



Semester description EBA 5. Semester, 2017

Semester details

School of Business and Economics

Study board of business economics

Study regulations: "Curriculum for the bachelor programme in economics and business administration (HA), part 2, Aalborg Universitet, September 2013".

Semester framework theme: *The company and organisation as a whole – including project collaboration with companies*

Semester organisation and time schedule

The schedule combines lectures, mainly in the beginning of the semester, and project work starting in the beginning of the semester. Deadline for the project report will be January 4, 2017 and the two exams (in Corporate finance and project work) will be scheduled in January, 2017.

The semester consists of two elements: "Corporate Finance" and "Firm analysis and Integrated company study". Corporate Finances work (cf. Scott Brage, 2010) as a combination between a study course and a project course. This means that the students are likely to include elements from "Corporate Finance" in their project work but it is not mandatory since the course is evaluated as a standalone course (4-hours written exam). Corporate Finances work as a study course since the knowledge, skills and competences developed during lectures are considered core competence in Bachelor of Science in Economics and business administration.

"Firm analysis and Integrated company study" is treated as a module combining lectures in organization analysis and project work. The module is examined during an oral exam based on a paper (project report) written by the students in groups or individually. This year (2017) 7 double lectures focusing on Industrial analysis/organizational development. In time to come the 6-double lecture will be extended to 8 or 10 double lectures will be offered. The lectures will inspire the student project work by introducing new approaches, methods and theories from business studies. Lecture can include subjects such as: innovation, human resource management, internalization, organisation sociology, leadership creativity, network theory, culture, philosophy of science and methodology.

The project work at 5th semesters is of great importance for the BA-education and it follows (cf. Barge, 2010) the official guidelines for PBL at Aalborg Universitet. The importance of the module is the reason for offering 25 ects-points for the project work. The module contributes with essential knowledge, skills and competences and essential learning process since it includes case studies in companies and organizations. During the case study will produce important real-life experiences about corporation with external partners, challenges in everyday organizational life and about conducting case studies which must include: philosophy of science, the production of a new theoretical framework fitting the specific context (case study), the analysis of qualitative and/or quantitative empirical material produced during case study. The students can combine elements from previous lectures and project work. The students must conduct an interdisciplinary case study which can include subjects such as organization studies, statistics, marketing and market analysis, accounting etc.

The students are expected to start their project work by analysing the case in order to understand its history, current situation and challenges. This is basically what is expressed by the expression: "the company as a whole" described in curriculum. Based on this analysis the students are supposed to create a problem formulation making it possible for them to create a strong project work. The project work will result in three things: a) it will prepare the students for their upcoming BA-thesis and b) the problem formulation work as

vehicle for a specialisation in the BA-education, 3) it will ensure (cf. Barge, 2010) the students follow the essential component of PBL (team-orientated/collaboration with fellow students, participant centred, it will therefore be working within the students zone of proximal development, it will be exemplarity and it will follow the principles of problem and project based learning).

The students are supposed to work in two steps: 1st step is the analysis of the company (the company as a whole). The analysis of the company is the foundation for producing a problem formulation leading to the next step (2nd step). The 2nd step is the most essential part of the written paper. The understanding and information produced during 1st step (the general analysis of the company/organization) will be included in the introduction of the paper and it will lead to the problem formulation. It is important that the problem formulation work as a compass for the project work as well as the final paper.

Norms for 5th semesters project:

Characters

- A Normal page consists of 2400 characters including space and notes. While counting the numbers of pages remember to include notes but not illustrations.

Pages norms

1 student: maximum 40 pages (appendix is excluded).

2 students: maximum 60 pages (appendix is excluded).

3 students: maximum 80 pages (appendix is excluded).

4 students or more: maximum 100 pages (appendix is excluded).

Semester coordinator and secretariat assistance

Names of anchorperson (teaching staff), course coordinator, semester coordinator (or similar title) and secretariat assistance provider(s).

Coordinator: Frederik Hertel

Office Administrator: Helle Nordentoft

Module description (description of each module)

Module title, ECTS credits (and possibly STADS code)

Corporate Finances: 5 ECTS

Firm analysis and Integrated company study: 25 ECTS

Location: Campus Aalborg, Fibigerstrædet 4, 9220 Aalborg East

5th semester

Module coordinator

The academic staff member responsible for the organisation and execution of the module.

The module leader may be the same person as the semester coordinator.

Corporate Finances: Ali Naef Mohammad

Firm analysis & Integrated company study ("industrial analysis & organizational development": Arnim Decker

Type and language

Module type:

Corporate Finances is a Study subject module

Firm analysis & Integrated company study combine project module in "industrial analysis & organizational

development” and project work, which will include collaboration with an external organization.

