



# **INTERNATIONAL BUSINESS\_**

**COURSE CATALOGUE**

**2024-2025**

**April 2024**

# INHOUDSOPGAVE

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# 1 INTRODUCTION

In this course catalogue, you will find the full module descriptions of the **International Business Exchange Program**.

**When selecting your courses, please take the following into account:**

- Each semester is divided into 2 periods:
  - Some courses are offered in either period 1 or period 2.
  - Others are offered in both periods so you can take the course in either period 1 or period 2.
- Languages are always offered over the full semester: classes will take place in period 1 and period 2.

## 2 LIST OF MODULES

Course code	Course name	ECTS credits	level (bachelor)
BUSICB	Business Communication 4	2,5	2
BUSICB	Business Communication 5	2,5	2
BUSIET	Business Ethics	5	2
BUSPEM	Business Performance Management	5	2
BUSBUS	Business to Business and Service Marketing	5	2
DOBUEU	Doing Business in Europe	5	2
DUTBSA01	Dutch 1	2,5	1
DUTBSA02	Dutch 2	2,5	
ENGLIS	English as a Professional language	5	2
EUCHPL	European Culture History, Politics and Law	5	2
FINANC	Finance	5	2
INTECH	Internal Change	5	2
INTENC	International Entrepreneurship	5	2
INTELA	International Law	5	2
INTMAM	International Marketing Management Strategies	5	2
MARKSA	Marketing & Sales - Online Marketing	5	2
OPERMB	Operations Management	5	3
ORGACH	Organisational Change	5	2
DUTCEC	Project Dutch Economy in a global context	5	2
PROJMA	Project Management	5	3
SALOPP	Sales and Operations Planning	5	3
SUPCHM	Supply Chain Management	5	2

### 3 MODULE DESCRIPTIONS

#### 3.1 Business Communication 2

<b>Name SU and code</b>	Business Communication 2 (BUSICB04)
<b>Study Program</b>	Communication Studies
<b>Level</b>	Bachelor level 2
<b>Study Period</b>	Fall semester: Period 1 Spring semester: Period 3
<b>Credits and study load</b>	Study load: 2.5 EC  Scheduled contact time: 16 hours Expected self-study time: 54 hours Total assigned study load: 70 hours
<b>Entry requirements</b>	(Near) upper intermediate knowledge of English.
<b>General description</b>	<p><b>Content</b> The module focuses on improving English language skills, namely, writing and speaking / listening skills.</p> <p><b>Study form</b> Writing: The student writes a memo report. Topic / content relates to research module, CCM. The student applies writing techniques discussed in class. The student uploads a complete portfolio according to given instructions, following up on feedback given by peer and teacher.</p> <p>Speaking / listening: The student prepares and participates effectively in weekly business meetings. Continuous (peer) assessment takes place. Presence is compulsory.</p>
<b>Mandatory participation</b>	Yes, both for writing and speaking.
<b>Activities and/or instructional formats</b>	Writing: Lectures / giving (peer) feedback and following up on feedback. Speaking / listening: Business meetings in small groups / active participation and giving (peer) feedback
<b>Required literature / description of study material</b>	No compulsory literature
<b>Examination</b>	Business meetings Memo report
<b>Name Exam</b>	Business meetings
<b>Assessment Criteria</b>	Speaking CEFR level B2 / C1: <ul style="list-style-type: none"> <li>- The student expresses him/herself fluently and spontaneously without much looking for expressions.</li> <li>- The student uses language flexibly and effectively for social and professional purposes.</li> <li>- The student formulates ideas and opinions with precision and relates their contribution skillfully to those of other speakers (speaking / listening).</li> </ul>
<b>Exam and modular exam format(s) (type of exam)</b>	Continuous assessment

<b>Individual / group</b>	Individual
<b>Number of examiners</b>	1
<b>Exam period</b>	P1 and P3
<b>Resit period</b>	P1 and P3
<b>Duration exam</b>	N.A.
<b>Permitted resources / aids</b>	N.A.
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	100%
<b>Method of enrolment for exam / enrolment period</b>	Participation is enrolment
<b>Discussion and review</b>	Via lecturer
<b>Other info</b>	N.A.
<b>Name exam</b>	Memo Report
<b>Assessment criteria</b>	<p>Writing CEFR level B2 / C1:</p> <ul style="list-style-type: none"> <li>- The student expresses him/herself in clear, well - structured text.</li> <li>- The student writes a report underlining what they consider to be relevant information.</li> <li>- The student selects a style appropriate to the reader in mind.</li> </ul> <p>The student uploads a complete portfolio according to given instructions, following up on feedback given by peer and teacher.</p>
<b>Exam and modular exam format(s) (type of exam)</b>	Portfolio
<b>Individual / group</b>	Individual
<b>Number of examiners</b>	1
<b>Exam period</b>	P1 and P3
<b>Resit period</b>	P1 and P3
<b>Duration exam</b>	N.A.
<b>Permitted resources / aids</b>	N.A.
<b>Minimum result</b>	V
<b>Weight factor of modular exam</b>	N.A.
<b>Method of enrolment for exam / enrolment period</b>	Participation is enrolment
<b>Discussion and review</b>	Via lecturer
<b>Other info</b>	N.A.

### 3.2 Business Communication 3

<b>Name SU and code</b>	Business Communication 3 (BUSICB05)
<b>Degree programme and target group</b>	Communication Studies
<b>Teaching period</b>	P2 and P4
<b>ECTS credits and Study load</b>	Study load: 2.5 EC  Scheduled contact time: 16 hours Expected self-study time: 54 hours Total assigned study load: 70 hours
<b>Professional task</b>	N.A.
<b>General description</b>	<b>Content</b> The module focuses on improving English language skills, namely, writing and pitching (presenting) skills.  <b>Study form</b> Writing: The student writes content – long and short copy - for digital magazine. The student applies writing techniques discussed in class. (peer) Feedback takes place.  Pitching: The student prepares weekly pitches for in - class practice and (peer) feedback, in order to prepare for final pitch for assessment in week 6/7. The student video records practice pitches and uploads a complete portfolio according to given instructions.
<b>Mandatory participation</b>	Writing: Presence is compulsory. Pitching: Presence is compulsory.
<b>Activities and/or instructional formats</b>	Writing: Lectures / in - class peer assessment and feedback Pitching: In - class practice; video recording; (peer) feedback
<b>Required literature / description of learning material</b>	Ward, T. (2016). The Art of Pitching: Presenting to Influence Beliefs, Attitudes and Behavior. Commskills group. ISBN: 9781540837547
<b>Required software / required materials</b>	N.A.
<b>Examination</b>	Written Content for Digital Magazine Pitch
<b>Name (modular) exam</b>	Written Content for Digital Magazine
<b>Assessment criteria</b>	Writing: CEFR level B2 / C1: The student expresses him/herself in clear, well - structured text. The student writes appropriate long and short copy for digital magazine.

	The student selects a style appropriate to the reader in mind.
<b>Exam and modular exam format(s) (type of exam)</b>	Assignment for submission
<b>Individual / group</b>	Group
<b>Number of examiners</b>	1
<b>Exam period</b>	P2 and P4
<b>Resit period</b>	P2 and P4
<b>Duration exam</b>	N.A.
<b>Permitted resources / aids</b>	N.A.
<b>Minimum result</b>	Pass
<b>Weight factor of modular exam</b>	N.A.
<b>Method of enrolment for exam / enrolment period</b>	Participation is enrolment
<b>Discussion and review</b>	Via lecturer
<b>Other info</b>	N.A.
<b>Name (modular) exam</b>	Pitch
<b>Assessment criteria</b>	Presenting: CEFR level B2 / C1 The student delivers a clear, well - structured pitch choosing a style appropriate for the target audience in mind, using persuasive language and rounding off with an appropriate conclusion.
<b>Exam and modular exam format(s) (type of exam)</b>	Presentation
<b>Individual / group</b>	Individual
<b>Number of examiners</b>	1
<b>Exam period</b>	P2 and P4
<b>Resit period</b>	P2 and P4
<b>Duration exam</b>	N.A.
<b>Permitted resources / aids</b>	N.A.
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	100%
<b>Method of enrolment for exam / enrolment period</b>	Participation is enrolment
<b>Discussion and review</b>	Via lecturer
<b>Other info</b>	N.A.



### 3.3 Business Ethics

<b>Name SU and code</b>	Business Ethics (BUSIET)
<b>Study Program</b>	Exchange Program
<b>Level</b>	Bachelor level 2
<b>Study Period</b>	Fall semester: Period 2 Spring semester: Period 4
<b>Professional tasks</b>	<p><b>Objectives</b> After this course, students:</p> <ol style="list-style-type: none"> <li>1. Are aware of the complexity of business ethics</li> <li>2. Have insights into various ethical approaches and theories</li> <li>3. Have a basic understanding of how to deal with ethical issues in the organization</li> <li>4. Are aware of their personal ethical behavior</li> <li>5. Have practiced presenting, discussing and debating skills</li> </ol> <p>From IB Prospectus:</p> <ul style="list-style-type: none"> <li>- Conduct large or small scale international research</li> <li>- Gaining international experience</li> <li>- Having a general idea of an organization and working in a professional situation</li> <li>- Gaining awareness and acquiring skills on working and negotiating in an international environment</li> </ul>
<b>Main Professional task</b>	Students learn how to recognize ethical issues, develop moral sensibility-, analysis-, creativity-, judgement- and decision making skills in order to be able to make a moral acceptable action.
<b>Professional Products</b>	<p><b>See also 12: Assessments</b></p> <ul style="list-style-type: none"> <li>- An Individual written exam</li> <li>- A presentation of the research finding (Group)</li> </ul>
<b>Credits and study load</b>	5 ECTS credits Schedules contact time: 6 lecture hours per week = 32 hours Expected self-study time: 108 Total assigned study load: 140 hours
<b>Entry requirements</b>	Sufficient level of English: equivalent to an IELTS of 6.0 Cultural intelligence and interest Communication skills
<b>General description</b>	<p><b>General information</b> Business Ethics is not only about right and wrong. However, what ethics is becomes more and more important in today's business. In this course students will get insight into the complex world of Business Ethics. During this course ethical issues and approaches will be dealt with on several levels, including the individual, the organizational and the social and cultural (international) environment. Students will be challenged to elaborate on their future role as a(n) (international) manager. Issues that make Business Ethics complex are for example:</p> <ul style="list-style-type: none"> <li>- Could one speak of ethical standards?</li> </ul>

