

Specifications of courses Autumn Business Studies

International Business Studies 2
Doing Business in the World



Index

| IBS2 Project 1: The Global Business Environment | 2 |
|--|----|
| IBS2 Global Trends and Issues | 4 |
| IBS1 Intermediate Business English | 6 |
| IBS2 Sustainability Marketing | 9 |
| IBS2 Open Your Mind: Critical and creative thinking in education and business | 11 |
| IBS1 Intercultural Competence | 13 |
| IBS2 Business Ethics | 15 |
| WH - Family Business Workshop | 17 |
| IBS Professional Development 2: Language teaching assistance French for International Business | 19 |
| IBS Professional Development 3: Language teaching assistance German for International Business | 20 |
| IBS2 Project 2: Developing a sustainable strategy | 21 |
| IBS1 Advanced Business English | 23 |
| IBS1 International Business Management | 26 |
| IBS1 Supply Chain Finance | 28 |
| IBL M5.2 Cross Cultural Management | 30 |
| M3 Treasury Management | 32 |
| M3 Project | 32 |
| M3 Finance | 33 |
| M3 Money and Banking | 34 |
| Cross departmental modules | 35 |
| Windesheim and the Netherlands | 35 |
| Dutch Language Introduction | 37 |
| Dutch Language Intermediate | 39 |
| Dutch Society 1 | 41 |
| Dutch Society 2 | 43 |
| Intercultural Awareness | 45 |
| Drama and Improvisation | 48 |



IBS2 Project 1: The Global Business Environment

| Course code | IBLmIBS2.PJ1 |
|------------------------|--|
| Study Unit description | IBLmIBS2 Project 1: The Global Business Environment 2019-2020 |
| Course name | IBS2 Project 1: The Global Business Environment |
| English course name | The Global Business Environment |
| Target group | Fulltime regular |
| Competences | Broad professionalization (HB001) |
| | Creativity and complexity and action (HBO05) |
| | Multidisciplinary integration (HB002) |
| | Problem-oriented working (HB006) |
| | Transfer and broad employability (HBO04) |
| | Scientific application and research (HB003) |
| EC's | 4 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | - The student can evaluate the perforance of an internationally operating company |
| | from the perspective of various stakeholders |
| | - The student can gather and systematically organise information about the |
| | international business context |
| | - The student can identify trends and issues that are important to the company |
| | - The student can appraise how the company deals with the identified trends and |
| | issues |
| | - The student is able to present the information |
| Educational content | During the project the student executes the following tasks: |
| | - 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, |
| | share holders, customers, suppliers, employees, public authorities and non-profit |
| | organisations. |
| | - 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. |
| Teaching aids | Standard |
| Teaching methods | Project group work |
| Supervisory activity | The tutor: |
| | - supports students in drawing up of the project plan and the collaboration contract |
| | - gives intermediary feedback on half-products and on the process |
| | - examines and evaluates the professional products that students deliverutor |
| Final monte, project 4 | |
| Final mark - project 1 | Final manus, musicant 1 |
| Testname | Final mark - project 1 |
| Test description | Process, professional product, final group presentation |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |



| HRM certificate | | | | |
|------------------------------|--|----------------------------------|--------------------|--|
| Testname | HRM certificate | | | |
| Test description | Serie of assigments in cooperation with HRM | | | |
| Form of test | Document (Project documentation | n, Internship report, Graduation | thesis, Portfolio) | |
| Evidence of end level | No | No | | |
| | | | | |
| Training presentation | | | | |
| skills | | | | |
| Titel | Training presentation skills | | | |
| Test description | Presence mandatory | | | |
| Evidence of end level | No | | | |
| | | | | |
| Internet sources, | | | | |
| annual reports, | | | | |
| company info | | | | |
| Titel | Internet sources, annual reports, company info | | | |
| Learning material | Digital media | | | |
| carrier | Intonost | | | |
| Identification | Internet | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding downwards) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Final mark - project 1 | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| HRM certificate | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| Training Presentation skills | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| SKIIIS | | 1 | | |



IBS2 Global Trends and Issues

| Course code | IBLmIBS2.GTI. |
|------------------------|---|
| Study Unit description | IBLmIBS2 Global Trends and Issues |
| Course name | IBS2 Global Trends and Issues |
| English course name | Students learn what trends and issues are, how they develop and how they can be |
| | monitored and managed. |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | The student knows what trends and issues are, how they develop and how they can be monitored and managed The student can describe and explain the major global trends and issues using the the DESTEP / PESTEL model (Demographic, Economic, Social-cultural; Technological, Ecological and Political). |
| | 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, illistrate how these trends and issues developed, which stakeholdersare involved in what way. |
| Educational content | During the lectures, the following topics and issues will be covered: - What are trends and issues? how do they develop? Relevance of global trends and issues for companies/multinationals. How to monitor and manage trends and issues? Presentation of PPP-model and DESTEP / PESTEL. - Global challenges at the beginning the Twenty-First Century: Demographic, Economic, Social, Technological, Ecological and Political. |
| Teaching aids | Powerpoint Beamer Internet |
| Teaching methods | Each student contributes to the development of an essay about Global Trends and Issues from the perspective of a multinational (the multinational which is central in the project). In this essay the student describes the relevance of the trends and issues for the future sustainability of the company. The essay concludes with an advice from the student to the Board of Directors of the |
| | multinational how the company should deal with the trends and issues. The information gathered during this assignment can also be used in the project. |
| Supervisory activity | Teaching and coaching |
| | |
| Assignment | |
| Testname | Assignment |
| Test description | Essay/Report Presentation Interview expert Develop questions |
| | |
| Exam | |
| Testname | Exam |
| Test description | Exam |
| Form of test | Written test / exam |
| Evidence of end level | No |

| Scenario-based | | | | |
|-------------------------|--|------------------------|--------|--|
| Strategic Planning | | | | |
| Titel | Scenario-based Strategic Planning | | | |
| Learning material | Study book | , , | | |
| carrier | | | | |
| Identification | ISBN 9783658028749 E-book: 978-3-658-02875-6 | | | |
| Author | Paul Hague, Nick Hague, Carol-An | n Morgan | | |
| Publisher | Springer Gabler | | | |
| Location of publication | Wiesbaden | | | |
| Year of publication | Latest version | | | |
| Print | Latest version | | | |
| Price | € 45,00 | | | |
| Location | Zwolle | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IBS1 Intermediate Business English

| CEFR), the level of this course is B2. | Course code | IBLmIBS1.EN. |
|--|------------------------|---|
| Intermediate Business English. In terms of the Common European Framework of Reference (CEFR), the level of this course is B2. Target group | Study Unit description | IBLmIBS1 Intermediate Business English |
| CEFR), the level of this course is B2. | Course name | IBS1 Intermediate Business English |
| Fulltime regular EC's 4 | English course name | Intermediate Business English. In terms of the Common European Framework of Reference |
| EC's 4 Domain BMR Education International Business and Languages Level Advanced Having completed the course, students can: - read and understand English business texts - give an effective, informative business presentation - understand authentic English audio material and students have: - increased their vocabulary in the general field of business English increased their knowledge and understanding of the basics of English grammar In terms of the Common European Framework of Reference (CEFR), the level of this course is: B2 Educational content Intermediate Business English in IBS consists of two different parts: 'Writing skills' and 'Ora skills'. 'Writing skills' deals with Reading and Writing, 'Oral skills' with Listening and Speaking. For Reading students are taught to improve their reading skills. Different texts are studied and general comprehension questions need to be answered. Also various vocabulary exercises are made to increase students' vocabulary in the field of business English. In the Writing classes students are taught how to write clearly and in grammatically correc English. Theory is put into practice by means of writing assignments in which different writing formats (letters, reports, e-mails, etc.) are used. In order for the students to be able to do so successfully, the essentials of English grammar are taught and practised by mear of various grammatical exercises. In the Listening classes use will be made of audio material, provided by the instructor. Students listen to recordings of programmes such as 'BBC World Service' and are expected to listen to details and answer MC + open questions on the recording. Speaking (spoken production) will be practised in giving an effective, audience-oriented, informative presentation on a business organisation/company or a business product/service. Teaching aids Teaching methods Instruction lectures | | |
| Domain BMR Education International Business and Languages Level Advanced | | Fulltime regular |
| International Business and Languages | EC's | · · |
| Level | | |
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| English. Theory is put into practice by means of writing assignments in which different writing formats (letters, reports, e-mails, etc.) are used. In order for the students to be able to do so successfully, the essentials of English grammar are taught and practised by mean of various grammatical exercises. In the Listening classes use will be made of audio material, provided by the instructor. Students listen to recordings of programmes such as 'BBC World Service' and are expected to listen to details and answer MC + open questions on the recording. Speaking (spoken production) will be practised in giving an effective, audience-oriented, informative presentation on a business organisation/company or a business product/service. Teaching aids ELO Podcasts and other audio materials Teaching methods Instruction lectures | | and general comprehension questions need to be answered. Also various vocabulary |
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| informative presentation on a business organisation/company or a business product/service. Teaching aids ELO Podcasts and other audio materials Teaching methods Instruction lectures | | Students listen to recordings of programmes such as 'BBC World Service' and are expected to listen to details and answer MC + open questions on the |
| Podcasts and other audio materials Teaching methods Instruction lectures | | informative presentation on a business organisation/company or a business product/service. |
| Teaching methods Instruction lectures | Teaching aids | |
| | Topohina methodo | |
| Training lectures | reaching methods | |
| Training lectures | | |
| Effective, formal business presentations Assignments for individual students or groups of 2 to 3 students | | |
| Self study | | |
| Supervisory activity Coaching by the lecturer during the training lectures | Supervisory activity | |
| Supervisory details, and the rectard during the training lectures | Supervisory detrivity | Socialing by the lecturer during the training lectures |



