

Course summary

VOE Code: IBmBS2.PJ1.2223

ECTS credits: 4EC

Level: Bachelor's degree (full-time)

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| Course Title | Project 1: The Global Business Environment | | |
| Type | Compulsory | | |
| Learning competences | <p>Problem-oriented working</p> <p>Multidisciplinary integration</p> <p>Methodical and reflective thinking and acting</p> <p>Social-Communicative Ability</p> <p>Broad professionalization</p> | | |
| Learning outcomes | <p>The student can evaluate the performance of an internationally operating company from the perspective of various stakeholders</p> <p>The student can gather and systematically organize information about the international business context</p> <p>The student can identify trends and issues that are important to the company</p> <p>The student can appraise how the company deals with the identified trends and issues</p> <p>The student is able to present the information</p> | | |
| Course content | <p>During the project the student executes the following tasks:</p> <ul style="list-style-type: none"> • Description and analysis of a multinationally operating company from a stakeholders approach. In other words, students evaluate the performance of the company from the perspective of the various stakeholders, such as management, shareholders, customers, suppliers, employees, public authorities and non-profit organizations. • Analysis of the international environment of the company (also using the stakeholder approach) • Identification of trends and issues that are relevant to the company (whereby students distinguish between regional and global trends and issues) • Appraisal of how the company deals with the identified trends and issues in order to keep its stakeholders happy | | |
| Planned learning activities and teaching methods | Project Group Work | | |
| Recommended or required reading and other learning resources / tools | None | | |
| Prerequisites and co-requisites | None | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10/ voldaan, niet voldaan | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Group report + assessment | 1 | Higher or equal to 5.5 |
| | Skill test | 0 | Higher or equal to 5.5 |
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| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Face to face | | |

Course summary

VOE Code: IBmIBS2.GTI.2223

ECTS credits: 3EC

Level: Bachelor's degree (full-time)

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|---|--|------------------------|------------------------|
| Course Title | Global Trends and Issues | | |
| Type | Compulsory | | |
| Learning competences | Awareness of societal responsibility Broad professionalization Professionally developing, managing and executing the business, especially the commercial processes around doing business internationally. | | |
| Learning outcomes | <ol style="list-style-type: none"> 1. The student knows what trends and issues are, how they develop and how they can be monitored and managed 2. The student can describe and explain the major global trends and issues using the DESTEP / PESTEL model (Demographic, Economic, Social-cultural; Technological, Ecological and Political). 3. The student can, making use of the DESTEP / PESTEL model, describe the main relevant trends and issues for the future sustainability of the multinational company of the project, illustrate how these trends and issues developed, which stakeholders are involved in what way | | |
| Course content | <p>During the lectures, the following topics and issues will be covered:</p> <ul style="list-style-type: none"> • What are trends and issues? how do they develop? Relevance of global trends and issues for companies/multinationals. <p>How to monitor and manage trends and issues? Presentation of PPP-model and DESTEP / PESTEL.</p> <ul style="list-style-type: none"> • Global challenges at the beginning the Twenty-First Century: Demographic, Economic, Social, Technological, Ecological and Political. | | |
| Planned learning activities and teaching methods | Interactive teaching Each student contributes to the development of an essay about Global Trends and Issues from the perspective of a multinational | | |
| Recommended or required reading and other learning resources / tools | Powerpoint Internet | | |
| Prerequisites and co-requisites | <i>none</i> | | |
| Level | Bachelor | | |
| Grading scale | 1-10 | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Portfolio | 1 | Higher or equal to 5.5 |
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| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Face to face | | |
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Course summary

VOE Code: IBmIBS2.BSPE.2223
(full-time)

ECTS credits: 2EC

Level: Bachelor's degree

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|---------------------|--|--|--|
| Course Title | Business Skills and Professional English | | |
| Type | Compulsory | | |

