



DEPARTMENT OF BUSINESS ADMINISTRATION

FEA434 Matix - Management of Growth, 60 credits

Matix - Management av tillväxt, 60 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Department of Business Administration on 2018-03-08 and was last revised on 2022-05-24 to be valid from 2022-08-29, autumn semester of 2022.

Field of education: Social Sciences 100%

Department: Department of Business Administration

Position in the educational system

The course is offered as a freestanding course.

Main field of studies

Business Administration

Specialization

A1E, Second cycle, contains degree project for Master of Arts/Master of Science (60 credits)

Entry requirements

Admission to the course requires at least 180 credits of which at least 90 credits must be in business administration including a 15 credit Bachelor's thesis or equivalent.

Language proficiency in Swedish and English corresponding to the Swedish upper secondary courses Sv B/Sv 3 and Eng A/Eng 6 is also required.

Learning outcomes

For each sub-course, learning outcomes are stated under "Course content".

The course is sustainability-related, which means that at least one of the learning outcomes clearly shows that the course content meets at least one of the University of

Gothenburg's confirmed sustainability criteria.

Course content

The course consists of four course modules. We call them modules because they are highly interrelated with each other and should not be seen as separate course activities.

The course modules are:

Module I: Innovation, 15 credits

Module II: Strategy, 15 credits

Module III: Change Management, 15 credits

Module IV: Master Degree Project, 15 credits

Sub-courses

1. Module I: Innovation (*Modul I: Innovation*), 15 credits

Grading scale: Pass (G) and Fail (U)

Module I: Innovation aims to highlight and reflect on driving forces that are considered to lead to innovation, entrepreneurship and dynamic capabilities in established companies and their surrounding innovation systems. The students are being introduced to an entrepreneurial and sustainability-oriented mindset. State of the art research in the areas of innovation management is introduced, which gives the students opportunities to build their own theoretical basis for defining and analyzing ongoing activities and to reflect on their own role in them over time.

The course module also includes reflections and personal development. The students are divided into teams to facilitate and support cooperation and knowledge exchange, and within this module the principles for these interactions are set. The purpose is also to get to know their own strengths and areas of development linked to future work roles in companies with growth ambitions.

The students are matched together with their respective partner companies with which they spend considerable time during the remaining academic year, to both develop their own knowledge and abilities and contribute constructively to the company's business and business development. In Module I, students are to get to know the activities of their partner companies and analyze opportunities and challenges they face in relation to innovation, business development and growth.

Learning outcomes

The qualitative targets for a Master of Science (60 Credits) with a major in Business Administration are related to the module's learning outcomes.

On successful completion of the course module, students will:

Knowledge and understanding

1. be able to account for different scientific approaches, theories, and tools in innovation management in relation to sustainable growth in a global societal development,
2. be able to account for different approaches, theories, and tools in sustainable leadership that are dealt with in the course module,
3. be able to reason independently and critically about the possibilities and limitations of theories and tools, and how they relate to each other,

Competence and skills

4. be able to analyze ongoing activities with the help of scientific approaches, theories and tools in innovation management in order to identify and explain relevant challenges and opportunities linked to increased innovation power and long-term sustainable growth,
5. have the ability to plan, organize and execute smaller projects individually and in groups,

Judgement and approach

6. have the ability to independently and critically evaluate and justify which areas should be prioritized by ongoing activities with growth ambitions in order to shift their innovative power, and what consequences this may have over time,
7. have the ability to independently reflect on and challenge their own approach to innovation, creativity and entrepreneurship.

Form of teaching

The teaching consists of lectures, seminars, and workshops, as well as situated practice at partner companies. The lectures have an orientation character in the sense that they introduce and explain relevant research fields, theories, models and tools in innovation management and sustainable leadership. Seminars, workshops, exercises and team meetings support students' ability for critical reflection, creativity, and an independent approach to theory as well as practice. Through lectures, teamwork, workshops and firm-located activities, conditions are created for students to use theoretical perspectives to challenge ongoing activities and draw independent conclusions. These activities form the basis for a number of academically based company reports that the students work with in the course

module, with the aim of getting to know the partner company in depth and the challenges the company faces in relation to innovation and / or growth.

