



Exchange programme Vrije Universiteit Amsterdam

Vrije Universiteit Amsterdam - Exchange programme Vrije Universiteit Amsterdam - 2024-2025

Exchange

Vrije Universiteit Amsterdam offers many English-taught courses in a variety of subjects, ranging from arts & culture and social sciences, neurosciences and computer science, to economics and business administration.

The International Office is responsible for course approval and course registration for exchange students. For details about course registration, requirements, credits, semesters and so on, please [visit the exchange programmes webpages](#).

Business Models: Traditional and Emerging Perspectives

Course Code	E_MUB_BMT
Credits	6
Period	P2
Course Level	200
Language Of Tuition	English
Faculty	School of Business and Economics
Course Coordinator	prof. dr. T.P. Moliterno
Examiner	prof. dr. T.P. Moliterno
Teaching Staff	prof. dr. T.P. Moliterno
Teaching method(s)	Lecture, Study Group

Course Objective

Though the combination of lectures, case discussions, guest lectures, teamwork, and an individual essay, students will encounter and engage with core concepts surrounding the dimensions of competitive advantage, industry-level competitive dynamics, business model design, and business model innovation. This combination will help students develop a competence in understanding and analyzing business models and identifying opportunities for business model innovation in today's dynamic business environment.

After successfully completing Business Models: Traditional and Emergent Perspectives, students will:

- understand the core theories and ideas surrounding business-level strategy
- understand how traditional and emergent business models implement a business-level strategy
- be able to effectively apply their conceptual understanding of the course concepts in real-world settings
- be able to draw on evidence to put forward well-founded and substantiated points of view, both in spoken and written formats
- gain comfort and competence in discussing business concepts in unprepared/real-time discussions and debates
- improve their skills in working effectively with teammates from with diverse backgrounds
- gain competence in allocating tasks among team members under time pressure
- develop their critical thinking and creativity in their problem-solving approach
- hone the critical thinking need to analyze and evaluate complex organizational problems and make well-reasoned decisions

Course Content

The central concern of strategic management is understanding what drives firm performance. Why do some firms outperform others? Why do some prosper and grow, while others in the same industry die? In short, how—and why—do firms create value? The firm's strategy is its approach to gaining a competitive advantage and its business model is way it executes on that strategy to create, deliver, and capture value .

This course begins with an in-depth exploration of ideas around business-level competitive advantage, value creation, and industry-level competitive dynamics. We build on these foundations to explore how business models address these competitive realities. In this way, the course provides a "deep-dive" into the relationship between an organization's strategy and its business model. Students will learn about both traditional and emergent business models and explore their connection with theories of business-level strategy.

Additional Information Teaching Methods

This course takes an active blended learning approach that leverages both synchronous (face-to-face & on-campus) and asynchronous (remote & on-line) modes of teaching and learning. Students are expected to fully engage in both the synchronous and asynchronous classes. Remote participation in the synchronous on-campus sessions is not an option.

The first lecture every week will comprise one or more "knowledge clips" that students will watch on-line. These knowledge clips are short videos that will introduce the topics and lay the foundation for the material students will explore that week. Note that the material in this course is cumulative, so the ideas in any one week's knowledge clips will build on, and require an understanding of, the material from prior weeks. To get the full value from these

knowledge clips, the readings assigned for these sessions must be read before watching the videos. The material presented in the knowledge clips will assume that students have read the assigned materials. After completing the readings and watching the knowledge clips, students will take a comprehension quiz.

On-campus lecture sessions will provide students with the opportunity to explore more fully the material presented in the week's knowledge clips. These classes will be interactive: there will be no direct lecturing, and the content for each session will be determined by the students' questions, interests, and results from the comprehension quiz. Students should come to the class with the questions, observations, thoughts, and points of clarification that occurred to them when they did the readings and watched the knowledge clips for the week. Guest speakers may also be scheduled during these sessions. Attendance is not required for these sessions, but is strongly advised in order for the student to get the full benefit of the course. These sessions will not be recorded or streamed. Students actively participating during these sessions may earn extra participation points for the week.

The tutorials combine case studies and team presentations/work. Students should come to the tutorials having fully prepared the case and/or the other readings assigned for the session. These will be discussion-based sessions, where the students are expected to do most of the talking; active in-class participation is required and graded. Since much of the work we will do in the tutorials is team-based, students must come to the tutorial they for which they registered and attend that same tutorial for the whole course: there will be no exceptions to this. Attendance is mandatory for all tutorials. Students are allowed one unexcused absence from the tutorials. Each additional absence will result in a 0.5-point deduction from the student's final grade for the course.

One distinguishing aspect of this course is its interactive nature. Students are expected to be active participants in all class discussions. As such this course provides the opportunity for students to become more comfortable with, and develop their competency in, an important skill for career success: engaging in unscripted and organic group discussions and debates.

Method of Assessment

There are both individual and team-based assessments.

Individual: class participation, weekly quizzes, essay (NOTE: there is no exam & in-class participation is graded)

Team: company analysis, presentations, and projects TBA

Entry Requirements

There are no mandatory entry requirements. Students are STRONGLY encouraged to take the first two courses in the "New Ways of Doing Business" minor program: this course will build on some of the material covered in those courses. For students not taking the prior courses in the minor, some familiarity with, and interest in, modern business will be helpful.

Literature

Required readings will include on-line resources and articles available through the VU library. There is no required textbook.

Additional Information Target Audience

This course is in the New Ways of Doing Business Minor in Business Administration.

Explanation Canvas

Outside of the classroom, Canvas will be used as the main mode of communication between the instructor and students.