

MAD Phase 1: Explorer (MXPL)					
Coordinator:		Arjan ter Horst		Number of credits:	
				15	
Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
MXPL10	3	Agri & Food Supply Chains	Assignment	1	See below
MXPL20	2	Strategy & Innovation	Exam	1	See below
MXPL30	2	Business & Organization	Exam	1	See below
MXPL33	2	International business law	Exam	1	See below
MXPL40	2	Research & Analysis	Assignment	1	See below
MXPL51	1	Personal Development	Assignment	1	See below
MXPL55	1	English Writing	Assignment	1	See below
MXPL56	1	Intercultural communication	Assignment	1	See below
MXPL60	1	Thesis	Assignment	1	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness			
Professional task:		Exploring a challenging management problem with the aim to develop a project that answers specific questions and needs of the company.			
Role:		Project member responsible to create a shared understanding of the questions and needs in line with the management problem of the company. The emphasis is on exploring innovative approaches.			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged for the Introduction week and company visits			
Learning outcomes:					
Agri- & Food Supply Chains		<ul style="list-style-type: none"> The student understands the major underlying factors in the Agri & Food business and their impact on the Agri & Food companies The student analyses and evaluates an Agri & Food supply Chain The student becomes aware and gets acquainted with the sustainable economy in Agri & Food Business The student analyses and evaluates a business model of an Agri & Food company. The student is able to reflect and to conclude over relevant experiences in company visits or guest lectures. 			
Strategy & Innovation		<ul style="list-style-type: none"> The student starts to understand the influence of strategy on a company The student is able to assess the impact of innovation on the performance of a company The student is aware of his/her ethical ideas The student can describe a typical innovation model 			
Business & Organisation		<ul style="list-style-type: none"> 32: To define the company, the student learns why on a cost and contractual perspective entrepreneurial behaviour is organized in the form of a firm 33: The student can assess the company in the world in terms of business, international law, compliance and risk management. 			
Research & Analysis		<ul style="list-style-type: none"> 40: The student can distinguish between management- and research problems 40: The student can embed the management problem into a valid and reliable context 40: The student can embed the research problem into a valid and state-of-the-art theoretical framework 40: Student can approach a (management) problem systematically using a research design 40: The student is familiar with different research methodologies and is capable of selecting the best methodology for a given problem 40: The student is familiar with conceptual models and capable of applying them critically to existing and new research 			

Communication & Personal Development	<ul style="list-style-type: none"> The student develops the skills needed to operate in an international business organisation: English language skills, intercultural communication skills and personal development. The student can reflect on personal behaviour.
Thesis	<ul style="list-style-type: none"> The student is capable of identifying his/her own research in the context of the company The student can make an estimated guess on the knowledge and support needed to come to an answer to their managerial problem The student is capable of reflecting on own and others management- and research problem descriptions
Professional Master Standard	
See Curriculum overview	
Final qualifications:	
<ul style="list-style-type: none"> The student can explain the choices a company has made to arrive in its present form in such a way that it is clear which options are open for its future strategy. The student can discern various learning styles in a company and in himself and draw consequences for the implementation. The student can determine the position of the company in the global field of the Agribusiness supply Chain. The student can assess the position of the company in the global environment in terms of marketing, law and the cultural context it faces. The student can describe the various concerns, which exist in a sustainable society The student knows about the setup of research on entrepreneurship in such a way that he can start determining his own course in this field. The student can write a project plan, using applicable literature The student can assess the risks of his project plan, as regards to the project length The student can evaluate the position of the company in the global field of the Agribusiness supply Chain. The student can evaluate the business model of an Agri & Food Business company. 	
Literature:	
<p>10. Agri- & Food Supply Chains: <u>Contemporary issues in food supply chain management</u>, Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell, Goodfellow Publishers Ltd, 2017, ISBN 978-1-911396-09-3</p> <p>New Economy Business: Seven windows of opportunity; Marga Hoek; New Economy Publications; ISBN: 9789092378528</p> <p>Business Model Generation; Alexander Osterwald, Yves Peigner; John Wiley; ISBN: 9780470876411</p> <p>20. Strategy & Innovation Managing innovation, Joe Tidd and John Bessant, 5th edition, Wiley, ISBN 978-1-118-36063-7</p> <p>Strategic Management and Business Policy, Thomas L. Wheelen a.o., 14th edition, Pearson, ISBN 978-1292-06081-1</p> <p>Reader International ethics</p> <p>30. Business & Organisation The theory and practice of Change Management. John Hayes, Palgrave, 2017 ISBN 978 1 137 27534 9</p> <p>Accounting and Finance. Michael Jones, Wiley, 2014. ISBN 978 1 118 93207 0</p>	