	<ul style="list-style-type: none"> <li>- Is Business Ethics manageable, is it to be taught?</li> <li>- Who decides what's right or wrong?</li> </ul> <p>The aim of this course is to stimulate critical thinking and enable students to actively participate in discussions and reflections.</p> <p><b>Lecture Topics</b></p> <ul style="list-style-type: none"> <li>- Individual and organizational ethical behavior</li> <li>- Concepts and approaches of Business Ethics</li> <li>- The 'ethical cycle'</li> <li>- International and cross-cultural management</li> <li>- Corporate Social Responsibility</li> <li>- Debating and argumentation</li> <li>- Ethical issues in international business</li> <li>- Aspects of culture related to self management</li> <li>- Ethics in marketing and communication</li> <li>- Ethics in (I)HRM</li> </ul>	
<b>Competencies</b>	<p>International Business Competencies:</p> <ul style="list-style-type: none"> <li>- Intercultural adaptability</li> <li>- International Business Awareness</li> </ul> <p>General Management Competencies:</p> <ul style="list-style-type: none"> <li>- Organisational Policy Development</li> </ul> <p>Interpersonal Competencies:</p> <ul style="list-style-type: none"> <li>- Leadership</li> <li>- Communication</li> <li>- Cooperation</li> </ul> <p>Task-oriented competencies:</p> <ul style="list-style-type: none"> <li>- Analyzing and information processing</li> <li>- Creative problem solving</li> <li>- Planning and organizing</li> </ul> <p>Intra-personal competencies</p> <ul style="list-style-type: none"> <li>- Learning and self development</li> <li>- Ethical responsibility</li> </ul>	
<b>Assessment criteria</b>		
Written exam (Individual)	<p>The student</p> <ul style="list-style-type: none"> <li>- Formulates a correct moral problem statement</li> <li>- Makes a relevant problem analysis</li> <li>- Defines options for action</li> <li>- Evaluates ethical options</li> <li>- Reflects on the outcomes</li> </ul>	<p>10</p> <p>20</p> <p>10</p> <p>50</p> <p>10</p>
Presentation of the Research findings (Group)	<p>The student</p> <ul style="list-style-type: none"> <li>- Writes a plan of approach for the presentation of the research findings</li> <li>- Analyses and presents the culture of two different countries other than his/her country of origin</li> <li>- Presents the ethical issues and practises in two different countries and is able to explain these differences from a cultural, historical, religious and/or societal perspective</li> <li>- Presents two real life business ethics cases, one for each country and analyses this using the ethical cycle and input from cultural analysis</li> <li>- Compares theory and practice and presents conclusions, including a critical reflection on the research and validity and reliability issues</li> <li>- Presents outcomes and critical reflection to the class</li> </ul>	<p>10</p> <p>20</p> <p>10</p> <p>25</p> <p>15</p> <p>15</p>

<b>Assessment</b>			
Type of exam	Written Exam (Individual)	Plan of approach (research)	Presentation of the Research findings (Group)
Number of examiners	1	1	2
Exam period	T2/ T4	During class	During class
Duration	180 mins	na	na
Aids	na	na	na
Minimum grade or tick (√)	5.5	Tick	5.5
Weighing factor	60%	KO	40%
<b>Compulsory literature</b>	Pieters, A. and L. Royakkers. The Ethical Cycle		
<b>Recommended literature</b>	na		
<b>Software</b>	na		
<b>Other materials</b>	HAN digital learning environment (Scholar): <ul style="list-style-type: none"> <li>- PPT's lectures</li> <li>- Course guideline</li> <li>- Weblinks and articles</li> </ul>		
<b>Activities</b>	na		
<b>Teaching methods</b>	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Simulation game</li> <li>• Research</li> <li>• Presentations</li> <li>• Discussions</li> <li>• Assignments</li> <li>• Group work</li> <li>• Assessments</li> </ul>		
<b>Attendance</b>	For this SU 80 % attendance is compulsory.		
<b>Max. number of participants</b>	32		

### 3.4 Business Performance Management

<b>Name SU and code</b>	Business Performance Management (BUSPEM)
<b>Study Programme</b>	Exchange Program
<b>Level</b>	Bachelor level 2
<b>Main Professional task</b>	International Business Management
<b>Professional products</b>	two intermediary group (4-5 students) assignments one final group (4-5 students) assignment (report & presentation)
<b>Credits and study load</b>	<b>European Credits: 5</b>
	Study load (in hours) <ul style="list-style-type: none"> <li>- Lectures</li> <li>- Supervision / Coaching</li> <li>- Exams (not during classes)</li> <li>- Homework</li> <li>- Self Study</li> </ul> <b>Total: 140 hours</b>
<b>Entry requirements</b>	English at level B1
<b>General description</b>	The course works with tools and frameworks for developing a competitive business strategy in a more sustainable way. Students learn how to maximise strategic advantage with an integrated sustainable business model. Students gain insights into the profiles of different business models. Through a sequence of business cases, interactive discussions, presentations, and group exercises, students will learn what gives winning organisations their edge in terms of competitive strategy, organisational agility and a more sustainable future.
<b>Competencies</b>	<p><b>WT1 Critical Thinking</b> Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.</p> <p><b>WT2 Innovation &amp; Creativity</b> Create innovative ideas in a changing business environment systematically.</p> <p><b>WT3 International Business Awareness</b> Analyse patterns in global macro-economic factors and policies that drive international trade and business development.</p> <p><b>TMW15 Marketing &amp; Sales</b> Develop a well-founded marketing plan to support the creation of value for international customers.</p> <p><b>TMW18 Finance &amp; Accounting</b> Evaluate financial performance of the organisation from different stakeholders' perspectives.</p> <p><b>TMW20 Operations &amp; Supply chain management</b> Evaluate the operations processes within and between organisations.</p> <p><b>TMW22 Organisation &amp; People</b> Draft the strategic cycle of part(s) of the organisation (process and content).</p> <p><b>TMW24 Business Research</b> Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.</p>

<b>Assessment criteria</b>	<p><b>EBMBPM1A.0 Written, MC</b></p> <ul style="list-style-type: none"> <li>• Knowledge and application of tools and frameworks for developing a competitive business strategy in a more sustainable way.</li> </ul> <p><b>EBMBPM1A.6 Intermediary reports, final report and presentation</b></p> <ul style="list-style-type: none"> <li>• <b>Research (10%)</b> Sources giving info on the industry studied in the case, both specific and background, with proper referencing and direct links to analysis and strategic choices.</li> <li>• <b>Analysis (10%)</b> Creative models are used with a clear identification of several strategic opportunities.</li> <li>• <b>Strategy map (15%)</b> A complete map is drawn with an attractive lay-out, logical strategic 'stories' that is to follow easily and graphically and in a consistent way?</li> <li>• <b>Strategy (15%)</b> Several strategic options have been considered with a final choice based upon analysis and research.</li> <li>• <b>Operational application (15%)</b> Creative and specific are PI's defined that are directly related to the strategy through identified CSF's.</li> <li>• <b>Overall and focussed approach (15%)</b> There is a logical balance between leading and lagging PI's from all perspectives and are clear choices made to limit the number of PI's.</li> <li>• <b>Financial (10%)</b> A coherent detailed financial budget, including NPV and impact on the shareprice in the long term.</li> <li>• <b>Presentation and Impact (10%)</b> There is a balanced use of graphics, pictures, videos and tables, obvious attention to detail, attractive presentation.</li> </ul>
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<b>Assessment</b>	Business Performance Management	
Type of exam	Written, MC	Intermediary reports, Final report and presentation
Number of examiners	1	1
Exam period	T1, T3	P1, P3
Resit period	T2, T4	N.A
Duration	90 mins	N.A
Aids	Paper dictionary	N.A
Minimum grade or tick (√)	5.5	5.5
Weighting factor	50%	50%
<b>Compulsory literature</b>	N.A	
<b>Recommended literature</b>	<p><b>Models</b>  Alexander Osterwalder</p> <ul style="list-style-type: none"> <li>• <i>Business Model Generation</i></li> <li>• <i>Value proposition design</i></li> </ul> <p>Robert Kaplan and David Norton,</p> <ul style="list-style-type: none"> <li>• <i>The Balanced Scorecard</i></li> <li>• <i>The strategy focused organization</i></li> </ul> <p><b>Strategy</b>  Michel Porter</p> <ul style="list-style-type: none"> <li>• <i>Competitive strategy</i></li> </ul> <p>Michael Tracey and Fred Wiersema</p> <ul style="list-style-type: none"> <li>• <i>Discipline of Market Leaders</i></li> </ul> <p>Alan Lewis and Dan McKone</p> <ul style="list-style-type: none"> <li>• <i>Edge Strategy: A New Mindset for Profitable Growth</i></li> </ul> <p>James Womack, Daniel Jones and Daniel Roos</p> <ul style="list-style-type: none"> <li>• <i>The Machine That Changed the World</i></li> <li>• <i>Lean Thinking</i></li> </ul> <p>David Collis</p> <ul style="list-style-type: none"> <li>• <i>Lean Strategy</i></li> </ul>	
<b>Software</b>	N.A	
<b>Other materials</b>	<a href="http://www.ap-institute.com">www.ap-institute.com</a> ; PPT slides provided by teacher	
<b>Activities</b>	Lectures, workshops, simulations	
<b>Teaching methods</b>	Lectures, workshops, group assignments, presentations	
<b>Lecture/ contact hours</b>	P1/P3 2 x 2 hours per week Because a large part of the activities take place during classes, >75% attendance is mandatory.	
<b>Lecture period</b>	Semester 1 (period 1), Semester 2 (period 3)	
<b>Max. number of participants</b>	32 per group	

### 3.5 Business to Business & Service Marketing

<b>Name SU and code</b>	Business to Business and Service Marketing (BUSBTOB)
<b>Study Program</b>	Exchange Program
<b>Level</b>	Bachelor level 2
<b>Study Period</b>	Fall semester: Period 1 Spring semester: Period 3
<b>Professional tasks</b>	Composing a business to business or service marketing plan on a strategic and operational level
<b>Main Professional task</b>	Acquiring knowledge about concept and terminology of business to business marketing and service marketing.
<b>Professional products</b>	<b>Business to business or service marketing plan</b>
<b>Credits and study load</b>	5 ECTS credits Schedules contact time:18 Expected self-study time: 122 Total assigned study load: 140 hours
<b>Cohesion with other SUs</b>	The level of this SU is : related to management
<b>Entry requirements</b>	Principles of Marketing have been followed.
<b>General description</b>	<p>The method of teaching used in this course is based on small cases. Student's presence during lectures is required. Students are expected to participate actively. Students study and present a business to business marketing topic according to schedule. Further information about the teaching method used in this course can be found in the workbook for this course (called 'block book') and will be provided by the tutor during the first lecture.</p> <p>Objectives After completing this 6 week course, students will have an in-depth knowledge of the business to business and service marketing theory. Students will be able to apply their knowledge into writing a business to business or service marketing plan.</p> <p>Learning goals</p> <ul style="list-style-type: none"> <li>- Developing a vision of changes and trends in the external environment and developing relations, networks and chains</li> <li>- Analysing marketing issues, translating this into objectives and marketing alternatives and preparing decision making</li> <li>- Designing, controlling and improving marketing process or organisational processes</li> <li>- Developing, implementing and evaluating a change process</li> <li>- Social and communicative competency (interpersonal organisation)</li> <li>- Self-directed competency (intra-personal, professional worker)</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>- Understanding Service Marketing Management</li> <li>- Capturing Marketing Insights</li> <li>- Connecting with Customers</li> <li>- Building strong brands</li> <li>- Shaping the market offerings</li> <li>- Delivering Value</li> <li>- Communicating Value</li> </ul>