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| Learning competences | The student <ol style="list-style-type: none"> 1. Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. 2. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. 3. Can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | | |
| Learning outcomes | Having completed the course, students can: - read and understand English business texts - give effective, informative business presentations and or a (sales) pitches - understand authentic English audio material - write business related articles and emails and students have: - increased their vocabulary in the general field of business English - gained an understanding of building and giving various types of (professional) presentations. In terms of the Common European Framework of Reference (CEFR), the level of this course is: B2 | | |
| Course content | Elevator pitch, Duo Presentation, Asking Effective Questions, Review Writing/Expressing an Opinion, Writing a Management Summary | | |
| Planned learning activities and teaching methods | Instruction lectures Group work Learning by doing Tutorials Self study | | |
| Recommended or required reading and other learning resources / tools | - Course material on Brightspace - Podcasts and other audio materials - Articles on the internet | | |
| Prerequisites and co-requisites | None | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Elevator Pitch | 1 | Higher or equal to 5.5 |
| | Duo Presentation | 1 | ibid |
| | Written Review | 1 | ibid |
| | Management Summary | 1 | ibid |
| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Face to face | | |
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Course summary

VOE Code: IBmIBS.IL2223

ECTS credits: 5EC

Level: Bachelor's degree (full-time)

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| Course Title | International Logistics |
| Type | Optional |
| Learning competences | <ul style="list-style-type: none"> • Independ assessment- and opinion of international logistic practises • Gaining cultural awareness of differences in IL |
| Learning outcomes | Companies expand business internationally to increase income, to cut costs, to lower their risk profile and to learn new things. While doing so, these companies incur many challenges. In this course we will look at the broader logistical impact of the decisions companies make. We will analyze these challenges and learn how to deal to with these |

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| Course content | Culture and what it means for doing business internationally. <ul style="list-style-type: none"> • Logistics and customs. • Different ways to export goods and the risks and liabilities for the involved parties • Market entry, payment and credit insurance. • Ethical behavior in an international environment | | |
| Planned learning activities and teaching methods | Lectures face to face and online | | |
| Recommended or required reading and other learning resources / tools | <i>Not applicable</i> | | |
| Prerequisites and co-requisites | <i>Not applicable</i> | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Portfolio | 1 | Higher or equal to 5.5 |
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| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Face to face | | |
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| Course summary | |
|---|--|
| VOE Code: IBmIBS1.IBM.2223 ECTS credits: 3EC Level: Bachelor's degree (full-time) | |
| Course Title | International Business Management |
| Type | Optional |
| Learning competences | Communication, cultural awareness, independent learning, presentation skills |
| Learning outcomes | After having finalized this module the student is able to: <ul style="list-style-type: none"> • identify the ways in which organisations interact with their surroundings; • understand how these interactions with their surroundings shape and guide their strategies; • recognise different instruments for the design of an organisational and the definition of an organisational strategy; • know how organisations are managed, structured, and how they adjust to changes within their environment. • identify basic structures of international organisations; • explain the different aspect of decision making in organisations (incl. the basic tools to support decisions); |
| Course content | |
| Planned learning activities and teaching methods | The course is built around workshops in which collaborative learning is applied. Students will explore theoretical concepts and apply these to in-class case studies |
| Recommended or required reading and other learning resources / tools | <i>Handbook Organisation and Management (A practical Approach) 4th Edition</i> <i>Marcus and van Dam</i> |

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| Prerequisites and co-requisites | <i>Attendance is compulsory</i> | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Knowledge test | 0,8 | Higher or equal to 5.5 |
| | Portfolio | 0,2 | Higher or equal to 5.5 |
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| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Face to face | | |
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| Course summary | |
|---|--|
| VOE Code: IBmIBS.ICDM.2223 | ECTS credits:3EC |
| Level: Bachelor's degree (full-time) | |
| Course Title | Intercultural Competence & Diversity Management |
| Type | Mandatory/compulsory |
| Learning competences | <ul style="list-style-type: none"> Problem-oriented working Creativity and complexity and acting Multidisciplinary integration Scientific application and research Transfer and broad deployability Broad professionalization |
| Learning outcomes | <p>Intercultural competences are one of the most essential topics at an institution and its student body when talking about internationalization. These competences are both used while at university and upon entering the working field. Without these competences, international cooperation & communication will most probably end in well meant approaches, but no concrete results. In this module, explicit attention is given to how to define as well as develop these essential 21st century skills.</p> <p>Students actively map their current state of Intercultural Development by means of the Intercultural Readiness Check and develop an action plan on which they base a number of activities that explicitly help strengthen their intercultural skills</p> |
| Course content | <p>Students complete the Intercultural Readiness Check and receive an extensive feedback report that helps them to develop the action plan, in which they focus on certain facets more in particular.</p> <p>Students learn about diversity management and chose an individual theme to research. In joint activities with local students, students actively develop their chosen facets. Students report back on their progress by means of a portfolio and by participating in field assignments as well as an online training in effective intercultural communication skills</p> |
| Planned learning activities and teaching methods | Group collaboration activities |
| Recommended or required reading and other | <p>The Intercultural Readiness Check, provided.</p> <p>Traintool Intercultural Effectiveness, provided</p> |

