

THE EEG - PART 2

MBA EDUCATION GUIDE



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MASTER OF BUSINESS ADMINISTRATION EDUCATION GUIDE

INTRODUCTION TO MASTER OF BUSINESS ADMINISTRATION

WITTENBORG'S EDUCATION PHILOSOPHY

As an institute, we believe that, whether a student has an academic focus on research or a practical focus on applied sciences, our education should be closely related to the reality of the changing world and society around us, and that the business studies we offer students should be linked in every way possible to the real life of business and organisations in an international and often global context.

The development of skills, competencies and knowledge never stops. Wittenborg believes that its master's degree students should be stimulated to develop as far as they can, sowing the seeds for continuous and productive learning. Learning is a lifelong activity that Wittenborg students will appreciate as a highly valuable asset to their careers.

Wittenborg's philosophy is to simulate real life in its approach to education, providing a differentiated programme with traditional knowledge-based teaching, combined with a development of skills and competencies leading to a vocational training situation in which students can discover their strengths and weaknesses, building on the former and improving on the latter.

- Wittenborg students will learn to identify the environments they are in, and adapt accordingly.
- Wittenborg students will learn to say what they do, and do what they say.

ENTRY REQUIREMENTS FOR THE MBA

Admission into programmes at Wittenborg is governed by the Graduation & Examination Board that empowers the Student Registrar to admit students based on pre-defined criteria.

In cases where applicants have deviating admissions documents, such as bachelor's degrees that are not listed in NARIC or recognised by NUFFIC, the Student Registrar is required to forward the application to the Exam Board for a decision. Using the tools of NUFFIC and NARIC diploma verification, diplomas and periods of study are validated in line with the requirements of the Lisbon Convention, through the use of <http://www.enic-naric.net> as described in the convention and its explanatory report.¹

- Master's degree students should have the appropriate education qualifications, validated by NUFFIC and NARIC.
- A bachelor's degree or equivalent recognised qualification is necessary.
 - Applicants are requested to provide an academic reference from their previous education institute.
 - It is not necessary to have obtained a bachelor's degree in the domain of Business Administration; however, in their degrees students must have completed an academic piece of work (final project or dissertation) that shows a certain level of academic writing and research experience.
- MBA students should have at least 3 years' professional experience (after undergraduate degree).
 - Applicants are requested to provide a reference from a company or organisation where they have worked.
- Master's students should have attained a working level of the English language equivalent to an IELTS 6.5 band, with a minimum 6 for writing, i.e. "Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations."
- Applicants must write a letter of motivation and submit their Curriculum Vitae and 2 letters of reference.
- Students are interviewed by Wittenborg for their intention, motivation and aptitude. They must pass this admission interview, which can be carried out in person, or through IT communications, such as video call.

¹ The Lisbon Recognition Convention, officially the Convention on the Recognition of Qualifications concerning Higher Education in the European Region

- After students have passed the admission interview, and have been offered a place at Wittenborg, they are asked to sign a Wittenborg Study Agreement, which details the agreements made between Wittenborg about entry into the programme, and possible preparation courses that are required. The Wittenborg Study Agreement also states that students have read and understood the Education and Examination Guide (EEG).
- Wittenborg is signatory for the national Code of Conduct for international students in the Netherlands, where specifics regarding entry requirements are also reiterated.
- The application procedure for international students is fully described on the Wittenborg website www.wittenborg.eu. All the required documents and information regarding the fee structure can be found there.

NB: Students entering Wittenborg programmes and signing the Study Agreement are expected to have received and read the EEG (this document).

The Domain Business Administration as defined in WUAS' NVAO and FIBAA Accreditation:

"The MBA degree programme is aimed at providing graduates with the skills and competencies to fulfil management positions in the field of business administration, both in the public and private sector. These positions can include management or policy-making positions in large organisations, as well as positions of management in small to medium-sized companies (SMEs). An aim is that students are able to critically analyse and evaluate various developments within an organisation so that they can form, create and instigate policies, visions, aims and solutions within that organisation. They should be in a position to analyse the strategic processes and vision of a company or organisation, and using this analysis apply and implement tools to innovate, optimise and (re-)structure these processes using an integral approach. From an international perspective, the students should learn to analyse the environments they find themselves in, and adapt their behaviour and role according to macro and micro-environments."