Language of instruction: English

Objectives for the module “Firm analysis & Integrated company study” 25 ects-points (EBA 5th semester)

Knowledge:

- The students are expected to design and conduct a problem based case study in an organization. This obviously includes the knowledge about producing a relevant theoretical framework, philosophy of science, research processes and methodology on research designs, qualitative and quantitative methods etc.
- During the project work the students are expected to demonstrate the ability to pass from knowledge consumption to knowledge production. This applies the ability to expand their existing knowledge and the ability to produce new knowledge based on their existing knowledge, research-based literature read during the semester and on the case study.

Skills:

- The students are expected to demonstrate the ability to work within (cf. Barge, 2010) the frame of problem-based project work, which e.g. requires exemplarity, an interdisciplinary approach, collaboration with fellow students, participant orientated approach, working from their zone of proximal development etc.
- The students are expected to acquire skills to produce what we must defined as “Theoretical imagination”, which means; a) the ability to connect theoretical elements in order to create a new theoretical framework fitting their problem formulation, b) the ability interdisciplinary project work - which among other things means the ability to use inspiration for their theoretical framework e.g. in sociology, anthropology, communication studies etc., c) the ability to develop a new theoretical framework for analysis, and in more rare and excellent examples d) the ability of include own and newly developed theoretical elements such as concepts or theoretical framework.

Competences:

- The students are expected to acquire skills to analyse a specific organizational setting in order to understand its history, present situation and challenges.
- During the analysis, the students are expected demonstrate the ability to include relevant elements from e.g. organization studies, scientific methods, statistics, marketing and market analysis, accounting etc.
- The students are expected to acquire skills to reflect on their case study – this obviously includes reflection upon the theoretical framework, philosophy of science and methodology.
- Dissemination of the study, most important findings, theoretical framework and the knowledge produced during the project work. In most cases this result in the company/organization receiving a copy of the final report and if possible having a meeting with the students about their most important findings and about the collaboration. In rarer cases students, the company/organization and the supervisor can agree on students exchanging an extract of the most important findings.

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Academic content and conjunction with other modules/semesters

The intention is to provide students with an overview of each module and to create understanding of the module in relation to the semester and the entire programme.

Scope and expected performance

The expected scope of the module in terms of ECTS load. This comprises number of teaching hours, exercises, preparation time, travel activity (if applicable) etc.

Corporate Finance: 5 ECTS correspond to 135 hours working effort. 12 lectures of 2 hours =24 7 workshops of 2 hours =14 Preparation 60 hours Group work 37

Industrial analysis/organizational development:

14 hours of Lecture, 40 preparation and 68 hours of self -study

Participants

The participants consist of about 65 ordinary students from EBA 5th semester and 4 Erasmus-students.

Prerequisites for participation

Since it's our 5th semester the students are supposed to pass from 1st to 4th semester before attending 5th semester.

Module activities (course sessions etc.)

See Moodle for detailed descriptions of the courses.

Examination:

It is important the exam is not turning into a hidden curriculum for the students. We will therefore apply a description of how the exam in the module "Firm analysis & Integrated company study" can be organized. The exam will be oral group exam based on the student's project. Requirements for attending exam is approval of participation in assignments, seminars or the like.

The PBL learning processes is not ending while students submit their paper by the end of the semester. The learning process includes the time spend on preparing and attending the exam. Examiner and censor are basing the mark given on: learning produced during the project work, learning produced after submitting the project and the learning produced during exam. The censor is obviously encouraged to participate in discussions during the examination.

After the welcoming the students presents their suggestion for agenda. Examiner and censor are entitled to accept or change the suggested agenda.

After the opening session each student make a short oral presentation (5 to 7 minutes) on a self-chosen subject. The presentation cannot be a repetition of the paper already read by examiner and censor. It must be a new subject connected with the paper e.g. running from the discussion, the theoretical framework, case analysis, scientific methods etc. The presentation must somehow extend the perspective presented in the paper and produce a new approach, perspective etc. on the work being done. Students should probably avoid making a presentation only based on feedback from e.g. a manager in the case study and include making it possible for examiner and censor to determine the student's theoretical understandings. This can e.g. be done by including new theoretical approaches, concepts or by developing new concepts based on the empirical material produced during the case study. The students can determine whether they accept answering questions during their presentations or they prefer to answer questions after their presentation. After the presentations examiner ask a few questions or start a discussion based on the presentations given by the students.

At this point the students have the opportunity to suggest a number of themes (4 to 6) for discussions. The examiner and censor maintain the rights to reject or adjust the suggestions. In case discussion themes are accepted the students start the discussion but examiner and censor contribute. The discussions offer an opportunity to produce a deeper understanding of the students learning and the opportunity to ensure that the students continue their learning process. Examiner might use the discussion for addressing questions for

the project.

At the right point examiner ends the discussions and starts addressing essential questions to the project. At this point the examiner ask the censor for final questions. Afterwards the students are excused and the discussion between censor and examiner starts. The students are called back in the room and given the mark including a short explanation.

<https://www.youtube.com/watch?v=qT80FPHasJk>