the further understanding of the intended PhD research and vice versa, how the intended PhD research may contribute to the two topics selected by the participant.
Literature:	Selected number of publications in top journals including a few introductory readings.

Code:	<b>BERMASC012</b>
Study year:	2017-2018
Long name:	<b>Advanced Topics in Organization Theory</b>
ECTS:	5
Language:	English
Lecturer(s):	Prof. Pursey Heugens, Prof. Joep Cornelissen, Dr. Samer Abdelnour
Faculty	Rotterdam School of Management, Erasmus University
Number of lectures:	4
Hours per lecture:	8
Aims:	The goal of this course is to provide students with an advanced working knowledge of organization theory (OT). Upon completion, students should be able to understand the intellectual history of the field and recognize how their own work relates and contributes to OT. Students should also be ready to answer the main questions in OT, such as: Why do firms exist? Why are firms structured as they are? What is the role of myth and ceremony in organizational life? Why do organizations ally with other organizations and how does that matter? How can organizations manage their external dependencies? How does our perspective change when we switch from the organizational to the population level? How do coalitions, power, and reference points matter to organizational decision-making? In nearly every class, we start with a broad, generic framework on OT, followed by the more recent areas of application in the second half of the class.
Course contents:	<p>The following topics are covered in this course:</p> <ul style="list-style-type: none"> <li>• Bureaucracy theory (Class 1)</li> <li>• Resource dependence theory (Class 1)</li> <li>• Institutional theory (Class 2)</li> <li>• Institutional work and logics (Class 2)</li> <li>• Behavioural theory of the firm (Class 3)</li> <li>• Coalitions and power in organizations (Class 3)</li> <li>• Organizational ecology (Class 4)</li> <li>• Field evolution and transformation (Class 4)</li> </ul>
Assignment:	The course is organized as a seminar, implying that your cooperation and willingness to actively participate in the sessions will ensure that we jointly create the best possible learning environment. The grading of this course reflects this culture and pedagogy: (a) class participation (25%); (b) article presentation (25%); and concluding written exam (50%).
Literature:	The literature for this course will consist of carefully selected research articles and book chapters. The materials will include seminal OT contributions, as well as more recent exemplary articles. In addition to the mandatory readings, each class also comes with a longer list of background readings, to facilitate participants with a special interest in a particular topic. The materials are made available via a dedicated BlackBoard site.

Code: **BERMASC020**  
Study year: 2017-2018  
Long name: **Social Networks and Market Competition**  
Short name: Network Theory  
ECTS: 3  
Language: English  
Lecturer(s): Dr. Michael Jensen (Ross School of Business, University of Michigan)  
Faculty: Rotterdam School of Management, Erasmus University  
Number of lectures: 5  
Hours per lecture: 3  
Aims: This PhD course aims to introduce students to theory and research on Social Networks.

Course contents: The course offers a comprehensive survey of social network analysis.

Network analysis is the study of how the social structure of relationships around a person, group, or organization affects beliefs, behavior, and performance.

Although the primary focus of this course is on the antecedents and consequences of networks among business organizations, the course should be of interest to students in all the social sciences.

The main goal of the course is to give students a deep understanding of network theory, focusing in particular on the theoretical mechanisms that account for why social networks affect behavior and performance.

We will read both foundational network theory and more recent empirical applications from a variety of disciplines, such as strategy, organization theory, sociology, and economics.

Examination: Participants are asked to write and present a research paper using the Social Network theories introduced in the course on a their own research question.

Literature: Selected number of publications in top journals including a few introductory readings.



Code:	<b>BERMASC026</b>
Study year:	2017-2018
Long name:	<b>Advanced Topics in Organizational Behaviour</b>
Short name:	Organizational Behaviour
ECTS:	5
Language:	English
Lecturer(s):	Dr. Bart de Jong (Australian Catholic University)
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	6
Hours per lecture:	5
Aims:	State of the science coverage of key themes in organizational behaviour, with the emphasis on the possibilities to use this knowledge in the own research.
Course contents:	<p>The course targets students with an active interest in behavioural research in management that seek to use insights from organizational behaviour in their own research – regardless of whether this is in organizational behaviour, strategic management, innovation management, behavioural operations management, or another area of behavioural research in management. Basic knowledge of behavioural research is therefore required, and <b>for research master students successful completion of Behavioural Foundations of Research in Management is a requirement</b> (for PhD students, this requirement does not apply), so the course can concentrate on advanced coverage of the state of the science.</p> <p>On the basis of review/conceptual articles as well as exemplars of empirical research, the course covers a series of key themes in organizational behaviour (e.g., teams, leadership, creativity &amp; innovation, social networks). The format is a combination of short lectures and interactive discussion to develop an in-depth understanding of the current state of play in a series of subareas of organizational behaviour. The bottom line aim of these lectures and discussions is to provide input for participants' own research – the course should not only develop one's knowledge of research in organizational behaviour, but also lead to actionable knowledge that can be translated into the own research efforts.</p>
Assignment:	Research proposal or short conceptual paper (up to participants' discretion).
Literature:	Series of articles – to be announced in Fall.

Code:	<b>BERMASC027</b>
Study year:	2017-2018
Long name:	<b>Strategic Entrepreneurship</b>
Short name:	Strategic Entrepreneurship
ECTS:	5
Language:	English
Lecturer(s):	Dr. Luca Berchicci; Dr. Magdalena Cholakova; Dr. Wim Hulsink; Prof. dr. Justin Jansen; Dr. Jeroen de Jong; Dr. Tom Mom; Dr. Vareska van der Vrande
Coordinator:	Dr. Luca Berchicci
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	9
Hours per lecture:	3
Aims:	To familiarize students with the fundamental theories, concepts, and empirical insights pertaining to the main phenomena/ topics and clusters of thought of the field of strategic entrepreneurship. Students will be able to better formulate and motivate research questions in the domain of strategic entrepreneurship.
Course contents:	<p>Based on comprehensive existing conceptual and empirical models on strategic entrepreneurship the following topics and their interrelationships will be treated in 9 consecutive weeks:</p> <ul style="list-style-type: none"> <li>• Introduction strategic entrepreneurship: contributions from strategic management and entrepreneurship theories;</li> <li>• Financing start-up and growth strategies;</li> <li>• Strategic Entrepreneurial leadership;</li> <li>• Internal corporate venturing and strategic renewal;</li> <li>• Users and strategic entrepreneurship;</li> <li>• Strategic networks of entrepreneurial ventures;</li> <li>• Strategic decision making under uncertainty;</li> <li>• External corporate venturing and external technology sourcing;</li> <li>• Wrap up</li> </ul>
Assignment:	To pass this course, students are expected to (1) present in class small point- counterpoint presentations of the readings (20%); and (2) write a short conceptual paper focusing on motivating a research question and constructing a conceptual framework building upon the course's readings (80%).
Literature:	The literature for this course will consist of carefully selected articles and book chapters. The materials will include introductory, and classical, and current topical readings.

Code:	<b>BERMASC031</b>
Study year:	2017-2018
Long name:	<b>Seminar Corporate Finance 2</b>
ECTS:	5
Lecturer(s):	Prof. Abe de Jong, Prof. Peter Roosenboom, Dr. Sjoerd van Bekkum, Dr. Xintong Zhan.
Coordinator:	Prof. Abe de Jong
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	5
Hours per lecture:	3
Aims:	<p>This course provides an overview of the classical as well as the more recent research in corporate finance. The goal of the course is to:</p> <ul style="list-style-type: none"> <li>(i) introduce students to an array of topics in corporate finance,</li> <li>(ii) help develop a critical attitude vis-à-vis research questions, methods and findings that will be useful to students in for their own research and</li> <li>(iii) initiate students to the process of reviewing academic articles (i.e., learn to discuss strengths and weaknesses of the studies, and assess their overall contribution to the literature).</li> </ul>
Course contents:	<p>The course consists is set up in a seminar style and includes the following topics: corporate financial policies, corporate finance and public policy, start-up financing, and private equity and buyouts.</p> <p>In each meeting we will discuss classical papers as well as more recent work related to a topic. Students will submit questions related to the reading material before each meeting. These questions will serve as a starting point of the discussion in class. At the meetings each of the assigned papers will be summarized by a student and will be followed by an in-depth discussion led by the lecturer. After the meeting students will be asked to write a referee report on a recent paper related to the topic.</p>
Assignment:	Presentations, participation, and written assignments (referee reports).
Literature:	Selected journal articles and working papers (will be announced on Blackboard).

Code:	<b>BERMASC032</b>
Study year:	2017-2018
Long name:	<b>Seminar Asset Pricing 2</b>
ECTS:	5
Language:	English
Lecturer(s):	Dr. Mathijs Cosemans, Dr. Sarah Draus, Dr. Esad Smajlbegovic, Dr. Michel van der Wel, Prof. Mathijs van Dijk
Coordinator:	Dr. Mathijs Cosemans
Faculty:	Rotterdam School of Management/ Erasmus School of Economics, Erasmus University
Number of lectures:	11
Hours per lecture:	3
Aims:	The goal of this course is to provide an in-depth and state-of-the-art overview of the academic field of asset pricing, which seeks to understand the price of financial assets such as stocks, fixed income securities, and derivatives. After the course, students will be expected to possess a profound understanding of the latest insights academic research has to offer on the pricing of financial securities.
Course contents:	We will give a rigorous and critical treatment to key topics in asset pricing. The key topics include market efficiency, market liquidity, return predictability, multifactor asset pricing models (APT and ICAPM) and their application in performance evaluation, fixed income markets, and credit risk, and market microstructure. The course is set up in a seminar style. Each session of the course will be dedicated to one theme. In each session, we will discuss three seminal papers, with about 45 minutes on each paper. We start the discussion of each paper with a presentation by one student, followed by an in-depth discussion organized by the instructor. Prior to each meeting, all students are required to read each article and submit two burning questions about the article.
Assignment:	Presentations and critical review of new research papers. The grade will consist of two parts: participation in each meeting and referee reports after each meeting. The performance for participation will reflect the quality of questions, the presentation and contribution to the discussion.
Literature:	Selected academic papers.