Contemporary Issues in Food Supply Chain Management. Jane Eastham, Luis Kluwe Aguiar, Simon Thelwell. Goodfellow Publishers LTD, 2017
ISBN 978 1 911396 10 9

Most recent annual report of business company. If not available, an annual report of a company in the agri- or food sector.

40. Research & Analysis

Marketing Research, an applied approach. Malhotra, Birks and Nunan, Fifth Edition 2017 Pearson
ISBN 9781292103129

Publication Manual of the American Psychological Association, 7th Edition. American Psychological Association, ISBN 9781433832161

A. Groenland, (2014) The problem analysis for empirical studies. Int. J. Business and Globalisation, Vol. 12, No. 3, pg 249-263.

Recommended literature:

Designing a Research Project, Verschuren and Doorewaard, Eleven International Publishing 2010
ISBN 978-90-5931-572-3

Effective Strategies for Academic Writing, De Jong. Uitgeverij Coutinho, 2017. ISBN 978-90-469-0505-0

50. Communication & Personal Development

Intercultural Management, a case-based approach, Christoph Barmeyer and Peter Franklin, Palgrave, 2016, ISBN 9781137027375

Recommended literature

When cultures collide, leading across cultures, Richard D. Lewis , Hodder & Stoughton, 3rd edition
ISBN 978-1-90483802-9

MAD Phase 2: Manager (MMAN)					
Coordinator:		Arjan ter Horst	Number of Credits:		16
Module element	ECTS	Name	Mode of Exam	Exam in Period	Literature
MMAN10	2	Agri & Food Supply Chains	Assignment	2	See below
MMAN20	2	Strategy & Innovation	Exam	2	See below
MMAN21	1	Business ethics	Assignment	2	See below
MMAN30	2	Business & Organization	Exam	2	See below
MMAN40	3	Research & Analysis	Exam	2	See below
MMAN45	1	Journal Club	Assignment	2	See below
MMAN51	1	Personal Development	Assignment	2	See below
MMAN52	1	Presentation skills	Assignment	2	See below
MMAN55	1	English Writing	Assignment	2	See below
MMAN60	2	Thesis	Assignment	2	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness.			
Professional task:		Based on the exploration results of the first phase, a detailed project plan is designed that is capable of providing answers the questions and needs of the company.			
Role:		Project manager responsible for the design of the detailed project plan and to gain support for the project within the company			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged during company visits			
Learning outcomes:					
Agri- & Food Supply Chains		<ul style="list-style-type: none"> The student is able to analyse and to evaluate relevant innovations and developments in the field of Agri & Food Business. The student must know aspects of the sustainable economy, essential public and private food standards and EU Food law. The student is able to explain relevant innovations and future developments in the field of Agri & Food Business to colleagues/ The student is able to reflect and to conclude over relevant experiences in company visits or guest lectures. 			
Strategy&Innovation		<ul style="list-style-type: none"> 20: The student realises that he will have to explore and assess business opportunities within the Master Company and also at the outside of the Company and that he can come up with an idea for a new product and/or service for the company 21: The student writes a code of conduct for his/her Master Company 21: The student has an idea how to choose the best fitting country to export to 			
Business&Organisation		<ul style="list-style-type: none"> The student will learn the characteristics of real leadership and will learn strategies to motivate people to change The student will learn how to prepare information for management accounting decisions 			
Research&Analysis		<ul style="list-style-type: none"> 40: The student can collect, organize, synthesize and analyse quantitative research data 40: The student is familiar with quantitative research methodologies and parametric analyses 40: The student can apply the correct data collection methodology and parametric statistical tests to a given research problem 40: The student can perform parametric tests on given datasets using SPSS 40: The student can collect, organize, synthesize and analyse qualitative research data 40: The student is familiar with qualitative research methodologies and analyses 			