	- Use of marketing metrics
<b>Competencies</b>	International Business Awareness International Strategic Vision Development Organisational Policy Development Entrepreneurial management International Marketing Management International Business and Management Accounting and Financial management Co-operation Communication Creative problem solving Planning and organising
<b>Assessment criteria</b>	Weighted average of 5.5 or more
Written exam	<ol style="list-style-type: none"> <li>1. Correctly recognize (In a case context) and present well structured the marketing business to business issues that pose a problem to an enterprise in a specific market situation.</li> <li>2. Assess and present well structured, correctly and well substantiated the marketing situation in a case context, using the appropriate theory and models.</li> <li>3. Based on own assessment present a well substantiated implementation of a chosen course of action using appropriate theory and models.</li> </ol>
Group assignments/ participation Business to Business Marketing	<ol style="list-style-type: none"> <li>1. Issues that pose a problem for a described enterprise in a described market situation.</li> <li>2. Assess correctly and well substantiated the marketing situation in a case context, using the appropriate theory and models.</li> <li>3. Based on own assessment describe a well substantiated implementation of a chosen course of action using appropriate theory and models.</li> <li>4. Sources used are traceable through clear references.</li> </ol>
Presentation and report business to business or service marketing	<ol style="list-style-type: none"> <li>1. Based on a case, business to business and/or service marketing issues that pose a problem for a described enterprise in a described market situation.</li> <li>2. Assess correctly and well substantiated the marketing situation in the case context, using the appropriate theory and models.</li> <li>3. Based on own assessment describe a well substantiated plan of action using appropriate theory and models.</li> <li>4. Sources used are traceable through clear references.</li> <li>5. The use of audio-visual aids is supporting the presentation without being distracting.</li> </ol>
Group assignments/ participation Service Marketing	<ol style="list-style-type: none"> <li>1. Correctly recognize (In a case context) and present well structured the marketing business to business issues that pose a problem to an enterprise in a specific market situation.</li> <li>2. Assess and present well structured, correctly and well substantiated the marketing situation in a case context, using the appropriate theory and models.</li> <li>3. Based on own assessment present a well substantiated implementation of a chosen course of action using appropriate theory and models.</li> </ol>



<b>Assessment</b>	Business to Business and Service Marketing			
Type of exam	Written	Group assignments/ participation Business to Business Marketing	Presentation and report business to business or service marketing	Group assignments/ participation Service Marketing.
Number of examiners	1	1	1	1
Duration	120 mins	N.A	N.A	N.A
Aids	N.A	N.A	N.A	N.A
Minimum grade or tick (√)	5.5	Tick	5.5	Tick
Weighting factor	60%	K.O.	40%	K.O.
<b>Compulsory literature</b>	See blockbook (Onderwijsonline)			
<b>Recommended literature</b>	<p><b>Marketing Management, 2/E</b> Philip Kotler, Kevin Lane Keller, Mairead Brady, Malcolm Goodman, Torben Hansen ISBN-10: 0273743619 • ©2012 • Pearson • Cloth, 1064 pp Published 28 Jun 2012 •</p> <p><b>Services Marketing: Global Edition, 7/E</b> Christopher Lovelock / Jochen Wirtz ISBN-10: 0273756060 • ©2012 • Pearson Higher Education • Paper, 648 pp Published 13 Dec 2011</p>			
<b>Software</b>	N.A			
<b>Other materials</b>	N.A			
<b>Activities</b>	Excursion when possible			
<b>Teaching methods</b>	Lectures, discussion seminars, guest lecture, visiting professors.			
<b>Attendance</b>	For this SU 80% attendance is compulsory			
<b>Max. number of participants</b>	32			

### 3.6 Doing Business in Europe

<b>1. General Information</b>	
<b>Name of study unit</b>	Doing Business in Europe (DOBUEU)
<b>Study Program</b>	Exchange Program
<b>Study level</b>	Bachelor level 2
<b>Teaching period</b>	Fall semester: Period 2 Spring semester: Period 4
<b>ECTS credits and Study load</b>	5 ECTS credits Schedules contact time: 36 hours Expected self-study time: 104 hours Total assigned study load: 140 hours
<b>Entry requirements</b>	1 year of a business related bachelor degree.
<b>2. Content and organisation</b>	
<b>General Description</b>	You will work in a multicultural team. You will select a product from a European company and you will investigate the opportunities to launch this product in another European country. The product is a food or beverage product, and the selected sales channel is the out-of-home channel, for example hotels, pubs, kiosks, cinemas or vending machines. Assessment is about a group presentation, each team will report (fact sheet), present and defend their findings to the management board of your selected company Also an individual test, an individual assignment linked to a specific out-of-home channel will be part of the assessment.
<b>Main Professional task</b>	Junior Export Manager. Understand and master doing business in Europe from an international marketing perspective. The main management decisions connected with the international marketing process: deciding which out-of-home market(s) to enter; deciding how to enter the foreign market; and design the international marketing programme (mix). Finally, present and defend findings and recommendations to the management board of a selected company.
<b>Mandatory participation</b>	At least 10 out of 12 lectures / workshops
<b>Required Software / Materials</b>	NA
<b>Activities</b>	Work in multicultural teams, design an interview guide, conduct interviews with experts on doing international business in Europe, reflect on your interview skills, design fact sheet reports and presentations, present and defend findings and recommendations in a role play setting. A peer-assessment form will be used to measure individual student contribution to the assignment.
<b>Teaching methods</b>	Lectures, workshops, working both individually and in multicultural teams will help develop the personal skills of the students. Peer-assessment form is used to measure individual student contribution.
<b>Lecture/ contact hours</b>	6 contact hours per week, of which 3 hours lecture and 3 hours workshop per week, for 6 weeks.

<b>Required literature</b>	Global Marketing, Svend Hollensen, 8 <sup>th</sup> edition, 2020, Pearson, ISBN 987-1-292-25180-6 (print) or 987-1-292-25183-7 (PDF)
<b>Max. number of participants</b>	32
<b>3. Examination</b>	
<b>Assessments</b>	Both the presentation and the interview should be awarded a 5.5 or higher for the credits to be obtained.
<b>A.</b>	
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>- Student is able to target an attractive market</li> <li>- Student is able to select a suitable market entry strategy</li> <li>- Student is able to design the international marketing mix</li> <li>- Student is able to work in a multinational team</li> <li>- Student is able to design a fact sheet report</li> <li>- Student is able to present findings and recommendations</li> <li>- Student is able to defend findings and recommendations</li> </ul>
<b>Type of exam</b>	Presentation and defense
<b>Individual / group</b>	Group (a peer-assessment measures individual student contribution, and could have impact on the grade of an individual student)
<b>Duration exam</b>	20 minutes (10 minutes presentation, 10 minutes defense)
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	60%
<b>B.</b>	
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>- Student is able to design a professional interview guide</li> <li>- Student is able to conduct a professional interview</li> <li>- Student is able to analyze primary data into relevant findings</li> <li>- Student is able to reflect on personal interview skills</li> </ul>
<b>Type of exam</b>	Oral (interview) and written (interview guide, transcript and reflection)
<b>Individual / group</b>	Individual
<b>Duration exam</b>	NA
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	40%

### 3.7 Dutch 1

<b>1. General Information</b>	
<b>Name of study unit</b>	Dutch for Business 1: How to survive in Dutch (DUTBSA01)
<b>Study Program</b>	International Business
<b>Study level</b>	Bachelor level 1
<b>Teaching period</b>	Fall semester: Period 1 Spring semester: Period 3
<b>ECTS credits and Study load</b>	2.5 ECTS credits  Schedules contact time: 18 hours Expected self-study time: 52 hours Total assigned study load: 70 hours
<b>Entry requirements</b>	Only for non-Dutch students
<b>2. Content and organisation</b>	
<b>Main Professional task</b>	Communicating (verbally and in written) in Dutch at CEFR A1 level in general and business - related settings.
<b>General Description</b>	During this module students will be taught the basics of spoken Dutch, but they will also learn a bit about the Dutch culture and the Dutch way of living. The module forms an introduction to Dutch language and culture. Basic knowledge of the Dutch language and culture is very important for students from abroad. This course focuses on grammar, listening, speaking, reading and writing (CEFR level A1).
<b>Exit qualifications / Programme learning outcomes</b>	Primary (on second level of competencies): WW5: Use one or two additional languages to facilitate international business LW13: Use appropriate verbal and non - verbal communication in an intercultural setting.
<b>Mandatory participation</b>	N.A.
<b>Required Software / Materials</b>	N.A.
<b>Activities and/or instructional formats</b>	Blended learning, online and offline: lectures, pair activities, role play, individual activities. All language skills are involved (reading, writing, speaking, listening).
<b>Teaching methods</b>	There will be lectures, guest lectures, literature, presentations, case studies and likely a visit to a European institution. Working both individually and in multinational teams will help develop your personal skills.
<b>Required literature</b>	Verbruggen, K. & Hoogvorst, W. (2017). Start.nl 1, Dutch for beginners (2nd ed.). Coutinho ISBN: 9789046905661
<b>Max. number of participants</b>	32
<b>3. Examination</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Presentation</li> </ul>
<b>C. Exam</b>	

<b>Assessment criteria</b>	The student: <ul style="list-style-type: none"> <li>Writes Dutch at level A1(CEFR): uses verbs correctly (in present tense), personal pronouns, possessive pronouns, inversion, separable verbs, reflexive verbs, negation, diminutives</li> <li>Speaks Dutch at level A1(CEFR): speaks about daily life and education using brief and simple sentences</li> </ul>
<b>Type of exam</b>	Computer assisted exam
<b>Individual / group</b>	Individual
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	60%
<b>D. Presentation</b>	
<b>Assessment criteria</b>	The student: <ul style="list-style-type: none"> <li>Writes Dutch at level A1(CEFR): uses verbs correctly (in present tense), personal pronouns, possessive pronouns, inversion, separable verbs, reflexive verbs, negation, diminutives</li> <li>Speaks Dutch at level A1(CEFR): speaks about daily life and education using brief and simple sentences</li> </ul>
<b>Type of exam</b>	Presentation
<b>Individual / group</b>	Individual
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	40%