Code:	<b>BERMASC034</b>
Study year:	2017-2018
Long name:	<b>Foundations of International Business</b>
Short name:	Foundations of IB Strategy
ECTS:	5
Language:	English
Lecturer(s):	Prof. Dr. Taco Reus & Dr. Arjen Slangen
Contact person:	Prof. Dr. Taco Reus
Coordinator:	Prof. Dr. Taco Reus
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	9 (8 of which will be held in one week; the 9th session is a paper presentation session to be held about two months later).
Hours per lecture:	3
Aims:	The purpose of this PhD/MPhil course is to provide you with a broad understanding of the conceptual underpinnings, theoretical perspectives, and relevant contexts related to international business strategy. We will discuss key topics in this important research area, including its historical roots, contemporary issues, and flavors of the future. A combination of seminal and recent publications on international business strategy will be discussed to give you the tools to do excellent research in this area. The course requires substantial preparation and cognitive effort, but this investment should pay off, as you work toward crafting your own contribution to the area.
Course contents:	During eight sessions spread over four days, we will discuss important research topics and questions in the field of international business strategy, followed by a session about two months later where students present their own research. The first day will start with a general introduction and a discussion of foundational works on the rise of multinational enterprises. In the afternoon we will discuss research on foreign entry mode choices and other strategic decisions faced by internationalizing firms. During the second day we will discuss diverse consequences of cultural differences in international business strategy, followed by a specific focus on the cross-border acquisition process. The morning session of the third day will focus on research on emerging markets and emerging market multinationals, whereas the afternoon session will focus on the development of innovative research topics. During the latter session participants will think about and discuss their own research topics and will receive feedback on how to further improve them. The third day will also have an evening session where colleagues from the department of Strategic Management & Entrepreneurship will tell about their research on international business strategy. The session on the fourth and final day will focus on the process of publishing international business research in top-tier journals, with a special focus on how to be successful as an author and a reviewer. Following the intensive week, students will focus on writing their own papers, which they will present to their fellow students and the faculty about two month later. The paper presentation session will be held at RSM but can be joined through Skype.

Assignment:	In-class presentations and participation: 40%. Final paper: 60%.
Literature:	Sessions 1-5: four to five articles or book chapters each. Session 6: one article. Session 7: no required readings. Session 8: one or multiple drafts of a working paper.
Additional information:	To make the class a success, substantive course preparation in the weeks prior to the intensive week, and active class participation during the intensive week, are required. To be able to have interesting discussions, a minimum of five participants is required.

Code:	<b>BERMASC035</b>
Study year:	Will be given in 2018-2019
Long name:	<b>Innovation Management: Research on Organizing in a Context of Uncertainty</b>
ECTS:	5
Language:	English
Lecturer(s):	Prof. Jan van den Ende, Prof. Andrea Prencipe (LUISS University), Dr. Murat Tarakci, Dr. Daan Stam, Dr. Serge Rijdsdijk, Dr. Juan Pablo Madiedo
Coordinator:	Dr. Juan Pablo Madiedo
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	10
Hours per lecture:	3
Aims:	<p>This course provides a foundation for critical thinking in the area of innovation management. The course focuses on theories and literature, and schools of thought, in the field of the organization of innovation and innovation management. Topics addressed are the dynamics of innovation at the industry level, different approaches in creativity and idea management literatures, research on control of innovation projects, problem solving in innovation, and organizational forms for system innovation.</p> <p>The course will be run as a seminar examining theories and empirical studies of innovation management. Class sessions will be highly interactive. During the course students will write a proposal for a research paper on innovation management and a review of a research proposal.</p> <p>A typical class will consist of a discussion of that day's readings. In addition to the empirical context described in the paper, the teacher will add practical examples of successful and failed innovations, and how they came about. Those examples will serve to provide real life context to the theories and research outcomes discussed.</p>
Course contents:	<ul style="list-style-type: none"> <li>• The discipline of innovation management</li> <li>• Strategy of innovation</li> <li>• Organizational forms for (system) innovation</li> <li>• Idea management and crowdsourcing</li> <li>• Market learning and design-driven innovation</li> <li>• Controlling innovation projects</li> <li>• Leadership in innovation</li> <li>• Problem solving in NPD</li> </ul>

- Assignment:
- Present papers.
  - Contribute to the discussion of the assigned papers.
  - Write a research proposal.
  - Write a review of a research proposal.

Literature: Academic articles.

Additional Information: The course will be taught in 10 weeks (1 session/week). The last two sessions are student presentations.



Code: **BERMASC036**  
Study year: 2017-2018  
Long name: **Boundaries of Financial Research**  
ECTS: 1  
Language: English  
Lecturer(s): Prof. Wolf Wagner  
Contact person: Prof. Wolf Wagner  
Coordinator: Prof. Wolf Wagner  
Faculty: Rotterdam School of Management, Erasmus University  
Number of lectures: 1  
Hours per lecture: 4  
Aims: Generate research ideas for Master thesis and PhD at early stage.

Course contents: This course is aimed to generate and discuss research ideas at an early stage of the MPhil trajectory. These research ideas can serve as a basis for a master thesis or even a whole PhD project. Moreover, they will be helpful in the matching process for thesis/PhD supervisors.

Assignment: 1 assignment to be presented as well as generating feedback on ideas of others.

Literature: Specialized articles.

Additional Information: This is an elective, but it is highly recommended for finance students. Attendance at the Research Clinic finance is a prerequisite.

Code:	<b>BERMASC039</b>
Study year:	2017-2018
Long name:	<b>Specialization Module on Consumer Behavior</b>
ECTS:	3
Language:	English
Lecturer(s):	Dr. A. Bhattacharjee, Dr. M.A.S. Boksem, Dr. N.L. Mead, Dr. M.A. Tuk, Dr. D.R. Schley
Coordinator:	Dr. S.T. Sweldens
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	5
Hours per lecture:	3
Aims:	<p>The course will cover five separate, but connected, topics in consumer research. Each session will be taught by a different faculty (for questions about the overall course structure or other general matters, contact Steven Sweldens, the course coordinator). The selection of topics is made by the marketing faculty based on their beliefs about what topics are currently the most timely and relevant in consumer research. Some sessions will deal with a relatively well-defined and limited range of issues. Others will cover broader ground, providing a primer to entire sub-fields. Most sessions will be directly related to the research conducted by the respective faculty member, so students are taught by world experts in the domain of every session. The combination of sessions should provide a high level entry point into academic marketing research.</p> <p>The course also serves two additional goals: introducing students to RSM marketing faculty and introducing faculty to students. Our hope is that this course will offer a useful platform on which students can build to develop a successful line of research during their time at ERIM, by exposing them early on to the research carried out at the RSM marketing department and by facilitating interactions between students and faculty and thereby increasing the likelihood of collaborations.</p>
Course contents:	Self-Control and (Un)Limited Resources (Tuk); Motivated Reasoning and Moralized Consumer Choice (Bhattacharjee); Consumer Neuroscience (Boksem); Effects of Language and Technology on Consumer Judgment and Decision Making (Klesse); Psychophysics and the Subjectivity of Preference (Schley).
Examination:	Students will be evaluated based on attendance, class participation and idea generation (60% of the grade), and a final assignment research proposal (40% of the grade).

Code:	<b>BERMASC040</b>
Study year:	2017-2018
Long name:	<b>Current Topics in Marketing Research</b>
ECTS:	5
Language:	English
Lecturer(s):	Various faculty
Coordinator:	Dr. S.T. Sweldens
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	10
Hours per lecture:	3
Aims:	<p>The main goal of the course is to familiarize students with key areas of marketing research as well as with different methodological approaches that are influential in marketing. As a result, the course will cover a wide variety of topics and perspectives, spanning consumer behavior, marketing strategy, and quantitative marketing topics. The broad set of topics and methods reflects the diversity of marketing research. You are not expected to pursue research in all of these areas in the future. Rather, we would like the course to help you understand the field and form a clearer idea of what area might be most suitable for you.</p> <p>The course also serves two additional goals: introducing students to RSM marketing faculty and introducing faculty to students. Our hope is that this course will offer a useful platform on which students can build to develop a successful line of research during their time at ERIM, by exposing them early on to the research carried out at the RSM marketing department and by facilitating interactions between students and faculty and thereby increasing the likelihood of collaborations.</p>
Course contents:	<p>Topics that will be discussed are: Motivation in Consumer Behavior (van den Bergh); Introduction to Marketing Science (Roos); Consumer Neuroscience (Smids); Learning Brand Associations (Sweldens); Consumer Processing of Numerical Information (Lembregts); Primer on Experimental Consumer Research (Puntoni); Technology and Marketing (van Bruggen); Social Networks in Marketing (Chen); Adoption and Diffusion of Innovations (van Everdingen); Structural Demand Models (Szymanowski).</p>
Assignment:	<p>Students will be evaluated based on attendance, class participation and idea generation (60% of the grade), and a final assignment research proposal (40% of the grade).</p>

