



Master in Business Innovation



**BANGKOK
UNIVERSITY**
THE CREATIVE UNIVERSITY



IKI-SEA
THE INSTITUTE FOR
KNOWLEDGE & INNOVATION
SOUTH-EAST ASIA
BANGKOK UNIVERSITY



Master in Business Innovation



Imagination is more important than knowledge

Albert Einstein



Highlights of the MBI Program

- The 1st in Thailand
- New Creative Program
- International Program
- Multi-disciplinary Program
- Can be completed in 18 months
- Classes taught on Saturdays
- Blended learning with 2/3 time spent in class and 1/3 scheduled at home
- Taught by International experts
- Available as a dual degree with France or South Korea
- Innovative teaching techniques (MOOCs, Action Learning, Problem and Team based learning, flipped classroom...)
- Project-based learning (PBL) in collaboration with local organizations



Master in Business Innovation



Innovation
distinguishes
between
a leader and
a follower

Steve Jobs

1 WHY A MASTER IN BUSINESS INNOVATION (MBI)?

2 MBI PROGRAM'S DETAILS

Program's goals
MBA vs MBI
What is business innovation?
Career Opportunities

3 CURRICULUM

Curriculum overview
Program philosophy
Innovation-Project Intra/entrepreneur
Curriculum
Dual Degrees
Fast track Ph.D. in Knowledge Management
& Innovation Management

4 ADMISSION

Applicant profile
Admission process
Tuition Fees

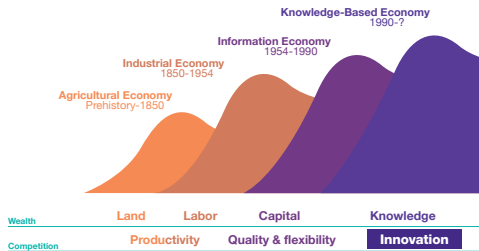
5 CREATIVE LEARNING ENVIRONMENT

Bangkok University
The Institute for Knowledge
and Innovation Southeast Asia (IKI-SEA)
University networks of industrial partners

6 FACULTY

1 Why a Master in Business Innovation (MBI)?

The Past



The sources of both wealth and performance have evolved over history.

During the agricultural age, wealth was measured by the amount of land one possessed.

With the beginning of automation in the industrial age, the source of wealth shifted from land to labor as the more employees that worked for a company, the more it could produce and the more it could improve its performance.

How efficiently and effectively an organization was able to manage its resources (productivity) then became the main source of competition. During the information era, capital was the main indicator of wealth. Productivity was no longer sufficient, quality and flexibility were required for organizations to remain competitive. Over the past decade we have entered into the knowledge-based economy, where knowledge has become one of the main assets of organizations. The way that organizations are able to manage and leverage their intellectual capital to innovate has become a

main strategic differentiator towards competitors and central to gain a sustainable advantage.

The 21st century is characterized by challenges that are unique in the history of humankind. Technological advances and social developments, together with a high level of interconnectedness due to globalization and collaborative technologies are dramatically changing world dynamics. Change is happening faster, in a more complex manner, and it occurs at a more profound level. Therefore, predicting change is becoming

increasingly difficult. As a result, management responsibilities have never been as demanding as they are today. Tomorrow's leading executives and managers will have to combine knowledge (tacit & explicit²) and expertise (know-how & know-that³) in their innovation strategy and adapt their managerial style to overcome these challenges (Polanyi, 1966; Huerta de Soto, 2008). Organizational and analytical competences will not suffice for the challenges of tomorrow and soft skills will become more and more important in order to continually improve the dynamic capabilities of managers.

1. Adapted from Savage, C. M. (1996). *Fifth generation management : co-creating through virtual enterprising, dynamic teaming, and knowledge networking* (Rev. ed.); Butterworth-Heinemann

2. Polanyi, M. (1966). The logic of tacit inference. *Philosophy*, 41(155), 1-18.

3. Huerta de Soto J. (2008) *The Austrian School – Market Order and entrepreneurial Creativity*; Cheltenham/Northampton, Edward Elgar Publishing

The Future

Innovation through intrapreneurship has become imperative for most private firms but increasingly so in the public sector. Therefore, capabilities in innovation management have become central to driving businesses and industry forward by both CEOs and governments alike. In today's more turbulent business environment innovation involves the acquisition of external knowledge, advanced skills, and the application of new technological combinations. These imply closer collaboration with customers, suppliers, complementors⁴ and even competitors. Consequently, open innovation and collective strategies are vital for firms to gain a sustainable competitive advantage and market-place position. This context justifies the growing number of public-private collaborations and the proliferation of business ecosystems.

Hence, industries, organizations, and societies are in need of creative minds to solve the ever more complex issues they are facing. It is no longer only about knowing, understanding and capitalizing, but SCRUTINIZING, SEIZING, CONNECTING and ACTING; acting for change, acting for novelty, acting for differentiation and acting for business sustainability.

Tomorrow's leading executives and managers will need to be pro-active innovators with the vision and influence to create opportunities; they will

possess highly developed social and intercultural skills; they will not remain passive in the face of change, but actively shape organizations and lead the company into the future; they will think and act as entrepreneurs.

To better prepare for these challenges, our MBI program focuses on the issues of identifying, conceptualizing, developing and managing incremental or radical innovations for product, service and, process. Its unique curriculum embraces original business development approaches encompassing entrepreneurship within

bespoke market orientations. Moreover, the program creates an exclusive opportunity to experience innovation management throughout the new product or new service development process and to enhance a mutual understanding about the rationale adopted from a technological and business management perspective. Empirical evidence exists to support a mutual understanding as key for successful cooperation between research and development functions and marketing functions ultimately leading to innovation success (Matthyssens *et al.*, 2015⁵ ; Daniel *et al.*, 2002⁶) .

4. Complementors : businesses that complement product(s) and or service(s) of a company.

5. Matthyssens, P., Bocconcelli, R., Pagano, A., & Quintens, L. (2015). Aligning Marketing and Purchasing for new value creation. *Industrial Marketing Management*, in press (doi:10.1016/j.indmarman.2015.07.016).