In addition, students will be regularly put in situations where they can reflect on issues both individually and in groups linked to sustainable leadership and personal development, and great emphasis will be placed on discussions and exchange of experience. Several of the parts include oral presentation.

The students' own learning activities also include the internships they carry out in their respective partner companies, where they are expected to use theories, models, and tools to analyze the activities. Individual reflection tasks are linked to these firm-located activities, as well as to their learning and personal development.

Assessment

The examination of all learning outcomes consists of:

- attendance during lectures, seminars, and workshops
- attendance and active participation in team meetings
- 1-3 oral presentations
- 1-3 written business reports
- 1-3 individual reflection reports

All examination elements and assessment criteria are specified in detail in the course module's study instructions. In the active participation during lectures, seminars and workshops, the emphasis is on learning outcomes 1-4, but learning outcomes 6-7 are also included. Team meetings and oral presentations of group assignments are linked to all learning outcomes. Written business reports are linked to learning outcomes 1 and 3-6. Individual reflection reports are linked to learning outcome 7.

In the event of absence from learning activities that are linked to examination or practical application in the partner company, the responsible teacher can give the student supplementary individual assignments.

Grades

The grades for the course module are Fail (U) or Pass (G).

An examination component that has received the grade Fail can be supplemented until it has received the grade Pass, until the whole course is completed.

For the grade Pass, it is required that all learning outcomes have been achieved through active participation in lectures, seminars and in group discussions and that a passing grade has been obtained on all course components of the course module.

2. **Module II: Strategy** (*Modul II: Strategi*), 15 credits

Grading scale: Pass (G) and Fail (U)

Module II: Strategy aims to give students a broad understanding of how new and established businesses can strategically position themselves in a changing business landscape; how the companies' history both creates opportunities and obstacles to renewal, how alternative future scenarios can be developed, how new visions, business ideas and strategies can be explored and what competencies and resources are required for this. The course module also contains perspectives on the opportunities and problems that growing companies are faced with, as well as how companies' business models can be developed.

The course module also includes reflection and the opportunity for personal development. The students will meet regularly to reflect on the course year's opportunities and challenges, both individually and in groups.

Students are assigned to explore and challenge their partner companies' strategic visions, operations, and business models. It is therefore important to build a broad understanding of strategic business development and the market, and to reflect on the practical relevance and areas of use of various strategic tools. There will also be specific assignments of a shorter or longer nature from the partner companies, where students explore and challenge strategic activities in need of transparency.

Learning outcomes

The qualitative targets for a Master of Science (60 Credits) with a major in Business Administration are related to the module's learning outcomes.

On successful completion of the course module, students will:

Knowledge and understanding

1. be able to account for different scientific approaches, theories, and tools in strategy and business development, in relation to sustainable growth in a global societal development,

2. be able to reason independently and critically about the possibilities and limitations of theories and tools, and how they relate to each other,

Competence and skills

3. be able to analyze ongoing activities with the help of scientific approaches, theories and tools in strategy and business development in order to identify and explain relevant challenges and opportunities linked to strategic renewal and long-

term sustainable growth,

4. have the ability to actively implement strategy-related activities in ongoing activities with growth ambitions,

5. have the ability to practically apply approaches, theories, and tools in sustainable leadership adapted to growing individuals and businesses,

Judgement and approach

6. be able to independently and critically evaluate and justify which strategic areas, value propositions, and alternatives for actions that ongoing activities with growth ambitions should prioritize, and what consequences this may have over time,

7. have the ability to independently reflect on and challenge their own approach to strategic business development,

8. have the ability to reflect on their own role and positions in the strategic work of ongoing activities.