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| learning resources / tools | | | |
| Prerequisites and co-requisites | None | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Professional Product | 1 | Higher or equal to 5.5 |
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| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact (naam die op de website staat bij het programma) | | |
| Mode of delivery | Face to face | | |
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| Course summary | |
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| VOE Code: IBmBS2.BEG.2223 ECTS credits: Level: Bachelor's degree (full-time) | |
| Course Title | Business Ethics and Geopolitics |
| Type | Optional |
| Learning competences | Awareness of societal responsibility |
| Learning outcomes | <p>Goal: to obtain knowledge and insight into:</p> <ul style="list-style-type: none"> • how to choose and implement one of the SDG's (strategic development goals) in the strategy and business case of an internationally operating company. • how to deal with dilemma's arising when adopting a more sustainable and social responsible strategy • how to use the classical moral theories (utilitarianism and deontology) to resolve moral dilemmas. • how cultural diversity and pluralism makes it harder to resolve moral theories. • how a stakeholder dialogue can help to find joint understanding and acceptable compromises. • how – in the role as strategic advisor / ethical officer - write an advisory report to the board of directors. |
| Course content | <ul style="list-style-type: none"> • What is corporate social responsibility and what are UN strategic development goals • Implementing SDG's in the strategy of a company using goals and KPIs • Business opportunities but also disadvantages arising from implementing the SDG's, leading to (moral) dilemmas in the organization • Classical moral theories to resolve moral dilemmas (utilitarianism and deontology) • Pluralism that gives diversity in which moral principles should be applied • Stakeholder management as a contemporary method to resolve moral dilemmas in an intercultural setting. |
| Planned learning activities and teaching methods | A combination of e-learning and on campus workshops to learn how to make a stakeholders analysis and how to write an advisory report. |
| Recommended or required reading and other learning resources / tools | Reader Business Ethics International Studies SDG Compass Guide SDG's and moral dilemmas |
| Prerequisites and co-requisites | None |
| Level | Bachelor |
| Grading scale | 1 up to 10, 1 dec. |

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| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Assignment | 1 | Higher or equal to 5.5 |
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| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Combination of e-learning and class room workshops | | |
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| Course summary | |
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| VOE Code: IBmIBS2.BCCT.2223 ECTS credits: 3EC Level: Bachelor's degree (full-time) | |
| Course Title | Business Case Competition Training |
| Type | Optional |
| Learning competences | Consultancy skills (problem analyses, deriving acceptable solutions, selling), interdisciplinary and intercultural (team) effectiveness |
| Learning outcomes | <ul style="list-style-type: none"> • Learn to work under time pressure in international multi disciplinary teams • Develop team building skills <ul style="list-style-type: none"> • Bridge intercultural differences in an international team • Learn to improve team performance (by structured reflection) • Consulting skills <ul style="list-style-type: none"> • Develop problem solving skills in business challenges • Critical thinking / decision making skills • Telling/selling |
| Course content | <p>The first two week students receive workshops in basic skills for solving business cases and team building. The Windesheim lectorate Family Business provides lectures and assistance during this module. The workshops series are concluded with a dry run business case. The business case are solved using a structured step by step approach.</p> <ul style="list-style-type: none"> • Step 1: Problem definition. • Step 2: Alternatives , • Step 3: Criteria • Step 4: Analysis. • Step 5: Decision • Step 6: Implementation plan <p>After this first introduction they will receive three real business cases from SME Family Businesses. The client introduces the business challenge in the morning. In the morning the teams will be briefed by the client. In the afternoon each team sells its pitch to the client who will then give his judgement call. Afterwards students have to reflect on their teams' and individual performance/contribution in a structured way, so that they actively will identify ways for individual or team improvement. It is our intention to have each business case to take place at the premises of the Business Client.</p> <p>Final grades will for 50% consist on team-performances during the business cases and for 50% on a students personal improvement progress.</p> |
| Planned learning activities and teaching methods | Learning by doing. After Action Reviews. Workshops / lectures / team work / solving real case studies |
| Recommended or required reading and other learning resources / tools | Some useful marketing and project models and/or tools will be provided and discussed early in the course. The students select and apply the models that they deem relevant for each case. There are no specific books prescribed. Although a book like 101 Management Models (English edition) - ISBN/EAN 9789001783167 |