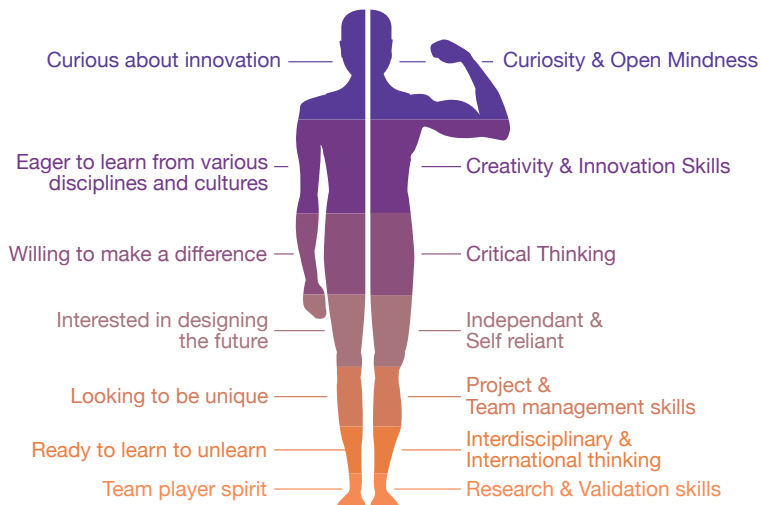
6. Daniel, H.Z., Hempel, D.J., & Srinivasan, N. (2002). A model of value assessment in collaborative R&D programs. *Industrial Marketing Management*, 31(8), 653–664.

So, if you are passionate about tomorrow's business and desire to be the manager of the future, our MBI program answers your wishes. We will show you and teach you how to:

- Become a change maker and a change facilitator
- Master the organizational creative and innovative processes
- Develop your critical thinking skills
- Develop your creative abilities
- Make a difference
- Be unique

Before MBI

After MBI



UNITIES THREATS

SUCCESS

| M | B | I |

R

TARGET MARKET

Think
outside
The box

VALUE
PROFITABILITY

Invo
+En

2

MBI PROGRAM'S DETAILS

Our MBI program is designed to answer both regular education as well as continuing education needs. It can be specialized to meet the needs of a particular industry so please do contact us for more information. Executive training and certificates in the field of innovation are also available.

Program's goals

Our MBI program focuses upon management within the frameworks of short-term and long-term objectives and investments in respect of industrial dynamics and innovation. For many companies, a critical issue is how to compromise between efficiency and innovation in combining their short and long term aims. For today's business leader it requires the mobilization of existing resources to current activities, whilst seeking new resources to develop innovative businesses and services. Hence, our MBI program's overall objective is to provide learners with theories, methods, and tools to shape them as potential managers in organizations operating under uncertainty in complex and rapidly changing market and technological environments.

The goals of the program are to provide the knowledge, skill and understanding required to:

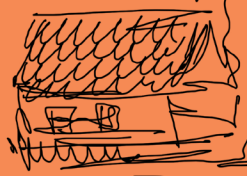
- Identify and generate new ideas
- Evaluate benefit versus risk in business opportunities
- Select best opportunities
- Integrate theories and practices to strengthen innovative (Teece & Pisano, 1994⁷) / dynamic capabilities (Eisenhardt & Martin, 2000⁸) of organizations
- Operationalize (develop and launch) new processes, products and / or services
- Manage innovative projects and organizational development through new processes, products and /or services
- Attract and retain the best people
- Facilitate the emancipation of dynamic capabilities and the required change (human, process, technological) for your company or organization to become innovation centric

7. Teece, D., & Pisano, G. (1994). The dynamic capabilities of firms: an introduction. *Industrial and corporate change*, 3(3), 537-556.

8. Eisenhardt K.M. & Martin J.A. (2000). Dynamic Capabilities, what are they? *Strategic Management Journal*, 21(10-11), 1105-1121.



PLAN



$$\times 408 = ?$$

$$240 + 10\,600 + 10\,000 = 44\,840$$

$$\frac{\sqrt{42 + (35)^2} \times 1}{400} = \text{YES/NO}$$



\$200\,000 ! ?



$$\$100\,000 + 50\,000 + 34\,000$$



Degree Confered

Upon successful completion of the program requirements, students will be awarded Master of Management in Business Innovation degree from Bangkok University.

A MBA versus a MBI

Let us consider the differences between a traditional Master in Business Administration (MBA) and a Master in Business Innovation (MBI).

The MBA content and format evolved to address economical and industrial needs but it still remains focused on the core traditional business fields such as accounting, finance, marketing, human resources and operations.

The MBI is focused on the current strategic/competitive needs of modern organizations.

It also covers the core business areas, but it integrates them in a more pragmatic and transversal manner.

For example, within the innovation projects feasibility course, the different aspects of product or service viability, risk and sustainability are addressed, taking into consideration strategic, economical, technological, legal and operational aspects.

The key differences are summarized in the following graphic.

M B A

Master in Business Administration



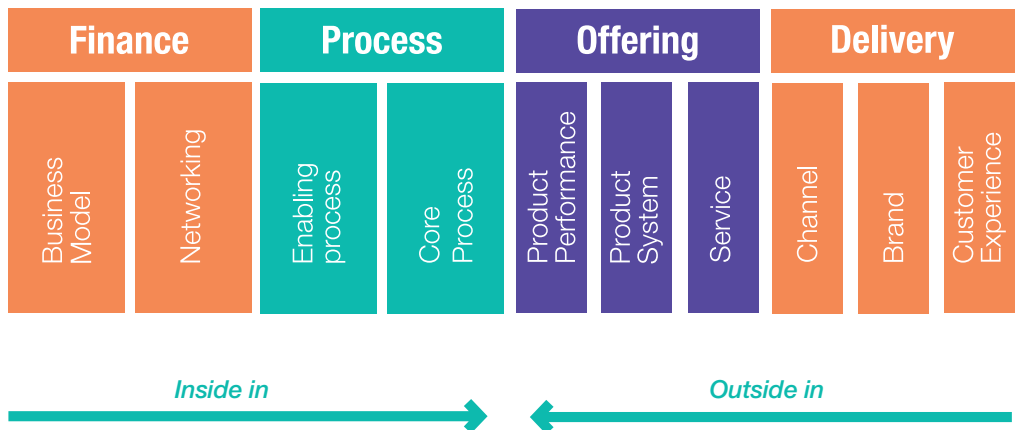
Master in Business Innovation

Administer	Innovate
Protect the "Past"	Create the future
Industrial Economy	Knowledge/Creative Economy
One discipline (Management)	Multidisciplinary (Management, Design, Technology, Social Sciences)
Compete	Connect and Collaborate
Learning	Learning to unlearn and re-learn
Look for certainty	Embrace ambiguity
Business Case studies	Real cases/challenges
Analytical thinking	Divergent and convergent critical thinking
Seek Stability	Seek flexibility, change and adaptation
Risk adverse mindset	Risk taking mindset
Failure is punished	Learn from failures & mistakes
Change	Innovate
Efficiency through standardization	Efficiency through innovation

What is business innovation?