### 3.8 Dutch 2

<b>1. General Information</b>	
<b>Name of study unit</b>	Dutch for Business 2: How to survive in Dutch 2 (DUTBSA02-HC-L1)
<b>Study Program</b>	International Business
<b>Study level</b>	Bachelor level 1
<b>Teaching period</b>	Fall semester: Period 2 Spring semester: Period 4
<b>ECTS credits and Study load</b>	2.5 ECTS credits  Schedules contact time: 18 hours Expected self-study time: 52 hours Total assigned study load: 70 hours
<b>Entry requirements</b>	Only for non-Dutch students
<b>2. Content and organisation</b>	
<b>Main Professional task</b>	Communicating (verbally and in written) in Dutch at CEFR A1+ level in general and business - related settings.
<b>General Description</b>	During this module students will be taught the basics of spoken Dutch, but they will also learn about the Dutch culture and the Dutch way of living. Together with Dutch1, this module forms an introduction to Dutch language and culture. Basic knowledge of the Dutch language and culture is very important for students from abroad. This course focuses on grammar, listening, speaking, reading and writing (CEFR level A1+).
<b>Exit qualifications / Programme learning outcomes</b>	Primary (on second level of competencies): WW5: Use one or two additional languages to facilitate international business LW13: Use appropriate verbal and non - verbal communication in an intercultural setting.
<b>Mandatory participation</b>	N.A.
<b>Required Software / Materials</b>	N.A.
<b>Activities and/or instructional formats</b>	Blended learning, online and offline: lectures, pair activities, role play, individual activities. All language skills are involved (reading, writing, speaking, listening).
<b>Teaching methods</b>	There will be lectures, guest lectures, literature, presentations, case studies and likely a visit to a European institution. Working both individually and in multinational teams will help develop your personal skills.
<b>Required literature</b>	Verbruggen, K. & Hoogvorst, W. (2017). Start.nl 1, Dutch for beginners (2nd ed.). Coutinho ISBN: 9789046905661
<b>Max. number of participants</b>	32

<b>3. Examination</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Presentation</li> </ul>
<b>E. Exam</b>	
<b>Assessment criteria</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Writes Dutch at level A1+ (CEFR): Uses verbs correctly (in present tense, present perfect), personal pronouns, possessive pronouns, inversion, separable verbs, reflexive verbs, negation, diminutives, imperative, conjunctions, numerals, er, comparatives, demonstrative pronoun, inversion, adjectives, superlatives.</li> <li>• Speaks Dutch at level A1+ (CEFR): Speaks and interacts about daily life, work and education using brief and simple sentences.</li> </ul>
<b>Type of exam</b>	Computer assisted exam
<b>Individual / group</b>	Individual
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	60%
<b>F. Oral exam</b>	
<b>Assessment criteria</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Writes Dutch at level A1+ (CEFR): Uses verbs correctly (in present tense, present perfect), personal pronouns, possessive pronouns, inversion, separable verbs, reflexive verbs, negation, diminutives, imperative, conjunctions, numerals, er, comparatives, demonstrative pronoun, inversion, adjectives, superlatives.</li> <li>• Speaks Dutch at level A1+ (CEFR): Speaks and interacts about daily life, work and education using brief and simple sentences</li> </ul>
<b>Type of exam</b>	Oral – Computer assisted exam
<b>Individual / group</b>	Individual
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	40%

### 3.9 European Culture, History, Politics and Law

<b>1. General Information</b>	
<b>Name of study unit</b>	European Culture, History, Politics and Law (EUCHPL)
<b>Study Program</b>	Exchange Program
<b>Level</b>	Bachelor level 2
<b>Teaching period</b>	Fall semester: Period 1 Spring semester: Period 3
<b>ECTS credits and Study load</b>	5 ECTS credits  Study load (in hours) <ul style="list-style-type: none"> <li>- Lectures: 24</li> <li>- Supervision / Coaching: 12</li> <li>- Exams (not during classes): 2</li> <li>- Homework preparing cases: 40</li> <li>- Preparing presentations: 20</li> <li>- Self Study: 42</li> </ul> <b>Total: 140 hours</b>
<b>Entry requirements</b>	No entry level
<b>2. Content and organisation</b>	
<b>General Description</b>	How did an agreement on coal and steel develop into the biggest common market per capita? How does European history shape its business present and future? How do businesses use EU law in practice? These are the kinds of questions we will answer. Not only in lectures, but together, in assignments you'll work in multicultural teams and discuss business cases from the perspectives of culture and law. Assessment is about a group presentation, about how an existing company has managed to create a presence in the European market, or an eye-catching failure to do so and about an individual test based on the assignments in class.
<b>Professional tasks</b>	Students will learn about the European project through lectures, preparing presentations and a written exam at the end of the block. The creation of the European Communities and the European Union, the birth of the Eurozone and the concept of 'ever closer union' will be discussed from a business-oriented perspective. What does the European Union mean for European and non-European companies? Which tools can businesses use when the four free movements in the Common Market are not respected? What can businesses do against other businesses when they abuse their market position? What are the roles of the European Institutions: advocates for or adversaries of European businesses? How do cultural, social and political differences influence the European Union and its business climate? Is there a European dream that can compete with the American dream or the China dream? This will all be explained from different angles. There will be lectures, guest lectures, literature, presentations, and case studies. This course pays extra attention to the legal framework of the European Union by devoting half the available lecture time to law. The other half is culture and history.



<b>Main Professional task</b>	Both written and oral communication skills on a professional business level.
<b>Professional products</b>	Students will have to prepare a presentation in groups about a business opportunity in the European Union. Half the group plays the role of legal advisor and the other half plays the role of cultural consultant. The team is made up of a mixed background and at least one aspect of the business opportunity should involve a country in the EU.
<b>Competencies</b>	Writing a setup and a report, presenting, working in multinational teams and solving problems of businesses making use of the Common Market.
<b>Required literature</b>	- Notes of all lectures and guest lectures - Reader European Treaties - Handouts
<b>Recommended literature</b>	<b>Frans Somers e.a.</b> <i>European Business Environment, doing Business in Europe, 2010</i> , Noordhoff publishers (ISBN 978-90-01-76891-1)  <b>Simon Mercado, Richard Welford &amp; Kate Prescott</b> <i>European Business (ISBN 0-273-64600-1)</i>  <b>Desmond Dinian</b> <i>Origins and Evolution of the European Union</i> , Oxford University Press ISBN 978 0 19 957082 9
<b>Assessment criteria</b>	Weighted average of 5.5 or more
<b>3. Examination</b>	
<b>A. Presentation &amp; peer assessment</b>	
<p>I. Business idea / Legal and cultural perspective Where does the business idea come from? (Innovative product, new trend, new legislation, copy of a foreign successful business model etc. etc.) Product /service clearly explained to the audience? What are the activities and resources for the primary process? Any partners to work with? Who exactly is the target group? Are they easy to find/identify? The product/service has some appeal as a good value proposition for the targeted customer group The target group seems to show enough perspective (large enough, growing, responsiveness...)</p> <p>II. Legal matters Which EU free movement apply in this process? What are the legal dangers the company could be exposed to? How can the problems be solved?</p> <p>III. Cultural challenges What national cultural elements play a role in the marketing, distribution, etc. of this product or service? What about company cultures?</p> <p>IV. Generalities /Presentation Originality, enthusiasm + team work, credibility and clear set up of visual supports add to the end result. + Being able to answer questions and to deal with critical remarks.</p>	
Type of exam	Presentation + peer assessment
Number of examiners	All available teachers in the course
Exam period	During class

Resit period	n/a
Duration	n/a
Aids	n/a
Minimum grade or tick (√)	5.5
Weighting factor	2.0
<b>B. Written Exam</b>	
The written exam contains a number of multiple choice questions and open questions. All the material discussed in class and the literature needs to be reviewed in order to pass this exam.	
Type of exam	Written Exam
Number of examiners	>1
Exam period	T2, T3
Resit period	T4
Duration	120 mins
Aids	na
Minimum grade or tick (√)	5.5
Weighting factor	2.5

### 3.10 English as a Professional Language (1 & 2)

1. General Information	
<b>Name of study unit</b>	English as a Professional Language (ENGLIS)
<b>Study Program</b>	Exchange Program
<b>Study level</b>	Bachelor level 2
<b>Teaching period</b>	Fall semester: Periods <b>1 and 2</b> Spring semester: Periods <b>3 and 4</b>
<b>ECTS credits and Study load</b>	5 ECTS credits (2.5 ECTS per period) Scheduled contact time: 36 hours Feedback sessions: 4 hours Expected self-study time: 100 hours Total assigned study load over 2 periods : 140 hours
<b>Entry requirements</b>	Near-intermediate / intermediate command of the English language
2. Content and organisation	
<b>General Description</b>	This module aims to significantly increase students' proficiency in using English as a professional language. It will increase students' skills in reading, interpreting and processing business - and news-related texts. They will be trained how to correctly communicate both in writing and speaking, in an official environment. We will also focus on improving their grammar, pronunciation and presenting skills and on extending their professional vocabulary.
<b>Main Professional task</b>	Communicating in English, both orally and in writing in a professional environment Reading and processing business- and news-related texts + vocabulary
<b>Mandatory participation</b>	At least 10 out of 12 lectures
<b>Required Software / Materials</b>	NA
<b>Activities</b>	In class: lectures, group/pair work, on the spot hand-ins, feedback and recap sessions Out of class : weekly hand-in assignments (reading and writing, compulsory), presentations
<b>Teaching methods</b>	Group meetings, individual weekly feedback on hand-in assignments, individual feedback on oral assignments
<b>Lecture/ contact hours</b>	3 contact hours per week for 6 weeks per period
<b>Required literature</b>	Materials will be digitally available to all participants and will also be distributed in class Recommended: Dictionary
<b>Max. number of participants</b>	20

<b>3. Examination</b>	
<b>Assessments</b>	Portfolio of hand-in assignments Continuous assessment Presentation
<b>Portfolio of hand-in assignments</b>	
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>- Completeness</li> <li>- Processing of feedback on written assignments (grammatical construction, style, vocabulary)</li> </ul>
<b>Type of exam</b>	Individual portfolio
<b>Individual / group</b>	Individual
<b>Duration exam</b>	NA
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	40%
<b>Oral exam</b>	
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Oral exam on portfolio: <ul style="list-style-type: none"> <li>- processing of texts</li> <li>- grammar and vocabulary</li> <li>- fluency and pronunciation</li> </ul> </li> </ul>
<b>Type of exam</b>	Oral
<b>Individual / group</b>	Individual
<b>Duration exam</b>	10 - 15 mins
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	30%

### 3.11 Finance

<b>1. General Information</b>	
<b>Name of study unit</b>	Finance (FINANC)
<b>Study Program</b>	International Business
<b>Study level</b>	Bachelor level 2
<b>Teaching period</b>	Fall semester: Period 1, 2 Spring semester: Period 3, 4
<b>ECTS credits and Study load</b>	5 ECTS credits Schedules contact time: 56 hours Expected self-study time: 84 hours Total assigned study load: 140 hours
<b>Entry requirements</b>	1 year of a business related bachelor degree
<b>2. Content and organisation</b>	
<b>Main Professional task</b>	Junior Financial Analyst
<b>General Description</b>	During this course, students learn to: Describe the corporate governance characteristics of a firm Analyse and interpret the financial statements of a firm Recognise the time value of money and be able to calculate the NPV as well as IRR for any stream of cashflows Master capital budgeting techniques and assess different projects within a firm Form the capital structure of a firm and get familiar with methods of financing Translate transactions to financial performance Formulate the financial paragraph of a business plan During the associated group project, students practice evaluation of ratios, investment and market analysis factors for an existing firm with real data
<b>Exit qualifications / Programme learning outcomes</b>	TWM18: Evaluate financial performance of the organisation from different stakeholders' perspectives. TWM19: Recommend financing possibilities in a dynamic international environment. WT1: Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion. WW7: Produce management information from various data sources in an international business environment. WW4: Communicate messages effectively and persuasively using advanced English to an (un)informed audience
<b>Mandatory participation</b>	N.A.
<b>Required Software / Materials</b>	N.A.
<b>Activities and/or instructional formats</b>	Lectures, groupwork and presentations.
<b>Teaching methods</b>	There will be lectures, guest lectures, literature, presentations, case studies and likely a visit to a European institution. Working both individually and in multinational teams will help develop your personal skills.