Programme Profile as defined in WUAS' NVAO and FIBAA Accreditation:

"An international business administration professional will develop into a career person who is able to organise, develop products, services and policies, instigate and execute policies, perform under stress, control processes, analyse organisation traits, utilise human resources and plan their management, motivate staff and personnel, manage financial information, use information effectively, plan and organise campaigns, understand internal and external markets, interact with the surroundings, network, manage chains, communicate effectively, show leadership skills, manage meetings, present ideas, sell ideas and products, speak and write at least the English language, participate in company and organisation decision making, and understand local and international cultures and the effects these have on the organisation and the individual."

"Business Administrators can operate in financial or technical environments, but also management and leadership settings, and a combination of these. They must understand the need for leadership, motivating people and the importance of ethical decision making. They must understand the impact of change and the need for innovation. The Business Administrator will understand the need for good communication skills"

and have a good understanding of society, economics and sustainability. Understanding the need for stable and solid management within a company, large or small is important. A businessperson in modern-day Europe needs to be able to communicate with people across the continent and across the world, and requires the ability to understand the effects of national and international governments on the business ventures they are involved in.

"An MBA-qualified Business Administrator is specifically able to manage a number of complex and integrated business operations within an international or a local setting, at both a tactical and strategic level, using skills and competencies that require a capability of inter-disciplinary thinking. They will show the ability to combine solid research and critical analysis skills to develop an organisation's corporate strategy within its business and cultural domain."

THE MBA FINAL QUALIFICATIONS

The MBA programmes all have 5 core overall qualifications that reflect the following:

1. **Understanding (Body of Knowledge)**
2. **Adoption (Strategic Management Roles)**
3. **Communication (Skills)**
4. **Conduct (Research)**
5. **Continuous development of personal skills (Lifelong Learning)**

After completion of the Wittenborg MBA programme, the student is able to:

1. **Understand the MBA body of knowledge and apply its concepts and theories to the current business practice in an international and intercultural context, including:**
 - supporting an effective and efficient human resources policy, supporting and optimising business relationships and networks
 - conceiving and developing effective marketing strategies and policies and making informed strategic decisions with regard to market research, branding and market penetration
 - supporting the role of accounting principles and principles of corporate finance in the decision-making process (including investment opportunities, capital requirements, risk minimisation, financial reporting)
 - supporting supply chain and quality management in order to increase efficiency and competitiveness
 - supporting information technology and business automation processes
2. **Adopt appropriate management and leadership roles to strategic policy issues and decision-making processes in an international and intercultural context, including:**
 - making informed, strategic decisions with regard to the positioning of the organisation within its (local/national/global) business environment
 - distinguishing between formal, strategic processes and the need for change processes
 - being able to manage small to medium-sized businesses, companies in the non-profit sector, or government organisations
 - supporting the concept of corporate sustainability and the transformation process towards an ethical, sustainable business
 - being able to identify and/or create new business opportunities and reduce restrictions in the existing external business environment

- being able to reorganise growing or stagnating organisations depending on environmental factors
- supporting business innovation and idea generation within the constraints of internal and external influences

3. Use communication skills and critical analysis skills in order to improve effectiveness of business processes, including:

- being aware of cultural differences and diversity in the workplace
- implementing effective problem-solving, teamwork and team-building skills
- being able to assess others' linguistic communication skills at business and governmental level
- being able to position, defend, and communicate a company's policies (e.g. on sustainability) to internal and external stakeholders
- being able to review analytical reports and plans
- being able to apply various statistical techniques in business decision making and reporting

4. Conduct individual and group research in the area of international business or management practice:

- being able to use and present (in tables and graphs) descriptive statistical data and indicators within the context of business planning and research
- being able to design a methodologically sound research proposal based on current conceptual models and quantitative & qualitative techniques

5. Apply skills for continuous personal development:

- being able to self-reflect on one's personal and professional development, taking responsibility for the continuous development of knowledge and learning skills, and being able to continue to undertake further studies with a high degree of autonomy

A Graduate's Qualification and Competence Goals

The qualification and competence goals of the MBA are in line with those of a professional master's degree from a university of applied sciences in the Netherlands. Through a combination of knowledge gained from textbooks, scientific research literature, exposure to business practice and the application of understanding and knowledge, students reach a stage at which they can start their (international) careers or continue their studies in the Netherlands or abroad.

According to the Dutch Ministry of Education:

"Holders of HBO master's degrees (university of applied sciences) have obtained the qualifications for the level of independent and/or management-level professional practitioner in an occupation or spectrum of occupations, and have reached the level needed to work in a multi-disciplinary environment in which a university of applied sciences degree is either required or would be of use."