Form of teaching

The teaching consists of lectures, seminars, and workshops, as well as situated activity at partner companies. The lectures have an orienting character in the sense that they introduce and explain relevant research fields, theories, models, and tools in strategic business development. Seminars, workshops, exercises, and team meetings support students' ability for critical reflection and independent approach to theory as well as practice. Through lectures, teamwork, workshops, and firm-located activities, conditions are created for students to use theoretical perspectives to challenge ongoing activities and draw independent conclusions. These activities form the basis for a number of academically based company reports that the students work with in the course module, with the aim of analyzing their partner company's overall strategy and reflecting on how to explore and develop existing and new offers.

Students will regularly be put in situations where they can reflect on issues both individually and in groups linked to sustainable leadership and personal development, and great emphasis will be placed on discussions and exchange of experience. Several of the sub-parts also include oral presentation.

The students' own learning activities also include the strategy-related internships they carry out in their respective partner companies, where they are expected to use strategy theories and models to analyze the activities. Individual reflection tasks are

linked to these firm-located activities, as well as to their learning, leadership and personal development that has been developed through individual work and in group contexts.

Assessment

The examination of all learning outcomes consists of:

- attendance during lectures, seminars, and workshops
- attendance and active participation in team meetings
- 1-3 oral presentations
- 1-3 written business reports
- 1-3 individual reflection reports

All examination elements and assessment criteria are specified in detail in the course module's study instructions. In the active participation during lessons and seminars, the emphasis is on learning outcomes 1-3, but learning outcomes 6-8 are also included. Team meetings and oral presentations of group assignments are linked to all learning outcomes. Written business reports are linked to learning outcomes 1-4 and 6. Individual reflection reports are linked to learning outcomes 4-5 and 7-8.

In the event of absence from learning activities that are linked to examination or practical application in the partner company, the responsible teacher can give the student supplementary individual assignments.

Grades

The course module is graded with Fail (U) or Pass (G). An examination component that has received the grade Fail can be supplemented until it has received the grade Pass, until the whole course is completed.

For the grade Pass, it is required that all learning outcomes have been achieved through active participation in lectures, seminars and in group discussions and that a passing grade has been obtained on all course components of the course module.

- 3. Module III: Change Management** (*Modul III: Förändringsledning*), 15 credits
Grading scale: Pass (G) and Fail (U)

Module III: Change Management aims to give students a broad understanding of how new as well as established companies can handle different types of change work

in practice. The course module highlights and reflects on different approaches to change and develop activities and what challenges this leads to. It addresses areas such as sustainable leadership, organizational culture, and employee performance conditions. The focus is on a practical application of academic literature in the field of change management, where students are trained to independently analyze concrete situations in ongoing activities and identify different action alternatives based on scientific theories and models.

The course module includes elements aimed at managing and further developing one's own personal leadership and lifelong learning even after completing education, as well as reflecting on and actively shaping a future career.

In the partner companies, the students focus on, based on previous analyzes and business development work, leaving concrete imprints in the organizations. This means being actively driven in implementing real changes in the activities that the partner company and the students have identified as strategically important for achieving growth. This work requires an independent and critical approach, but also an action-oriented focus.

Learning outcomes

The qualitative targets for a Master of Science (60 Credits) with a major in Business Administration are related to the module's learning outcomes.

On successful completion of the course module, students will:

Knowledge and understanding

1. be able to account for different scientific approaches, theories, and tools in strategy and business development, in relation to sustainable growth in a global societal development,
2. be able to reason independently and critically about the possibilities and limitations of theories and tools, and how they relate to each other,

Competence and skills

3. be able to analyze ongoing activities with the help of scientific approaches, theories, and tools in strategy and business development to identify and explain relevant challenges and opportunities linked to strategic renewal and long-term sustainable growth,
4. have the ability to actively implement strategy-related activities in ongoing activities with growth ambitions,
5. have the ability to practically apply basic approaches, theories and tools in sustainable leadership adapted to growing individuals and businesses,

Judgement and approach

6. be able to independently and critically evaluate and justify which strategic areas, value propositions, and alternatives for action that ongoing activities with growth ambitions should prioritize, and what consequences this may have over time,
7. have the ability to independently reflect on and challenge their own approach to strategic business development,
8. have the ability to reflect on their own role and positions in the strategic work of ongoing activities.