<b>Required literature</b>	Hillier, D., Clacher, I., Ross, S. A., Westerfield, R., & Jordan, B. D. (2017). Fundamentals of Corporate Finance. McGraw - Hill Education. ISBN: 13: 9780077178239 // 10: 0077178238
<b>Max. number of participants</b>	32
<b>3. Examination</b>	
<b>Assessments</b>	A. Written exam B. Portfolio
<b>A. Written Exam</b>	
<b>Assessment criteria</b>	The assessment will be based on a written report, a group presentation and defense. In addition, students will take an individual written exam. The student: TWM18: Understands and interprets financial statements TWM18: Understands general principles of corporate governance giving examples of applicable accounting standards WW7, TWM19: Develops and compares alternative solutions for a financing decision WW7, TWM19: Prepares an investment and operating budget for an organisation. WW7, TWM19: Appraises different projects relating to current activities and future developments TWM18: Formulates the financial paragraph of a business plan WW7: Demonstrates numeracy (MS Excel), WT1, WW 7: Demonstrates analytical, evaluative, and persuasive skills
<b>Type of exam</b>	Written exam
<b>Duration exam</b>	120 minutes
<b>Permitted resources / aids</b>	Non-graphing calculator
<b>Individual / group</b>	Individual
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	50%
<b>B. Portfolio</b>	
<b>Assessment criteria</b>	The assessment will be based on a written report, a group presentation and defense. In addition, students will take an individual written exam. The student: TWM18: Understands and interprets financial statements TWM18: Understands general principles of corporate governance giving examples of applicable accounting standards WW7, TWM19: Develops and compares alternative solutions for a financing decision WW7, TWM19: Prepares an investment and operating budget for an organisation. WW7, TWM19: Appraises different projects relating to current activities and future developments TWM18: Formulates the financial paragraph of a business plan WW7: Demonstrates numeracy (MS Excel), WT1, WW 7: Demonstrates analytical, evaluative, and persuasive skills
<b>Type of exam</b>	Portfolio

<b>Individual / group</b>	Group
<b>Duration exam</b>	30 minutes
<b>Permitted resources / aids</b>	Powerpoint file + Excel file
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	50%

### 3.12 Internal Change

<b>1. General Information</b>	
<b>Name of study unit</b>	Internal Change (INTECH)
<b>Study Program</b>	International Business / Specialisation Organisation & Change
<b>Study level</b>	Bachelor level 2
<b>Teaching period</b>	Fall semester: Period 1, 2 Spring semester: Period 3, 4
<b>ECTS credits and Study load</b>	5 ECTS credits  Schedules contact time: 26 hours Expected self-study time: 114 hours Total assigned study load: 140 hours
<b>Entry requirements</b>	1st year of a business related bachelor degree
<b>2. Content and organisation</b>	
<b>Main Professional task</b>	Internal Change Agent: Supporting a company successfully before delivering a Change project from within
<b>General Description</b>	During this module the students will learn about The change process (theories:.. Tools and instruments that help support change and manage projects (IT tools, models etc.) and Tools and instruments that help deal with (resistance) to change. Students learn how to professionally manage a change process within a (simulated) organisation, as well as how to appropriately respond to resistance to change, using the Burke - Litwin Change Model as framework. The students (in groups of 4 to 5 students) must convince the management team members of their plan and get sponsorship from them.
<b>Exit qualifications / Programme learning outcomes</b>	Assessed: TWM22: Draft the strategic cycle of parts of the organization (process and content) TWM23: Assess the impact of change on the organisation. WW4: Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience. WW6: Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.  Involved: WW7: Produce management information from various data sources in an international business environment. LW10: Formulate one's own position concerning ethical and social responsibility in a professional environment. LW14: Assess the effect of cultural differences on organisational behaviour and strategic choices. TWM24 Analyze a complex business problem in an international business setting with use of adequate research design, resulting in an evidence - based, feasible solution
<b>Mandatory participation</b>	Students need at least to participate in 5 out of 6 classes. Missing more than one class means resit the entire module.
<b>Cohesion with other SUs</b>	The Burke-Litwin Change Model is the framework to be used during the years from an Organisation & Change perspective. Each SU will focus on certain blocks of that model. This SU focuses on Management



	Practices, Individual Needs and Values, Motivation, Organisation Culture and Leadership. 109 Further cohesion is provided by an appropriate process model for Change Management
<b>Required Software / Materials</b>	N.A.
<b>Activities and/or instructional formats</b>	The sessions in W1 - W5 are organized as follows: 1. lecturer kicks off with briefing and theory / tools 2. teams prepare as a whole and make decisions 3. A weekly roleplay session during which teams communicate decisions and experience the effect of their decisions via a simulation. The teaching methods and learning activities that will be used are: flipped classroom, E - learning (via online platforms like #Onderwijs Online as well as other e - learning mediums); simulations (the context in which the students will be included is consisted of a simulated organization); Coaching and Consulting: the students will have regular meetings (in a team format) with different members of the Management team (simulated by the lecturers) and management team meetings.
<b>Teaching methods</b>	There will be lectures, guest lectures, literature, presentations, case studies and likely a visit to a European institution. Working both individually and in multinational teams will help develop your personal skills.
<b>Required literature</b>	All required literature, such as PDF's and PowerPoints, will be provided via #OnderwijsOnline.
<b>Max. number of participants</b>	32
<b>3. Examination</b>	
<b>Assessments</b>	A. Individual written reflection B. Change plan presentation
<b>A. Individual written reflection</b>	
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>The student can apply different instruments that deal with resistance to change (WW6)</li> <li>The student can work in multicultural teams, by dealing with the different issues that arise during the process (WW6)</li> <li>Investigate the business case for change based on the project cycle for an (existing) organization based on given data (TWM 23)</li> </ul>
<b>Type of exam</b>	Report
<b>Individual / group</b>	Individual
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	60%
<b>B. Change plan presentation</b>	
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>Write a report in the form of a change plan that can be communicated to the management team (WW4)</li> <li>Inform in written and verbal form the developments in the process of creating a change plan the management team (WW4)</li> <li>Present the change management plan to the management team meeting (oral presentation) (WW4)</li> </ul> <p>Develops key project management documents based on the project cycle for an (existing) organization based on given data (TWM 22) The student can deal with different interventions from the stakeholders (MT members) (WW6)</p>

<b>Type of exam</b>	Oral
<b>Individual / group</b>	Group
<b>Duration exam</b>	30 minutes
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	40%

### 3.13 International Entrepreneurship

<b>Name SU and code</b>	International Entrepreneurship (INTENC)
<b>Study Program</b>	Exchange Program
<b>Study level</b>	Bachelor 2
<b>Teaching period</b>	Fall semester: Period 2 Spring semester: Period 4
<b>Professional tasks</b>	This module helps the students to develop and test their entrepreneurial idea(s) through theory and observations . The professional task is passing the development stage before actually starting a business.
<b>Main Professional task</b>	Defining an entrepreneurial idea
<b>Professional products</b>	Report / Portfolio including: Creative acknowledgement (including moodboard, concept and brand) Strategic acknowledgement (including budget)
<b>Credits and study load</b>	5 ECTS credits Study load (in hours) - Lectures - Workshops - Supervision / Coaching - Company visits  <b>Total: 140 hours</b>
<b>Entry requirements</b>	English: A sufficient level of fluency In English is a prerequisite for admission to this course, for example: <ul style="list-style-type: none"> <li>• An IELTS score of at least 6.0 or</li> <li>• A TOEFL score of at least 550 (paper based), 213 (computer based) or 79-80 (Internet based)</li> <li>• A Cambridge Certificate in Advanced English (CAE) or Proficiency of English (CPE)</li> </ul>
<b>General description</b>	This SU the student learns to develop a business idea starting from his own motivation and talents. Subsequently he will learn to rate his personal entrepreneurial skills, idea generation and validation, customer orientation, creativity, concepting and branding, moodboard, budgeting, co creation within a network (crazy quilt), presentation skills, business cultures of various countries and reporting skills. The student will work in groups. The student will meet entrepreneurs of small and medium-sized companies during excursions and meeting.
<b>Competencies</b>	LOCO competencies: 1. Analysis and research 3. Planning and organisation 4. Creating and producing  WT 2 Create innovative ideas in a changing business environment in a systematic fashion 1. Demonstrates the ability to come up with creative ideas that make use of opportunities derived from the external environment ( MLO 1 )

	<p>WT3: Analyse patterns in global macro-economic factors and policies that drive international trade and business development.</p> <p>2. Identify and analyse patterns in global macro-economic factors and policies by adapting the canvas model ( MLO 2 )</p> <p>3. Demonstrates and sketch an understanding of the international business environment. ( MLO3 )</p> <p>4. Create their own business idea by combining strategic concepts. ( MLO 4 )</p> <p>L10: Formulate one's own position concerning ethical and social responsibility in a professional environment.</p> <p>5. Reframe their business idea to safeguard the ethical and social responsibility of the Start-up ( MLO 5 )</p> <p>6. Aligning their business idea to the professional environment ( MLO 6 )</p> <p>TWM23: Assess the impact of change on the organisation.</p> <p>7. Assess the sustainable consequences of raising capital to pursue the business idea. ( MLO 7 )</p> <p>8. Recognise the impact that capital and planning have on the organisation ( MLO 8 )</p>
<b>Assessment criteria</b>	Weighted average of 5.5 or more
Strategic	Content and acknowledgement, format, financial statements, coherence, vocabulary (grammar and English)
Creative	Content and acknowledgement, business creativity, format, coherence, vocabulary (grammar and English)
<b>Assessment</b>	International Entrepreneurship
Type of exam	Portfolio
Number of examiners	1
Exam period	During class
Duration	n.a.
Aids	PPT or Prezi
Minimum grade or tick (√)	5.5
Weighting factor	100%
<b>Compulsory literature</b>	n.a.
<b>Recommended literature</b>	<ul style="list-style-type: none"> <li>• Blekman, T. (2011), <i>Corporate Effectuation</i>, [...] : Academic Service, EAN 9789052618968</li> <li>• Byttebier, I. &amp; R. Vullings (2009), <i>Creativity today</i>, Amsterdam: BIS Publishers ISBN 978-90-6369-146-2</li> <li>• Osterwalder, A. &amp; Y. Pigneur (2011), <i>Business model generation</i>, [...], Wiley, EAN 9780470876411</li> </ul>
<b>Software</b>	n.a.
<b>Other materials</b>	n.a.
<b>Activities</b>	Pitch for entrepreneurs, Company visits (2)