| Testname Test description | Assessment oral skills Speaking skills are tested by way of continuous assessment in class. Each time a student participates in a role play or moderates a group discussion in class, (s)he receives an assessment form with a mark from the lecturer. The average of all performances in class |
|--|---|
| | Speaking skills are tested by way of continuous assessment in class. Each time a student participates in a role play or moderates a group discussion in class, (s)he receives an |
| | will be the basis for your speaking skills mark, but your pronunciation in the audio recording of the process reflection report will also influence this mark. Listening skills are assessed in a separate listening test in the final oral communication class. |
| | |
| Assessment writing skills | |
| Testname | Assessment writing skills |
| Test description | Students make a written exam in which they demonstrate their abilities in the field of reading, vocabulary and writing. Reading skills are tested by means of vocabulary and general comprehension questions about one of the texts discussed in class. Writing skills are tested by means of various assignments in which students demonstrate their understanding of English grammar. |
| | |
| Participation oral skills | |
| Testname | Participation oral skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum and hand in their audio assignment in time. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. |
| | Students must also hand in an audio assignment. The audio assignment is the spoken version (audio recording in mp3 or wma format) of a process reflection report. |
| | The deadline for handing in the audio assignment is the Monday of week 8. Should it be handed in later, it can only be assessed in the following study period. The audio assignment is to be handed on a CD-ROM or USB stick in either mp3 or wma format in the teacher's mailbox on floor X4 (no 90). |
| | |
| Participation writing skills | |
| Testname | Participation writing skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. |
| No. 1 111 | |
| N@tschool Module: "Intermediate Business English in IBS" | |
| Titel | N@tschool Module: "Intermediate Business English in IBS" |
| Learning material carrier | Digital media |
| Location | Zwolle |

| Judgment | | | | |
|------------------------------|-----------------------------------|------------------------|-----|--|
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests ar | e 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | |
| Assessment oral skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Assessment writing skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Participation oral skills | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| Participation writing skills | Fail to Pass | Higher or equal to 5.5 | 0.0 | |



IBS2 Sustainability Marketing

| Course code | IBLmIBS2.SM |
|------------------------|--|
| Study Unit description | IBLmIBS2 Sustainability Marketing |
| Course name | IBS2 Sustainability Marketing |
| English course name | Sustainability Marketing |
| Target group | Fulltime regular |
| Competences | Broad professionalization (HB001) |
| | The professional development, management and implementation of business, in particular |
| | the commercial processes surrounding international business. (BE.IB.01) |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | 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 |
| Educational content | Sustainability marketing aims at marketing sustainable products and services which "satisfy customer needs and significantly improve the social and environmental performance along the whole life cycle", while increasing customer value and achieving the company's objectives |
| | Sustainability branding is the process of creating and maintaining an identity of a specific product, service, or business that reflects special added value in terms of environmental and social benefits.[1] A brand is only perceived as being sustainable if it can credibly convey sustainability benefits which are noticeable by and relevant to the consumer.[2] |
| | The following topics will be covered in this module: |
| | PART I Understanding Sustainability and Marketing 1 Marketing in the Twenty-First Century 2 Framing Sustainability Marketing |
| | PART II Developing Sustainability Marketing Opportunities 3 Socio-ecological Problems 4 Sustainable Consumer Behaviour |
| | PART III Developing Sustainability Marketing Standards and Strategies 5 Sustainability Marketing Values and Objectives 6 Sustainability Marketing Strategies |
| | PART IV Developing the Sustainability Marketing Mix 7 Customer Solutions 8 Communications 9 Customer Cost |
| | PART V Developing the Future of Sustainability Marketing 11 Sustainability Marketing Transformations 12 Reframing Sustainability Marketing |
| Teaching aids | Powerpoint ELO Literature |
| Tooching mothodo | Literature |
| Teaching methods | Interactive teaching (lectures and seminars) Teaching and coaching |
| Supervisory activity | reaching and coaching |

| Portfolio | | | | |
|----------------------|--|------------------------|--------|--|
| Testname | Portfolio | | | |
| Test description | Students deliver a portfolio with a set of assignments | | | |
| , | | | | |
| Written exam | | | | |
| Testname | Written exam | | | |
| Test description | Multiple choice | | | |
| | | | | |
| Sustainability | | | | |
| Marketing: A Global | | | | |
| Perspective (e-book) | | | | |
| Titel | Sustainability Marketing: A Global | Perspective (e-book) | | |
| Learning material | Digital media | | | |
| carrier | | | | |
| Identification | ISBN 978EUDTE00447 | | | |
| Author | Frank-Martin Belz, Ken Peattie | | | |
| Publisher | Wiley Desktop Edition | | | |
| Year of publication | 2010 | | | |
| Price | € 30,60 | | | |
| | | | | |
| Sustainability | | | | |
| Marketing: A Global | | | | |
| Perspective | | | | |
| Titel | Sustainability Marketing: A Global Perspective | | | |
| Learning material | Book | | | |
| carrier | | | | |
| Identification | ISBN 9781119966197 | | | |
| Author | Frank-Martin Belz, Ken Peattie | | | |
| Year of publication | 2012 | | | |
| Price | | € 48,73 | | |
| Location | Zwolle | | | |
| Main language | Dutch | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Written Examination | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IBS2 Open Your Mind: Critical and creative thinking in education and business

| | ID. IDOS 0.44 | |
|------------------------|--|--|
| Course code | IBLmIBS2.0YM | |
| Study Unit description | IBLmIBS2 Open Your Mind | |
| Course name | IBS2 Open Your Mind: Critical and creative thinking in education and business | |
| English course name | Open Your Mind: Critical and creative thinking in education and business | |
| Target group | Fulltime regular | |
| EC's | 3 | |
| Domain | BMR | |
| Education | International Business | |
| Level | Advanced | |
| Objective | After the course students will know: | |
| | - the difference between a fixed and growth mindset and what this means for their own | |
| | learning | |
| | - the basic critical thinking and creative thinking skills | |
| | - the basic professional writing skills | |
| | - their own value as a future starting professional | |
| | After the course students will be able to: | |
| | - think critically about their own field of study and future profession. | |
| | - to be(come) creative in their own field of study and future profession. | |
| | write convincing, professional and creative texts in good English. | |
| | - give a compelling presentation about a subject of choice. | |
| Educational content | - Critical thinking skills: critical reading, reasoning, structuring information, analysing, | |
| | evaluating | |
| | and judging. | |
| | - Writing skills for both creative and business writing: planning, formulating, editing and | |
| | revising. | |
| | - Creative thinking skills: convergent and divergent thinking, thinking outside and inside | |
| | the box. | |
| Teaching aids | None | |
| Teaching methods | Classes (seminars) | |
| Supervisory activity | By lecturer of Communicatie en Onderzoeksvaardigheden HBO-R | |
| | | |
| Final presentation | | |
| Testname | Final presentation | |
| Test description | Students deliver a presentation in class (max, 15 minutes) on a subject of their own choice | |
| Form of test | Oral test / exam | |
| | | |
| Portfolio with class | | |
| assignments | | |
| Testname | Portfolio with class assignments | |
| Test description | Students hand in their (digital) portfolio with class assignments | |
| Form of test | Document (project documentation, internship report, graduation thesis, portfolio) | |
| Location | Zwolle | |
| | | |



| Judgment | | | | |
|----------------------|--|------------------------|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Final presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Portfolio with class | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| assignments | | | | |