Code:	<b>BERMASC041</b>
Study year:	Will be given in 2018-2019
Long name:	<b>Advanced Marketing Decision Models</b>
ECTS:	7
Language:	English
Lecturer(s):	Xi Chen chen@rsm.nl i@rsm.nl Alina M. Ferecatu ferecatu@rsm.nl Enric Junqué de Fortuny junquedefortuny@rsm.nl Aurelie Lemmens a.lemmens@uvt.nl Gui Liberali liberali@rsm.nl Robert Rooderkerk rooderkerk@rsm.nl Pieter Schoonees schoonees@rsm.nl Maciej Szymanowski mszymanowski@rsm.nl
Coordinator:	Maciej Szymanowski mszymanowski@rsm.nl
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	10
Hours per lecture:	3
Aims:	Advanced Marketing Decision Model is an intensive, in-depth, hands-on graduate course focusing on key types of marketing decision models. The overall goal of the course is to provide students with an in-depth insight into a wide array of areas of marketing decision models. For each domain discussed, our focus spans entire research process including research problem definition, conceptual development, model specification, data collocation, coding and results reporting.
Course contents:	<ul style="list-style-type: none"> <li>• Economic approach to network theory</li> <li>• Mathematical modeling of consumer behavior</li> <li>• Machine learning problems in marketing</li> <li>• Multiarm bandit problems in marketing</li> <li>• Model selection</li> <li>• Using Bayesian methods for behavioral decision models</li> <li>• Large scale variable selection problems</li> <li>• Bayesian learning models</li> </ul>
Examination:	Students will be evaluated based on attendance, class participation and assignments.
Additional Information:	<p><b>Prerequisites:</b> Students are expected to have working knowledge of Matlab and R. Students should have through knowledge of linear regression.</p> <p><b>Computer Requirements:</b> Students need to be equipped with laptops with Matlab and R installed. 10GB of free drive and 4GB of RAM will be sufficient for the course.</p>

Code:	<b>BERMASC042</b>
Study year:	2017-2018
Long name:	<b>Governance of Information Systems, Enterprises, and Supply Chains</b>
ECTS:	5
Language:	English
Lecturer(s):	Prof. George Hendrikse
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	10
Hours per lecture:	3
Aims:	The goal of this course is to learn the topics at the frontier of the field, and desirably to develop contributions to your PhD-thesis.
Course contents:	<p>Governance of information systems, enterprises, and supply chains studies the design of incentives (contracts, ownership structures, ...) and coordination mechanisms to channel business activities in value-creating ways.</p> <p>Week 1: What determines firm boundaries?  Week 2: Compensation and performance measures.  Week 3: Selection.  Week 4: Property rights.  Week 5: Relational contracts.  Week 6: Influence costs.  Week 7: Coordination and coordination mechanisms.  Week 8: Complementarity.  Week 9: Limited cognition and governance structure.  Week 10: Reference points.</p> <p>The lectures present the core ideas as simple as possible. This is done in a two-tier approach. First, the main topics are introduced at a master-level. Second, some of the classic articles in the field will be studied in more detail, depending on the level of the students participating in the course. Exercises are assigned to prepare you for the upcoming lecture.</p>
Assignment:	60% assignments, 40% paper.
Literature:	Text: Gibbons, R., Foundations of Organizational Economics, Princeton University Press, 2018.

## 7.3 Advanced Electives

ERIM Code: **BERMAE053**

Study year: 2017-2018

Long name: **Financial Derivatives**

ECTS: 4

Code MSc course: FEM21011

Language: English

Lecturer(s): Dr. M. van der Wel

Contact: Dr. M. van der Wel

Faculty: Erasmus School of Economics, Erasmus University

Aims:

- Understanding the benefits and efficiency of hedging financial risks, and the financial derivatives available to obtain such hedges, including options, futures, forwards, and swaps.
- Recognizing/preventing possibilities of arbitrage.
- Study different ways to price derivatives, with a central role for the Black-Scholes model.
- Advanced quantitative analyses of all above points.

Course contents: Derivatives, including options, forwards, and futures, are among the most important profit centers for investment banks. Especially new "exotic" derivative products are profit generators and hence, nearly every day new innovative products are introduced.

In this course we consider the theory and practice of derivative securities concerning pricing, hedging, and risk management. Models to be studied include Black-Scholes, binomial trees, and risk-neutral Monte Carlo pricing. Further specific topics include no-arbitrage pricing relations; delta, kappa and gamma hedging; exotic options; portfolio insurance and other dynamic option replication trading strategies; futures and forward contracts; swaps.

By its very nature the course uses a considerable amount of mathematics and statistics. However, of all subjects in finance, the area of derivatives has used these tools most intensively.

Our goals are:

- To become proficient at the fundamental option calculations.
- To open the "black box" so as to understand the pros and cons of the most widely used models.

Examination:

- Assignments, essays, ... (15%).
- Written (re-)examination with essay questions (85%).

Literature: To be announced.

ERIM Code:	<b>BERMAE055</b>
Study year:	2017-2018
Long name:	<b>Quantitative Methods in Fixed Income</b>
ECTS:	4
Code MSc Course:	FEM21004
Language:	English
Lecturer(s):	Dr. C. Frey
Contact:	Dr. C. Frey
Faculty:	Erasmus School of Economics, Erasmus University
Aims:	<ul style="list-style-type: none"> <li>• To gain a profound and state-of-the-art insight into quantitative methods in fixed income, both from a theoretical and empirical perspective.</li> <li>• After passing the course, students have a solid knowledge of different models for the dynamic behavior of the term structure of interest rates and other fixed income products.</li> <li>• Students are able to apply advanced econometric tools for modeling and forecasting interest rates. In particular, they are able to do model specification, parameter estimation and inference, specification testing, and forecasting.</li> </ul>
Course contents:	<p>This course surveys modern finance theory as well as econometric and time series techniques that are used for modeling and forecasting (the term structure of) interest rates and exchange rates.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Bond market concepts: bond prices, interest rates, yields, forward rates and the term structure of interest rates.</li> <li>• Empirical features of the yield curve.</li> <li>• Theories of the term structure (expectations hypothesis, asset pricing theory).</li> <li>• Models of the term structure (Nelson-Siegel, Vasicek, CIR, Affine) in discrete and continuous time.</li> <li>• Yield curve forecasting.</li> <li>• International parity relations: (un)covered interest parity, purchasing power parity, and forward rate unbiasedness.</li> <li>• Structural exchange rate models and exchange rate predictability.</li> </ul>
Examination:	<ul style="list-style-type: none"> <li>• One assignment (20%).</li> <li>• Written (re-)examination with essay questions (80%).</li> <li>• Final grade is a maximum out of the following two: <ul style="list-style-type: none"> <li>• The exam grade.</li> <li>• <math>80\% * \text{exam grade} + 20\% * \text{assignment grade}</math> if the grade for exam is higher or equal than 5.0.</li> </ul> </li> </ul>
Literature:	To be announced.

## 7.4 Thesis Proposal and Master Thesis

Code:	<b>BERMTP001</b>
Study year:	2017-2018
Long name:	<b>Thesis Proposal Writing</b>
Short name:	TPW
ECTS:	5
Language:	English
Lecturer(s):	Prof.dr. M.H. van Dijke
Faculty:	Rotterdam School of Management, Erasmus University
Number of lectures:	1
Hours per lecture:	2
Aims:	The goal of this course is to facilitate the writing of a proposal for research that will actually be conducted as part of the RM student's master thesis.
Course contents:	<p>During session 1, the overall route towards the RM thesis, including requirements of the proposal and of the thesis itself is discussed. After this session, students should come up with research topic and team up with their main supervisor.</p> <p>Students then write a first version of their research proposal in consultation with their main supervisor.</p> <p>In session 2, students read each other's preliminary proposal and comment on these. After this session, students should update/improve their proposal in consultation with their main supervisor.</p> <p>In session 3, students present their proposal in 20 minutes each and get feedback from the TC and other students. After this session, students should finalize their proposal and hand it in to TC and their main supervisor. The supervisor gives final verdict pass/fail.</p>
Assignment:	The writing of a complete proposal for research that will be carried out as part of the RM thesis.
Literature:	Depending on content of the proposal.
Additional Information:	Participants will be asked to present and discuss drafts of their proposals in class.



Code:	<b>BERMTH000</b>
Study year:	2014-2015
Long name:	<b>Master Thesis in Business and Management</b>
ECTS:	25
Language:	English
Lecturer(s):	NA
Faculty:	Rotterdam School of Management, Erasmus School of Economics, Erasmus University
Aims:	The master thesis should introduce and describe the results of a research project conducted by the student, and should be written according to academic standards consistent with the relevant international literature in the field. The thesis, written in English, should provide clear evidence that the student is familiar with the current scientific literature on his or her topic, and is able to relate his/her manuscript to existing work. The relevance and appropriateness of the research methodology and methods used should also be convincingly explained. The results of the project should be clearly presented, and should also indicate that the author is familiar with the weaknesses and strengths of his/her work. The set-up and style of the master thesis should satisfy the international standards in the field. Ideally, the master thesis provides a first version of a manuscript that can be published in a refereed international journal. The master thesis is supervised by one of the (often senior) members of the ERIM faculty (not necessarily those that teach in the research master programme). If appropriate, students can participate in on-going research in one of the ERIM research programmes. In any case, the thesis should be the result of a personal and individual research project.
Course contents:	Student chooses his/her Research Master topic (in consultation with supervisor).
Examination:	The ERIM research master programme is concluded with an official presentation and defence of the research master thesis. The thesis is evaluated by the thesis committee, consisting of the supervisor (senior member of ERIM faculty), the first co-reader (ERIM member), and the second co-reader (typically a senior ERIM member from another department than your supervisor). The research master thesis defence is open to the public and takes one hour. The student gives a 30-minute presentation of the thesis and answers the questions from the committee and the public. The committee then assesses and grades the thesis in a closed session.