The qualification and competence goals of the MBA are in line with the all-round, domain-specific qualification and competence goals of a Dutch university of applied sciences degree.

Wittenborg Business Administration graduates will show the following:

- ability to work independently
- ability to develop or generate new ideas and communicate these and to be pro-active
- ability to think ahead and actively change processes to improve them
- development of an analytical capability based on experience
- ability to ascertain the effect of change within organisations
- ability to prioritise
- ability to gain an overview of an organisation
- ability to understand complex situations
- a broad understanding of business, as well as a deeper understanding of work field-specific issues (specialist)
- good written and spoken presentation skills
- ability to work in autonomous teams and to value the input of peers
- a well-developed understanding of the socio-economic environment, and to maintain this
- ability to socialise with fellow graduates and academics
- ability to take worthwhile decisions, both long-term and short-term, based on available facts and existing situations

Furthermore, an MBA graduate will have the:

- ability to lead people and motivate teams
- ability to communicate conclusions
- flexibility to cope with uncertain situations

- creativeness and innovation through the ability to introduce new thoughts alongside normal theory
- social competence, through self-reflection, cultural adaptability, empathy and openness to other ways of thinking

A Business Administration programme focuses on the skills and competencies required to operate in an international business working environment, both politically and socially, and both permanent and temporary. The competencies and skills should be attuned to small to medium-sized business organisations which operate in an international business environment, and which may be part of the operations of multi-national organisations. Graduates should be able to work with people and groups in diverse forms of organisations; they can be flat or highly hierarchical, primarily economically, socially or politically orientated.

A graduate will be required to recognise and understand the following processes:

- the development and execution of specific policies of an organisation that will lead to higher levels of optimisation, revenues, growth and sustainability
- the nurturing and maintenance of relationships within and between organisations, networks and chains
- the management of processes in fulfilment of developed and developing management aims
- the planning, control and organisation of processes within an organisation
- the development and adherence to quality-control processes
- the management of products, production processes and chains

Wittenborg students will further develop the following domain competencies:

- an understanding of common business practices
- understanding of change and trends in the field of international business
- ability to identify the relationship between social developments and requirements and the organisation structure, its financial planning, its operational processes and its human resource management
- ability to view internal processes from an integral viewpoint, working together with a range of different specialists
- understanding of the importance of developing networks, chains and relationships
- ability to collect, analyse and present information to an organisation, and suggest solutions and optimisations for the organisation
- analysis of the financial and legal aspects within an organisation in order to offer alternative processes
- preparation of advice on the internal operation and processes within an organisation
- ability to develop, implement and evaluate change management within an organisation
- ability to communicate clearly and effectively within an organisation
- ability to work independently and be creative

- identifying diverse business cultures and adapt to them
- learning to adapt to the business and national environments in which they find themselves
- working under stress, in complex cross-business domain situations

The business administration curriculum is designed to introduce students to a wide range of business administration activities, placing these in the international context that the students already find themselves in. By the end of the programme, Wittenborg students should have further developed the following broad knowledge areas:

- an understanding of the wide scope of business administration, and the interdisciplinary thinking required in organisations
- an organisational perspective on (international) business activities within companies and an understanding of the contexts in which these occur
- an ability to research a problem and present possible solutions
- an understanding of the financial knowledge requirements of a junior manager within a company, and the ability to put this knowledge into practice
- an understanding of intercultural issues in business administration

Specifically, international business administration students will have acquired the following skills:

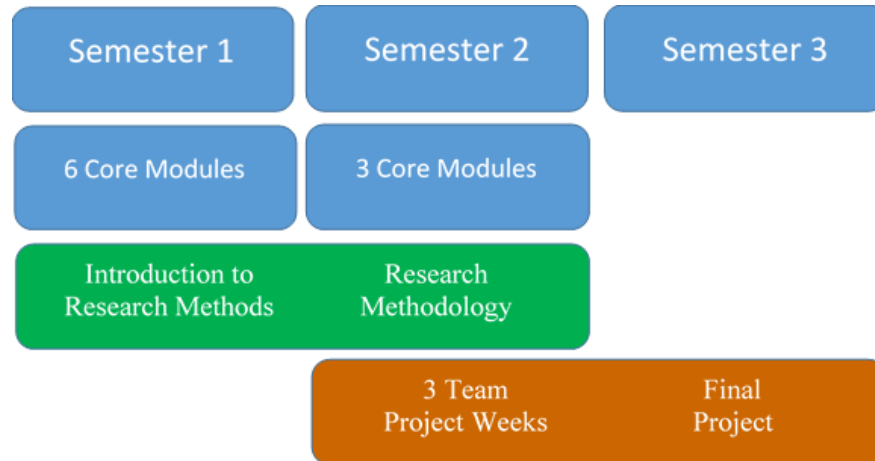
- new language learning skills
- language “through-thinking”