	<ul style="list-style-type: none"> • 40: The student can apply the correct data collection methodology and qualitative analysis to a given research problem • 40: The student is familiar with qualitative analysis using MAXQDA • 45: The student can evaluate quantitative and qualitative research studies in terms of their approach, analyses, conclusions and limitations
Communication & Personal Development	<ul style="list-style-type: none"> • The student familiarizes himself with the application of culture in a business environment, on leadership, on team building and how to motivate people. • The student develops the skills needed to operate in an international business organisation: English language skills, presentation skills and personal development.
Thesis	<ul style="list-style-type: none"> • The student is capable of embedding his/her own research within a macro perspective • The student is capable of embedding his/her own research in a valid and state-of-the-art theoretical framework • The student is capable of critical reflection on his/her own research and others and provide constructive feedback
Professional Master Standard	
See Curriculum overview	
Final qualifications:	
<ul style="list-style-type: none"> • The student is able to choose a relevant business opportunity from many possible identified opportunities • The student is able to formulate an innovative process, product or service for his Master Company • The student knows different types of leadership and its origins • The student knows how to motivate people, depending on their cultural background and how to build trust in an intercultural team • The student can describe the role of different participants in the agri-supply chain and their responsibilities towards food safety issues • The student can mention the supply chain partners for his own Master Company and also indicate them in a supply chain study • The student can identify the most important CSR elements • The student can develop an implementation plan for a CSR strategy for his Master Company (or part of MC) • The student can build a theory from a given database • The student can select the appropriate research method for his own research • The student can write a thesis plan 	
Literature:	
As previous phase.	

MAD Phase 3: Researcher (MRES)					
Coördinator:		Arjan ter Horst		Number of credits:	
				13	
Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
MRES10	2	Agri- & Food Supply Chains	Assignment	3	See below
MRES20	2	Strategy & Innovation	Case study Exam	3	See below
MRES30	2	Business & Organization	Exam	3	See below
MRES40	2	Research & Analysis	Exam	3	See below
MRES45	1	Journal Club	Assignment	3	See below
MRES51	1	Personal Development	Assignment	3	See below
MRES55	1	English Writing	Assignment	3	See below
MRES60	2	Thesis	Assignment	3	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness.			
Professional task:		Implementation of project			
Role:		Project leader responsible to execute the project plan and the intervention aimed for, to evaluate while progressing and make adjustments when needed, anchor the change in the practice of the company			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged during company visits			
Learning outcomes:					
Agri- & Food Supply Chain		<ul style="list-style-type: none"> The student uses logistic concepts in order to evaluate and to improve the logistic management of an Agri & Food Supply Chain The student uses knowledge about information systems, in particular databases, big data, blockchain and ERP-systems, to improve the information management of an Agri & Food Supply Chain The student is able to conduct a logistical quick scan and to develop suggestions for improvement including basic research instruments (an interview, survey or data-analysis) in a Agri & Food Supply Chain. The student is able to reflect and to conclude over relevant experiences in company visits or guest lectures. 			
Strategy&Innovation		<ul style="list-style-type: none"> In order to deal with implementation of new policy, the students has to know how to manage change and capture the value of an innovation. 			
Business&Organisation		<ul style="list-style-type: none"> In order to deal with implementation of a new strategy, the student has to know how to handle stakeholders who are resistant to change and how to involve company stakeholders favourably to policy implementation. The student will learn techniques for capital investment appraisal and new opportunities to finance the business 			
Research&Analysis		<ul style="list-style-type: none"> 40: The student can collect, organize, synthesize and analyse quantitative research data 40: The student is familiar with quantitative research methodologies and non-parametric analyses 40: The student can apply the correct data collection methodology and non-parametric statistical tests to a given research problem 45: The student can evaluate quantitative and qualitative research studies in terms of their approach, analyses, conclusions and limitations 			
Communication & Personal Development		<ul style="list-style-type: none"> Students are able to manoeuvre and position themselves as entrepreneur within a professional organization. Group dynamic will be studied. Student can inform and convince in English on academic level. 			
Thesis		<ul style="list-style-type: none"> The student can contextualize and reify his/her own research into a theoretical framework and the professional context. The student can communicate his/her own research proposal using logical reasoning and in accordance with the APA-guidelines 			
Professional Master Standard					