# 8 Examination Regulations 2017-2018

## **Research Master in Business and Management (ERIM Research Master)**

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## 8.1 Examination Board

### Tasks

The legal framework of the Examination Board is given by Dutch Law, in particular the Dutch Higher Education and Research Act (*Wet op het hoger onderwijs en wetenschappelijk onderzoek- WHW*). The Examination Board BSc & MSc Programmes has many different tasks. Generally, the following components can be discerned:

1. A supervisory responsibility with regard to exams and examinations. This responsibility is manifested in the competence of the Examination Board to:
  - a. award the diplomas;
  - b. appoint the examiners;
  - c. supervise the quality of exams and examinations;
  - d. take disciplinary action in case of fraud;
  - e. supervise the practice of the examination rules with due observance of the common legal principles like equality, legal security, legitimacy, reasonableness, fair play and so on;
  - f. be a mediator or even a defendant in case of disputes or appeals.
2. Legislation: the Examination Board makes Rules and Guidelines concerning the examinations, for example rules for enrolment and rules concerning order during examinations, fraud, assessment criteria, and classifications (like cum laude). Once a year new Rules and Guidelines are drawn up.
3. Tasks that are further defined in the Teaching and Examinations Regulation (TER) established by the Dean. This concerns the granting of exemptions from the OER in individual cases due to personal circumstances or on grounds of the hardship clause (if a rule in an individual case leads to unreasonable consequences). A few examples are: the granting of exemptions for courses, granting extra and/or accelerated examinations opportunities.
4. Advisory tasks: the Examination Board advises the Dean regarding the Teaching and Examination Regulations.

## Composition

The Examination Board consists of six members of the academic staff and an external member. All members are appointed by the Dean. The Examination Board collectively sets up rules and policy. The Examination Board as a whole meets once a month. Each member has his own portfolio. The Examination Board is supported by the secretary.

## Members

Prof. Dr. L.C.P.M. Meijs (Chairman)  
Ir. A.J. Roodink (Vice Chairman)  
Dr. E.A. van der Laan  
Dr. M.B.J. Schauten (external member)  
Dr. B.H.E. Wempe  
Two vacancies

## Secretary to the Examination Board

Ms. C.M. Dirks - van den Broek LL.M.	managing director/secretary
Ms. I.M. van Essen LL.M.	deputy-secretary
Mr. A. Markus MSc	deputy secretary
Ms. A.M. Schey MScBA	deputy-secretary

## Administration

D.M. Schonis team leader  
G.M. den Bakker assistant  
L. Guo assistant

## Contact

Tel. 010 - 408 18 95/88731  
E-mail [ec@rsm.nl](mailto:ec@rsm.nl)

## Requests and information

Information concerning examinations can be found on the website of the Examination Board: [www.rsm.nl/examination-board](http://www.rsm.nl/examination-board). Please consult these sites before contacting the Examination Board. You may first want to take a look in the **Frequently Asked Questions (FAQ) section** to see whether you can find an answer to your question there.

Brief general questions can be asked by e-mail to RSM [ec@rsm.nl](mailto:ec@rsm.nl) or by phone 010 - 408 87 31/1895 during opening hours (09.00 – 12.30 hrs.).

Official requests (e.g. requesting extension of grade validity) must be submitted by the EB's webportal: [request-eb.rsm.nl/](https://request-eb.rsm.nl/).

When submitting the request, please include all relevant documentation. Be explicit in addressing the Examination Board. When a course is involved, mention the course's title, the teacher responsible, and the course's code. When a test or examination is involved, mention the course's title and code, the teacher, and the date. Once again, being explicit and clear in your request helps handling it expediently. Finally, always provide motivation as to why the request is submitted and as to why the request should be granted.

In the event that you are asked to hand in a (certified copy of a) certificate, transcript or diploma, you still have to send/show this document in its original form to the Examination Board for verification. These kind of documents will not be accepted in a digital form.

Please take into account that it may take up to 4 weeks before you receive a reply from the Examination Board.

**Postal address**

Rotterdam School of Management, Erasmus University  
Examination Board RSM,  
PO Box 1738  
3000 DR Rotterdam  
The Netherlands

## 8.2 Appeals procedure

If you disagree with a decision by a university body such as the Executive Board, the Dean, the Examination Board or an examiner, there are legal redress possibilities. You can submit an objection or lodge an appeal against this decision. Which procedure should be followed is specified by law and depends on the type of decision involved. All decisions should include an appeals clause, which refers to the appropriate legal process. Both procedures are briefly described as follows.

### Appeals procedure

A student who objects to a decision of an examiner (e.g. assessments) or the Examination Board may lodge an appeal with the Examination Appeals Board (in Dutch College van Beroep voor de Examens (CBE)) of Erasmus University Rotterdam. In urgent cases, the chair of the CBE can be requested to make provisions.

Only the student whose interest is directly involved in a decision, can lodge the appeal. The appeal has to be lodged within six weeks of the announcement of the disputed decision. If the appeal concerns a decision that was not made on time, it must be submitted within a reasonable period of time.

The appeal should be submitted at [legal.protection@eur.nl](mailto:legal.protection@eur.nl) to the attention of the CBE-EUR. For further information check **the EUR website: objections and appeals** or the Student Information Leaflet "Submitting an appeal with the Examinations Appeals Board" (available at the ESSC (Hall E-Building)). You can also visit the website of the CBE-EUR [www.eur.nl/abd/jz/cbe/](http://www.eur.nl/abd/jz/cbe/) (in Dutch), where you can find the CBE's rulings on various disputes.

Before the *CBE-EUR* deals with the appeal, there is a settlement phase, in which the Examination Board concerned attempts to settle the lawsuit amicably (= formal amicable settlement attempt).

The *CBE-EUR* assumes that the complainant him/herself will first have made contact with the examiner concerned or with the Examination Board, in order to try to reach agreement (=material amicable settlement attempt). Account should be taken of the fact that meanwhile the period of six weeks for lodging an appeal with the *CBE-EUR* continues to run. In view of this, a provisional appeal can be lodged for the interim.

If the settlement attempt fails, parties will be invited to a sitting of the Examination Appeals Board. The sitting is in Dutch. Foreign students are recommended to take an interpreter with them to the sitting.

If a student disagrees with the decision of the *CBE-EUR* regarding their objection, they can submit an appeal to the Higher Education Appeals Tribunal in The Hague within six weeks of the decision.

### Further information

For further information check **the EUR website: objections and appeals**

Further information about the procedure can also be obtained from the Secretary of the CBE-EUR by e-mail to [cbe@eur.nl](mailto:cbe@eur.nl).

### Objections Procedure

You can submit a notice of objection against decisions by or on behalf of the Executive Board. This mainly concerns decisions on enrolment as a student, decentralised selection, termination of enrolment, payment or refund of tuition fees, financial aid and having been barred entry to the university's buildings, premises or facilities. You can also submit an appeal against the written refusal to make a decision or if a decision is not taken in a timely manner.

Of course, you do not necessarily have to start an appeal or objection procedure if you have a difference of opinion with someone. Talking to the person who took the decision is often enough to resolve the issue.

The notice of objection should be submitted at [legal.protection@eur.nl](mailto:legal.protection@eur.nl). In all cases the period of objection is six weeks.

Your notice of objection will first be handled by the Advisory Committee on Objections. This Committee advises the Executive Board about your objection, after which the Executive Board reconsiders the case and makes a decision regarding your objection. Before issuing its advice, the Committee will also investigate whether an amicable settlement between parties is possible. The Executive Board shall decide on the objection no later than 10 weeks after receipt of the notice of objection.

If you disagree with the decision regarding your objection, you can submit an appeal with the Higher Education Appeals Tribunal in The Hague within six weeks of the decision.

You can find more information about this Objection Procedure on this **EUR-website**.

## **8.3 Teaching and Examination Regulations of the Research Master in Business and Management (ERIM Research Master)**

### **Section 1 – General**

#### **Article 1.1 – applicability of the regulations**

These regulations are applicable to the curriculum and examinations of the two-year master's degree programme Research Master in Business and Management (ERIM Research Master), hereinafter referred to as the programme. The programme is provided by the Erasmus Research Institute of Management (ERIM) hereinafter referred to as ERIM. ERIM is a joint venture of the Rotterdam School of Management (RSM) and the Erasmus School of Economics (ESE)/ Faculteit der Economische Wetenschappen, hereinafter referred to as the Schools.

#### **Article 1.2 – aims of the programme**

The programme offers a thorough training in methodology, methods and techniques used in contemporary research in management, combined with an extensive training in one of the chosen fields of expertise within the broader field of management. The programme aims to:

- provide specialised knowledge, skills and insights within one of the fields of business and management,
- provide training in methodology, methods and techniques used in contemporary research in management,
- prepare the student for research-oriented positions in large corporations or institutions,
- prepare the student for a PhD programme in one of the fields of business and management.

Graduates from the programme should be able to independently set up and carry out scientific research projects in one of the fields in management. In cooperation with senior faculty, graduating students should be able to write a research thesis that is potentially publishable in one of the international refereed journals in the field.