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| | https://www.noordhoff.nl/webshop/product/101-management-models-(english-edition)-9789001783167 might prove to be useful. | | |
| Prerequisites and co-requisites | Advanced level. Has passed propaedeutic exam of university. It is open to every student. No specific requirements to level of experience or background. | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Individual Progress Portfolio | 50% | ≥ 5.5 |
| | Teams' performances on Business Cases | 50% | ≥ 5,5 |
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| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Face to face | | |
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| Course summary | |
|---------------------------------------|--|
| VOE Code: WHC.GPCM.MPGW.FB2223 | ECTS credits: 5EC Level: Bachelor's degree (full-time) |
| Course Title | Family Business |
| Type | Optional |
| Learning competences | Broad professionalization |
| Learning outcomes | <p>CO1 1. Identify the key dimensions of the business, family and ownership systems that define the field of family business and understand the prevalence and economic contribution of family businesses in the world;</p> <p>CO2 2. Know, evaluate and apply theories and/or models in the field of family businesses, including strategic management, governance, succession, change and value creation and relationships and conflicts in the family business;</p> <p>CO3 3. Recognize the root cause of challenges in family businesses while showing solid analysis techniques, creative problem-solving skills combined with detailed and realistic recommendation formulation;</p> <p>CO4 4. Present your recommendation in the role of consulting professional</p> |
| Course content | Throughout the world, family business ownership is the most prevailing form of ownership. There are many forms of family ownership. For example, a nuclear family, consisting of a father, mother and their siblings can own and run a business together. But also brothers and sisters, or cousins and nieces can own and manage a business together. Furthermore, you can find family businesses in every branch and in any size. In the Netherlands, it might be a family who runs two fashion stores or the family Van Eerd who owns the supermarket Jumbo. In the economic national landscape of most countries, family businesses play an important role. Family businesses are often considered to be the engine of national economies, contributing to job creation, the nation gross product and innovation. Therefore, it is important for students to develop more knowledge and skills to be successful when dealing with family businesses as an employee, consultant or successor. |

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| | The Workshop Family Business: Challenges in the business, family and ownership is part of the free choice courses of Managing Projects in a Globalized World, but also of the minor International Business Strategy. Focusing on a family business context, and utilizing seminal theoretical frameworks in order to 'make sense' of complex and diverse real-life situations, the class is organized around the case study method. Working individually and in teams, participants gain strong analysis, recommendation and presentation abilities. | | |
| Planned learning activities and teaching methods | Coaching on the job, peer interaction and feedback | | |
| Recommended or required reading and other learning resources / tools | Literature: Managing the Family Business, Zelweger, Edward Elgar Publishing 2017 Family Business, Gils, van A. & Helvert-Beugels, J., 2016 | | |
| Prerequisites and co-requisites | None | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Individual Assessment | 6 | Higher or equal to 5.5 |
| | Group Assessment | 4 | Higher or equal to 5.5 |
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| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Face to face | | |
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| Course summary | |
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| VOE Code: BMR.PPR.DYHWITTBAE ECTS credits: 5EC Level: Bachelor's degree (full-time) | |
| Course Title | Do you have what it takes to be an entrepreneur? |
| Type | Optional |
| Learning competences | Problem-oriented working Innovation and creativity Entrepreneurial mindset creation |
| Learning outcomes | At the end of this course you'll compose together with your team members a business plan. The knowledge, skills and experience you gain during this course prepares you to start your own business. |
| Course content | Were you born for business? Were you interested in business as a child? Did you seek out entrepreneurial roles in school, in social organizations or even in your previous job? A natural inclination of past interest in entrepreneurship seems to be a good potential indicator of future success. Think you're cut out to be an entrepreneur? Take this course and find out! |