Form of teaching

The teaching consists of lectures, seminars, and workshops, as well as situated practice at partner companies. The lectures have an orienting character in the sense that they introduce and explain relevant research fields, theories, models, and tools in strategic business development. Seminars, workshops, exercises and team meetings support students' ability for critical reflection and independent approach to theory as well as practice. Through lectures, teamwork, workshops and laboratory activities, conditions are created for students to use theoretical perspectives to challenge ongoing activities and draw independent conclusions. These activities form the basis for a number of academically based company reports that the students work with in the course module, with the aim of analyzing their partner company's overall strategy and reflecting on how to explore and develop existing and new offers.

Students will regularly be put in situations where they can reflect on issues both individually and in groups linked to sustainable leadership and personal development, and great emphasis will be placed on discussions and exchange of experience. Several of the sub-parts also include oral presentation.

The students' own learning activities also include the strategy-related internships they carry out in their respective partner companies, where they are expected to use strategy theories and models to analyze the activities. Individual reflection tasks are linked to these firm-located activities, as well as to their learning, leadership and personal development that has been developed through individual work and in group contexts.

Assessment

The examination of all learning outcomes consists of:

- attendance during lectures, seminars, and workshops
- attendance and active participation in team meetings
- 1-3 oral presentations
- 1-3 written business reports
- 1-3 individual reflection reports

All examination elements and assessment criteria are specified in detail in the course module's study instructions. In the active participation during lessons and seminars, the emphasis is on learning outcomes 1-3, but learning outcomes 4-8 are also included. Team meetings and oral presentations of group assignments are linked to all learning outcomes. Written business reports are linked to learning outcomes 3-6. Individual reflection reports on change management are linked to learning outcomes 4-8, and reflection reports on sustainable leadership and personal growth are linked to learning outcome 8.

In the event of absence from learning activities that are linked to examination or practical application in the partner company, the responsible teacher can give the student supplementary individual assignments.

Grades

The course module is graded with Fail (U) or Pass (G). An examination component that has received the grade Fail can be supplemented until it has received the grade Pass, until the whole course is completed.

For the grade Pass, it is required that all learning outcomes have been achieved through active participation in lectures, seminars and in group discussions and that a passing grade has been obtained on all course components of the course module.

4. Module IV: Master Degree Project (*Modul IV: Fördjupning Magisteruppsats*), 15 credits

Grading scale: Pass (G) and Fail (U)

Module IV: Master Degree Project means that the students choose a delimited research area in which they want to immerse themselves, based on the concrete needs and interests of organizations, and within this subject write a master's thesis. A thesis project involves analyzing, formulating, and solving a larger complex

problem of a practical, development-oriented or research-related nature.

The thesis project must be characterized by a scientific approach combined with an effort to understand organizations' ways of working internally or in relation to their surroundings. This presupposes that the students carry out an extensive empirical study.

The degree project in Matix must be based on a real business administration problem that has been identified in the activities studied in the thesis. The issue must be linked to innovation management, strategy, business development and / or change management. It is important that the work is handled on the basis of a scientific approach. For the thesis work, special requirements also apply in that the findings must be adapted to the participating organizations' needs, in terms of e.g., reporting, feedback, documentation, and confidentiality.

Learning outcomes

The qualitative targets for a Master of Science (60 Credits) with a major in Business Administration are related to the module's learning outcomes.

The student must conduct a major scientific study with high demands on problem analysis, theory, method, empirical collection, analysis, and conclusions with the aim of making a practical contribution to the studied activity or field of activity and to actively, independently, and critically use academic literature to deepen arguments and conclusions. In this way, the student must show evidence of such skills as are required to participate in research and development work.