Students will learn to understand their own interpersonal communication skills and how to improve and refine these, including areas such as:

- negotiation
- interviewing
- presentation and public speaking skills
- meetings
- teamwork
- leadership
- information technology usage: internet and desktop publishing programmes, usage of an intranet
- study skills: reading and learning in a foreign language, note-taking, brain storming, mind mapping, researching a subject in depth, paper writing, contributing to/keeping a journal

PROGRAMME STRUCTURE

The full-time MBA is structured in three semesters spanning 1 ½ years, with distinct aspects to each semester.

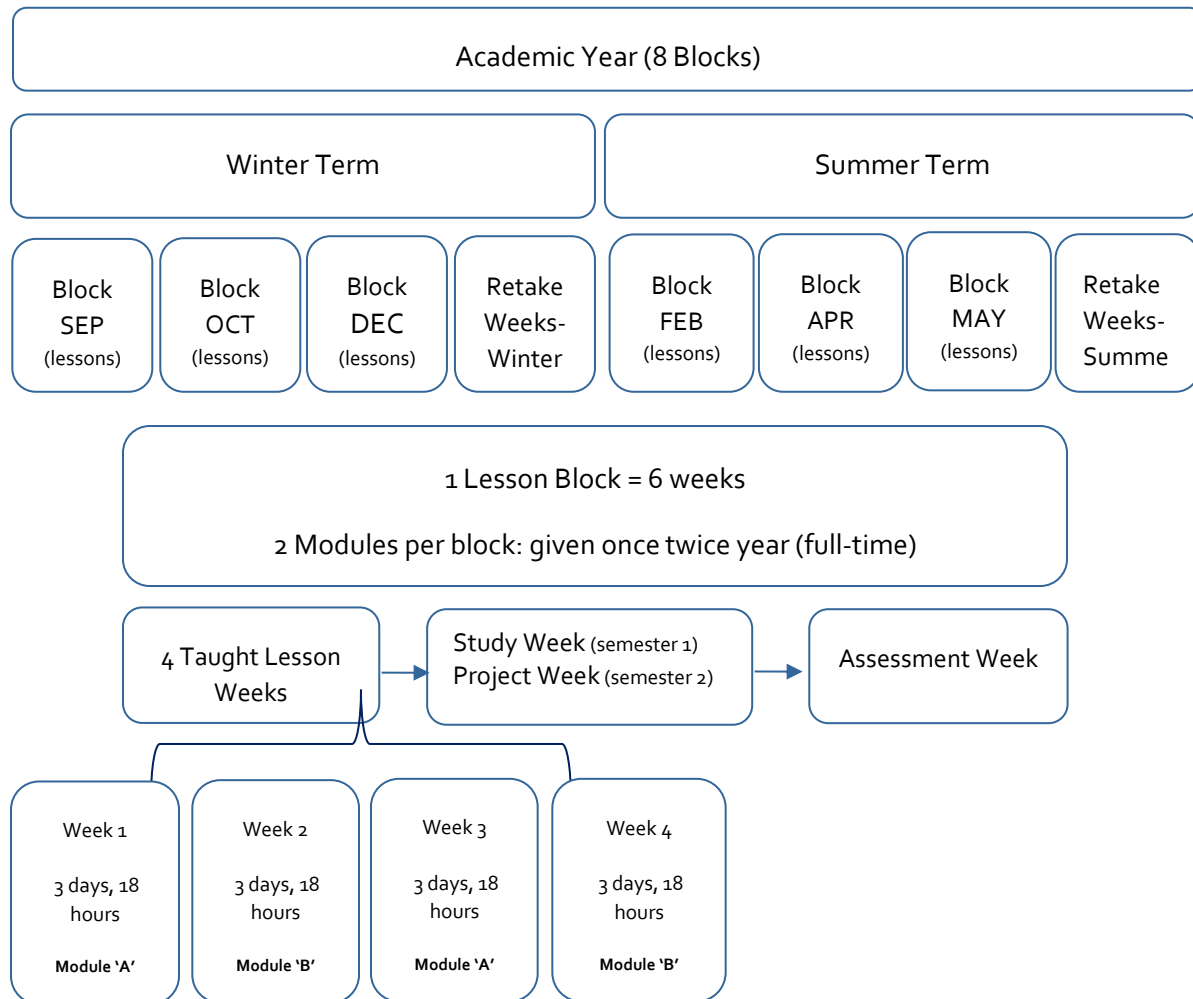


BLOCK SYSTEM – SEMESTER 1 & 2

Semester 1				Semester 2			
Block SEP	Block OCT	Block DEC	Retake Weeks- Winter	Block FEB	Block APR	Block MAY	Retake Weeks- Summer
4 Lesson Weeks with a maximum of 2 core modules.			2 Weeks for Retakes and Tutorials.	4 Lesson Weeks with a maximum of 2 core or <i>elective</i> modules.			2 Weeks for Retakes and Tutorials.
1 Assignment & Literature Review Week - Students have a week to work on their assignments and review the literature for their current modules. During this week, guest speakers related to the taught modules will be invited to give seminars. Rescheduled lessons can also be followed in this period.				1 Project Week - Students carry out an interdisciplinary consultancy project assignment, as part of the module "Project Weeks". During this week, guest speakers related to the taught modules will be invited to give seminars, and company visits will be organised for students. Rescheduled lessons can also be followed in this period.			
1 Assessment Week with closed or open-book written examinations.				1 Assignment Submission Week, in which students complete their assignments, and can be asked to present if required.			

BUSINESSLIKE PROGRAMMING