<b>Teaching methods</b>	In class: Lectures, group work, pair work, workshops Out of class: project work, research
<b>Attendance</b>	For this SU attendance of 90% is compulsory
<b>Max. number of participants</b>	25

### 3.14 International Law

<b>Name SU and code</b>	International Law (INTELA)
<b>Study Program</b>	Exchange Program
<b>Study level</b>	Bachelor level 2
<b>Teaching period</b>	Fall semester: Period 1 Spring semester: Period 3
<b>Professional tasks</b>	Introduction to International Law and participating in legal aspects of International trade
<b>Main Professional task</b>	Participating in legal aspects of International trade
<b>Professional Products</b>	<ul style="list-style-type: none"> <li>- <b>Presentation on a comparison of the legal system of two different countries</b></li> <li>- <b>Assignment to conclude an International sales contract</b></li> </ul>
<b>Credits and study load</b>	5 ECTS credits Total assigned study load: 140 hours (contact hours & self-study)
<b>Entry requirements</b>	none
<b>General description</b>	<p>This course provides the students an introduction to international law and trade law. The course consists of 1 period of lectures and assessments.</p> <p>Because of the fact that there is no previous legal knowledge required, the first period will be used to introduce the students to general legal concepts and to legal thinking in an international environment. The emphasis will be on an introduction to all kinds of legal topics such as the legal families of the world, international law versus national law, law of the European union, trade law and international contracts. The focus will be on being able to recognise problems that may arise when doing business internationally. The students will be able to apply the most frequently used conventions, and will be able to make an international sales contract and solve the problems that may arise out of the contract.</p>
<b>Competencies</b>	<p>The students have knowledge of the way a national state may be organised. The students will be able to recognise, diagnose and solve business-related legal problems.</p> <p>The students will be able to explain the relation between the law of the European Union and national law. The students will have knowledge to export-import practices and related legal issues in international trade law and international commercial contracts.</p> <p>The students will be able to enter into an international sale of goods by applying the ICC-model contract, and they will know how to negotiate the most important clauses.</p> <p>The students know the legal consequences of an international sale and initiate transport of the goods.</p>
<b>Assessment criteria</b>	Weighted average of 5.5 or more

<b>Assessment</b>	International Law	
Type of exam	Presentation	Assignment international sales contract
Number of examiners	1	1
Duration	na	na
Aids	na	na
Minimum grade or tick (√)	5.5	5.5
Weighting factor	40%	60%
<b>Compulsory literature</b>	Introduction to Dutch and Commercial law, Sonja van Hall ICC-guide to export-import, 2018 5 <sup>th</sup> edition, Guillermo C. Jimenez	
<b>Software</b>		
<b>Other materials</b>	<i>statutes and treaties reader</i> <i>conventions reader</i>	
<b>Activities</b>		
<b>Teaching methods</b>	Lectures, workgroups, preparation, independent work	
<b>Max. number of participants</b>	25	

### 3.15 International Marketing Management Strategies

<b>1. General Information</b>	
<b>Name of study unit</b>	International Marketing Management Strategies (INTMAM)
<b>Study Program</b>	International Business / Specialisation Marketing & Sales
<b>Study level</b>	Bachelor level 2
<b>Teaching period</b>	Fall semester: Period 2 Spring semester: Period 4
<b>ECTS credits and Study load</b>	5 ECTS credits  Schedules contact time: 18 hours Expected self-study time: 122 hours Total assigned study load: 140 hours
<b>Entry requirements</b>	1st year of a business related bachelor degree
<b>2. Content and organisation</b>	
<b>Main Professional task</b>	International Product Marketing Manager The International Product Marketing Manager is responsible for developing effective marketing strategies and plans to communicate the value of (new) products/services to targeted markets. The International Product Marketing Manager researches consumer needs and experiences, understands competition offering, establishes timelines for upcoming products/services, influences pricing and packaging, guides sales teams and develops messaging and market positioning.
<b>General Description</b>	In this study unit students learn to write a well - founded marketing plan in groups for an international company as a result of executing thorough internal and external analyses of company, competition and markets. The students get acquainted with various marketing management strategies that contribute to establishing a marketing plan. Eventually they will be able to select relevant marketing management strategies.
<b>Exit qualifications / Programme learning outcomes</b>	Assessed: TWM15: MARKETING AND SALES. Develop a well - founded marketing plan to support the creation of value for international customers. TWM24: BUSINESS RESEARCH. Analyse a complex business problem in an international business setting with the use of an adequate research design, resulting in an evidence based feasible solution. LW10: ETHICAL AND SOCIAL RESPONSIBILITY. Formulate one's own position concerning ethical and social responsibility in a professional environment. WT1: CRITICAL THINKING. Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion. Involved: WT3: INTERNATIONAL BUSINESS AWARENESS. Analyse patterns in global macro - economic factors and policies that drive international trade and business development WW6: COLLABORATION. Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals



<b>Mandatory participation</b>	Yes, a minimum of 80% of lessons is compulsory because weekly group work is involved.
<b>Pre-requisites</b>	Principles of marketing (at least 1 year)
<b>Required Software / Materials</b>	N.A.
<b>Activities and/or instructional formats</b>	Lectures and workshops are offered weekly. Advanced theories are discussed during the lectures, basic theory is acquired outside the class by self - study using recommended and mandatory literature. During the workshops, students work in international groups (max. 4 students) on weekly assignments to establish elements of the marketing management strategy for the selected international organization. All weekly assignments result in writing a marketing plan for the selected international organization. At the end of the module, students pitch in groups their integrated marketing management strategy.
<b>Required literature</b>	Mandatory: Kotler, P. Brady, M., Goodman, M. & Hansen, T. (2019). Marketing Management (4th ed.). Pearson. ISBN - 10: 1292248491 • ISBN - 13: 9781292248493 (e - book and book) All online material such as supporting articles, PDFs and PowerPoint slides on #OnderwijsOnline Recommended: Kotler, P., & Keller, K. (2015). A Framework for Marketing Management, Global Edition (6th ed). Pearson Education Limited. ISBN - 10: 1292093145 • ISBN - 13: 9781292093147 Wood, M. B. (2017). Essential Guide to Marketing Planning (4th ed.). Pearson. ISBN: 978 - 1 - 292 - 11752 - 2
<b>Max. number of participants</b>	32
<b>3. Examination</b>	
<b>Assessments</b>	A. Written exam B. Marketing Plan presentation
<b>A. Written exam</b>	
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• The student correctly recognizes marketing management strategies;</li> <li>• The student correctly applies relevant marketing management strategies;</li> <li>• The student correctly applies relevant marketing management strategies in a case situation;</li> <li>• The student correctly analyzes case situations using relevant marketing management strategies.</li> </ul>
<b>Type of exam</b>	Written exam
<b>Individual / group</b>	Individual
<b>Duration exam</b>	90 minutes
<b>Minimum result</b>	5.5

<b>Weight factor of modular exam</b>	60%
<b>B. Marketing Plan presentation</b>	
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• The student is able to analyze relevant factors from the macro - meso - and micro environment of an internationally oriented company using the correct theory and models;</li> <li>• The student can formulate the most relevant marketing management strategy in coherence with the results of the analysis and based on relevant theory and models;</li> <li>• The student is able to execute evidence - based desk - and/or field research to analyze the internal and external environment of an international company;</li> <li>• When formulating the most relevant marketing management strategy, the student is able to take CSR tactics into account;</li> <li>• The student is able to provide a correct conclusion based on the results of the weekly deliverables;</li> <li>• The student understands and expresses what next steps / methods of research the company should take after formulating a strategy;</li> <li>• The student is able to create his own vision in addition to the results from the weekly deliverables.</li> </ul>
<b>Type of exam</b>	Presentation and discussion
<b>Individual / group</b>	Group
<b>Duration exam</b>	20 minutes
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	40%

### 3.16 Marketing & Sales - Online Marketing

<b>1. General Information</b>	
<b>Name of study unit</b>	Marketing & Sales - Online Marketing (MARKSA)
<b>Study Program</b>	International Business / Specialisation Marketing & Sales
<b>Study level</b>	Bachelor level 2
<b>Teaching period</b>	Fall semester: Period 1, 2 Spring semester: Period 3, 4
<b>ECTS credits and Study load</b>	5 ECTS credits  Schedules contact time: 22.5 hours Expected self-study time: 117.5 hours Total assigned study load: 140 hours
<b>Entry requirements</b>	1 year of a business related bachelor degree
<b>2. Content and organisation</b>	
<b>Main Professional task</b>	Online Marketer: The online marketer takes care of the online strategy and ensures that it is properly executed. Both the strategic aspect and the operational part of online marketing are the responsibility of an online marketer.
<b>General Description</b>	The modern marketer not only needs to know how Online Marketing work but also how he or she can make use of the Internet for the purpose of product realization, sales, market research or distribution. By the end of this study unit students will be able to take the role as an online marketer. Students will learn the fundamentals of Digital Marketing, will learn to write a creative Digital Marketing Plan in order to convince a potential client company of their plans, will learn to deliver an effective and persuasive pitch in which the students show that they master expertise in Digital Marketing using advanced English (C1).
<b>Exit qualifications / Programme learning outcomes</b>	TWM15: Develop a well - founded marketing plan to support the creation of value for international customers. TWM16: Use appropriate sales techniques in support of durable customer relationships. TWM17: Incorporate developments of the digital landscape in a marketing strategy. WT2: Create innovative ideas in a changing business environment in a systematic fashion. WW4: Communicate messages effectively and persuasively using advanced English to an (un)informed audience LW13: Use appropriate verbal and non - verbal communication in an intercultural setting.
<b>Mandatory participation</b>	Students must be present for 80% of ALL classes. The theory of the lectures is being processed in the workshop classes. In the workshop classes students work on parts of the Digital Plan which is a part of examination of this module. - Achieving the free Google Digital Analytics certificate is a must and must be enclosed individually in the Digital Plan in order to receive the grade.
<b>Cohesion with other SUs</b>	The components Business Communication, Intercultural Awareness and Online Marketing are integrated in one professional role: the online marketer.
<b>Required Software / Materials</b>	Google Analytics (free online course)