The objective for any business is to sustain and grow their activities. The world is changing at a fast pace. It is not only about meeting the increasing demand to adapt to change, but to propose novel ways of approaching the change transformation. Successful companies are not the ones following a change process, but those that generate and lead change through innovation.

The ten types of Innovation⁹

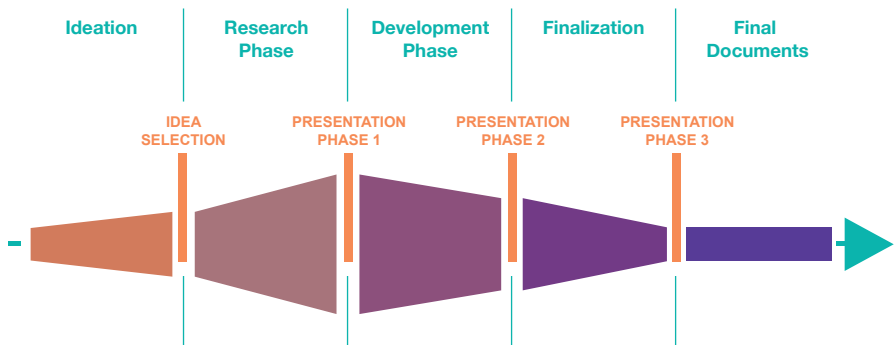


9. Keeley, L., Walters, H., Pikkel, R., and Quinn, B. (2013). *Ten types of innovation: The discipline of building breakthroughs*. John Wiley & Sons.

Therefore, to maintain their market performance, companies align their organizational structures and their business models with their innovation policies. The latter takes into account competitor developments, customer needs, and available innovative / dynamic capabilities and technologies. To access new technologies and to develop new capabilities, companies apply open innovation logics and build networks and potentially ecosystems.

All such adaptations provide opportunities to innovate in several different domains at the same time. These domains encompass different topics: Finance, Process, Offering, and Delivery through 10 innovation archetypes presented in the illustration below. Each innovation type requires specific skills and knowledge to manage a specific change. Our MBI program aligns the different innovation logics and innovation types deployed by firms to reach their strategic goals.

Stage gate process - (IKI-SEA, 2015)



This stage gate process illustrates how inception to market delivery is a series of deliverables each of which will need to be met throughout the innovation journey. Each step can be considered vital as a sequential process;

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 The generation of new ideas 2 Selecting the best ideas (user insights adequacy with available technologies and skills) in order to reduce market uncertainty 3 Prototype development or test phase application (project efficiency | <ol style="list-style-type: none"> verification; business and use modeling) 4 The organization of mass production (structural and organizational adjustments) 5 The launch of the project (lead-user tests; marketing; communication). |
|--|---|

Our MBI program addresses the specific issues connected to each innovation developmental stage.

Any creative idea getting implemented or realized successfully is innovation

Maciej Soltynski

Creation was for long time considered as an act of god only. Nothing was possible to create as it was considered that the “creator” did everything. Even non-religious people were considering that human creation through art was only an imitation or a copy of the nature. With the renaissance in Europe, more consideration has been given to the individual and his/her ability.

Since then, creativity has been considered as a “gift” given to certain people. Recent studies (Finch *et al.*, 2015¹⁰) highlights that creativity can be nurture and enhance by tactics to push the boundaries of norms to become creative. Creativity is no more considering as gift, but as a behavior (Shalley *et al.*, 2004¹¹) .

10. Finch, D., Peacock, M., Leyallet, N., & Foster (2015) , *W. A Dynamic Capabilities View of Employability: Exploring the Drivers of Competitive Advantage for University Graduates*.

11. Shalley, C.E., Zhou, J. and Oldham, G.R. (2004), The effects of personal and contextual characteristics on creativity: where should we go from here?, *Journal of Management*, 30(6), 933-58.

Career Opportunities

Our MBI program will prepare professionals to hold the position of leaders of innovation operating in the fields of:

- **Marketing Innovation** (innovative brand / product management; inventive integration of customer needs; anticipation of product / market adequacy evolution,...)
- **Innovation Architecture** (design and optimization of organizational innovation process; bridging the enterprise business model and strategy with the business functionality through innovation management,...)
- **Innovation Project Management / Innovation Management Consultant** (project management methods applied in products, services and process development)
- **Business Development** (start-up management; community / network development; business ecosystem creation and expansion management,...)
- **Management in Innovation Centers and Technology Centers** (identification, selection and innovators & entrepreneurial management within incubators or technology transfer centers,...)
- **Human Resource Development** (creating a culture of creativity and innovation, soft skills enhancement; continuous development,...)
- **Organizational Strategy** (optimization of the adequacy between structural organization and innovation logics from a strategic goal perspective)
- **Social Innovation** (bringing new ideas that simultaneously meet social needs and create new social relationships or collaborations)
- **Service Innovation** (customers / service adequacy improvement; two-sided market development; new service creation; product enhancement by service development,...)
- **Intrapreneur / Innovation Champion** (an intrapreneur, which can be defined as an employee who is given freedom, materials and financial support to develop new products, services, processes or technology, without following formal routines or protocols), an innovation facilitator, an innovation coach, a mentor, a community of innovation leader, an entrepreneur,...)

3

CURRICULUM

Curriculum Overview

- Our MBI program is offered in English
- The program duration is 18 months for the single degree. The duration of the dual degree is dependent upon the partner university requirements
- An Executive education program can be provided; the duration of which depends on your organization's specific needs and goals
- It is a weekend program with classes primarily taking place on a Saturday
- Participants are required to complete the preliminary and core modules along with a team project with a local company in the first year
- Participants in our Plan A track (thesis) will take an additional elective course
- Participants in our Plan B track (independent study) will take four additional elective courses
- Blended learning techniques are used to deliver our MBI program (lectures, MOOCs, workshops, e-learning, PBL – Project-based learning)
- Planning Modules are designed to accommodate the business schedule of the working professional
- The program uses a team / project-based approach
- Students will be working on “real” projects

Program Philosophy

The 21st century is marked by the rise of life and work environments complexity.