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| | <p>Want to start your own business? You might have an idea or plans to start up your own business but you're not sure how or where to begin? The course "DO YOU HAVE WHAT IT TAKES TO BE AN ENTREPRENEUR?" will help you to start your own business. During this course we'll provide you with knowledge, guidance and tools so you'll be able to structure your own ideas. At the end of this course you'll compose together with your teammembers a business plan. The knowledge, skills and experience you gain during this course prepares you to start your own business.</p> <p>Focus on new business opportunities in circular economy It's increasingly clear that modern business need to transform how they operate. The circular economy provides new business opportunities. The upside is clear to many... Increase in economic growth* with 1% to 4% through circular strategies which entail maintenance & repair, reuse, remanufacturing, refurbishment and recycling. But what does this mean and which challenges will you encounter.</p> <p>Gaining entrepreneurial skills by playing the online business game "The Blue Connection" This is an innovative web-based business simulation game. It engages participants in the transformation from a linear to a circular value chain by implementing a circular strategy for a virtual e-bike manufacturer. In teams of 4, participants will represent the functional roles of VP Finance, VP Purchasing, VP Supply Chain, and VP Sales. Experience the circular way of doing business as an entrepreneur for a sustainable future!</p> | | |
| Planned learning activities and teaching methods | The program of this course is completely tailored to your needs. The goal of this course is to prepare you to act as an entrepreneur. You'll be taught, coached and trained by experts in the field of entrepreneurship from Windesheim but also receive feedback from entrepreneurs. | | |
| Recommended or required reading and other learning resources / tools | Reader with relevant articles, to be handed out | | |
| Prerequisites and co-requisites | none | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Business plan | 1 | Higher or equal to 5.5 |
| | Final presentation | 1 | Higher or equal to 5.5 |
| | | | Higher or equal to 5.5 |
| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact (naam die op de website staat bij het programma) | | |
| Mode of delivery | Face to face | | |
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Course summary

VOE Code: IBmBS2.PJ2.2223

ECTS credits: 4EC

Level: Bachelor's degree (full-time)

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| Course Title | Project 2: Developing a Sustainable Strategy |
| Type | Optional |

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| Learning competences | Problem-oriented working Multidisciplinary integration Methodical and reflective thinking and acting Social-Communicative Ability Broad professionalization | | |
| Learning outcomes | The student is able to: <ul style="list-style-type: none"> analyse the strategy of a multinational. This analysis makes use of the analysis carried out in the first part of the project (period 3). assess and describe the reputation of the multinational from the perspective of different stakeholders (shareholders, employees, customers, media, suppliers/competitors, public authorities, government organisations) write a strategic plan on how to make the multinational company future proof in terms of Profit, People and Planet. The plan includes recommendations for a new business model and value proposition. develop a short (3 minutes) film (YouTube quality) which communicates the essence of the new strategy of the multinational to stakeholders. present the recommendations to the Board of Directors of the multinational (in this case the project lecturers). work effectively in a multicultural project team | | |
| Course content | Students translate their analysis from part 1 of the project to the reputation model and carry out additional (desk) research if needed. The students use the results from part 1 of the project (global trends and issues) and six models for this part of the project : 1. the Profit, People, Planet triangle 2. The SWOT analysis 3. Confrontation matrix 4. SFA (Suitability, feasibility, acceptability) selection model 5. the business canvas model of Osterwalder 6. the value proposition model | | |
| Planned learning activities and teaching methods | Group work with final presentation of group report | | |
| Recommended or required reading and other learning resources / tools | Powerpoint, field visits, expert sessions | | |
| Prerequisites and co-requisites | None | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Portfolio | 1 | Higher or equal to 5.5 |
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| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Face to face | | |
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Course summary

VOE Code: IBmIBS2.SM.2223

ECTS credits: 3EC

Level: Bachelor's degree (full-time)

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|---|--|------------------------|------------------------|
| Course Title | Sustainability Marketing | | |
| Type | Optional | | |
| Learning competences | Broad professionalization Professionally developing, managing and executing the business, especially the commercial processes around doing business internationally. | | |
| Learning outcomes | The students understands the concepts of Sustainability and Marketing The student is able to develop Sustainability Marketing Opportunities The student is able to develop Sustainability Marketing Standards and Strategies The student is able to develop a Sustainability Marketing Mix The student has knowledge of the Future of Sustainability Marketing | | |
| Course content | The following topics will be covered in this module: PART I Understanding Sustainability and Marketing PART II Developing Sustainability Marketing Opportunities PART III Developing Sustainability Marketing Standards and Strategies PART IV Developing the Sustainability Marketing Mix PART V Developing the Future of Sustainability Marketing | | |
| Planned learning activities and teaching methods | Interactive teaching | | |
| Recommended or required reading and other learning resources / tools | Powerpoint ELO Literature | | |
| Prerequisites and co-requisites | None | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Individual Assessment | 1 | Higher or equal to 5.5 |
| | Portfolio + Assessment | 1 | Higher or equal to 5.5 |
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| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Face to face | | |