IBS1 Intercultural Competence

| Course code | IBLmIBS.IC |
|------------------------|---|
| Study Unit description | IBLmIBS.IC Intercultural Competence |
| Course name | IBS2 Intercultural Competence |
| English course name | Intercultural Competence |
| Target group | Fulltime regular |
| Competences | - Broad professionalization (HB001) |
| | - Creativity and complexity and action (HBO05) |
| | - Multidisciplinary integration (HBO02) |
| | - Problem-oriented working (HB006) |
| | - Transfer and broad employability (HB004) |
| | - Scientific application and research (HBO03) |
| EC's | 2 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | Intercultural competences are one of the most essential topics at an institution and its |
| | student body when talking about internationalisation. 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 |
| | |
| | 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 strenghten their interultural skills. |
| Educational content | Students complete the Intercultural Readniness 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. |
| | In joint activities with lead atudants atudants actively develop their sheeps facets |
| | In joint activities with local students, students actively develop their chosen facets. |
| | Students report back on their progress by means of a portfolio. |
| Teaching aids | The Intercultural Readiness Check, provided. |
| Teaching methods | Group collaboration activities |
| Supervisory activity | Tutor |
| | - Supports students in creating understanding of the IRC profile and action plan |
| | - Gives intermediary feedback on half-products and on the process |
| | - Examines and evaluates the professional products that students deliver |
| | |
| Portfolio | |
| Testname | Portfolio |
| Test description | Students develop a portfolio that included their IRC profile, action plan and reflection on |
| | chosen group activities |
| Form of test | Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) |
| Evidence of end level | No |
| Location | Zwolle |
| Main language | English |



| Judgment | | | | |
|--------------------|--------------------------|--|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IBS2 Business Ethics

| Course code | IBLmIBS2.BE |
|---------------------------|---|
| Study Unit description | IBLmIBS2 Business Ethics |
| Course name | IBS2 Business Ethics |
| English course name | Business ethics |
| Target group | Fulltime regular |
| Competences | Awareness of social responsibility (HB010) |
| LEEC's | 2 |
| Domain | BMR |
| Education | Accountancy International Business and Languages |
| Level | Advanced |
| Objective | To obtain knowledge and insight into the ethical problems and moral dilemmas in the field of international business and corporate social responsibility. |
| | To be able to write an advisory report about an ethical problem and moral dilemma in the field of international business and corporate social responsibility. |
| Educational content | The nature of ethical problems and moral dilemmas in international business Handling corruption and gifts Classical moral theories to resolve moral dilemmas (consequentialism and deontology) |
| | Stakeholdermanagement and stakeholder analysis method Pluralism, cultural diversity and the ethical problem of relativism and universalism Environmental sustainability |
| Teaching aids | Self study: blended learning Silverpoint to obtain knowledge and insight |
| Teaching methods | Workshops to learn how to write an advistory report |
| Supervisory activity | 4 workshops to accompany students to write advisory reports |
| | |
| Advisory report | |
| business ethics | |
| Testname | Advisory report business ethics |
| Test | Writing an advisory report about a moral problem that causes integrity problems in the organisation and needs to be addressed internally. It also has a negative effect on one of the stakeholder which means that the stakeholder analysis method needs to be applied. |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |
| | |
| Reader Ethical | |
| problems and moral | |
| dilemmas in | |
| international business | |
| Titel | Reader Ethical problems and moral dilemmas in international business |
| Learning material carrier | Reader |
| Author | C. Aarsbergen |
| Publisher | Windesheim |
| Location of publication | Zwolle |
| Year of publication | 2016 |
| Note | Can be downloaded from ELO / Silverpoint |
| Location | Zwolle |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Advisory report | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| business ethics | | | |



WH - Family Business Workshop

| Study Unit description WH1920 - MPGW - Family Business Workshop Course name WH - Family Business Workshop English course name WH - Family Business Workshop | |
|--|--|
| English course name WH - Family Business Workshop | |
| | |
| Townstown Bullion and an | |
| Target group Fulltime regular | |
| Competences WH.LO1 - Know-how (WH.LO1) | |
| WH.LO2 - Power to Act (WH.LO2) | |
| WH.LO5 - Innovator (WH.LO5 | |
| EC's 5 | |
| Domain BMR | |
| Education Global Project and Change Management | |
| Level Advanced | |
| Objective CO1 1. Identify the key dimensions of the business, family and ownership systems define the field of family business and understand the prevalence and economic contribution of family businesses in the world; CO2. 2.Know, evaluate and apply theories and/or models in the field of family busincluding strategic management, governance, succession, change and value crea relationships and conflicts in the family business; | inesses, |
| CO3. 3. Recognize the root cause of challenges in family businesses while showing analysis techniques, creative problem-solving skills combined with detailed and recommendation formulation; | |
| CO4. 4. Present your recommendation in the role of consulting professionals. | |
| Throughout the world, family business ownership is the most prevailing form of or There are many forms of family ownership. For example, a nuclear family, consisting father, mother and their siblings can own and run a business together. But also be sisters, or cousins and nieces can own and manage a business together. Furthern can find family businesses in every branch and in any size. In the Netherlands, it may family who runs two fashion stores or the family Van Eerd who owns the superma Jumbo. In the economic national landscape of most countries, family businesses important role. Family businesses are often considered to be the engine of national economies, contributing to job creation, the nation gross product and innovation. It is important for students to develop more knowledge and skills to be successful dealing with family businesses as an employee, consultant or successor. | ing of a others and nore, you night be a rket play an al Therefore, |
| The Workshop Family Business: Challenges in the business, family and ownership the free choice courses of Managing Projects in a Globalized World, but also of th International Business Strategy. Focusing on a family business context, and utilizi seminal theoretical frameworks in order to 'make sense' of complex and diverse resituations, the class is organized around the case study method. Working individuateams, participants gain strong analysis, recommendation and presentation abilities. | e minor ng eal-life ally and in |
| Teaching aids N.a. | |
| Teaching methods Coaching on the job, peer interaction and feedback | |
| Supervisory activity Coaching and feedback | |
| | |
| Group Assignment | |
| Testname Group Assignment | |

| Individual Assigment | | | |
|-----------------------|------------------------------------|------------------------|--------|
| Testname | Individual Assignment | | |
| Managing the Family | | | |
| Business | | | |
| Titel | Managing the Family Business | | |
| Learning material | Book | | |
| carrier | | | |
| Author | Zelweger | | |
| Publisher | Edward Elgar Publishing | | |
| Year of publication | 2017 | | |
| | | | |
| Family Business | | | |
| Titel | Family Business | | |
| Learning material | Book | | |
| carrier | | | |
| Author | Gils, van A. & Helvert-Beugels, J. | | |
| Year of publication | 2016 | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests ar | e 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Group Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 40.0 |
| Individual Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 60.0 |



IBS Professional Development 2: Language teaching assistance French for International Business

| Course code | IBLmIBS.PD2 | | |
|------------------------|---|----------------------------------|--------------------------|
| Study Unit description | IBLmIBS.PD2 Professional Development 2 | | |
| Course name | Professional Development 2: Lang | | nch for International |
| | Business | | |
| English course name | Professional Development 2: Lang | guage teaching assistance Frer | nch for International |
| | Business | | |
| Target group | Fulltime regular | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International Business and Langua | ages | |
| Level | Advanced | | |
| Objective | For native French speakers only: T leadership skills while teaching | | · |
| Educational content | The French native speaking stude language skills. | nt will support and contribute t | o teaching activities in |
| | Student will align with teacher how | v the the teaching assistance r | ny take place |
| Teaching aids | Lecturing materials, assignments, | ELO | |
| Teaching methods | Online, group and indivdual coach | | |
| Supervisory activity | Teacher will closely monitor the st | | |
| | organising 3-weeky meetings with the students, apart from teaching hours | | |
| | | | |
| Learning report | | | |
| Testname | Learning report | | |
| Test description | By the end of the semester, student will document on learning experiences by means of writing a learning report. A discussion of Peer feedback from the students will be part of the report | | |
| Form of test | Skill assignment | | |
| Evidence of end level | No | | |
| Sequentiality | None | | |
| Location | Zwolle | | |
| Main language | French | | |
| Communication | ELO, Email, Face to Face interaction | on with teacher and students | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Learning report | Very poor to excellent | Higher or equal to 5.5 | 1.0 |



IBS Professional Development 3: Language teaching assistance German for International Business

| Cauraa aada | IDI malDC DD2 | | | |
|------------------------|--|--|---------------------------|--|
| Course code | IBLmIBS.PD3 | | | |
| Study Unit description | IBLmIBS.PD3 Professional Development 3 | | | |
| Course name | Professional Development 3: Language teaching assistance German for International Business | | | |
| English course name | Professional Development 3: Land | uage teaching assistance Ger | man for International | |
| | Business | , and o committee of the committee of th | | |
| Target group | Fulltime regular | | | |
| Competences | Broad professionalization (HB001 |) | | |
| EC's | 3 | , | | |
| Domain | BMR | | | |
| Education | International Business and Langua | ages | | |
| Level | Advanced | | | |
| Objective | For the native German speaking st develop leadership skills while tea | | s with IB students and | |
| Educational content | The native German speaking stude | | to teaching activities in | |
| Educational content | language skills. | ent will support and contribute | to teaching activities in | |
| | Student will align with teacher hov | v the the teaching assistance r | nay take place | |
| Teaching aids | ELO, Classroom activities | | | |
| Teaching methods | Online, assignments, individual an | | | |
| Supervisory activity | Teacher will closely monitor the student assistants performance and progress by | | | |
| | organising 3-weeky meetings with | the students, apart from teach | ning hours | |
| | | | | |
| Learning report | | | | |
| Testname | Learning report | | | |
| Test description | | By the end of the semester, the student will document learning experiences by means of a | | |
| | report. Discussion on received pe | er feedback is a significant pa | rt of the report | |
| Form of test | Skill assignment | | | |
| Evidence of end level | No | | | |
| Sequentiality | None | | | |
| Location | Zwolle | | | |
| Main language | German | | | |
| Communication | ELO, Email, Face to Face | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Learning report | Very poor to excellent | Higher or equal to 5.5 | 1.0 | |
| | | - | | |