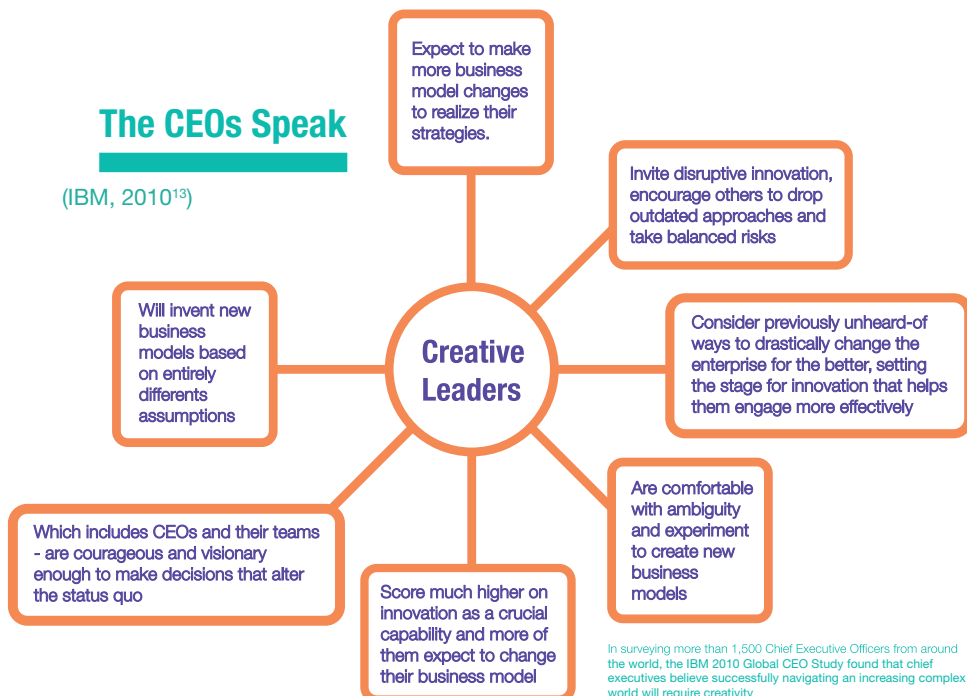
To face this complexity, soft skills such as critical thinking, creativity, communication and collaboration have become increasingly necessary to resolve managerial and innovative issues (Ibarra, 2015¹²). Consequently, today, these learning and innovation skills have become critical in student's education as is clearly illustrated in the P21's Framework for 21st Century Learning.

The educational setting of our MBI program is to focus on soft skills mobilization in the process of innovation management in order to:

- Exploit critical thinking to define precisely the difficulties to overcome
- Enhance communication to improve transversal collaborations
- Develop curiosity and creativity to generate unexpected ideas and solutions
- Favor inter-personal exchanges to promote circulation and exploitation of new ideas

The CEOs Speak

(IBM, 2010¹³)

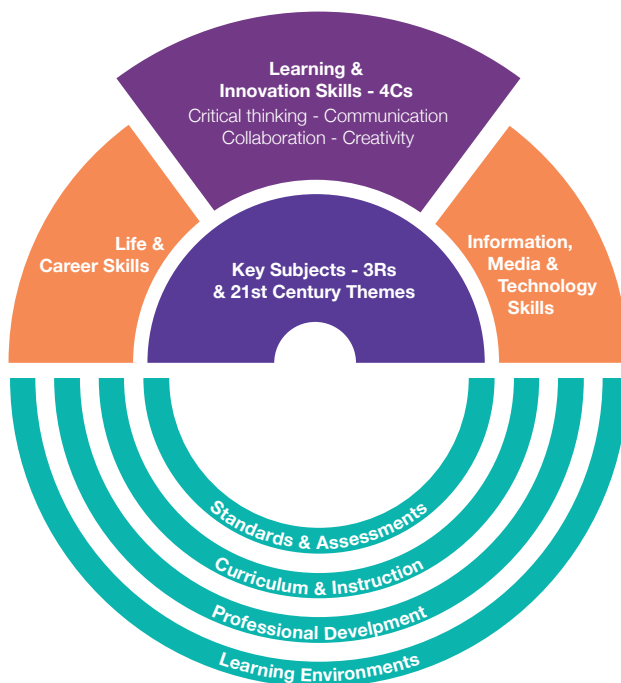


12. Ibarra, H. (2015). The authenticity paradox. *Harvard Business Review*, 93(1/2), 53-59.

13. IBM (2010), *Global CEO Study: Creativity Selected as Most Crucial Factor for Future Success*. Ed.IBM



Framework for 21st century learning¹⁴



The program's overall objective is to provide theories, methods, and tools to participants as potential managers in organizations operating with uncertainty in complex and rapidly changing markets and technologies. To augment the development of soft skills, our MBI program places students in the shoes of managers through PBL (Project-based learning). These projects reflect the uncertainty, the complexity and the rapidly changing market conditions, technologies, and new skills requirements which affect today's organizations. To drive these projects to completion, students will have to:

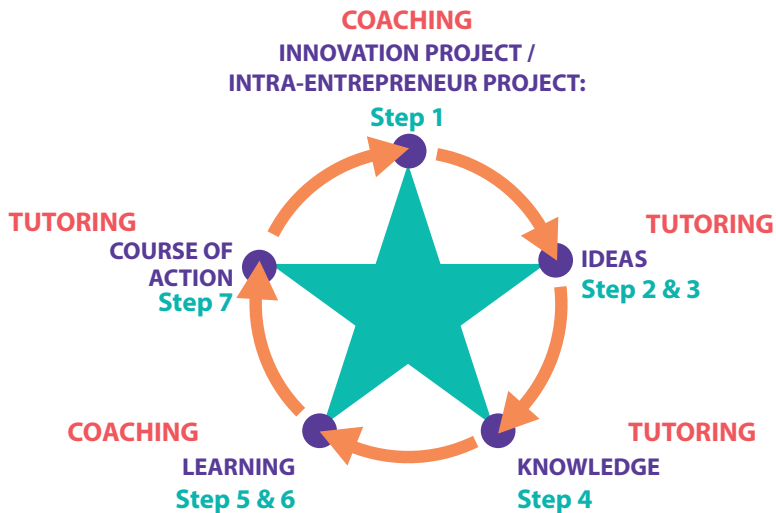
- Identify and generate new ideas and opportunities as well as develop innovation
- Be instrumental in the development and launch of new products or services
- Integrate theories and practices to strengthen the innovation capabilities of their organization
- Manage innovative organization
- Facilitate innovation and the changes required for organizations to become innovation centric

14. Graphic adapted from P21's. (2009); *P21's Framework for 21st Century Learning*. 2009 Partnership for 21st Century Learning (P21's). was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. www.p21.org.