### Article 1.3 – definitions

In the regulations, the following words shall have the following meanings:

- a. the law: the Dutch Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek - WHW);
- b. regulations and guidelines: the regulations, guidelines and instructions of the Examination Board as referred to in Article 7.12b of the law;
- c. MSc curriculum: the total of programme components qualifying for the final exam;
- d. Programme component: a bundling of examinations with a designated function and meaning within the MSc curriculum;
- e. Course: an instruction given under the authority of a member of the academic staff; each course is concluded with an examination;
- f. Final exam: the total assessment of the performance of the student for separate examination parts of the programme, as referred to in article 7.10 of the law;
- g. Examination: every course will be assessed by an examination. Each examination includes an investigation into the knowledge, insight and skills of the student, as well as the appraisal of the results of that investigation. An examination may consist of more than one test.
- h. Test: a test may be:
  - A written test (i.e. a plenary test, open or closed book with open or multiple choice questions);
  - An individual assignment (i.e. a case or a thesis);
  - A group assignment (i.e. a team assignment);
  - An oral test;
  - A presentation;
  - A practical exercise;
  - A research or consultancy project;
  - An excursion or study trip;
  - An internship;
  - Participation performance.
- i. ECTS: abbreviation of "European Credit Transfer System". One ECTS represents 28 hours of study;
- j. student: a person who is enrolled at the university in order to pursue the study course and/or to take the exams and examinations of the programme; for the further application of these regulations, this word also means an enrolled 'extraneus';
- k. Examination Board: the board referred to in Article 7.12 of the law for supervising the examinations and organisation and coordination of the examinations of the programme;

- l. academic year: the academic year runs from 1 September to the following 31 August (inclusive);
- m. Academic Director / Director Doctoral Programme: the person who is responsible for the general management of the programme;
- n. Scientific Director ERIM: the person who is responsible for the general management of ERIM;
- o. dean: the dean of the Rotterdam School of Management (RSM) (administratively responsible faculty);
- p. the Schools: the Rotterdam School of Management (RSM) and the Erasmus School of Economics (ESE), of the Erasmus University Rotterdam;
- q. academic personnel: fellows and members of ERIM or equivalent.

#### **Article 1.4 – degree**

1. The one who has successfully passed all the examination parts of the programme will obtain the degree of Master of Science (MSc) in Research Master in Business and Management.
2. The obtained degree will be written down on the Master's degree certificate.

#### **Article 1.5 – programme language**

The programme language – teaching and examinations – is English.

#### **Article 1.6 – compulsory educational activities**

1. Teaching of the programme in principle takes place on a small-scale basis to enable students to obtain knowledge, skills and attitudes in the best possible way. The basic assumption, therefore, is that the students take part in all activities.
2. If students are prevented from participating in certain educational activities due to special circumstances, they should report this to the instructor concerned in advance. In such cases, without prejudice to the regulations that apply to giving and assessing examinations of particular subjects, instructors may assign alternative activities.

### **Article 1.7 – Evaluation of education**

1. The programme director will be responsible for ensuring the evaluation of education.
2. The programme director will inform the faculty council and the programme committee of the method and frequency with which components of the curriculum are to be evaluated.
3. The programme director will inform the faculty council and the programme committee of the outcomes of the evaluation, the amendments made as a result of this and the effect of the actual amendments.

### **Section 2 – Composition of the Master programme**

#### **Article 2.1 – full-time / part-time**

Within the scope of the law, the programme is only offered full-time.

#### **Article 2.2 – study load of the programme**

1. The programme has a study load of 120 ects
2. The total study load consists of 60 ects in the first year and 60 ects in the second year.
3. The study load is expressed in whole ects.

## Article 2.3 – composition of the programme

1 The exam of the programme is as follows:

Examination parts: First Year		ECTS
Foundation courses		
Behavioural Foundations		3
Economic Foundations		3
Management Foundations		3
<b>Methodology courses</b>		
Students follow at least 20 ECTS of the methodology courses below (depending on their specialisation):		
Philosophy of Science		5
Research Methodology and Measurement		5
Statistical Methods		6
Qualitative Methods		5
Applied Econometrics		5
Stochastic Models and Optimisation		4
Mathematics and Statistics		4
Programming		4
Microeconomics		5
<b>Specialisation courses</b>		
One or more examination parts with a total minimum amount of 20 ECTS		20
<b>Seminars and Skill courses</b>		
English Course		4
Presentation Skills		2
Publishing Strategy		1
Research Seminars		2
Scientific Integrity		1
Examination parts: Second Year		
<b>Advanced methodology courses</b>		
One or more examination parts with a total minimum amount of 10 ECTS		10
<b>Advanced specialisation courses</b>		
One or more examination parts with a total minimum amount of 10 ECTS		10
<b>Advanced electives</b>		
One or more examination parts with a total minimum amount of 10 ECTS		10
<b>Master Thesis Proposal</b>		5
<b>Master Thesis</b>		25

Students may choose one of the following specialisations

- Business Processes, Logistics and Information Systems (LIS)
- Organisation (ORG)
- Marketing (MKT)
- Finance & Accounting (F&A)
- Strategy and Entrepreneurship (STR)

2. The further descriptions of the examination parts referred to in paragraph 1 including obligatory practicals, as stated in the most recent version of the Research Master in Business and Management Study Guide, constitute an integral part of these Teaching and Examination Regulations, without prejudice to the other provisions set out in these regulations.
3. Each year the Academic Director will provide a list of approved courses. Students may choose the advanced methodology courses, advanced specialisation courses and advanced electives from this list.
4. Students may also choose courses - not included in the list as mentioned in paragraph 3 - which are taught at other Master programmes at Erasmus University Rotterdam, Master programmes offered by other universities in the Netherlands or abroad, or from courses offered by academic networks and institutions, after approval by the Academic Director of the programme and the Examination Board. Written approval by the Examination Board is required before the start of the course.
5. The Examination Board has the right to assign credits (ects) to courses taken outside the programme, irrespective of the credits or study hours assigned to these courses in any other programme.

#### **Article 2.4 – exemption from obligatory practicals**

In exceptional cases, the Examination Board can grant exemption from the obligation to take part in practicals. In that case, the Examination Board can decide that the practicals should be carried out in another way, to be determined by the Examination Board.

#### **Article 2.5 – exemption from examination parts**

In principal, no exemptions from examination parts will be granted.

#### **Article 2.6 – permission to proceed to the second year**

Every year, no later than the 31st of August, the Examination Board determines whether a first-year student will be allowed to the second year. A minimum requirement is that the student has successfully completed 45 ECTS.

## Section 3 – Admission

### Article 3.1 – admission statement

With due observance of the regulations by law concerning admission and enrolment, eligible for admission to the programme is the one who has acquired the admission statement given by the Examination Board on behalf of the Board of the Erasmus University Rotterdam.

### Article 3.2 – admissions board

In order to determine eligibility for admission to the programme, the Admissions Board advises the Examination Board.

The committee is comprised of:

- The Academic Director, who is also the chair;
- At least one member appointed from the other ERIM fellows and members.

The Scientific Director ERIM appoints the committee member(s).

### Article 3.3 –selection

A selection process is part of the admission procedure, and is aimed at selecting students who show potential for high academic performance. The Admissions Board will carefully consider and evaluate test grades, knowledge, insights and skills of the applicant. The committee may request experts within or outside the university to assess the applicant's knowledge, insights and skills in particular areas, in addition to a review of tests, written documents of qualifications gained. In order to determine eligibility for admission, the Admissions Board will check whether the applicant fulfils or will fulfil the requirements, listed in Article 3.4, before the established deadline date. In its evaluation the committee will consider the applicant's motivation and ambition with respect to the programme of study in question, as well as the applicant's command of the language in which the programme is given.

Other admission criteria being equal, preference is given to candidates who show capacity for higher academic performance.

### Article 3.4 – requirements

Applicants should fulfil the next requirements:

- a. have at least a university Bachelor's diploma in a field related to management (preferably business administration, economics, econometrics, psychology or engineering).
- b. a minimum score of 85% in either the GMAT (Graduate Management Admission Test) or GRE test (Graduate Record Examinations). Scores that are more than five years old are not valid and will not be considered.

- c. For non-native English speakers, a TOEFL score of at least 100 on the internet based test or 600 on the paper based test is required. For IELTS a minimum score of 7.5 is required. The language test results should not be older than two years.
- d. Attach letters of recommendation supporting their capability and aspirations, CV and interview with the Doctoral Admissions Committee.

#### **Article 3.5 – admission to the second year**

- 1. Applicants that have a master's degree in a field related to management may be admitted by the Examination Board to the second year of the programme. In addition to satisfying the above criteria, applicants should also
  - a. show course results for the master programme in the top two deciles of their cohort, and
  - b. provide the Admissions Board with a detailed motivation letter.
- 2. Entrance in the second year will only be allowed if it can be convincingly argued that the student, by the end of the second year, will be able to achieve the same level of education and training as students who started in the first year.
- 3. As an exception to paragraph 1, students holding a master's degree that are allowed to enter in year 2 of the programme, according to Articles 3.3 and 3.4, will be exempted from a subset of the exam components, with a maximum of 60 ects.
- 4. The Examination Board will determine the exemptions referred to in paragraph 2 after evaluating the components of the previous master programme of the student.

#### **Article 3.6 – tuition fee waiver**

- 1. The dean of the faculty can grant up to a maximum of 25% of the intake of students with the nationality of a country from outside the European Economic Area (EER) a tuition fee waiver as specified in Article 1a of the Regulation for Institutional fees for tuition and examinations for the Academic year 2017-2018 (Regeling Instellingstarieven voor Collegegeld en examengeld voor het studiejaar 2017-2018). By granting the waiver the tuition fee for the student will be reduced to the level of a student with the nationality of an EER country.
- 2. The dean grants a waiver only to students who have a formal proof of admission and have shown their outstanding scientific talent through excellent results in their previous education and meet the requirements as specified in article 3.4.

3. The student needs to submit a written request for granting a tuition fee waiver to the Admissions Board before his/her registration to the Master programme.
4. The decision about the request of the student will be announced to the student in writing and can be appealed against. Both, the decision about granting a tuition fee waiver as well as the proof of admission need to be provided by the students at the time of registration for the Master programme.