See Curriculum overview

Final qualifications:

- The student can describe which ways exist to deal with resistance and make a reasoned approach in a specific business situation.
- The student can apply the participative strategy formulation process (in a management simulation).
- The student makes a well-reasoned choice of the best way to include stakeholders in the processes of change.
- The student can describe the three most important organisational effects of the implemented change in a specific business situation.
- The student can describe a vital effect of an implemented change on the supply chain, the financial department, HR management and quality control.
- The student can write a thesis plan.
- The student is aware of the most challenging issues in the food sector
- The student knows aspects of the EU Food law.

Literature:

As previous phase

MAD Phase 4: Young Professional (MYPR)					
Coördinator:		Arjan ter Horst	Number of credits:		16
Module elements	ECTS	Name	Mode of Exam	Exam in Period	Literature
MYPR10	2	Agri- & Food Supply Chains	Assignment	4	See below
MYPR51	1	Personal Development	Assignment	5	See below
MYPR60	13	Thesis	Assignment	5	See below
Entrance requirements:		A Bachelor degree in a field related to agribusiness.			
Professional task:		Conducting proposed research and communicate results both written and by oral presentation.			
Role:		Reflect on own development trajectory, conduct proposed research, write master thesis, present at the Master company / Aeres Hogeschool			
Methods:		Time spent in Master Company, classes, company visits, communities of practice			
Presence		Presence is obliged during company visits			
Learning outcomes:					
Agri- & Food Supply Chains		<ul style="list-style-type: none"> In order to be able to analyse the impact of an Agri & Food supply chain on the environment, the student must be able to set up a plan for conducting a Life Cycle Analysis plan (LCA) The student has to know relevant aspects and issues about circular economy In Agri & Food. The student is able to use and evaluate circular business models for Agri & Food Supply Chains. The student must be able to develop a project plan in an Agri & Food company which is ready for decision making by a Management Team or Board. The student is able to reflect and to conclude over relevant experiences in company visits or guest lectures. 			
Communication & Personal Development		<ul style="list-style-type: none"> Reflection on Reflection on product, process and decisions made Professional attitude towards their personal development 			
Thesis		<p>Upon completion of this course the student can :</p> <ul style="list-style-type: none"> plan and manage a substantial project work independently and efficiently identify where and when to acquire knowledge and help from others build a sound theoretical framework and discuss research results in that framework collect data in a systematic and verifiable manner analyse data critically and correctly integrate the theoretical framework and research outcomes into a professional and practical context formulate sound conclusions based on a comprehensive discussion of the results communicate the research and its results in a comprehensive, consistent and concise report and presentation, both scientifically sound and integrated in practice. 			
Professional Master Standard					
See Curriculum overview					
Final qualifications:					
<ul style="list-style-type: none"> The student can reflect on the aspects which are important for sustainable company management. The student can assess his own strength and weaknesses. The student can plan and implement improvements to his weaknesses. The student can apply his acquired knowledge and competences to real life business cases 					

- The student can find ways to acquire new knowledge, new insights, new abstractions for himself. As he pushes towards and beyond the current boundaries of what is known, the student shares new knowledge with others.
- The student presents in an oral defence (a concept of) his work and will have his ideas tested.
- The student can reflect on, present and defend the decisions made in a management simulation.

Literature:

4. Agri- & Food Supply Chains

Rethinking the European Union, Nathaniel Copsey, Palgrave, 2015 ISBN 978-1-137-34166-2

All else as previous phase