Innovation project - Intra/entrepreneur project

Project-Based Learning

(Thomas, 2000¹⁵; Bell, 2010¹⁶; Bradley-Levine & Mosier, 2014¹⁷)



Step 1: Clarify involved terms and concepts not readily comprehensible

Step 2: Central and secondary issues definition

Step 3: Central and secondary issues analysis

Step 4: Systematic inventory of the explanations inferred from step 3

Step 5: Formulate learning objectives, followed by a few days of study and work

Step 6: Collect additional information outside the group

Step 7: Synthesize and test the newly acquired information to solve the central and secondary issues.

Graphic inspired from

15. Thomas, J. (2000). *A review of research on project-based learning*. Report prepared for The Autodesk Foundation. Retrieved from http://www.bie.org/index.php/site/RE/pbl_research/29.

16. Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83(2), 39-43.

17. Bradley-Levine, J., & Mosier, G. (2014) *Literature Review on Project-Based Learning*. Retrieved from http://cell.uindy.edu/wp-content/uploads/2014/07/PBL-Lit-Review_Jan14.2014.pdf

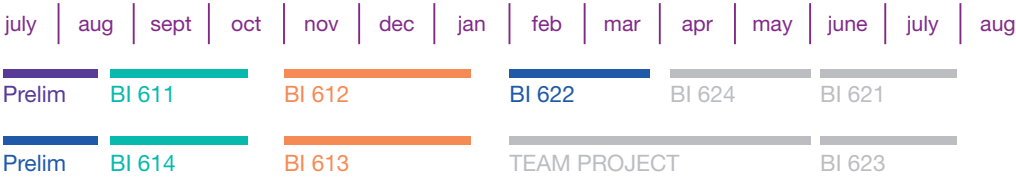
In our MBI Program, PBL (Project-Based Learning) is promoted as a mean of facilitating critical thinking, enhancing communication, developing curiosity/creativity and, as such, favors inter-personal exchanges. This pedagogical approach relies upon complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities. This approach “give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations.” (Thomas, 2000, p. 1¹⁵)

The PBL curriculum focuses on knowledge and skills development through concrete applications in project management.

PBL processes rely on the necessity for students to select and use more adapted knowledge and skills to identify the relevant issues in a specific situation and to solve problems. “Through this process, students develop their own questions to drive learning, study concepts and information that answer those questions, and apply that knowledge to products they develop. In addition, PBL encourages more rigorous learning because it requires students to take an active role in understanding concepts and content, and it enables them to develop 21st -century skills, which foster an enduring curiosity and hunger for knowledge. Since students are able to apply classroom content to real-life phenomena, PBL also facilitates career exploration, technology use, student engagement, community connections, and content relevancy.” (Bradley-Levine & Mosier, 2014, p.1¹⁷).

Curriculum

Academic year 1 (Core courses 24 credits)



Preliminary Courses

Participants with no previous business related studies will be required to take business management and innovation classes.

PL 108

Business Management

presents and debates contemporary business management practice. A case based approach is used to examine the adaptation and application of strategic management and marketing concepts in a range of business development contexts and market situations. Detailed analysis of this practice/theory interface in varying sectors, industries, and international locations will contribute to enhanced understanding of the process, characteristics, and challenges of contemporary business development in practice. This course also presents the key business concepts and theories for participants from a non business background.

PL 109

Business Innovation

is concerned with strategic innovation management for corporate competitive advantage. It provides participants with the knowledge and skills required to understand and manage innovation at the operational and strategic level. Specifically, it integrates management of the market sector with organizational and technological change to enhance the competitiveness of the company. Participants will acquire a critical understanding of strategic innovation at an operational level in an innovation management context, including the tenets of managing growth through innovation in a fast changing global business environment.

BI 611

Creativity and Ideation Techniques

The creativity and ideation module introduces participants to an exploration of creativity and ideation within the discipline of business and management. The changing understanding of creativity is explored as well as personal approaches to creative problem solving. The broad nature of ideation is examined in terms of idea generation, evaluation, and concept development. The role of both creativity and ideation in gaining strategic advantage is introduced. Participants will be exposed to creativity in different fields, for example. Business, Arts, Science, Engineering and Social Science.

BI 614

Global Market Research

The global market research module aims to provide knowledge on the qualitative and quantitative methodologies used in global market research, which provides a foundation in understanding both markets and consumers. A variety of qualitative and quantitative data collection and data analysis methods for descriptive, causal, and exploratory research designs will be discussed and compared, alongside the utilization of these techniques in market research. The research design process (problem identification, proposal writing) will also be taught. During this course students will be presented with the concepts of marketing in all types of organizations and various techniques and approaches used to study the market, competitors, competitive intelligence, as well as emerging weak signals.

BI 612

Innovation Project Feasibility

The innovation project feasibility module will present the various methods and concepts that can be used to assess the feasibility, viability, and sustainability of an innovation project in terms of economic feasibility, legal feasibility, operational feasibility, technical feasibility and schedule feasibility. Accounting, finance, risk and budgeting concepts will also be covered. The innovation project feasibility allows the participant to apply theories of design and learning innovations in their chosen study environment through completing and documenting a small scale research project.