IBS2 Project 2: Developing a sustainable strategy

| Course code | IBLmIBS2.PJ2 |
|------------------------|--|
| Study Unit description | IBLmIBS2 Project 2: Developing a sustainable strategy |
| Course name | IBS2 Project 2: Developing a sustainable strategy in an international environment |
| English course name | Developing a sustainable strategy in an international environment |
| Target group | Fulltime regular |
| Competences | Basic qualification for management positions (HB009) |
| | Awareness of social responsibility (HBO10) |
| | Broad professionalization (HB001) |
| | Thinking and acting methodically and reflectively (HB007) |
| | Multidisciplinary integration (HB002) |
| | Problem-oriented working (HB006) |
| LEEC's | 4 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | The student is able to: |
| | - 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 |
| Educational content | Ctudents translate their analysis from part 1 of the project to the requisition model and corry |
| Educational 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: |
| | 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 |
| | SFA (Suitability, feasability, acceptability) selection model |
| | 5. the business canvas model of Ostenwalder |
| | 6. the value proposition model |
| | |
| | On the basis of the analysis, the students describe the current strategy of the company and |
| | draw up a plan/proposal of the future strategy. |
| | |
| | Students develop a short (3 minutes) film (YouTube quality) which communicates the |
| | essence of the new strategy to relevant stakeholders. At the end of the project the students |
| | present their proposal to the Board of Directors of the company (in this case, the project |
| | lecturers). |
| Teaching aids | Standard, powerpoint |
| Teaching methods | Group work with final presentation of group report |



| Supervisory activity | The tutor/teacher: - Facilitates students in drafting project plan - Provides lectures - Provides feedback during the project on products and process. | | | |
|------------------------|--|----------------------------------|----------------------|--|
| | Performs assessment of t | he students work | | |
| Final mark - project 2 | | | | |
| Testname | Final mark - project 2 | | | |
| Test description | Analyse and advisory report, movid defence and process | e corporate story, final present | ation and individual | |
| | | | | |
| Reliable internet | | | | |
| resources, annual | | | | |
| reports, company info | | | | |
| Titel | Reliable internet resources, annual reports, company info | | | |
| Learning material | Online | | | |
| carrier | | | | |
| Identification | Internet | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Final mark - project 2 | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IBS1 Advanced Business English

| Study Unit description IBLmIBS1 Advanced Business English | Course code | IBLmIBS1.EN2 |
|---|------------------------|--|
| English course name | Study Unit description | IBLmIBS1 Advanced Business English |
| Fulltime regular | Course name | IBS1 Advanced Business English |
| BMR Education BMR Education International, Business and Languages Level Advanced Having completed the course students can: | English course name | |
| Domain BMR Education International, Business and Languages Advanced Advanced Having completed the course students can: - read and understand English business texts - write effective English business documents of various kinds - understand authentic English audio material - give an effective, persuasive business presentation In terms of the Common European Framework of Reference (CEFR), the level of this course is BZ. Educational content Advanced Business English in IBS consists of two different parts: 'Writing skills' and 'Oral skills'. 'Writing skills' deals with Reading and Writing, 'Oral skills' with Listening and Speaking. | | Fulltime regular |
| Education | EC's | • |
| Level Objective | Domain | BMR |
| Descrive | Education | International, Business and Languages |
| - read and understand English business texts - write effective English business documents of various kinds - understand authentic English audio material - give an effective, persuasive business presentation In terms of the Common European Framework of Reference (CEFR), the level of this course is 82. Educational content Advanced Business English in IBS consists of two different parts: 'Writing skills' and 'Oral skills'. 'Writing skills' deals with Reading and Writing, 'Oral skills' with Listening and Speaking. For Reading students will have to study different texts dealing with general business topics. General comprehension questions need to be answered and knowledge of relevant English business vocabulary is tested. In the Writing classes students are taught how to write clearly and in grammatically correct English, applying basic writing principles. Theory is put into practice by means of writing assignments in which different writing formats (letters, reports, e-mails etc.) are used. In the Listening classes use will be made of podcasts and other audio material, provided by the instructor. Also, students will work on an individual audio file outside of class. Speaking (spoken production) will be practised in persuasive, formal business presentations in which students present a proposition of their own choice. ELO Podcasts and other audio materials Teaching methods Instruction lectures Training lectures Effective, formal business presentations Assignments for individual students or groups of 2 to 3 students Self study Coaching by the lecturer during the training lectures Assessment oral skills Test description Speaking skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | Level | |
| skills'. 'Writing skills' deals with Reading and Writing, 'Oral skills' with Listening and Speaking. For Reading students will have to study different texts dealing with general business topics. General comprehension questions need to be answered and knowledge of relevant English business vocabulary is tested. In the Writing classes students are taught how to write clearly and in grammatically correct English, applying basic writing principles. Theory is put into practice by means of writing assignments in which different writing formats (letters, reports, e-mails etc.) are used. In the Listening classes use will be made of podcasts and other audio material, provided by the instructor. Also, students will work on an individual audio file outside of class. Speaking (spoken production) will be practised in persuasive, formal business presentations in which students present a proposition of their own choice. Teaching aids ELO Podcasts and other audio materials Teaching methods Instruction lectures Training lectures Training lectures Training lectures Training lectures Coaching by the lecturer during the training lectures Assessment oral skills Testname Assessment oral skills Testname Assessment oral skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | Objective | read and understand English business texts write effective English business documents of various kinds understand authentic English audio material give an effective, persuasive business presentation In terms of the Common European Framework of Reference (CEFR), the level of this course |
| General comprehension questions need to be answered and knowledge of relevant English business vocabulary is tested. In the Writing classes students are taught how to write clearly and in grammatically correct English, applying basic writing principles. Theory is put into practice by means of writing assignments in which different writing formats (letters, reports, e-mails etc.) are used. In the Listening classes use will be made of podcasts and other audio material, provided by the instructor. Also, students will work on an individual audio file outside of class. Speaking (spoken production) will be practised in persuasive, formal business presentations in which students present a proposition of their own choice. Teaching aids ELO Podcasts and other audio materials Teaching methods Instruction lectures Training lectures Effective, formal business presentations Assignments for individual students or groups of 2 to 3 students Self study Supervisory activity Coaching by the lecturer during the training lectures Assessment oral skills Testname Assessment oral skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | Educational content | Advanced Business English in IBS consists of two different parts: 'Writing skills' and 'Oral skills'. 'Writing skills' deals with Reading and Writing, 'Oral skills' with Listening and |
| English, applying basic writing principles. Theory is put into practice by means of writing assignments in which different writing formats (letters, reports, e-mails etc.) are used. In the Listening classes use will be made of podcasts and other audio material, provided by the instructor. Also, students will work on an individual audio file outside of class. Speaking (spoken production) will be practised in persuasive, formal business presentations in which students present a proposition of their own choice. ELO Podcasts and other audio materials Teaching methods Instruction lectures Training lectures Effective, formal business presentations Assignments for individual students or groups of 2 to 3 students Self study Coaching by the lecturer during the training lectures Assessment oral skills Testname Assessment oral skills Test description Speaking skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | | General comprehension questions need to be answered and knowledge of relevant English |
| the instructor. Also, students will work on an individual audio file outside of class. Speaking (spoken production) will be practised in persuasive, formal business presentations in which students present a proposition of their own choice. Teaching aids ELO Podcasts and other audio materials Teaching methods Instruction lectures Training lectures Effective, formal business presentations Assignments for individual students or groups of 2 to 3 students Self study Supervisory activity Coaching by the lecturer during the training lectures Assessment oral skills Testname Assessment oral skills Test description Speaking skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | | English, applying basic writing principles. Theory is put into practice by means of writing |
| Teaching aids ELO Podcasts and other audio materials Teaching methods Instruction lectures Training lectures Effective, formal business presentations Assignments for individual students or groups of 2 to 3 students Self study Supervisory activity Coaching by the lecturer during the training lectures Assessment oral skills Test description Speaking skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | | |
| Podcasts and other audio materials Teaching methods Instruction lectures Training lectures Effective, formal business presentations Assignments for individual students or groups of 2 to 3 students Self study Supervisory activity Coaching by the lecturer during the training lectures Assessment oral skills Testname Assessment oral skills Test description Speaking skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | | presentations in which students present a proposition of their own choice. |
| Training lectures | Teaching aids | |
| Assessment oral skills Testname Assessment oral skills Test description Speaking skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | | Training lectures Effective, formal business presentations Assignments for individual students or groups of 2 to 3 students Self study |
| Testname Assessment oral skills Test description Speaking skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | Supervisory activity | Coaching by the lecturer during the training lectures |
| Testname Assessment oral skills Test description Speaking skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | Assessment and akilla | |
| Test description Speaking skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | | Assessment and akilla |
| individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral | | |
| | i est description | individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral |



| Assessment writing | |
|--|--|
| skills | |
| Testname | Assessment writing skills |
| Test description | Students make a written exam in which they demonstrate their abilities in the field of reading and writing. Reading skills are tested by means of vocabulary and general comprehension questions about one of the texts discussed in class. Writing skills are tested in a writing assignment (using one of the different formats). |
| Barrier de la constant de la constan | |
| Participation oral skills | |
| Testname | Participation oral skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. |
| | Students are also required to hand in their individual audio file, consisting of 8 files in mp3 or wma format. |
| | If a 'Fail' has been given for the audio assignment, the audio file must be improved and can be handed in for subsequent assessment in the following period. |
| | The deadline for handing in the audio file is the Monday of week 8. Should an audio file be handed in later, it can only be assessed in the following period. Audio files are to be handed in hardcopy (with the audio recording in mp3 or wma format on a CD-ROM or USB stick) in the teacher's mailbox in the X-building (Box 83 on floor X7). |
| | |
| Participation writing skills | |
| Testname | Participation writing skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. |
| | |
| N@tschool module "Advanced Business English in IBS" | |
| Titel | N@tschool module "Advanced Business English in IBS" |
| Learning material carrier | Digital media |
| Identification | N@tschool |
| Location | Zwolle |
| Location | ZWOIC |



| Judgment | | | |
|------------------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Assessment oral skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Assessment writing skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Participation oral skills | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| Participation writing skills | Fail to Pass | Higher or equal to 5.5 | 0.0 |



IBS1 International Business Management

| Course code | IBLmIBS1.IBM |
|------------------------|--|
| Study Unit description | IBLmIBS1 International Business Management |
| Course name | IBLmIBS1 International Business Management |
| English course name | International Business Management |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | After having finalized this module the student is capable to: |
| | - identify basic structures of international organisations |
| | recognise different instruments for the design of an organisational and the definition of an organisational strategy |
| | recognize the relationship between theories, models and organizational aspects in the practice of the daily business |
| | - show insight in the structural and cultural aspects of intercultural cooperation |
| | explain the different aspect of decision making in organisations (incl. the basic tools to support decisions) |
| | - understand organizational processes related to change and innovation |
| Educational content | This module provides students with a comprehensive overview on management principles for international business. Through a mix of frontal lectures, discussion, in-class cases and exercise the module covers crucial information such as strategy, organisation, decision making, marketing, opening trade and logistics channels and manage suppliers in the context of international business and global organisations. |
| Teaching methods | The course is build around workshops in which collaborative learning is applied. Students will explore theoretical concepts and apply these to in-class case studies. |
| Supervisory activity | The lecturer facilitiates the process of collaborative learning and is available during workshops for feedback and feedforward. |
| | |
| Project Work | |
| Testname | Project Work |
| Test description | Students present a relevant case study in which theoretical concepts discussed in class are dealt with in more detail. |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |
| | |
| Written exam | |
| Testname | Written exam |
| Test description | The exam consists open questions |
| Form of test | Written exam |
| Evidence of end level | No |

| Organisation and | | | |
|-------------------------|--|------------------------|--------|
| Management, an | | | |
| international approach | | | |
| Titel | Organisation and Management, an i | nternational approach | |
| Learning material | Study book | ., | |
| carrier | , | | |
| Identification | ISBN 9789001850227 | | |
| Author | Marcus and van Dam | | |
| Publisher | Noordhoff uitgevers - Groningen/H | outen | |
| Location of publication | Groningen/Houten | | |
| Year of publication | 2015 | | |
| Edtion | Latest | | |
| Price | Around € 65,00, also available as e-book | | |
| Location | Zwolle | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Project Work | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.2 |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.8 |



IBS1 Supply Chain Finance

| Course code | IBLmIBS2.SCF |
|---|---|
| Study Unit description | IBLmIBS2 Supply Chain Finance |
| Course name | IBS1 Supply Chain Finance |
| English course name | Supply Chain Finance |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | 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. |
| Educational content | In a globalizing economy, industrial value chains become more complex, spanning more countries and supply chain members than ever before. While flows of goods in the chain are increasingly integrated and optimized, finance flows have been fragmented. The credit crisis has revealed structural weaknesses. Cost of financing is rising, while suppliers, especially SMEs 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. |
| | In six lectures we will discuss the following subjects: |
| | Supply Chain Structure and Financial Processes Working Capital Working Capital Management Costs in the supply chain Supply Chain Risk and Control Supply Chain Finance Instruments In the last week of the course, you will learn how to apply all studied theory by means of a 2 day simulation game. |
| Teaching aids | Simulation game: The Cool Connection E- learning modules |
| Teaching methods | Lectures Classroom assignments Self study e-learning Simulation game |
| Supervisory activity | Lecturing Coaching |
| Destate of the | |
| Participation simulation game & attendance lectures | |
| Testname | Participation simulation game & attendance lectures |
| Test description | Participation in the simulation game is mandatory |
| · | Attendance of lectures needs to be at least 80% |
| Evidence of end level | No |



| Written exam | | | | |
|----------------------------|---|------------------------|--------|--|
| Testname | Written exam | | | |
| Test description | MC and open questions | | | |
| · | | | | |
| Form of test | Written exam | | | |
| Evidence of end level | No | | | |
| | | | | |
| Selection of articles, | | | | |
| available on ELO | Colordian of anticles available an | FI O | | |
| Titel | Selection of articles, available on | ELU | | |
| Learning material | Online | | | |
| carrier | | | | |
| Author | C. de Goeij | | | |
| Publisher | Windesheim | | | |
| Price | € 0,00 | | | |
| | | | | |
| E-learning and | | | | |
| Business Simulation | | | | |
| Game (The Cool | | | | |
| Connection) | | | | |
| Titel | E-learning and Business Simulation Game (The Cool Connection) | | | |
| | Digital media | | | |
| Price | € 50,00 | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests ar | e 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| simulation game & | | | | |
| attendance lectures | | | | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IBL M5.2 Cross Cultural Management

| Course code | IBLvM5.CCM |
|------------------------|---|
| Study Unit description | IBL M5.2 Cross Cultural Management |
| Course name | M5.2 Cross Cultural Management |
| English course name | Cross Cultural Management |
| Target group | Fulltime regular |
| Competences | Having insight and knowledge of the importance of intercultural differences on div. process phases of doing business internationally and being able to empathize with different cultures to support the company. internal processes. doing business (BE.IB.03) |
| EC's | 2 |
| Domain | BMR |
| Education | International, Business and Languages |
| Level | Bachelor = NLQF 6 |
| Objective | Students can explain the influence of culture on business across the globe and show understanding of how culture influences various aspects of organizations (corporate structures, leadership, strategy, change, marketing and diversity) |
| | Students are capable of explaining how business communication is influenced by culture; what barriers exist in intercultural communication, how one can deal with conflicts and how to negotiate in an intercultural setting. They can explain how to become an interculturally competent communicator and show understanding of the necessary ingredients for working in international teams. |
| | Students are capable of presenting, reflecting on and discussing the topics dealt with in the theory and have acquired sensitivity for acting professionally in cross-cultural situations. |
| Educational content | Students learn how to explain the influence of culture on business across the globe and study how culture influences various aspects of organisations (corporate structures, leadership, strategy, change, marketing and diversity) |
| | Students study theories related to intercultural communication and cross cultural management and as such, gain knowledge about interculturally competent communicative behaviour. |
| | Students will work on lecturing activities in class and as home work. They are challenged to incorporate their personal international experience and are part of an international team (provided that group composition allows all teams to be culturally mixed). In participating in the students' lectures, students show that they can present, discuss and reflect on the topics dealt with in class. As such active participation in the lectures is required. |
| Teaching aids | Students will be actively involved in working on assignments and case studies. Power Point presentations will be available for students on ELO. |
| Teaching methods | Lectures Case assignments Presentations/lectures by students |
| Supervisory activity | The lecturer teaches in class and supports students during case assignments in class The lecturer provides students with feedback in the process of developing a mini-lecture The lecturer encourages the discussion following the students' mini-lectures |



| Students lecture | 1 | | | |
|----------------------------|---|--|--------------------------------|--|
| | Students lecture | | | |
| Testname | Students recture Students prepare a mini-lecture in (international) teamsn on one of the chapters from the | | | |
| Test description | book and are graded for completeness, depth, transferring skills, (international) team work, and originality. | | | |
| Form of test | Oral exam | | | |
| Evidence of end level | No | | | |
| | | | | |
| Written exam open | | | | |
| questions | | | | |
| Testname | Written exam open questions | | | |
| Test description | Students will have to answer 10 | open questions, related to the | e theory and cases in the book | |
| | The minimum mark will be 5.5 in | order to pass | | |
| | Students need to be present in c | lass and be active during less | sons and in doing assignments | |
| Form of test | Written test / exam | | | |
| Evidence of end level | No | | | |
| | | | | |
| Understanding Cross | | | | |
| Cultural Management | | | | |
| Titel | Understanding Cross Cultural Management | | | |
| Learning material | Study book | | | |
| carrier | | | | |
| Identification | ISBN 9781292015897 | | | |
| Author | Marie-Joëlle Browaeys & Roger Price | | | |
| Publisher | Prentice Hall | | | |
| Year of publication | 2015 | | | |
| Edition | 3rd | | | |
| Price | € 71,39 | | | |
| Location | Zwolle | | | |
| Communication | ELO, Classroom, Email | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | <u> </u> | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | 100 | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Students lecture | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Written exam open | 1 to 10, 1 dec. | Higher or equal to 5.5 | 2.0 | |
| questions | | | | |