## Section 4 – Taking Examinations

### Article 4.1 – time periods and frequency of examinations; examination schedule; re-examinations and extra opportunities to take examinations

- 1 The opportunity to take written tests belonging to the examination parts referred to in Article 2.3 is given twice per academic year.
- 2 In derogation from the provisions set out in paragraph 1, the opportunity to take a written examination belonging to an examination part for which the instruction is the last to be taught in a specific academic year, is given twice more in the subsequent academic year, with the exception of electives.
- 3 Examinations that are taken in a way other than written can be taken at least once per year.
- 4 The student has a free choice in the number of times that he/she wishes to take a written examination. The result for the examination is established on the last test result obtained. If the material to be studied for a course has changed, the subsequent examinations will reflect the new material.
- 5 Without prejudice to applicable regulations regarding a period free of examinations, and with due observance of the other provisions set out in these regulations, and of the Regulations and Guidelines established by the Examination Board, the Academic Director establishes an examination schedule before the start of the academic year. In the event of urgent exceptional circumstances, the Academic Director can change the examination schedule during the academic year, provided that the change is announced in good time, and no later than the start of the enrolment period of the examination period concerned, via Erasmus Magazine and Blackboard.
- 6 In exceptional cases the Examination Board can, at the request of the student, decide that an extra opportunity to take an examination will be offered, in derogation from the examination schedule.



- 7 If no indication is given in these regulations concerning how many times per academic year an examination can be taken, because that examination relates to an examination part that is not taught in the study programme, the provisions on this matter in the relevant Teaching and Examination Regulations are applicable, unless the Examination Board has made a decision in derogation from these, on the understanding that it must be possible to take the examination at least once per academic year.

#### **Article 4.2 – form of the examinations**

- 1 The examinations of the programme are taken according to the test types described in Article 1.3 sub h. Furthermore, attendance requirements may be set as a prerequisite for assessment, provided that this is well substantiated by the examiner and published in the course manual. The Examination Board may allow deviations from this rule.
- 2 If the Examination Board decides that the form as referred to in the foregoing paragraphs shall be different, it will announce this to the students no later than two months before the examination is to be held.
- 3 The elaborations in the form of the examinations as referred to in paragraph 1, stated in the most recent version of the study guide for the study programme, constitute an integral part of these Teaching and Examination Regulations, without prejudice to the other provisions set out in these regulations.
- 4 In exceptional cases the Examination Board may, at the request of the student, decide to permit derogations from the provisions set out in paragraph 1.
- 5 Physically or sensorially handicapped students are offered the opportunity to take the examinations in a manner adapted as far as possible to their individual handicap. The Board will, if necessary, obtain expert advice before making a decision.

#### **Article 4.3 – oral examinations**

- 1 No more than one person will be given an oral examination at a time, unless the Examination Board has decided otherwise.
- 2 An oral examination is taken in public, unless in an exceptional case the Examination Board or the examiner concerned has decided otherwise, or the student has objected to this.
- 3 An oral test assessed by one examiner only, will be audio recorded. The Examination Board will archive the audio file for two years after the assessment.

## Section 5 – Result of Examinations

### Article 5.1 – determining, announcing and recording results of examinations; deadlines

- 1 After an oral examination has been taken, the examiner determines the result immediately, and gives the student a written notification. The student hands this notification over to the Erasmus Student Service Centre (ESSC).
- 2 The examiner determines the result of a written examination as soon as possible, and no later than four weeks after the day on which it was taken. In the event of force majeure, the Examination Board can permit derogation from this deadline.
- 3 The Examination Administration (EA) checks compliance with the deadline mentioned in the previous paragraph, and in the event that it is likely to be exceeded, reports this in good time to the chairman of the Examination Board.
- 4 With regard to an examination that is to be taken in a manner other than oral or written, the Examination Board decides in advance in what way and within what period the student will be given a written notification of the result.
- 5 The examiner immediately reports the result to the Exam Section Business Research of the Student Administration Bureau, which then informs the student of this in writing.
- 6 The Exam Section Business Research of the Student Administration Bureau is responsible for recording the results of exams and examination parts. This Office also records what certificates have been presented to a student. No information about recorded data, with the exception of data about the certificates awarded, is given to anyone other than the student, the Examination Board, the directors of the study programme, the ERIM Board, the Board of the Erasmus University, the student advisor, the student counsellor and the Examination Appeals Board (CBE). With the permission of the student, there may be derogation from the provisions set out in the last sentence.
- 7 The involvement of the Exam Section Business Research of the Student Administration Bureau as referred to in the previous paragraphs is without prejudice to the provisions in this matter determined by the Board of the Erasmus University.
- 8 The written certificate concerning the result of an examination contains information about the way in which the student can lodge an appeal with the Examination Appeals Board (CBE).

### **Article 5.2 – period of validity**

- 1 Unless otherwise mentioned, the term of validity for passed courses – including approved courses of another degree programme – is in principle unlimited.
- 2 In derogation from the preceding paragraph and as long as the final exam has not been passed yet, the Examination Board, in consultation with the Academic Director concerned, may declare the term of validity of a course that has been passed more than six years ago expired if – in its judgement – the knowledge, insights and skills taught during the course have become obsolete. In that case, the Examination Board can impose an additional or alternative course or examination, before the student may pass the final exam.
- 3 If the examination of a course is composed of more than one test, the term of validity of each test shall be limited to the academic year in which the tests are taken, unless the examiner explicitly determined otherwise in the course manual.

### **Article 5.3 – Feedback and perusal**

- 1 As soon as possible but no later than four weeks after the written test, the examiner will give generic feedback. The examiner will provide information about the content of the written test and the correct answers/answer models in an explanatory session or via another approved medium. This offers students the opportunity to review the questions and assignments of the exam concerned, along with the answer models and criteria for assessment. The examiner sets the date, time and procedure of the feedback. The feedback must be realistically managed and the use of appropriate media (such as BlackBoard) is allowed.
- 2 As soon as possible – or at the same feedback session – but no later than four weeks after the feedback, students will have the opportunity to peruse their own assessed exam. The examiner may determine that the perusal is only for students who registered for it and/or who have attended the feedback meeting. The examiner sets the date, time, location and procedure of the perusal.
- 3 In the event that a student can demonstrate that he/she was prevented from being present at the assigned location and time for the feedback or the perusal due to force majeure, at the request of the student an alternative opportunity will be offered, if possible within the term mentioned in paragraph 2.

#### **Article 5.4 - Archiving period of written examinations**

1. The assignments, answers and the assessment of the written examinations will be archived (in paper or electronic form) for two years after the assessment.
2. The Thesis and the assessment thereof will be archived (in paper or electronic form) for seven years after the assessment.

### **Section 6 – Result of the Exam**

#### **Article 6.1 – the result of the exam**

- 1 After all the examination parts of the exam have been taken, the result of the exam is determined by the Examination Board.
- 2 In derogation from the provisions set out in paragraph 1, the Examination Board may, before determining the result of the exam, conduct an investigation itself into the knowledge of the student with regard to one or more examination parts of the study programme, if and insofar as the results of the examinations concerned give it cause to do so.
- 3 In derogation from the provisions set out in paragraph 1, the result of the exam will not be determined by the Examination Board for students who have not yet fulfilled all the requirements mentioned in article 3.4.

#### **Article 7.1 - amendments**

- 1 Amendments to these regulations will be adopted by the dean through a separate decree.
- 2 No amendments will be made that are applicable to the current academic year, unless the interests of the students are, in reason, not thereby prejudiced.
- 3 Moreover, amendments must not influence, to the detriment of the students any other decision, which has been taken with respect to a student by the Examination Board by virtue of these regulations.

**Article 7.2 – Hardship clause**

In very exceptional individual circumstances, in which application of one or more of the provisions set out in these regulations leads to evidently unreasonable and/or unfair situations with regard to a student, a student can submit a request in writing, and with reasons, for derogation from the said provision(s) to the Examination Board. The Examination Board may, after consulting the relevant examiner(s) and the student advisor or student counsellor, derogate from the said provision(s) in favour of the student. A decision to reject the student's request will not be made by the Examination Board until the applicant has been given the opportunity to present his or her case, if this is requested.

**Article 7.3 – announcement**

The dean is responsible for an appropriate announcement of these regulations, of the Regulations and Guidelines established by the Examination Board, and of amendments to these documents.

**Article 7.4 – legal effect**

These regulations have legal effect from 1 September 2017.

Made by decree of the Dean of the Rotterdam School of Management (RSM)

## 8.4 Rules and Guidelines 2017 - 2018

### Section 1 – General

#### Article 1.1 – applicability of the Regulations and Guidelines

These Regulations and Guidelines are applicable to the examinations and the final exam of the two-year master's degree programme Research Master in Business and Management (ERIM research master), hereinafter referred to as the programme. The programme is provided by the Erasmus Research Institute of Management (ERIM) hereinafter referred to as ERIM. ERIM is a joint venture of Rotterdam School of Management (RSM) and the Erasmus School of Economics (ESE)/Faculteit der Economische Wetenschappen, hereinafter referred to as the Schools.

#### Article 1.2 – definitions

- 1 Unless differently mentioned, in these Regulations and Guidelines, the same definitions will be used as formulated in the Teaching and Examination Regulations of the programme.
- 2 Fraud: the action or negligence of a student as a result of which it is impossible, entirely or in part, to form a correct judgement concerning his/her or someone else's knowledge, insight and skills;

#### Article 1.3 – day-to-day procedure of the Examination Board

The Examination Board may assign portfolios to its members for taking care of daily procedure.