<b>Activities and/or instructional formats</b>	Lectures and workshops online. Presentations
<b>Required literature</b>	Berry, M., Sikkenga, B., Berry, M., & Visser, M. (2021). Digital Marketing Fundamentals (2nd ed.). Wolters - Noordhoff. ISBN: 9789001749842
<b>3. Examination</b>	
<b>Assessments</b>	A. Sales Pitch B. Digital Marketing Plan
<b>A. Sales Pitch</b>	
<b>Assessment criteria</b>	<ol style="list-style-type: none"> <li>1. The student can fulfill the role of an Online Marketer and pitch well - founded plan, in line with a strategic analysis, by using correct theory and jargon.</li> <li>2. The student pitches a relevant, original, future proof and (widely) applicable plan for (one or more) key digital sales channels in order to to create value for a client company and its target group.</li> <li>3. The student delivers a creative, effective and persuasive video sales pitch to management or other specified audience using advanced English (C1).</li> </ol>
<b>Type of exam</b>	Sales pitch
<b>Individual / group</b>	Individual
<b>Duration exam</b>	5 minutes
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	60%
<b>Method or enrolment for exam</b>	<ul style="list-style-type: none"> <li>• Handing in a complete pitch portfolio allows the student to deliver the 'exam' sales pitch.</li> <li>• Handing over the used PPT slides and additional information/use of sources in the note boxes below allows the student to deliver the 'exam' sales pitch</li> </ul>
<b>B. Digital Marketing Plan</b>	
<b>Assessment criteria</b>	<ol style="list-style-type: none"> <li>1. The student designs an original, creative and visually attractive Digital Marketing plan harmonious with the client company, address the developments in their foreign target market and society.</li> <li>2. The student understands the critical role that Intercultural Awareness has in digital marketing and sales and consequently applies this awareness in the Digital Marketing plan.</li> <li>3. As a follow up on a critical analysis of the micro, meso and macro environment of the client company, the student demonstrates knowledge on proposing an effective strategy and action plan, so it can be used to enhance the client companies' online (sales) effectiveness</li> </ol>
<b>Type of exam</b>	Portfolio
<b>Individual / group</b>	Individual
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	40%
<b>Method of enrolment for exam</b>	Achieving the free Google Digital Analytics certificate for CMRS-ONL1A is a must and must be enclosed individually in the Digital Marketing Plan in order to receive the grade.

### 3.17 Operations Management

<b>1. General Information</b>	
<b>Name of study unit</b>	Operations Management (OPERMB)
<b>Study Program</b>	International Business / Specialisation Supply Chain Management
<b>Study level</b>	Bachelor level 3
<b>Teaching period</b>	Fall semester: Period 1 Spring semester: Period 3
<b>ECTS credits and Study load</b>	5 EC Schedules contact time: 27 hours Expected self-study time: 113 hours Total assigned study load: 140 hours
<b>Entry requirements</b>	2 years of a business related bachelor degree
<b>2. Content and organisation</b>	
<b>Main Professional task</b>	In the role of Operations Manager/Operations consultant, the student: <ul style="list-style-type: none"> <li>- designs a process</li> <li>- improves a process</li> <li>- controls/manages a process</li> <li>- analyzes process performance.</li> </ul>
<b>General Description</b>	<p>This study unit offers an understanding of operations management and process design. Operations are the core of a company, as operations is the part of a company where value is added for its customers. Among the subjects that are covered are operations strategy &amp; performance, process design, planning &amp; control and quality management.</p> <p>To put operations in practice, students have to find a multinational operation and use typologies from theory to describe, analyse and evaluate the operation. Besides core theories from Operations, also theory that considers macro -economic factors as well as cultural differences is part of this module.</p>
<b>Exit qualifications / Programme learning outcomes</b>	<p>TWM15: Develop a well - founded marketing plan to support the creation of value for international customers.</p> <p>TWM16: Use appropriate sales techniques in support of durable customer relationships.</p> <p>TWM17: Incorporate developments of the digital landscape in a marketing strategy.</p> <p>WT2: Create innovative ideas in a changing business environment in a systematic fashion.</p> <p>WW4: Communicate messages effectively and persuasively using advanced English to an (un)informed audience</p> <p>LW13: Use appropriate verbal and non - verbal communication in an intercultural setting.</p>
<b>Mandatory participation</b>	N.A.
<b>Required Software / Materials</b>	Pearson MyOmLab
<b>Activities and/or instructional formats</b>	Lectures Pearson MyOMLab Case studies Field observations

	Peer feedback
<b>Required literature</b>	<p>Compulsory: eBook &amp; MyOMLab: Slack, N., &amp; Brandon - Jones, A. (2019). Operations Management (9th ed.). Harlow, England; New York: Pearson . ISBN: 9781292253992</p> <p>Available on #OO: Lecture slides Case studies Handouts</p> <p>Recommended: Saunders, M., Lewis, P., &amp; Thornhill, A. (2015). Research Methods for Business Students (7th ed.). Harlow, England. Pearson. ISBN9781292016627</p>
<b>3. Examination</b>	
<b>Assessments</b>	Operations Management
<b>Assessment criteria</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Interprets the effect of global macro - economic factors and policies on the development of operations processes (WT3)</li> <li>• Incorporates the effect of cultural differences in proposed process improvements (LW14)</li> <li>• Determines the role of and creates alignment between performance of operations and business strategy (TWM20/21)</li> <li>• Designs a process considering product/service characteristics and process performance characteristics (TWM20/21)</li> <li>• Proposes relevant methods for planning and controlling the operations processes (TWM20/21).</li> </ul>
<b>Type of exam</b>	Portfolio
<b>Individual / group</b>	Individual
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	100%
<b>Method or enrolment for exam</b>	Standard procedure

### 3.18 Organisational Change

<b>1. General Information</b>	
<b>Name of study unit</b>	Organisational Change (ORGACH)
<b>Study Program</b>	International Business / Specialisation Organisation & Change
<b>Study level</b>	Bachelor level 2
<b>Teaching period</b>	Fall semester: Period 1, 2 Spring semester: Period 3, 4
<b>ECTS credits and Study load</b>	5 ECTS credits  Schedules contact time: 26 hours Expected self-study time: 114 hours Total assigned study load: 140 hours
<b>Entry requirements</b>	1 year of a business related bachelor degree
<b>2. Content and organisation</b>	
<b>Main Professional task</b>	Change Management Junior Consultant  Supporting a company in terms of consultancy and advice within the preparation stage of a change project.
<b>General Description</b>	In this module students will learn about: <ul style="list-style-type: none"> <li>• Organisational Change and the external consultant, Strategy for change</li> <li>• The context and meaning of Change: Drivers for Change, Types of change, Changing environment, Nature of organisation change</li> <li>• Leading Change; Resistance to Change</li> <li>• Students are placed in the role of junior consultants working for a large consulting firm. Each week students are challenged with a different task in the change process through exposure to cases, role play and simulations. They deliver and defend their final change plan to the client</li> </ul>
<b>Exit qualifications / Programme learning outcomes</b>	Assessed: TWM 22 Draft the strategic cycle of part(s) of the organisation (process and content) TWM23: Assess the impact of change on the organisation. WW4: Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience. WW6: Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.  Involved: WW7: Produce management information from various data sources in an international business environment. LW10: Formulate one's own position concerning ethical and social responsibility in a professional environment. LW14: Assess the effect of cultural differences on organisational behaviour and strategic choices. TWM24 Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence - based, feasible solution.
<b>Mandatory participation</b>	Yes. Students need at least to participate in 5 out of 6 classes, Missing more than one class means resit the entire module.

<b>Required Software / Materials</b>	via OnderwijsOnline
<b>Activities and/or instructional formats</b>	The sessions in W1 - W5 are organized as follows: 1. lecturer kicks off with briefing and theory / tools 2. teams prepare as a whole and make decisions 3. a weekly roleplay session during which teams communicate decisions and experience the effect of their decisions.
<b>Required literature</b>	All required literature, such as PDF's and PowerPoints, will be provided via #OnderwijsOnline.  For the assignment students need to use additional sources: management literature, essays, research papers and scientific articles. Additional source could be an interview with a thought leader or seasoned professional.
<b>3. Examination</b>	
<b>Assessments</b>	A. Individual Blog B. Change Plan Presentation
<b>A. Individual Blog</b>	
<b>Assessment criteria</b>	Student can investigate the need for change based on the development cycle for an (existing) organization based on given data · Student can identify own stand concerning the choices made in the plan Student can formulate improvements for the next time that the situation occurs, based on the learning experiences of writing the plan
<b>Type of exam</b>	Written
<b>Individual / group</b>	Individual
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	60%
<b>Method or enrolment for exam</b>	Participation is enrolment
<b>B. Change Plan Presentation</b>	
<b>Assessment criteria</b>	Students can assess the current and desired situation through mean of evidence based research and the root cause investigation Students can propose a plan that solves the issues at hand in a creative manner, making use of existing aspects and new ones Students can investigate by means of tools and techniques the root cause of the problem Students can produce a business case for change based on the project cycle for an (existing) organisation based on the given data.
<b>Type of exam</b>	Oral
<b>Individual / group</b>	Group
<b>Duration exam</b>	30 minutes
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	40%
<b>Method or enrolment for exam</b>	Participation is enrolment



### 3.19 Project Dutch Economy in a global context

<b>Name SU and code</b>	Project Dutch economy in a global context (DUTCEC)
<b>Study Program</b>	Exchange Program
<b>Study level</b>	Bachelor level 2
<b>Teaching period</b>	Fall semester: Period 1 Spring semester: Period 3
<b>Professional tasks</b>	Analysing the economic environment of companies
<b>Main Professional task</b>	Analysing the economic environment of companies
<b>Professional products</b>	A report by which the student shows his ability to analyse the economic business environment of companies, to draw conclusions from it, and to present findings in an attractive way.
<b>Credits and study load</b>	5 ECTS credits Total assigned study load: 140 hours
<b>Entry requirements</b>	N.A
<b>General description</b>	<p>The Netherlands is one of the European Union's founding member states, favourably located at the North Sea, bordered by Belgium and Germany. It is one of the smaller European countries, with a total area of only 42 thousand km<sup>2</sup> (including the Dutch Antilles), 17.6 million inhabitants, and a GDP of 856 bn euro (2021). It is a relatively affluent country with GDP per capita amounting to 49.1 thousand euro in 2021, which makes it one of the richest in the EU.</p> <p>The Netherlands has always been an active international player, and many large multinationals have their home base in the Netherlands. The country's dependence on international trade and cross-border relationships has made it an active member in a large number of international organizations, including among others NATO, the UN, and the European Union. Since January 1999, the country has participated in Europe's Economic and Monetary Union (EMU).</p> <p>This module provides the student with relevant background information about Dutch history, demographics, and economic structure. Some basic macro and international economics concepts will be applied to analyze the Dutch economic developments.</p> <p>Furthermore, an overview is given of the main economic challenges facing the Dutch economy.</p>
<b>Competencies</b>	International business awareness International strategic vision development Analysing and information processing Communication
<b>Assessment criteria</b>	
Written exam	<ul style="list-style-type: none"> <li>• knowledge of the main characteristics of the Dutch economy</li> <li>• knowledge and understanding of the position of the Netherlands in international organisation like the EU, EMU, WTO and IMF</li> <li>• understanding of the influence the global economy has had, has, and will have on the Dutch economy</li> </ul>