M3 Treasury Management

M3 Project

| | · | | |
|------------------------|--------------------------------------|---------------------------------|--------------------------------|
| Course code | FCvM3.PTM | | |
| Study Unit description | FCvM3 Project Treasury Management | | |
| Course name | M3 Project Treasury Management | | |
| English course name | Project Treasury Management: for | cus on risks relating to workin | ng capital, interest rates and |
| | currencies. | | |
| Target group | Fulltime regular | | |
| Competences | Finance (FC.LO5) | | |
| | Performance Management 2 (FC.LO3) | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | Finance and Control | | |
| Level | Advanced | | |
| Objective | Students improve their understand | ding of: | |
| | | | |
| | - Equity investments (valuation of | | |
| | - Foreign exchange markets (curre | | e rate risks) |
| | - Portfolio theory (asset allocation | | |
| Educational content | Students design an investment po | rtfolio | |
| Teaching aids | Finance | | |
| Teaching methods | Projectgroups | | |
| Supervisory activity | Projectsupport | | |
| Test | | | |
| Test | | | |
| Drocoo | | | |
| Process | Droope | | |
| Testname | Process | | |
| Written report (paper) | | | |
| Testname | Written report (paper) | | |
| restriarrie | Writter report (paper) | | |
| None | | | |
| Titel | None | | |
| Location | Zwolle | | |
| Location | Zwone | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Higher or equal to 5.5 Highest | | |
| Calculation method | Weighted average and all tests are | 'Completed' | |
| Rounding | Floor (rounding down) | Completed | |
| Rounding | Triodi (rounding down) | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Process | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| Written report (paper) | | Higher or equal to 5.5 | |
| written report (paper) | 1 to 10, 1 dec. | nigher of equal to 5.5 | 1.0 |



M3 Finance

| | T | | |
|--|---|---------------------------------|------------------------|
| Course code | FCvM3.FIN | | |
| Study Unit description | FCvM3 Finance | | |
| Course name | M3 Finance | | |
| English course name | Finance: focus on cash flows, wor | king capital and ratio-analyses | |
| Target group | Fulltime regular | | |
| Competences | Finance (FC.LO5) | | |
| | Performance Management 2 (FC.LO3) | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | Finance and Control | | |
| Level | Advanced | | |
| Objective | At the end of this module the stude | | Capital, interest risk |
| | management and currency risk ma | anagement. | |
| Entry requirements | Basics of Business Economics | | |
| Educational content | The following subjects: | | |
| | - Cash flow | | |
| | - Networking capital | | |
| | - Ratios | | |
| | - Interest risk | | |
| | - Currency risk | | |
| Teaching aids | Basic Calculator | | |
| Teaching methods | Discussion about the problems | | |
| Supervisory activity | Discussion about the text of Breal | | |
| | and discussion about the problem | s. The students should prepare | e the text in advance. |
| | | | |
| Written exam | | | |
| Testname | Written exam | | |
| | | | |
| Brealey Myers Marcus: | | | |
| Fundamentals of | | | |
| Corporate Finance | | | |
| Titel | Brealey Myers Marcus: Fundamentals of Corporate Finance | | |
| Learning material | Study book | | |
| | | | |
| carrier | | | |
| carrier Identification | ISBN 9789814670944 | | |
| | ISBN 9789814670944 Brealey Myers Marcus | | |
| Identification | | | |
| Identification Author Publisher Location of publication | Brealey Myers Marcus McGraw-Hill USA | | |
| Identification Author Publisher | Brealey Myers Marcus McGraw-Hill | | |
| Identification Author Publisher Location of publication | Brealey Myers Marcus McGraw-Hill USA | | |
| Identification Author Publisher Location of publication Year of publication | Brealey Myers Marcus McGraw-Hill USA 2015 | | |
| Identification Author Publisher Location of publication Year of publication Edition | Brealey Myers Marcus McGraw-Hill USA 2015 8th | | |
| Identification Author Publisher Location of publication Year of publication Edition Location | Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle | | |
| Identification Author Publisher Location of publication Year of publication Edition Location | Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle | | |
| Identification Author Publisher Location of publication Year of publication Edition Location Main language | Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle | | |
| Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment | Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English | | |
| Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain | Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English | | |
| Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura | Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 | e 'Completed' | |
| Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result | Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest | e 'Completed' | |
| Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are | e 'Completed' | |
| Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result Calculation method Rounding | Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are Floor (rounding down) | e 'Completed' | Weight |
| Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are | | Weight 1.0 |



M3 Money and Banking

| Course code | EQ.MO.MD | | | |
|------------------------|--|----------------------------------|-----------------|--|
| Course code | FCvM3.MB | | | |
| Study Unit description | FCvM3 Money and Banking | | | |
| Course name | M3 Money and Banking | | | |
| English course name | Money and Banking | | | |
| Target group | Fulltime regular | | | |
| Competences | Finance (FC.LO5) | | | |
| 501 | Strategic Management (FC.LO1) | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Finance and Control | | | |
| Level | Advanced | | | |
| Objective | The student masters the following | concepts: | | |
| | - the circular flow | | | |
| | - the Keynesian model | | | |
| | - the concept of economic grow | <i>r</i> th | | |
| | - the banking system | | | |
| | - fiscal policy (IS-LM) | | | |
| | - monetary policy (IS-LM) | | | |
| er e i | T | | | |
| Educational content | The course provides a framework | for analyzing the firm's financi | al environment. | |
| Teaching aids | Book | | | |
| Teaching methods | Lectures/tutorial seminars (2 hour | 's per week) | | |
| Supervisory activity | Coaching | | | |
| _ | | | | |
| Exam | _ | | | |
| Testname | Exam | | | |
| Test description | Written exam, multiple choice + open questions | | | |
| Form of test | Written exam | | | |
| D: : 1 | | | | |
| Principles of | | | | |
| Economics | Distributed Francisco | | | |
| Titel | Principles of Economics | | | |
| Learning material | Study book | | | |
| carrier | 10DN 0700077400704 | | | |
| Identification | ISBN 9780077132736 | | | |
| Author | McDowell | | | |
| Publisher | McGraw Hill | | | |
| Year of publication | 2012 | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| ludamont | | | | |
| Judgment | 1 to 10 1 doc | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | · | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Rounding Floor (rounding down) | | | |
| | | | 144 * 1 * | |
| Sub assessment Exam | Gradingdomain | Caesura | Weight | |
| 1 | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



Cross departmental modules

Windesheim and the Netherlands

| Course code | EN-IN-WNID.XX.01 |
|------------------------|---|
| Study Unit description | EN-IN-WNID.XX.01 |
| Course name | Introduction module of Windesheim and Netherlands in an international context. |
| Target group | No specific target group |
| EC's | 2 |
| Domain | BE |
| Education | - LVO 2nd Gr. Geography |
| | - LVO 2nd Gr. General economy - LVO 2nd Gr. Business Economics |
| | - LVO 2nd Gr. Biology |
| | - LVO 2nd Gr. German |
| | - LVO 2nd Gr. English |
| | - LVO 2nd Gr. French |
| | - LVO 2nd Gr. History |
| | - LVO 2nd Gr. Healthcare and Welfare |
| | - LVO 2nd Gr. Religion |
| | - LVO 2nd Gr. Physics |
| | - LVO 2nd Gr. Dutch |
| | - LVO 2nd Gr. Chemistry |
| | - LVO 2nd Gr. Technical vocational education |
| | - LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | - To learn about organisational structures in the Netherlands |
| | - To learn about specific national features of the Netherlands |
| | - To learn about aspects of Dutch cuisine |
| | - To learn more about typical aspects of Dutch identity |
| | - To learn more about specific aspects of Dutch cultural/historical heritage |
| | - To get an international perspective on above mentioned themes by comparing them |
| | with student's home country (and learn -as a side effect- as well about these |
| | themes in other (European) countries) |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English: |
| | |
| | - Student is able to understand explanations |
| | - Student is able to take part in group discussions |
| | - Student is able to write a report |
| Educational content | Organisational structures in the Netherlands: educational system, infrastrucure of |
| | the city centre and municipal political system |
| | - Specific national features:language, foklore and geography |
| | - Aspects of Dutch cuisine: habits on dinner time, traditional dishes/preferences and |
| | cultural and historical influences on the cuisine |
| | - 1 typical aspect of the Dutch identity (depending on the season): 'Sinterklaas' or ice |
| | skating |
| | - Specific aspects of Dutch/historical heritage: visiting places of historic interest and |
| | related background information |
| Teaching aids | Module description on blackboard |
| | Information to be found on internet |
| | Suggestion of book |