Wittenborg’s yearly programming is flexible but business-like. We allow students to enter at different times of the year so class groupings may change and develop during your time with us. This system provides a stimulating network of international interaction among business students and staff. First and second-year modules are taught in blocks of six weeks; full module examinations take place in the final week, thus completing that part of the programme. This block system allows students to enter the programme at six evenly spaced times through the 40-week academic year. Graduation is also possible at these times.



Semester 1 provides students with 6 of the core MBA subjects, balanced equally over the semester. Each module, given over a six weeks block, is weighted at 5 European Credits. These modules incorporate a number of classic, functional business administration areas, which, besides by forms of classical delegation of knowledge, will be grasped by reflective learning, i.e. learning in which students reflect on their prior work experience or, in cases of part-time students, on their current work and employment organisation in the light of the materials provided in the various modules. Students must have done all Semester 1 modules in order to enter into Semester 2 modules.

Semester 1 6 Core Modules
Management Accounting & Finance
Marketing Management
Human Resource Management
Operations Management
International Management
Information Management

Reflective learning helps to develop critical thinking, self-awareness and analytical skills. It involves the individual in a reflective process.

During Semester 1, students are given 9 hours of lessons of (an introduction to) Research Methods, which is part of the Final Project. During Semester 1, guest speakers will be invited to give seminars during the third week of each block (Assignment and Literature review weeks).

Semester 2 provides students with 3 core modules that build on the core modules from Semester 1. Business Statistics is also aimed at preparing students for quantitative research in their Final Project. In Semester 2, students currently follow 3 modules from a chosen elective MBA pathway:

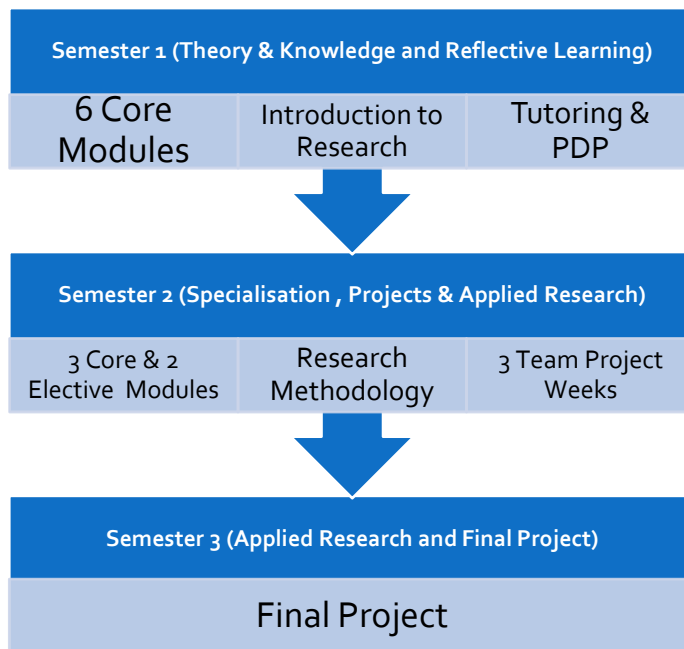
Semester 2 3 Core Modules
Research Methods
Business Statistics
Strategic Management