#### Article 1.4 – The authority to examine, the appointment of examiners

1. For the purpose of conducting examinations and establishing the results thereof, the Examination Board appoints the examiners in compliance with the following rules:
  - a) At the start of the Academic Year the Examination Board appoints the examiners for the duration of that year;
  - b) Tenured and tenure track RSM academic staff (assistant professors, associate professors, endowed and full professors) as well as tenured RSM lecturers will be appointed as examiner for the teaching within their discipline (category 1 examiners);
  - c) At the request of the Department, other members of the RSM academic personnel (e.g. untenured lecturers, researchers, PhD-candidates) may be appointed as an examiner for a specific course (e.g. thesis trajectory) (category 2 examiners);

- d) At the request of the Department, a former member of the RSM academic staff or a (former) member of academic staff of another School of the EUR or any other research university may be temporarily appointed as an examiner for a specific course (e.g. thesis trajectory). This person must meet the following requirements: a completed PhD, or a university master's degree with demonstrable extensive experience in performing scientific research. Furthermore, at least a hospitality agreement is required (category 3 examiners);
  - e) A UTQ (University Teaching Qualification, in Dutch BKO) or equivalent is preferable;
  - f) An examiner who is appointed for the first time shall be mentored by an experienced examiner from the relevant Department.
2. In case of special circumstances, the Examination Board may grant exceptions to the above rules.
  3. The examiners provide the Examination Board the information requested.
  4. All appointed examiners shall be registered in the RSM's Examiners Register.
  5. The Examination Board can suspend or withdraw the appointment as examiner if the person concerned persistently fails to comply with the applicable examination regulations or to deliver examinations that meet the minimum quality standards. The Examination Board will not do so until the person concerned in all fairness has had a chance to conform to the relevant rules.

#### **Article 1.5 – the criteria**

In the decision-making process the Examination Board employs the following criteria as a guideline – and in case of contrariety of criteria weighs the importance of employing one against another –:

- the preservation of the quality and selection criteria of each examination;
- the efficiency criteria, for example, expressed in terms of aiming to limit loss of time (wherever possible) for students who make rapid progress with their studies when preparing for examinations
- motivating students to interrupt their studies as soon as possible in cases where it is very unlikely that they will pass their examinations;
- protecting students from trying to take on too large a study load;
- tolerance towards students who, through circumstances beyond their control, have encountered delays during their studies.

## Section 2 – Exemptions

### Article 2.1 – exemption from practical exercises

- 1 A request for exemption from the obligation to take part in practical exercises, as referred to in Article 2.4 of the Teaching and Examination Regulations, should be submitted by the student in writing, with reasons and supported by documentation, to the Examination Board at least four weeks before the practical exercise for which exemption is requested is scheduled to begin. In exceptional cases, the Examination Board may permit derogation from the period stated in the last sentence.
- 2 The Examination Board makes a decision within four weeks of receiving the request. The student is informed immediately of the decision.

## Section 3 – Regulations concerning good course of things during examinations

### Article 3.1 – application for examinations

- 1 A student who by virtue of his/her registration for the master is entitled to take final exams and examinations, should apply for them on time and correctly, in accordance with the provisions of or by virtue of these Regulations and Guidelines. The application term has been established per examination period in the examination schedule, as referred to in article 4.1 of the Teaching and Examination Regulations of the master.
- 2 In any examination period, the student may apply for no more than 8 examinations.
- 3 The head of the Student Administration Bureau can, with the approval of the Examination Board, establish specific rules for proper application for examinations, by virtue of the Teaching and Examination Regulations of the master and the Regulations and Guidelines of the Examination Board. These specific rules will be announced in a proper manner in sufficient time.
- 4 The Examination Board can derogate from the date of application referred to in paragraph 1 if the student, as a result of force majeure, has been unable to apply on time and correctly. Under certain circumstances, force majeure may be said to exist in the event of, for example, a student was unable to apply in the usual way (OSIRIS-online, in writing, another student) because of sickness or special family circumstances. The student should submit the request for this as soon as reasonably possible.
- 5 After the official registration deadline, students can still register at the ESSC counter up to two working days before a test, for an administrative fee of € 20,00 per test. Students will receive a receipt that they should



take to the test as proof of registration for the test. In case this late registration period of two working days of the ESSC has expired, students from RSM can still register, but only after paying € 20,00 administration fee (no refund possible) via the online EBS paying system via this link: [lateregistration.rsm.nl](http://lateregistration.rsm.nl). This fee has to be paid on the day of the examination at the latest. If the payment is done, the student will receive a confirmation on the student e-mail account. In addition, the Examination Board will inform the Exam Administration and the Programme Manager that the grade for the test can be registered in Osiris.

- 6 Anyone who has not applied for a final exam or an examination in accordance with the provisions of or by virtue of these Regulations and Guidelines may not take part in the final exam or examination concerned. If, notwithstanding the foregoing, the student nevertheless takes part in the final exam or examination, the examiner or the Examination Board will not establish a grade.
- 7 Students who received a campus ban from the Executive Board of the EUR may not participate in the tests in the designated examination rooms and halls of the Woudestein-complex of the EUR during the ban.

#### **Article 3.2 – entering and leaving the room in which the written examination is being held**

- 1 Only a student who has applied on time and correctly for the written test may take part in the test concerned, and will be admitted to the room where the written test is being held.
- 2 Admission to the hall where a written test is organized is declined fifteen minutes after the start of the written test concerned. A student who is admitted to the hall after the start of the examination concerned should ensure that he/she causes as little disturbance as possible to the students already present.
- 3 A student taking part in the test may not leave the room earlier than one hour after the start of that test. A student who leaves the test before the end of the test concerned should ensure that he/she causes as little disturbance as possible to the students still present.
- 4 A student taking part in the test may, on request and with the permission of the examiner or the invigilator, leave the test's hall a while to use the toilet as from one hour after the start of the written test until half an hour before the end of the test. This permission is granted only to one student at a time. In exceptional cases, the examiner or invigilator may derogate from these rules in favour of the student.

- 5 Personal belongings such as coats, bags, mobile phones, watches and other items that are not allowed to be used during the written test are not allowed to be brought into the hall where the test is held. These must be placed outside the test room in lockers, if available. If no lockers are available, coats must be placed over the chair. Bags must be closed and out of reach of the student. Watches, mobile phones and such must be switched off and out of reach of the student.
- 6 Scrap paper, examination questions, answers and other examination-related documents may not be taken from the room during and after the examination. Only when clearly indicated on the front page of the test paper, scrap paper may be taken by the student after the official examination time has elapsed.
- 7 The head of the Department for Exam Administration can, with the approval of the Examination Board, establish specific rules concerning entering and leaving the room in the Van der Goot (former M-) Building in which the written tests is being held, by virtue of the Teaching and Examination Regulations of the programme and the Rules and Guidelines of the Examination Board. These specific rules will be announced in a proper manner in sufficient time.

### **Article 3.3 – general provisions concerning order during the written examination**

- 1 During the written examination, at least one examiner is present in the room where the written examination is being held.
- 2 On behalf of the Examination Board, the invigilators appointed for this purpose are charged with maintaining order during the written test. An examiner may act as invigilator.
- 3 Every student should comply with the instructions of the invigilator. If a student does not comply with the instructions of the invigilator, or does not obey his /her request, the invigilator may exclude him/her from taking further part in the test, with the consequence that no result will be established.
- 4 During the written test, the student must, at the request of the examiner or the invigilator, prove his/her identity with a valid proof of registration (student card) or another legally valid proof of identity.
- 5 Only a valid proof of registration (student card), another legally valid proof of identity, the registration verification, the exam paper and answer sheet, writing materials and a ruler may be placed on the candidate's desk. No study material such as a (graphical) calculator, literature or other sources of information may be placed on the student's desk unless explicitly

authorized by the examiner in advance and stated on the front page of the test paper. These study aids (without any notes on them) are solely for the student's own use. During the examination the candidate is not allowed to make use of a dictionary. In addition, a maximum of one cold snack and one bottle of non-alcoholic drink are allowed for own use. The use of food and drink should not in any way cause inconvenience, at the discretion of the principal invigilator.

- 6 A student taking part in the test is obliged, on request of the invigilator, to show, and if requested, to hand over, the materials that he/she has with him/her.
- 7 Only the paper provided by EUR is to be used for the written test. The use of the student's own paper is not permitted.
- 8 A student taking part in the written test should write his/her name, signature and student /examination number on each sheet of paper that is handed in. The invigilator checks whether this has been done correctly before the test is handed in to him/her.
- 9 The head of the Department Exam Administration can, with the approval of the Examination Board, establish specific rules concerning the order during the written test in the Van der Goot (former M-) Building, by virtue of the Teaching and Examination Regulations of the programme and the Rules and Guidelines of the Examination Board. These specific rules will be announced in a proper manner in sufficient time.

#### **Article 3.4 – fraud**

- 1 If in the matter of taking an examination, fraud – within the meaning of Article 1.2 – 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.