| Teaching methods | Student's activities | | | |
|--|---|--|--------------------------------|--|
| reaching methods | Be present at and take part in: | | | |
| | - Presentations of guest sp | eakers | | |
| | - Excursions | | | |
| | | round information related to th | ne topics of the activitities | |
| | - Group discussions | | | |
| | | | | |
| Supervisory activity | Activities of the International Office and lecturers: | | | |
| | Organising presentations of guest speakers; | | | |
| | - Leading excursions; | | | |
| | Provinding specific information related to the topics of the activities; | | | |
| | | ions and sharing of knowledge | about the themes | |
| | mentioned in the education | nal information. | | |
| | Note: This module is a joint effort | of our International Office, res | noncible for the activities as | |
| | such, and lecturers, responsible for | | | |
| | the written reports. | in the educational part of this h | loddie, willen is reviewing | |
| | the written reports. | | | |
| Portfolio | | | | |
| Testname | Portfolio | | | |
| Form of test | Porfolio: | | | |
| | Consisting of written reports desc | ribing the activities: | | |
| | Related to the information | found on internet about the si | ubject and/or | |
| | Information found in the r | ecommended book | | |
| | Compared with similar as | pects of student's home count | ry | |
| | | | | |
| | Final report: | | | |
| | - A reflection report about the overall experience and lessons learned with respect to | | | |
| | student's studies or future | OD | | |
| The Boat III | | | | |
| Line Dutch I presume | | | | |
| The Dutch I presume | The Dutch I presume | | | |
| Titel | The Dutch I presume | | | |
| Titel Learning material | The Dutch I presume Book | | | |
| Titel Learning material carrier | Book | | | |
| Titel Learning material carrier Identification | Book ISBN 97890854101 | | | |
| Titel Learning material carrier Identification Author | Book ISBN 97890854101 Martijn de Rooi | | | |
| Titel Learning material carrier Identification Author Publisher | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 | e 'Completed' | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura Counting result | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest | e 'Completed' | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura Counting result Calculation method Rounding | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are Floor (rounding down) | e 'Completed' | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are | e 'Completed' Caesura Higher or equal to 5.5 | Weight 100.0 | |



Dutch Language Introduction

| Course code | EN-IN-DLID.XX.11 | | |
|------------------------|--|--|--|
| Study Unit description | EN-IN-DLID.XX.11 | | |
| Course name | Dutch Language Introduction | | |
| English course name | Introduction to the Dutch language | | |
| Target group | No specific target group | | |
| EC's | 3 | | |
| Domain | BE | | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry | | |
| | - LVO 2nd Gr. Math | | |
| Level | Basic = NLQF 4+ | | |
| Objective | Understanding basic vocabulary: words (Dutch - English) Use of basic vocabulary: words (English - Dutch) Understanding basic vocabulary: small sentences (Dutch - English) Use of basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in a simple conversations | | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: - Student understands oral and written instructions - Student is able to compare Dutch grammar with English grammar - Student is able to take part in group discussions | | |
| | Stadent is able to take part in group discussions | | |
| Educational content | Topics: To meet someone and social talk at a party To ask for information and get information, sending an e-mail and making a call How to get there by tram and what time is it Where do you go and what have you done In the supermarket and at a party In a restaurant | | |
| | Grammar: - Conjugation of verb and word order - Alphabet and spelling rules - Frequent irregular verbs in present tense, question words and plural - Negation and perfect tense - Demonstrative pronouns and possessive nouns - Adjective and use of er and daar | | |
| Teaching aids | Book Weekly planning at Blackboard Hand-outs during the lessons | | |



| Teaching methods | Student's activities: Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods Students use vocabulary, functional phrases and grammar in classroom in simple dialogues Students repeat and memorize at home vocabulary, functional phrases and grammar Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and the practical assignments | | | |
|----------------------|---|------------------------|--------|--|
| Supervisory activity | Lecturers activities In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practise by means of different methods with their fellow students. | | | |
| | | | | |
| Exam | | | | |
| Testname | Exam | | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | | |
| | | | | |
| See literature on BB | | | | |
| Titel | See literature on BB | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |
| L | <u> </u> | | | |



Dutch Language Intermediate

| Course code | EN-IN-DLIM.XX.01 |
|------------------------|--|
| Study Unit description | EN-IN-DLIM.XX.01 |
| Course name | Dutch Language Intermediate |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Understanding intermediate basic vocabulary: words (Dutch - English) Use of intermediate basic vocabulary: words (English - Dutch) Understanding intermediate basic vocabulary: small sentences (Dutch - English) Use of intermediate basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in simple conversations |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions |
| Educational content | Topics: - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to |
| Teaching aids | - use of all Book Weekly planning Hand-outs during the lessons |



| Teaching methods | Student's activities: - Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods - Students use vocabulary, functional phrases and grammar in classroom in simple dialogues - Students repeat and memorize at home vocabulary, functional phrases and grammar - Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and practical assignments | | | |
|----------------------|---|----------------------------------|--------|--|
| Supervisory activity | Lecturers activities In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practice by means of different methods with their fellow students. | | | |
| | | | | |
| Exam | _ | | | |
| Testname | Exam | | | |
| Form of test | The exam consists of 5 pa | arts; 4 written and 1 oral part. | | |
| Coo literature en DD | | | | |
| See literature on BB | Cooliterature on DD | | | |
| Titel | See literature on BB | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all | tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Dutch Society 1

| Course code | EN-IN-DSID.XX.17 |
|----------------------|---|
| Course name | Dutch Society 1 |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | EN |
| Type of VOE | Supportive |
| Level | Basic = NLQF 4+ |
| Objective | Knowledge - Student has knowledge of: |
| | |
| | - Dutch history |
| | - Dutch surroundings/environment |
| | - Dutch politics |
| | - Dutch economy |
| | |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | - To cooperate in small international groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| Required knowledge | Knowledge of English - Student is able: |
| | Tallo modge of English olddon to dole. |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| | 3 |
| Educational content | The module Dutch Society 1 aims at acquiring -in an international setting- knowledge about |
| | Dutch history, politics, surroundings and economics and applying this knowledge in a |
| | fieldtrip to the city of Delft. |
| Teaching aids | Book |
| | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| | |
| Teaching methods | Student's activities |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations, there will be discussions about the topics mentioned in the educational |
| | content. In the preparation of classroom activities hours of self study are included. |
| Supervisory activity | Lecturers activities |
| Capervisory activity | Leoturers detrytties |
| | The lecturer will guide the students through the theory and organise group activity. |
| | The restarct tim gaine the stadente through the theory and organise group detivity. |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| reat description | 7 in Whiteh exam based on the topics of the educational content |
| See literature on BB | |
| Titel | See literature on BB |
| THE | See illerature on bu |



| Judgment | | | | |
|--------------------|------------------------------|--|-------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all te | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Dutch Society 2

| Course code | EN-IN-DSIM.XX.17 |
|----------------------|---|
| Course name | Dutch Society 2 |
| English course name | Dutch society, intermediate |
| EC's | 3 |
| Domain | BE |
| Target group | Fulltime regular |
| Objective | Knowledge - Student has knowledge of: |
| | |
| | - The Dutch legal system |
| | - The Dutch multicultural society |
| | - Dutch traditions of tolerance |
| | - The Dutch in foreign eyes |
| | |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | |
| | - To cooperate in small intercultural groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English - Student is able: |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| | |
| Educational content | The module Dutch Society 2 aims at acquiring - in an international setting - knowledge |
| | about the Dutch legal system, the Dutch multicultural society, the Dutch in foreign eyes, |
| | Dutch traditions of tolerance and water. During this module students will apply their |
| | knowledge about water in a fieldtrip to Zwolle and surroundings. |
| Teaching aids | Book |
| | Powerpoint presentations |
| | Internet links |
| T 1.2 | Fieldtrip |
| Teaching methods | Student's activities |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations. There will be discussions about the topics mentioned in the educational |
| | content. There will be an excursion. In the preparation of classroom activities hours of |
| | selfstudy are included. |
| Supervisory activity | Lecturers activities |
| Supervisory detivity | Editard addition |
| | The lectures will be partly theoretical, but mostly interactive through group assignments and |
| | discussions. The lecturer will guide the students in their assignments and activities. |
| | |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| | |
| See literature on BB | |
| Titel | See literature on BB |
| L | |



| Judgment | | | | |
|--------------------|------------------------------|--|-------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all te | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Intercultural Awareness