- International Management
- Hospitality Management
- Entrepreneurship & Innovation
- Finance
- Health & Social Care
- Education Management
- Sport Business Management

During Semester 2, students follow the core module Research Methods module in preparation for the Final Project. They will complete Research Methods with the production and submission of a Final Project Proposal.

During Semester 2, students are also required to complete 3 team project weeks, each comprising of an interdisciplinary research project focusing on problem solving, instigated in cooperation with companies and organisations in the region.

The 3 team project weeks will include company visits and guest lectures, designed to give students a connection to the local business community and to assemble information relevant to their problem-solving assignments, and are aimed at preparing students for the Final Project.



Semester 3 will see students completing their Final Projects. The Final Project covers the full semester, or term, of ½ a year, which includes research and editing time. Failed assignments modules from semesters 1 and 2 can be reworked and re-submitted at the start of this semester, according to deadlines set by the programme management.

MODULE PLANNING

Timetabling: teaching will be done using the “block teaching” method. Wittenborg aims to teach as many of its master’s degree modules in teaching blocks of three days.

In practice, this will mean that the programme will aim to offer a module’s 36 teaching hours in two sessions of 3 days. For example, in Block SEP of Semester 1, full-time students could expect the following lesson timetable:

<i>Block</i>	<i>Week</i>	<i>Subject</i>	<i>Days</i>	<i>Hours</i>
SEP	Week 1	Management Accounting & Finance	Wed, Thurs, Fri	18 (6 per day)
	Week 2	Marketing Management	Wed, Thurs, Fri	18 (6 per day)
	Week 3	Management Accounting & Finance	No planned lessons	
	Week 4	Marketing Management	Wed, Thurs, Fri	18 (6 per day)
	Week 5	Assignment & Literature Review	Wed, Thurs, Fri	18 (6 per day)
	Week 6	Written Exam	No planned lessons	

PART-TIME MBA

The MBA is also offered to students who wish to study part-time in 3 years. This will mean that instead of following 2 modules per block, only 1 module will be taken, and project weeks and research methods will be spread across a whole year. The editing time allowed for the final project will also be extended across 1 year.

- Wittenborg courses are planned into two separate semesters known as the Winter Term and the Summer term; each with 3 teaching blocks of 6 weeks. Modules are taught in 1 block, and examined at the end of that block.
- Each semester is comprised of 4 blocks = 3 blocks of 6-weeks (with each block being made up of 4 weeks of lessons, 1 project week and 1 exam week), and 1 block of 2 weeks for missed lessons and full-module exams.
- Students can start their studies either at any full 6-weeks block, in the Winter Term or the Summer Term.
- Each block has individual modules and these will be offered once a year.
- Each module has examination or assessment moments, all held on 1 day at the end of the block.
- Each exam has a retake exam, held in blocks 4 or 8. Students are only allowed to register for re-take exams for modules that have been given in that term.

COMPARISON OF FULL-TIME VERSUS PART-TIME PROGRAMME

Full-Time Programme			Part-Time Programme		
Period	Duration	Content	Period	Duration	Content
Semester 1 (Winter Term)	Block SEP - JAN (½ Year)	6 Modules Introduction to Research Methods	Semester 1 (Winter Term)	Block SEP - JAN (½ Year)	3 Modules
Semester 2 (Summer Term)	Block FEB - JUL (½ Year)	3 Modules 2 Elective Modules 3 Project Weeks Research Methods	Semester 2 (Summer Term)	Block FEB - JUL -8 (½ Year)	3 Modules Introduction to Research Methods
Semester 3 (Winter Term)	Block SEP - JAN (½ Year)	Final Project	Semester 1 (Winter Term)	Block SEP - JAN (½ Year)	3 Modules 1 Project Week Research Methods
NB: Part-time students have more flexibility to plan their Project Weeks and their Research Methods lessons due to the combination of full-time/part-time students in lessons.			Semester 2 (Summer Term)	Block FEB - JUL (½ Year)	2 Elective Modules 2 Project Weeks Research Methods
			Semester 1 (Winter Term)	Block SEP - JUL (1 Year)	Final Project
			Semester 2 (Summer Term)		