BI 613

New Product Development

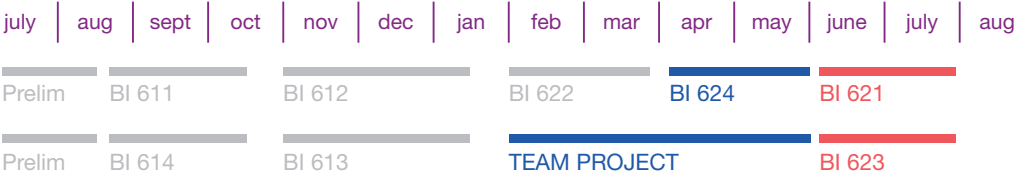
During this module, course students will be presented with the new product development process including services and techniques to manage multi-discipline innovation. The module examines the strategies, processes, methods and techniques used for new product development from inception to realization.

BI 622

Innovation Design

The innovation design techniques module seeks to develop basic skills in design thinking and innovative problem solving. Design thinking is a methodology of innovation based on a deep understanding of what people want and need. Within this module, participants will be presented with various approaches and techniques that can be used to design new products and services. Hands-on experience will be provided in developing physical prototypes, mockups, and, for example, Fab Lab.

Academic year 1 (Core courses 24 credits)



BI 624
Knowledge-based Innovation

Students will learn innovation concepts and techniques that allow innovation to emerge from a better use and combination of existing knowledge. Concepts of Knowledge management (C-K) will be presented as well as techniques such as the Theory of Inventive Problem Solving (TRIZ). TRIZ is an inventive problem solving process and a structured, “left brained” approach to breakthrough innovation through the use of patterns of invention documented in the most inventive of the world’s patents. The C K design theory or concept knowledge theory is both a design theory and a theory of reasoning in design. The theory builds on several traditions of design theory, including systematic design, axiomatic design, creativity theories, general and formal design theories, and artificial intelligence based design models.

Team Project
(in partnership with industry)

Teams of students will work on a real project, helping a local organization to overcome an innovation challenge.

Each team will have a coach that will guide them through the project. This project will allow students to apply the knowledge gained a classroom setting to a live innovation project.

BI 621
Strategic Innovation Management

During this module various aspects of the innovation implementation process will be presented including strategy, change, implementation, motivation and sustainability. The module aims to provide an understanding of key innovation and entrepreneurship management concepts and principles. This becomes a reference point for managing product innovation and development at operational and strategic levels and enhancing competitiveness through innovation. The processes involved in the development of new products and services, including the management of resources and key activities form part of the module alongside an examination of internal and external factors that influence and facilitate organizational innovation.

BI 623
Innovation Research Methodology

This module is designed to provide participants with the necessary training to undertake advanced level research in business and management. The module has two aspects. Firstly, it focuses on the nature of research in a chosen area, the field of social sciences, and an evaluation of the study skills necessary to manage and undertake a research project. Secondly, it provides participants with the opportunity to become familiar with the seminal, empirical and theoretical

Academic year 2 (Plan A or Plan B, 15 credits)

| sept | oct | nov | dec | jan | feb | mar | apr | may | june |

Plan A: Option 1^{Bangkok}

Plan A: Option 2^{Bangkok & France}

Plan A: Option 3^{Bangkok & Korea}

Plan B^(Bangkok)

extant research and literature in the domain of innovation management. Such skills are intended to provide a good foundation for undertaking a dissertation at an advanced level.

Plan A: Research Thesis

Option 1: Thesis + 1 Elective (Bangkok University) + 2 years if selected in Ph.D KIM

Option 2: Thesis + 3 Electives (Dual degree Bangkok University & I.A.E - 1 month in France) + 2 years if selected in Ph.D KIM*

Option 3: Thesis + 1 Elective (Dual degree Bangkok University & Hanyang University - 2 semesters in Korea) + 2 years if selected in Ph.D KIM*

02-E12

Plan B: Independent Study + 4 Electives (Single degree - Bangkok University)

*Students interested in doing a Ph.D in the future are highly encouraged to take plan A, so they will gain some initial research experience that will be very beneficial for their work in the Ph.D program.



Our MBI can be specialized to meet the needs of a particular industry. Executive trainings and academic certificates in the innovation field are also available, please contact us now to learn more.



Dual Degrees



MBI Students will have the option to obtain a dual degree, a Master of Innovation Management and Technology, from the “Institut d’Administration des Entreprises (IAE)” which is a Public Graduate School of Management, of the University Pierre Mendes France, located in Grenoble, France.

The city of Grenoble was ranked as the 5th most inventive city in the world. Selected students will spend 1 month in Genoble

(Mid Sept-Oct) during the 2nd year of their study, to follow courses and various activities. Students are also required to take 2 courses taught by IAE professors at BU. Students will write a common thesis for both programs.

Additional fees will apply. For more information about the program please visit: mbi.bu.ac.th



MBI students will have the option to obtain a dual degree, a Master of Science in Technological Management (M.Sc.), from the Graduate School of Innovation and Technology Management, of Hanyang University located in Seoul, South Korea.

Hanyang University is ranked as the third best university in Korea. Selected students will be expected to

spend 2 semesters in Korea in order to meet Hanyang's master's requirement. Students will write a common thesis for both programs. Additional tuition fees will apply.

For more details of Dual Degree programs, please refer to our program website. mbi.bu.ac.th (curriculum)

Fast track Ph.D. in Knowledge and Innovation Management



PhD-KIM

Knowledge and Innovation Management

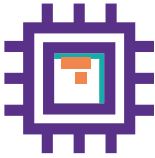
**Students who select the Plan A (Thesis)
and wish to pursue a Doctoral study in Knowledge
Management and Innovation Management can
apply for the combined Master + Ph.D program.**

**Qualified students will be allowed to extend
their thesis to the doctoral level and complete
both degrees in 4 years instead of 5 years.**

ADMISSION

Applicant profile

The Master in Business Innovation program welcomes graduate students or individuals with relevant experience gained in industry who wish to become the business leaders of tomorrow. You may be resident in Thailand or overseas; all we ask is that you have a curious mind!



Engineering



Sciences



Fine Arts



Social
Sciences



Business



Designers

Through a detailed understanding of the theories, methods and tools required by the innovative manager, we aim to prepare every student to be operational after this 18 month program. We don't only create a career path for you, we provide you with methods that will enable you to adapt your mindset to the global

changes facing us. There are different ways to approach change.

We will prepare you to embrace the thrilling challenge of adaptation in a perpetual changing world through creativity.