Paper	<ul style="list-style-type: none"> <li>• awareness of the existence of different meanings of economic integration</li> <li>• knowledge of the structure and performance of the Dutch economy in the last couple of years</li> <li>• knowledge and understanding of the international environment in which the Dutch economy operates</li> <li>• in-depth knowledge of an aspect of the Dutch economy, in particular a branch of industry</li> <li>• understanding of the influence the performance of the Dutch economy might have on the activities of specific companies</li> </ul>	
<b>Assessment</b>		
Type of exam	Written	Paper
Number of examiners	1	1
Duration	120 mins	N.A
Aids	Dictionary and non-graphic calculator	N.A
Minimum grade or tick (√)	4.0	5.5
Weighting factor	40%	60%
<b>Compulsory literature</b>	All materials required for the written exam, like PDF-files and PowerPoint presentations will be provided via #OnderwijsOnline.	
<b>Recommended literature</b>	N.A	
<b>Software</b>	N.A	
<b>Other materials</b>	N.A	
<b>Activities</b>	N.A	
<b>Teaching methods</b>	Lectures and supervision	
<b>Max. number of participants</b>	32	

## 3.20 Project Management

<b>1. General Information</b>	
<b>Name of study unit</b>	Project Management (PROJMA)
<b>Study Program</b>	International Business / Specialisation Organisation & Change
<b>Study level</b>	Bachelor level 3
<b>Teaching period</b>	Fall semester: Period 1 Spring semester: Period 3
<b>ECTS credits and Study load</b>	5 ECTS credits Schedules contact time: 36 hours Expected self-study time: 104 hours Total assigned study load: 140 hours
<b>Entry requirements</b>	2 years of a business related bachelor degree
<b>2. Content and organisation</b>	
<b>Main Professional task</b>	Project manager role Supporting an organization by creating a change plan.
<b>General Description</b>	Topics: PM methodologies (agile, scrum etc.), the project plan (planning resources including budgeting and ROI) risk management, monitoring progress and quality, information systems management Outcomes: understands the basic aspects of project management methodologies, can choose the appropriate one, understands the impact of implementing a project plan.
<b>Exit qualifications / Programme learning outcomes</b>	Assessed WW4: Communicates (business) messages effectively and persuasively using advanced English to an (un)informed audience WW6: Collaborate effectively with different kinds of stakeholders in different cultural, organizational and political landscapes to contribute to achieving agreed goals WW7: Produce Management information from various data sources in an international business environment TWM22: Draft the strategic cycle of part(s) of the organisation (process and content) TWM23: Assess the impact of change on the organisation
<b>Mandatory participation</b>	As the work happens during the schedule sessions, it is highly recommended that the students are present at every session.
<b>Required Software / Materials</b>	N.A.
<b>Activities and/or instructional formats</b>	Flipped classroom, Consulting, E - learning, MT meetings
<b>Required literature</b>	Optional: The better practices of project management Based on IPMA competences - 4th revised edition. Hermarij, John. ISBN: 9789401800464.  All other required literature, such as PDF's and PowerPoints, will be provided via OnderwijsOnline.

3. Examination	
<b>Assessments</b>	A. Presentation B. Written portfolio
<b>A. Presentation</b>	
<b>Assessment criteria</b>	Students produce a plan that is based on evidence - based research and proper analysis of current and desired situation Students demonstrate capacity to communicate the content of the plan in proper written and spoken language appropriate to all stakeholders Students create change dashboard that can support the implementation plan
<b>Type of exam</b>	Oral
<b>Individual / group</b>	Group
<b>Duration exam</b>	30 minutes
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	40%
<b>Method or enrolment for exam</b>	Handing in is enrolment
<b>B. Written portfolio</b>	
<b>Assessment criteria</b>	Students examine how the choices made in the plan affect different stakeholders inside and outside the organization Students justify the choices that have been in the plan based on a thorough analysis
<b>Type of exam</b>	Report
<b>Individual / group</b>	Individual
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	60%
<b>Method or enrolment for exam</b>	N.A.

## 3.21 Sales and Operations Planning

<b>1. General Information</b>	
<b>Name of study unit</b>	Sales and Operations Planning (SALOPP)
<b>Study Program</b>	International Business / Specialisation Supply Chain Management
<b>Study level</b>	Bachelor level 3
<b>Teaching period</b>	Fall semester: Period 1 Spring semester: Period 3
<b>ECTS credits and Study load</b>	5 ECTS credits  Schedules contact time: 27 hours Expected self-study time: 113 hours Total assigned study load: 140 hours
<b>Entry requirements</b>	years of a business related bachelor degree
<b>2. Content and organisation</b>	
<b>Main Professional task</b>	In the role of S &OP coordinator, the student: Creates a Consensus Forecast Performs a Capacity Planning analysis Develops a what - if analysis
<b>General Description</b>	In this course, students learn the inter-departmental complexity of the S&OP process and the reason why upper management involvement is critical. The role of Sales & Marketing, Customer Service, Demand and Supply Planning, Warehousing, Finance, Operations, Logistics/Transportation, and upper management will be addressed. Data analysis complexity due to multiple sources of input will be one of the central themes. The students will be able to produce a consensus forecast, perform capacity planning, produce what - if scenarios and provide a recommendation.
<b>Exit qualifications / Programme learning outcomes</b>	Assessed TWM20: Evaluate operations processes within and between organizations TWM21: Manage operations processes within and between organizations WT1: Critical Thinking: Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion. WW4: Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience WW7: Management of Information as digital citizen: Produce management information from various data sources in an international business environment.
<b>Mandatory participation</b>	N.A.
<b>Required Software / Materials</b>	N.A.
<b>Activities and/or instructional formats</b>	Lectures, presentations, exercises, case analysis
<b>Required literature</b>	Compulsory: Jacobs, F. R., Berry, W. L., Whybark, D. C., & Vollmann, T. E. (2011). Manufacturing Planning and Control for Supply Chain Management (6th Ed.). New York: McGraw - Hill. ISBN9780071313933

<b>3. Examination</b>	
<b>Assessments</b>	A. S&OP exam B. S&OP presentation
<b>A. S&amp;OP exam</b>	
<b>Assessment criteria</b>	The student: <ul style="list-style-type: none"> <li>Evaluates the impact that different decisions in demand and supply have on the business (TWM 20/TWM21)</li> <li>Evaluates inputs of demand and supply and creates what - if scenarios (WT1)</li> <li>Incorporates multiple demand and supply sources to produce a consensus demand and a supply capacity planning review (WW7).</li> </ul>
<b>Type of exam</b>	Written
<b>Individual / group</b>	Individual
<b>Duration exam</b>	120 minutes
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	60%
<b>Method or enrolment for exam</b>	Standard procedure
<b>B. S&amp;OP presentation</b>	
<b>Assessment criteria</b>	The students: <ul style="list-style-type: none"> <li>Deliver an effective and persuasive trade - off analysis presentation to upper management using advanced English (C1) (WW4)</li> <li>Explain the complexity of the impact that different decisions in demand and supply have on the business and recommend course of action (TWM 20/TWM21).</li> </ul>
<b>Type of exam</b>	Presentation
<b>Individual / group</b>	Group
<b>Duration exam</b>	N.A.
<b>Permitted resources / aids</b>	PPT slides, Excel, laptop
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	40%
<b>Method or enrolment for exam</b>	Via Lecturer

### 3.21 Supply Chain Management

<b>1. General Information</b>	
<b>Name of study unit</b>	Supply Chain Management (SUPCHM)
<b>Study Program</b>	International Business
<b>Study level</b>	Bachelor level 2
<b>Teaching period</b>	Fall semester: Period 1, 2 Spring semester: Period 3, 4
<b>ECTS credits and Study load</b>	5 ECTS credits Schedules contact time: 36 hours Expected self-study time: 104 hours Total assigned study load: 140 hours
<b>Entry requirements</b>	1 year of a business related bachelor degree
<b>2. Content and organisation</b>	
<b>Main Professional task</b>	Junior Supply Chain Consultant: Analysing the current performance of the supply chain processes and coming up with improvements.
<b>General Description</b>	Students work in Teams that describe and visualize the supply chain of a company. They analyse the problems the company is facing that impedes the company from achieving its goals and objectives. During the process they also establish what the root causes to those problems are in order to come up with improvements to the functioning of the Supply Chain.
<b>Exit qualifications / Programme learning outcomes</b>	TWM20 Evaluate operations processes within and between organisations. TWM21 Manage operations processes within and between organisations. TWM 24: Business research WW 6: Collaboration WW 4: Communicate messages effectively and persuasively using advanced English to an (un)informed audience
<b>Mandatory participation</b>	Compulsory, at least 80% of lessons and workshops.(SCM and C-skills coaching). Because of group work during lectures and mutual dependence on group members. This curbs piggybacking as well.
<b>Required Software / Materials</b>	N.A.
<b>Activities and/or instructional formats</b>	Instruction (theory) class and workshops. (case solving, simulations, games, or otherwise). (Peer) feedback in business writing classes.
<b>Required literature</b>	Weenk, E. (2019). Mastering the Supply Chain: Principles, Practice and Real - Life Applications (1st ed.). Kogan Page. ISBN: 9780749484484 Other literature to be provided during the course. Reader 7506 for C - BUC2A

<b>3. Examination</b>	
<b>Assessments</b>	A. Memo report B. Individual paper C. Group portfolio
<b>A. Memo report</b>	
<b>Assessment criteria</b>	WW4: Composes an effective and persuasive business report for an uninformed audience, using advanced English (C1).  Upon successful completion of the memo - report the student receives a tick. The tick makes sure that the student is entitled to the grade for the portfolio.
<b>Type of exam</b>	Memo report
<b>Individual / group</b>	Individual
<b>Minimum result</b>	Pass
<b>Weight factor of modular exam</b>	N.A.
<b>Method or enrolment for exam</b>	N.A.
<b>B. Individual Paper</b>	
<b>Assessment criteria</b>	TWM 20/TWM21: Evaluates relevant supply chain literature and uses findings to recommend improvements to the supply chain of a business. TWM24: Validates the gathering of relevant data and information through desk research
<b>Type of exam</b>	Individual paper
<b>Individual / group</b>	Individual
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	60%
<b>Method or enrolment for exam</b>	Participation is enrolment
<b>C. Group Portfolio</b>	
<b>Assessment criteria</b>	TWM 20/TWM21: Analyses the supply chain flows and processes by creating supply chain maps of a given supply chain Proposes improvements to problems within the supply chain and reports actions to management. TWM24: Formulates an action plan as a result of the proposed improvements, using the reporting format. WW6: Evaluates team collaboration by considering the task and relationship orientation using relevant team typologies Assumes shared responsibility for collaborative work, and values the individual contributions made by each team member
<b>Type of exam</b>	Portfolio



<b>Individual / group</b>	Group
<b>Minimum result</b>	5.5
<b>Weight factor of modular exam</b>	40%