Course summary

VOE Code: IBmIBS2.SCF.2223

ECTS credits: 3EC

Level: Bachelor's degree (full-time)

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| Course Title | Supply Chain Finance |
| Type | Optional |
| Learning competences | HBO standard 1: Obtain a solid theoretical basis HBO standard 3: Have sufficient professional craftsmanship Problem-oriented working |

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| | Creativity and complexity and acting Multidisciplinary integration Methodical and reflective thinking and acting Social-Communicative Ability Transfer and broad deploy ability Broad professionalization | | |
| Learning outcomes | <p>In a globalizing economy, industrial value chains become more complex, spanning more countries and supply chain members than ever before. While flows of goods have received many attention in educational books, financial flows did not get the same attention yet. The COVID-19 crisis has revealed structural weaknesses in both flows of goods and finance across the world, and the topic of Supply Chain Finance is more relevant than ever. Liquidity scarcity, unpredictability in both supply lines and demand make supply chains vulnerable. Suppliers, especially small and medium sized enterprises, and those located in developing countries, have difficulties obtaining necessary credit. To address these costs and risks of supply chain disruption, large buyers are increasingly interested in managing the financial supply chain with an equally integrated view. Supply Chain Finance (SCF) deals with approaches and instruments that optimize transactions, working capital and costs of the extended supply chains. New models could significantly improve access to finance or reduce the need to finance by unlocking the potential from within supply chains instead of relying on external creditors.</p> <p>This course will gradually show the importance of a supply chain view on financial processes. It does so by giving insight into ways to optimize working capital and related financial processes, while taking into account risks and the distribution of power within supply chains.</p> | | |
| Course content | The goal of this course is to gradually show the importance of a supply chain view on financial processes. It does so by giving insight into ways to optimize working capital and related financial processes, while taking into account risks and the distribution of power within supply chains. | | |
| Planned learning activities and teaching methods | Lectures Classroom assignments Simulation game | | |
| Recommended or required reading and other learning resources / tools | Lecture Slides Cases Simulation game: The Cool Connection (will all be provided during lectures) | | |
| Prerequisites and co-requisites | None | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10 | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Knowledge test / portfolio assignment | 1 | Higher or equal to 5.5 |
| | Participation simulation game & attendance lectures | 0 | Higher or equal to 5.5 |
| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Combination of Face to face and Online delivery. | | |

Course summary

VOE Code: IBmIBS2.CT.2223

ECTS credits: 3EC

Level: Bachelor's degree (full-time)

| | |
|-----------------------------|--|
| Course Title | Critical Thinking |
| Type | Optional |
| Learning competences | <i>Openness to new ideas, innovative thinking, imagination.</i> |
| Learning outcomes | Critical Thinking: To be able to use the process of thoughtful evaluation to better understand complex situations and then reinforces problem-solving ability. |

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|---|---|------------------------|------------------------|
| | Creativity: To be able to create innovative ideas in the ever changing business environment. | | |
| Course content | Critical and creative thinking skills are increasingly being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the complex challenges that might come their way in the future. Hence this course focuses on different techniques to promote creative and critical thinking in students. | | |
| Planned learning activities and teaching methods | Interactive lectures and continuous assessments | | |
| Recommended or required reading and other learning resources / tools | Videos, presentations, class exercises, pictures, flash cards | | |
| Prerequisites and co-requisites | None | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Portfolio | 1 | Higher or equal to 5.5 |
| | | | |
| | | | |
| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Face to face | | |
| | | | |

Course summary

VOE Code: **BmIBS2.IBMAC.2223**

ECTS credits: 3EC

Level: Bachelor's degree (full-time)