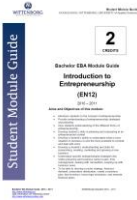
Directed Study (DS)

For modules with a small group of students (between 1-5 students), Directed Study (DS) is provided to make the learning more tailor-made and practical for the needs and backgrounds of the students. Students will obtain the same aims and objectives of the module as in normal teaching delivery under the guidance of the lecturers with 18 contact hours. DS has been proven in our previous teaching experiences as the most effective approach to cater to the needs of a small group of students.

Under DS, the instructor discusses with the students and plans for achieving effectively the aims and objectives, contents and plan of learning, and the deliverables. As per the normal delivery, and depending on the module, the final assignment can be either a Type 1 Exam or a Type 2 Exam. Grading of assignments will also follow the normal standard grading criteria or rubrics.

Students will be contacted in advance by the process tutor/study advisor if DS will be provided. In case the student is accustomed to normal classes, another option could be choosing an alternative normally delivered module from other specialisations in the same phase/semester or higher under the condition that there is no time clash in the timetable of the student.

STARTING A MODULE DOCUMENTATION



Each module is described in a Module Guide, which clearly states the aims and objectives of the module. On the front cover of the Module Guide students can clearly see how many European credits (ECs) are allocated to the module, and as shown in this example, the aims and objectives are clearly stated on the front cover.

When starting the module, the teacher will present students with a Module Guide which is comprised of a collection of documents including:

Module Description

This will tell students exactly what they can expect to learn from the module, and how it will be taught. It records the link between what is taught, the curriculum and the requirements of the accredited bachelor's programme. Students can also find the number of ECs allocated to the module.

Module Guide – Lesson Blocks

This document will provide students with an overview of the study components of their module. Each week will show what is to be studied during that period, and even page numbers of books that should be read before the lesson. The module plan will provide students with an insight into what they can expect from a lesson block.

Module Evaluation Plan

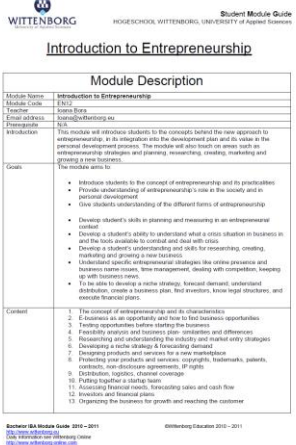
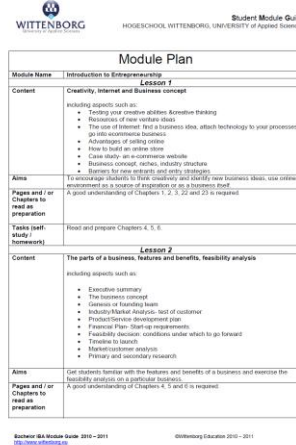
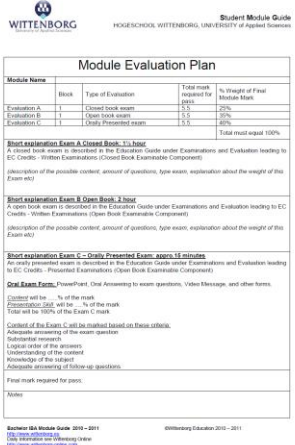
This document will give students a precise overview of how their module will be examined and marked.

Relative Documents to the Module: Reading Material

The module plan also contains any relative reading material, web links, and literature resources that are standard learning tools within the module.