Admission process

Admission to the program is considered for applicants who fulfill the following entry requirements:

- Hold a Bachelor's Degree or its equivalent, in any field from local or overseas educational institutions as recognized by the Ministry of Education.
- Have proficient command of English language skills, equivalent to a TOEFL score of 520 on the PBT, 190 on the CBT, 68 on the IBT, or an IELTS with a score of 6.0. (TOEFL/IELTS results are valid for 2 years). Any applicant who has not obtained the required score will be required to pass an English Professional Test from Bangkok University.

Admission will be considered along with the score of the English test, academic background and work experience.

Application Documents:

- Application form (Apply online or download from our form online: mbi.bu.ac.th)
- Official Bachelor's degree level transcripts
- Two letters of recommendation from employers and/or previous instructor
- Two Photos (1 inch.)
- English test results
- Resume or CV
- A copy of ID/passport
- A letter of motivation in which you are expected to explain your reasons for joining the program and what you will commit to the program?

**If you have any questions or concerns, just email us at : mbi@bu.ac.th
Or call us on at : (+662) 350 3500 # 1421, 1423**

We are here to help you make this decision not only to improve your future career prospects but to develop you as an individual.

Tuition Fees

To contribute to the development of innovation in Thailand and to support the Thailand 4.0 Government Initiative, Bangkok University is now offering a THB 275,000 scholarship (50% of the full cost) to “early adopters” of the MBI program, who will become the 21st century creative managers! The MBI tuition and fees are only THB2 75,000 NOW!

Students who elect to follow the dual degree program will be required to pay additional fees. Please contact us for details. All costs and expenses, including tuition fees, airfares, housing, health insurance and other expenses that might occur during the study abroad fall under the student's responsibility. All costs are subject to change without prior notice.



JOIN
US

LEARNING ENVIRONMENT

Bangkok University



**BANGKOK
UNIVERSITY**

THE CREATIVE UNIVERSITY

Under the leadership of Mr. Petch Osathanugrah (the Chief Creative Officer of Bangkok University), BU has put in a great amount of substantial resources to create an inspiring and learning environment for students with creativity, knowledge and innovation interests.

Philosophy

Our graduates possess knowledge with virtue, creativity, and entrepreneurship to cope with global changes and live a happy life.

Vision

Bangkok University is a creative, quality, and leading institution.

Mission

To develop Bangkok University so that it remains a creative and quality institution, a leading and lasting institution of education.

To produce graduates with creativity and entrepreneurial skills, who deliver added value to organizations, the society, and economy scrupulously.

Values

The faculty, personnel, and students of Bangkok University possess a sense of unity through the following values: Creativity, Quality and professionalism, Social responsibility Leadership, Entrepreneurship Internationalism

History

Bangkok University is one of the oldest and most famous private universities in Thailand under the patronage of the Bangkok University Foundation. The University has operated since 1962 with A.Surat and A.Pongtip Osatanugrah's resolution to found a non-profit private university as a center of knowledge to develop modern graduates with knowledge and practical skills to serve the country in the future.

The Institute for Knowledge and Innovation Southeast Asia (IKI-SEA)



IKI-SEA

THE INSTITUTE FOR
KNOWLEDGE & INNOVATION
SOUTH-EAST ASIA
BANGKOK UNIVERSITY

Bangkok University hosts the Institute for Knowledge and Innovation – South-East Asia (IKI-SEA). Founded in 2008, the IKI-SEA is a non-profit center of excellence specializing in Innovation and Knowledge management. The IKI-SEA combines leading-edge academic research capability with in-depth business experience to provide practical and effective business solutions to the private and public sectors, both here in Thailand as well as throughout South-East Asia.

MBI students will have the opportunity to be involved in activities and projects organized by the IKI-SEA which will enrich their learning experience and allow them to better understand the current business needs of Thai and South-East Asian organizations. [Learn more at iki-sea.org](http://iki-sea.org)

Among the various creative activities that the IKI-SEA organize are:



Creative Mornings is an international monthly breakfast lecture series designed for creative communities.



Creative Bangkok is a world class 6 days International event centered around Creativity and Innovation management.

The goal of Creative Mornings is to bring together Bangkok's creative community and encourage exchanges while being inspired by a guest speaker.

Learn more at: creativemornings.com

World class organizations come to share their experience and stories on how they have developed and nurtured creativity and innovation in their organization. All aspects and disciplines of creativity are covered through various conferences, workshops, site visits and challenges. Learn more at: creativebangkok.org

Networks of Partners

In addition to a close partnerships with the IAE Grenoble (France) and Hanyang University (South-Korea), Bangkok University has signed two Memorandums of Understanding (MOU) with internationally recognized Knowledge Management and Innovation Management research centers; The Telecom Business School (France) and the Knowledge Management and Innovation Research Centre (KMIRC) at the Hong Kong Polytechnic University (Hong Kong).

These International partnerships allow international faculty members to be available to provide seminars for our MBI students at BU and in doing so ensure our students to receive a comprehensive international experience and a global view of Innovation Management approaches.

Bangkok University is also partner of an International Research Program managed by the Université Pierre Mendes France (IAE-Grenoble), sponsored by the French Government, to develop novel and innovative ways to teach Innovation (the PROMISING project).

The program will benefit from the results of this research project and will apply, where appropriate, different approaches to improve the learning experience of students. Among some of the novel approaches used, Action Learning will be a substantial component of our team-based project methods.



KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre



Apprenez
l'innovation
autrement



Program Faculty Members

**Dr.
Xavier Parisot**
(Program Director of the MBI)



- Ph.D. (Management Sciences) Conservatoire National des Arts et Métiers, France,
- M.Sc. (Medical and Biological Engineering) University Paris XIII, France
- M.Sc. (Human Molecular Genetics) University of Clermont- Ferrand, France
- B.Sc. (Cellular Biology) The University Blaise Pascal, France

**Assoc. Prof. Dr.
Vincent Ribière**
(Co-Program Director of the MBI, Program Director of the Ph.D. KIM)



- Ph.D. (Management Sciences), Paul Cezanne University, France
- D.Sc. (Engineering Management and Systems Engineering with Major in Knowledge Management), The George Washington University, U.S.A.
- M.Sc. (Computer Science and Industrial Engineering), Polytechnic School of Marseilles, Marseilles, France
- M.Sc. (Industrial Engineering), Polytechnic School of Marseilles, Marseilles, France