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|-----------------------------|--|
| Course Title | International branding and marketing across cultures |
| Type | Optional |
| Learning competences | Broad professionalization Professionally developing, managing and executing the business, especially the commercial processes around doing business internationally. |
| Learning outcomes | After completing this course you will <ul style="list-style-type: none"> • Be aware of cultural paradoxes of brands • Have developed sensitivity to cultural values and their influence on brands • Be able to design an intercultural branding strategy that takes into account cultural differences |
| Course content | In this course we will examine the cultural paradoxes that are connected to cross cultural branding. Consumers from different countries have different cultural values. These cultural values influence their brand perception, brand evaluation and brand buying behaviour. As a student you will work |

| | | | |
|---|--|------------------------|------------------------|
| | together with other students from different cultures to discover and understand the cultural differences and their influence on branding. | | |
| Planned learning activities and teaching methods | Interactive teaching, coaching | | |
| Recommended or required reading and other learning resources / tools | Class materials, reader | | |
| Prerequisites and co-requisites | None | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Individual portfolio | 1 | Higher or equal to 5.5 |
| | | | |
| | | | |
| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact internationalbusinessschool@windesheim.nl | | |
| Mode of delivery | Face to face | | |
| | | | |

| Course summary | | | |
|--|---|------------------------|------------------------|
| VOE Code: FCvM3.PTM2223 ECTS credits: 3EC Level: Bachelor's degree (full-time) | | | |
| Course Title | Project Treasury Management | | |
| Type | <i>optional</i> | | |
| Learning competences | Problem-oriented working | | |
| Learning outcomes | See matrix learning outcomes F&C in the OER | | |
| Course content | Students improve their understanding of: - Equity investments (valuation of stocks) - Portfolio theory (asset allocation, portfolio design) | | |
| Planned learning activities and teaching methods | Project groups Students design an investment portfolio | | |
| Recommended or required reading and other learning resources / tools | Finance (?) | | |
| Prerequisites and co-requisites | Not provided | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Project documentation | 1 | Higher or equal to 5.5 |

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|--------------------------------|--|--|------------------------|
| | | | Higher or equal to 5.5 |
| | | | Higher or equal to 5.5 |
| | | | |
| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact (naam die op de website staat bij het programma) | | |
| Mode of delivery | Face to face | | |
| | | | |

Course summary

VOE Code: FCvM3.FIN2223 ECTS credits: 3EC Level: Bachelor's degree (full-time)

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|---|---|------------------------|------------------------|
| Course Title | Finance | | |
| Type | optional | | |
| Learning competences | Problem-oriented working | | |
| Learning outcomes | See learning outcomes matrix F&C in the OER | | |
| Course content | <p>At the end of this module the student can work with Net Working Capital, interest risk management and currency risk management.</p> <p>The following subjects:</p> <ul style="list-style-type: none"> • Cash flow • Networking capital • Ratios • Interest risk • Currency risk | | |
| Planned learning activities and teaching methods | Discussion about the problems | | |
| Recommended or required reading and other learning resources / tools | Basic Calculator | | |
| Prerequisites and co-requisites | | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Written exam | 1 | Higher or equal to 5.5 |
| | | | Higher or equal to 5.5 |
| | | | Higher or equal to 5.5 |
| | | | |
| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact (naam die op de website staat bij het programma) | | |
| Mode of delivery | Face to face | | |
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Course summary

VOE Code: FCvM3.MB2223

ECTS credits: 2EC

Level: Bachelor's degree (full-time)

| | | | |
|---|---|------------------------|------------------------|
| Course Title | Money and Banking | | |
| Type | <i>Optional</i> | | |
| Learning competences | Problem-oriented working | | |
| Learning outcomes | See learning outcomes matrix F&C in OER | | |
| Course content | <p>The student masters the following concepts:</p> <ul style="list-style-type: none"> • the circular flow • the Keynesian model • the concept of economic growth • the banking system • fiscal policy (IS-LM) • monetary policy (IS-LM) | | |
| Planned learning activities and teaching methods | Lectures/tutorial seminars (2 hours per week) | | |
| Recommended or required reading and other learning resources / tools | Book (?) | | |
| Prerequisites and co-requisites | Not provided | | |
| Level | Bachelor | | |
| Grading scale | 1 up to 10, 1 dec. | | |
| Assessment methods and criteria | Type of assessment | Grade weighting | Criteria |
| | Written exam | 1 | Higher or equal to 5.5 |
| | | | Higher or equal to 5.5 |
| | | | Higher or equal to 5.5 |
| Language of Instruction | English | | |
| Name of lecturer | For information about the lecturers you can contact (naam die op de website staat bij het programma) | | |
| Mode of delivery | Face to face | | |
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