Module Plan-Lesson Plans

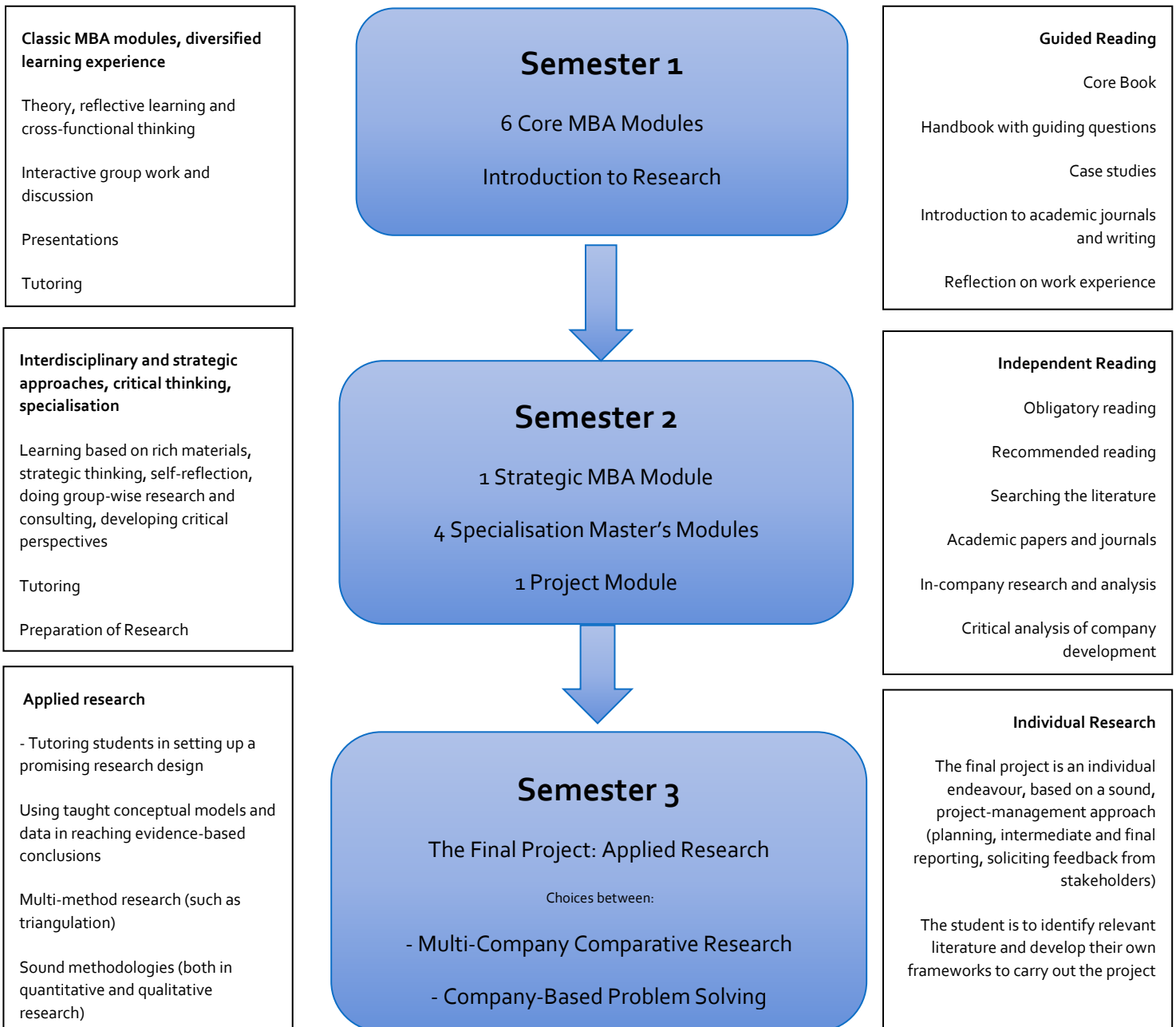
Teachers are required to keep up-to-date lesson plans of each of the lessons/seminars/lectures they give. If required, these lesson plans are archived at the central education administration office for quality control and accreditation purposes only.

		
<p>Module Description</p> <ul style="list-style-type: none"> • a complete overview of the module aims and objectives • the module's content • the current teacher, responsible for the module and contact information • the number of lesson hours/ self-study hours • instruction methods • assessment methods • required literature • recommended literature • European credits allocated • exact overview of study load • teaching language • prerequisites for starting the module 	<p>Module Plan</p> <ul style="list-style-type: none"> • an overview of lesson content on a lesson basis • content of a lesson block • aims and objectives of that lesson • an overview of required reading and homework 	<p>Module Evaluation Plan</p> <ul style="list-style-type: none"> • an overview of the testing and examination(s) • time and length given to an examination

DIDACTIC APPROACH & STRUCTURE

The MBA has 2 semesters, and 516 hours of contact hours in modules comprising of:

- 432 lesson hours (12 modules x 6 days x 6 hours)
- 36 contact hours during project weeks (12 x 3 weeks)
- 24 tutoring hours Semesters 1 & 2
- 24 tutoring hours Final Project



DIDACTIC APPROACH & ASSESSMENT