## Section 4 – The examination

### Article 4.1 – the questions and assignments, assessment plan, peer review protocol and publication exam questions

1. The form of the examination of a course as mentioned in article 4.2 of the Teaching and Examination Regulations will be announced in the course manual.
2. The examination of a course must meet the following conditions: valid, reliable, transparent and efficient. These conditions are detailed in RSM's testing policy document.
3. The questions and assignments of the examination of a course do not go beyond the sources announced in advance from which the examination material is derived. These sources need to be announced in the course manual before the start of the course.
4. The examination of a course is representative of the learning objectives of the course in terms of content and form and in line with the end terms of the degree programme. This is documented in a course assessment plan that will be published in the course manual.
5. The questions and assignments of an examination are clear and unambiguous, and are asked in such a way, or contain such instructions, that the student can know how comprehensive and detailed the answers must be.
6. Well in advance of a written test being held, the examiner gives the students the opportunity, if possible, to peruse a written sample of a similar examination, and also the model answers and the norms on the basis of which the assessment was made.
7. The duration of the examination is such that examinees have sufficient time, measured according to reasonable criteria, to answer the questions.
8. In advance of the test concerned being held, the examiner asks a colleague to check the test on the instructions mentioned in this article. The Examination Board may prescribe a peer review protocol.
9. The examiner will post the examination questions and (model) answers on Blackboard right after the exam so that students can check which questions they have answered (in)correctly. If a student lodges a complaint to the Examination Board then this information should be included to substantiate the complaint.
10. Upon the examiner's request the Examination Board may grant the examiner an exemption from posting the answers on Blackboard in the event of important reasons.

#### **Article 4.2 – the thesis and admission to the final exam**

- 1 The determination as to whether the conditions have been met for admission to the final exam shall be made by the Exam Section Business Administration of the Student Administration Bureau.
- 2 The thesis will be assessed by a thesis committee. This committee shall consist of at least three members: a coach, a 1st co-reader and a 2nd co-reader. The composition of the committee should furthermore meet the following criteria:
  - a The members of the thesis committee should be members or fellows of ERIM;
  - b Members who are not part of the academic staff or who come from outside ERIM, should obtain special disposition as examiner from the Examination Board. To this purpose, the student in question should submit a written application to the Examination Board;
  - c The coach shall have chief responsibility for the coaching and activities relating to the thesis. The 1<sup>st</sup> co-reader shall offer advice at critical times during the final thesis (for example evaluating the final thesis proposal, choice of theory, approval of thesis). The 2<sup>nd</sup> co-reader shall review the thesis after the final version has been handed in;
  - d The thesis committee shall assess the thesis immediately after sitting the exam. The assessment shall be unanimous. All members of the thesis committee should take part in the assessment. In case of circumstances beyond one's control, the final thesis may also be assessed by two members of the thesis committee;At the request of the student; the Examination Board may deviate from the provisions of this paragraph, with the exception of the provisions under b.

#### **Section 5 – The assessment**

##### **Article 5.1 – assessment criteria**

- 1 Wherever possible, assessment of written examinations, takes place on the basis of previously established model answers and criteria, which can be possibly modified as a result from correcting the examination.
- 2 The assessment method is sufficiently transparent that the examinees can see how the results of their examinations were arrived at.
- 3 In cases of examinations given and assessed simultaneously by more than one examiner, the Examination Board ensures that the examiners' assessment is based on the same criteria. If necessary, it shall appoint a supervising examiner for giving examinations.

**Article 5.2 – determining the grades: rounding off, averaging, grade floor**

1. Examinations are assessed with grades on a scale 1.0 - 10.0, accurate to one decimal place, where a 5.5 is the lowest pass grade. Practical tests may be assessed with a 'pass' or 'fail'. Also, sufficient results of examinations and tests taken in the context of an international exchange at a foreign university will be displayed with a 'pass'. A programme component has been passed only if the examinations of all courses that are part of that programme component have been passed. Tests assessed with a 'pass' or 'fail' cannot be averaged nor included in the GPA calculation.
2. If grades have to be rounded off and averaged – within a course, or between examination parts or to determine the GPA or the classification – the following rules apply by default:
  - unless otherwise stated in the study guide or the relevant course manual, grades are averaged according to the weighted average of the credits, where the average is rounded off to the nearest decimal place. For example, if rounded off to one decimal place, 5.450 is rounded to 5.5, and 6.9449 is rounded to a 6.9. If rounded off to two decimal places (for example to calculate the overall GPA or a cum laude) a 8.2449 is rounded to a 8.24 and a 8.2450 is rounded to a 8.25, etc.;
  - in case the assessment of a course is based on more than one test, then the rule applies that the separate tests are rounded off at one decimal place and the final grade is rounded to one decimal place. All intermediate computations are not rounded off. The same applies if the assessment of one test in fact consists of two parts (such as partly multiple-choice questions and partly open questions): both parts must be considered as separate tests.

For example:

weighing factor	Grade per test unrounded	Grade per test	correct is	incorrect is
20%	6.32	6.3	1.26	1.3
80%	5.58	5.6	4.48	4.5
			5.74	5.8
		<b>final grade:</b>	5.7	5.8

3. If the examination is assessed on the basis of more than one test, no final grade for the examination will be calculated if one of the test grades is lower than a 5.5. In that case the student has failed the examination. Tests that can be taken only once per academic year, most likely practical tests such as case reports and team assignments, are exempted from this rule.
4. In case the course manual for a particular course holds additional or other rules to those stated under paragraph 2 as regards the establishment of an examination's result from tests, these rules are only valid if published at least two months ahead of the date of a test and under written approval of the Examination Board. If these latter provisos are not met the default rules under paragraph 2 continue to apply.
5. Examination results are registered centrally by the Department for Exam Administration RSM Erasmus University.
6. In derogation from the previous paragraphs of this article, results of examinations taken in the context of an international exchange are established under the authority and responsibility of the foreign university.

## **Section 6 – The final exam**

### **Article 6.1 – establishment of the result of the Master's**

- 1 Students shall have passed their final exam if they have received passing grades for all examination parts.
- 2 The chair of the Examination Board establishes the result of the Master's by signing the list of grades.

### **Article 6.2 – Classifications 'cum laude' and 'summa cum laude'**

1. If the examinee has shown exceptional skill in the concluding examination, this may be stated on the certificate with the words 'cum laude' or 'summa cum laude'.
2. The classification 'cum laude' will be awarded if the student has fulfilled at least the following conditions:
  - a. the average of the grades for the examinations under the Dutch grading system as displayed on the list of grades, weighted on the basis of the credits is an 8.25 or higher, and
  - b. the grade for the examination of the thesis trajectory is at least an 8.0;
  - c. no more than one examination has been taken more than once (this applies from cohort 2013-2014 onwards)
3. The classification 'summa cum laude' will be awarded if the student has fulfilled at least the following conditions:



- a. the average of the grades for the examinations under the Dutch grading system as displayed on the list of grades, weighted on the basis of the credits is an 9.0 or higher, and
  - b. the grade for the examination of the thesis trajectory is at least an 9.0, and
  - c. no examination has been taken more than once.
4. A concluding examination classification is awarded only when the examinations entered on the list of grades that have been graded under the Dutch grading system cover at least two-thirds, as measured in ects, of the total of the study load of the degree programme as stated in the Teaching and Examination Regulations.

#### **Article 6.3 – the certificate, the transcript and the supplement**

1. To show that the final exam has been passed, the Examination Board awards a certificate, after by or on behalf of the Executive Board has been stated that the procedural requirements for the issuance have been met.
2. On a transcript, which constitutes a part of the certificate, the examination parts belonging to the final exam are stated.
3. The certificate is accompanied by a supplement in accordance with the agreed European standard format.
4. The certificate, the transcript and the supplement are signed by the chairman or the substitute chairman of the Examination Board.
5. On behalf of the Examination Board the Head of the Student Administration shall be responsible for issuing the certificate, the transcript and the supplement to the student in person, unless the student opts for receiving the documents from the Examination Board at the official graduation ceremony.

### **Section 7 – Final and implementation provisions**

#### **Article 7.1 – changes in these Regulations and Guidelines**

No changes will be made that are applicable to the current academic year, unless the interests of students or examinees are, in reason, not thereby prejudiced.

#### **Article 7.2 – legal force**

These Regulations and Guidelines have legal force from 1 September 2017.

Made by decree of the Examination Board Rotterdam School of Management (RSM).





## **ERiM**

The Erasmus Research Institute of Management (ERIM) is the Research School (Onderzoek school) in the field of management of the Erasmus University Rotterdam. The founding participants of ERIM are the Rotterdam School of Management (RSM), and the Erasmus School of Economics (ESE). ERIM was founded in 1999 and is officially accredited by the Royal Netherlands Academy of Arts and Sciences (KNAW). The research undertaken by ERIM is focused on the management of the firm in its environment, its intra- and interfirm relations, and its business processes in their interdependent connections.

The objective of ERIM is to carry out first rate research in management, and to offer an advanced doctoral programme in Business and Management. Within ERIM, over three hundred senior researchers and PhD candidates are active in the different research programmes. From a variety of academic backgrounds and expertises, the ERIM community is united in striving for excellence and working at the fore front of creating new business knowledge.

### **Doctoral Programme**

The Erasmus Doctoral Programme in Business and Management is a five year programme, focused on developing academic talent. The doctoral programme consists of a two year ERIM Research Master in Business and Management and the ERIM PhD in Management programme, offering a challenge of intellect and persistence. The main goal of the doctoral programme is to enable promising students with the ambition to become a researcher to acquire a pole position on the international academic career market; in particular, to achieve a competitive profile and to become part of the next generation of faculty at the top business schools and universities in the world. The ERIM Research Master in Business and Management Research programme is accredited by the Accreditation Organisation of the Netherlands and Flanders (NVAO).

## **ERiM**

### Erasmus Doctoral Programme in Business and Management

**Erasmus University Rotterdam (EUR)**  
**Erasmus Research Institute of Management**  
Mandeville (T) Building  
Burgemeester Oudlaan 50  
3062 PA Rotterdam, The Netherlands

P.O. Box 1738  
3000 DR Rotterdam, The Netherlands  
T +31 10 408 11 82  
E [info@erim.eur.nl](mailto:info@erim.eur.nl)  
W [www.erim.eur.nl](http://www.erim.eur.nl)