**Asst. Prof. Dr.
Lugkana Worasinchai**
(Vice-President for Business Development)



- D.B.A. (International Business), University of Sarasota, U.S.A.
- M.B.A. (Business Administration), University of Central Florida, U.S.A.
- B.Sc. (Statistics), King Mongkut's Institute of Technology Ladkrabang, Thailand

Dr. Dongcheol Heo



- Ph.D. (Information Systems), KAIST College of Business, South Korea
- M.Sc. (Management Information System) Case Western Reserve University, U.S.A.
- M.A. (Sociology) Seoul National University, South Korea,
- B.A. (Sociology) Seoul National University, South Korea

Dr. Klaudia Schmidt



- Ph.D. (Management Sciences) Otto-Von-Guericke University Magdeburg, Germany
- M.Sc. (Social Sciences) Humboldt University Berlin, Germany
- B.Sc. (Social Sciences) Georg August University Goettingen, Germany
- EMKM (Knowledge Management) Technical University Chemnitz, Germany
- Dipl. (Anti Money Laundering) Manchester University, Singapore

Dr. Naphunsakorn Waiyawuththanapoom



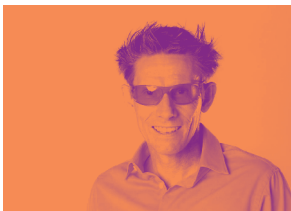
- Ph.D. (KnowledgeManagement and Innovation Management) Telecom Ecole de Management, France and Bangkok University, Thailand
- M. Eng (Energy Planning and Policy) University of Technology, Sydney (UTS), Australia
- B.Sc. (Chemical Engineering) Chulalongkorn University, Thailand

Dr. Ronald Vatananan-Thesenvitz



- Ph.D. (Management), Mahidol University,Thailand
- M.m. (Management) Mahidol University, Thailand
- B.ba. (Business Admin), Assumption University, Thailand

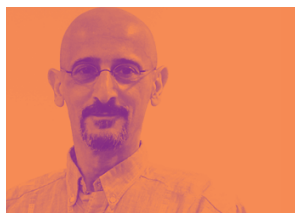
Dr. Detlef Reis



- Ph.D. (International Financial Management) Saarland University at Saarbruecken, Germany
- Dipl. Kaufmann (Business Admin) Saarland University at Saarbrucken, Germany

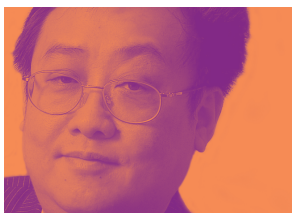
VISITING PROFESSORS

**Prof. Dr.
Thierry Isckia**



- Ph.D. (Management), University Paris XI, France
- M.Sc. (Marketing and Strategy), La Sorbonne University Paris I, France
- B.Sc. (Enterprise Economy), La Sorbonne University Paris I, France

**Prof. Dr.
Eric Tsui**



- Ph.D. (Knowledge Management), Deakin University, Australia
- M.B.A. University of Southern Queensland, Australia
- B.Sc. Honors, University of Sydney, Australia

**Prof. Dr.
Marie-Laurence
Caron-Fasan**



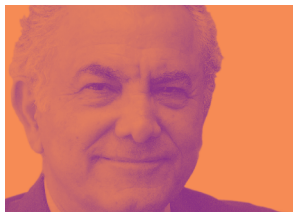
- Ph.D. Université Pierre Mendès France de Grenoble, France
- M.Sc. (Management Information Systems and Organisations), Université Pierre Mendès France de Grenoble, France

**Prof. Dr.
Alexander Bennet**



- Ph.D. (Human and Organizational Systems), Fielding Graduate University, U.S.A.
- M.A. (Human Development), Fielding Graduate University, U.S.A.
- M.S. (Management for Organizational Effectiveness), Marymount University, U.S.A.
- B.I.S. (English Literature and Marketing), George Mason University, U.S.A.

**Prof. Dr.
William Halal**



- Ph.D. (Management Science), University of California Berkeley, U.S.A.
- M.B.A. (International Business and Economics), University of California Berkeley, U.S.A.
- B.Sc. (Aerospace Engineering), Purdue University, U.S.A.

**Prof. Dr.
Valérie Chanal**



- Ph.D. (Management), IAE Grenoble, France
- Master of Management, IAE Grenoble, France
- B.Sc. (Telecommunication Management), University of Paris Dauphine, France

**Prof. Dr.
Nicolas Lesca**



- Ph.D. Université Pierre Mendès France de Grenoble, France
- M.Sc. (Management), Université Pierre Mendès France de Grenoble, France

**Prof. Dr.
Jean-Louis Ermine**



- Ph.D. (Mathematics), Université Paris VII, France
- M.Sc. (Mathematics), Université Paris VII, France

**Assoc. Prof. Dr.
Stefania Mariano**



- Ph.D. (Management Studies), Università Degli Studi Del Molise Campobasso, Italy
- M.B.A. (Economics), Università Degli Studi Del Molise Campobasso, Italy

CONTACT US

Prof. Dr. Aurilla Arnzten



- Ph.D. (Automation - Computer Science), Ecole Nationale des Arts et Industries de Strasbourg, Université Louis Pasteur, Strasbourg, France
- M.Sc. (Engineering Management), Institut de Recherche Polytechnique de Mulhouse, France

Office: **IKI-SEA Bangkok University**
(City Campus)

Dr. Charoen Kantawongs Building,
9th Floor, Rama 4, Klong-Toey,
Bangkok 10110, Thailand

Tel: **(+662) 350 3500 # 1421**

Fax: **(+662) 350 3671**

E-mail: **mbi@bu.ac.th**

Website: **mbi.bu.ac.th**



**BANGKOK
UNIVERSITY**
THE CREATIVE UNIVERSITY



IKI-SEA
THE INSTITUTE FOR
KNOWLEDGE & INNOVATION
SOUTH-EAST ASIA
BANGKOK UNIVERSITY



mbi.bu.ac.th

Office: **Bangkok University**
(City Campus)

Dr. Charoen Kantawongs Building,
9th Floor, Rama 4, Klong-Toei,
Bangkok 10110, Thailand

Tel: (+662) 350 3500 # 1421

Fax: (+662) 350 3671

E-mail: mbi@bu.ac.th

Website: mbi.bu.ac.th



Find us on Facebook
by scanning this QR code



Find us on twitter
by scanning this QR code



Find us on Instagram
by scanning this QR code