On successful completion of the course module, students will:

Knowledge and understanding

1. be able to search, collect, evaluate, and critically interpret information about a current business administration development area to formulate and motivate relevant issues and theoretical points of departure,

Competence and skills

2. have the ability to present their results in writing with high demands on scientific and practical relevance, i.e., discuss own analyzes and conclusions and how they relate to existing knowledge and established practice,
3. have the ability to plan, organize, and carry out a major academic study,

4. have the ability to orally argue for the validity of their own results and the study's contribution to new knowledge,
5. have the ability to orally argue about other students' scripts at seminars during the process and completed thesis at the final seminar,

Judgement and approach

6. have the ability to argue critically and independently about made scientific assumptions and method choices, i.e., be able to justify their positions and assumptions and choice of method,
7. have the ability to identify and reflect on ethical aspects of research and development work, including one's own degree project.

Form of teaching

In order to provide the student with the necessary scientific and methodological knowledge and skills, teaching comprises supervision, lectures and seminars. A number of status reports must also be submitted to the course management during the process. A final seminar (opposition) is arranged where the student participates both as a presenter/defender of own work and as an opponent of fellow students' work. The opposition takes place between student groups.

Each thesis group at Matix shall normally consist of two students. Exceptions may apply. For each thesis, an academic supervisor is assigned, based on the essay topic and available resources.

Assessment

The examination of all learning outcomes consists of:

- attendance during lectures and seminars
- three written progress reports
- an opposition to other students' thesis drafts and defense of their own work
- a written master thesis
- 1-3 individual reflection reports

All examination elements and assessment criteria are specified in detail in the course module's study instructions. Active participation during lessons and seminars put emphasis on learning outcomes 1-2 and 6-7. The written progress reports are linked to learning outcome 3. The opposition is linked to learning outcomes 4 and 5. The

written master thesis is linked to learning outcomes 1-3 and 6-7. The individual reflection reports are linked to all learning outcomes.

A thesis that does not meet the requirement for passing grade can either qualify for a re-submission in order to meet the minimum requirements or be deemed of such quality that the writing of an entirely completely new thesis must be written. As a general rule a revised thesis must be submitted for re-assessment within two months of the end of the thesis course. Should the resubmitted thesis still not meet the minimum requirements, the student will be assigned a Fail (F). A revised thesis shall not be defended or reviewed at a seminar.

In the event of absence from learning activities that are linked to examination or practical application in the partner company, the responsible teacher can give the student supplementary individual assignments.

Grades

The course module is graded with Fail (U) or Pass (G). For the grade Pass, Pass is required for all learning outcomes.

Form of teaching

Course implementation

Matix is a one-year advanced course in business administration with a focus on innovation, strategy, business development, change management, and sustainable leadership. A central element in the teaching is that the student, in parallel with the academic work, is matched with a partner company which during the academic year is analyzed from different perspectives based on its specific situation and the world around it. The course content is thus largely based on interactive learning, which means that knowledge is internalized and challenged through practical application and reflection.

The course consists of four subsequent but integrated course modules, all of which contain three continuous and partially overlapping areas: 1) knowledge development, 2) personal development and 3) business development. The course places great demands on the students' personal driving forces and willingness to, together with others, develop knowledge, businesses, and themselves.

See more in detail in each course module.

Language of instruction: Swedish

Teaching in English may occur.

Assessment

See "Course content" (above) för each course module.

If a student who has twice received a failing grade for the same examination component wishes to change examiner ahead of the next examination session, such a request should be made to the department in writing and should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for study support for students with disabilities, the examiner may, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years after the course has ceased/been changed. The same applies to internships and professional placements (VFU), although this is restricted to just one additional examination session.

Grades

The grading scale comprises: Pass (G) and Fail (U).

For the grade Pass, Pass is required for all course elements and Pass for the master's thesis.

Course evaluation

The course evaluation takes place orally continuously during the course. A written course evaluation also takes place anonymously and digitally via the course's website in connection with the completion of the education and includes the entire course. The results of the evaluations are compiled and communicated continuously with the students, and provide input for further course development for the course management.

Additional information

The course was first given in 1980 and has been continuously developed over the years. Since the autumn of 2013, student admission of qualified students is based on study results, CV, personal letter, and interviews.

Literature

The philosophy of the education is largely based on the student actively and independently seeking knowledge in the relevant areas. Lectures and lecturers convey perspectives that generate insight into sources for their own in-depth study.