| Course code | BS.IOE.IA | |
|--|---|--|
| Study Unit description | Intercultural Awareness | |
| | Intercultural Awareness | |
| Course name | | |
| English course name | Intercultural Awareness | |
| Target group | Fulltime regular | |
| Competences | Basic qualification for management positions (HB009) Social communication skills (HB008) | |
| EC's | 3 | |
| Domain | BMR | |
| Education | International Business and Languages | |
| Level | Advanced | |
| Objective Educational content | Students are able to explain the importance of culture and to see culture from different viewpoints Students are able to reflect on their own attitude towards cultural differences and they can explain how this influences their way of looking at other cultures Students are able to explain relevant aspects of a culture of another country in the world different from their own culture and country and relate this to at least five different theoretical concepts studied during the lessons Students gain direct experience of working in an intercultural context in the educational setting, they reflect on this experience and learn how they react on cultural differences Students learn about different ways of conflict handling in different cultures The concept of culture Attitudes towards cultural differences | |
| Teaching aids | The concept of stereotyping Cultural analysis using different models and theories Verbal and non-verbal aspects of intercultural communication Implications of cultural differences when living and working cross-borders N@tschool | |
| | PowerPoint presentations Internet links The studyguide Literature | |
| Teaching methods Supervisory activity | Lectures Presentations Case work Team work Interactive Lectures | |
| Supervisory activity | Interdedire Lectures | |
| Participation | | |
| Testname | Participation | |
| Test description | 1. 'Free style' presentation | |
| | students prepare and perform a personal presentation about their culture focussing on the non tangible aspects 2. Team evaluation country analysis students compare and evaluate working together in a team in a windesheim setting with | |
| | their home university for an assignment 3. Attendance (80%) | |
| Form of test | Skill assignment | |
| | · · | |



| Presentation | |
|---------------------------|---|
| Testname | Presentation |
| Test description | Students will be assessed on: |
| | Structuring the presentation |
| | 2. Contents of the presentation Introduction General facts; size, population, religion etc. The onion diagram: application Choice of at least three models of culture Hofstede: dimensions, scores and their consequence Trompenaars: interpretation of dilemmas (give examples) Hall: low or high context with examples Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time Remarkable cultural behaviours/rituals/values Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills |
| | 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO |
| | 5. A Written Individual evaluation of tearnwork will be submitted on ELO |
| Form of test | Written test / exam |
| | |
| Written exam | |
| Titel | Written exam |
| Test description | The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. |
| Form of test | Oral test / exam |
| | |
| Intercultural Sensitivity | |
| Titel | Intercultural Sensitivity |
| Learning material | Book |
| carrier | |
| Identification | ISBN 9 789023 251330 |
| Author | Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma |
| Publisher | Royal Van Gorcum |
| Location of publication | Assen |
| Year of publication | 2014 |
| Edition | Third |
| Price | € 16,50 |

| Titel | Guide to Cross-Cultural Communication | | | |
|---------------------|--|------------------------|--------|--|
| Learning material | Book | | | |
| carrier | | | | |
| Identification | ISBN: 0-13-049784 | | | |
| Author | Sana Reynolds and Deborah Valer | ntine | | |
| Publisher | Prentice Hall Series in Advanced E | Business Communication | | |
| Year of publication | 2004 | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| Presentation | 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



Drama and Improvisation

| Course code | EN-IN-DRIM.XX.01 |
|------------------------|--|
| Study Unit description | EN-IN-DRIM.XX.01 |
| Course name | Drama and Improvisation |
| English course name | Drama and Improvisation |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Students can demonstrate the 5 basic concepts of dramatical design/form Students can demonstrate suitable and clear body language Students can demonstrate credible emotions Students can demonstrate suitable energies and apply difference in tempi Students can consciously design a basic mise-en-scène and effectively choose suitable props and clothing Students can apply and demonstrate the Aristotelian construction of scenes |
| Required knowledge | Pre-condition for entering the module General - Approval and inclusion of EN-IN-DRIM in the Learning Agreement supplied by the home university - There are not subject related pre-conditions in effect Knowledge of English - Student is able to understand explanations - Student is able to read and write in English |
| | otadent is able to read and write in English |
| Educational content | The module is centered around improving the following areas: - Gaining self confidence relating to presenting for a group - Improving concentration - Enhancing verbal and non-verbal communication - Improving improvisation skills and creativity therein |
| | In order to improve these areas, students work on recognizing, applying and practicing the following skills in class: - I: The 5 basis concepts of dramatical design/form - II: Body language - III: Tempi - IV: Strenghten, weaken and enhance emotions - V: Improvising (accepting, blocking, creativity) |
| Teaching aids | Improvisation hand-out on blackboard |



| Teaching methods | Students activities: - Be present at the presentations of drama theory - Take part in the group assignments | | | |
|-----------------------------|--|------------------------|-----------|--|
| Supervisory activity | Lecturers activities: Lecturers will mostly be interactive through group assignments and partly theoretical through short presentations of drama theory. | | | |
| | 1 | | | |
| Presentation and assignment | | | | |
| Testname | Presentation and assignment | | | |
| Test description | Final presentation: - There will be a final presentation in which the students show that they can apply the objectives related to the topics of the lessons. Final assignment: - There will be a final assignment in which the students show that they can relate the educational content to their future profession. | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | - No. 1 - | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Presentation and | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| assignment | | | | |



Specifications of courses Autumn Business Studies

International Relations



Index

| IR Project 1: European Conference | 2 |
|-----------------------------------|---|
| IR Negotiation Skills | 3 |
| IR European Public Afairs | 5 |
| IR Intercultural Communication | ó |
| IR European Policy Law | 3 |
| IR Professional English | 9 |
| IR Professional Development | 1 |
| IR Critical Thinking | 2 |
| IR Project 2: Global Affairs | 3 |
| IR Global Public Affairs | 5 |
| IR International Relations | ó |
| IR International Business Law | 7 |
| Cross departmental modules | 3 |
| Windesheim and the Netherlands | 3 |
| Dutch Language Introduction 20 |) |
| Dutch Language Intermediate | 2 |
| Dutch Society 1 | 4 |
| Dutch Society 2 | ó |
| Intercultural Awareness 28 | 3 |
| Drama and Improvigation 3: | 1 |



IR Project 1: European Conference

| Course code | BDKmlR.PRJ1 | | | | |
|------------------------|---|------------------------|--------|--|--|
| Study Unit description | IR Project 1: European Conference | | | | |
| Course name | IR Project 1: European Conference | | | | |
| English course name | European Conference | | | | |
| Target group | Fulltime regular | | | | |
| EC's | 4 | | | | |
| Domain | BMR | | | | |
| Level | Advanced | | | | |
| Objective | Organising a European Conference | | | | |
| Educational content | European Conference on foreign a | affairs | | | |
| Teaching aids | None | | | | |
| Teaching methods | Interactive workshops and superv | ision | | | |
| Supervisory activity | Coaching | | | | |
| | | | | | |
| Conference | | | | | |
| presentation | | | | | |
| Testname | Conference presentation | | | | |
| Form of test | Oral test / exam | | | | |
| | | | | | |
| Country analysis | | | | | |
| Testname | Country analysis | | | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | | |
| Location | Zwolle | | | | |
| Main language | English | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Conference | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| presentation | | | | | |
| Country analysis | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |



IR Negotiation Skills

| Course code | BDKmIR.NS |
|------------------------|---|
| Study Unit description | IR Negotiation Skills |
| Course name | IR Negotiation Skills |
| Target group | Fulltime regular |
| Competences | GC6 Communicating (BM.GC06) |
| | GC5 Collaborate / networks (BM.GC05) |
| Fol | TC4 Change (BM.TC04) |
| EC's | 2 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced |
| Objective | Working as a consultant means managing relationships. You can bring all the expertise you want but if communication is poor, you won't succeed. In this course you will learn how to adopt the most effective behaviour in your client-consultant communication in order to achieve your goals as a consultant. First of all you will get insight into your own behavioural patterns, with all its strengths and pitfalls. This will be done by completing several self-assessment tests. Secondly we will be working with different models, to study the effects of different behaviours on others and to actively analyze and work on conflict resolution skills. We also will be practising real-life cases to teach you how to communicate more adequately. As intercultural differences possibly further complicate communication, we will strongly adhere attention to working in an international context. Besides above mentioned themes, you will train your presentation skills by pitching in front of an audience, trying to be as convincing as possible and selling your advice. All in all this course has a practical focus, aiming at developing you as a professional in an international context! Therefore, we will focus on the four IRC (intercultural readiness check) competences as a framework. |
| | The Four IRC Competences: |
| | 1. Intercultural Sensitivity |
| | - FACET 1.2: Cultural Awareness - FACET 1.2: Attention to Signals |
| | 2. Intercultural Communication |
| | - FACET 2.1: Active Listening - FACET 2.2: Adjusting Communicative Style |
| | 3. Building Commitment |
| | FACET 3.1: Building RelationshipsFACET 3.2: Reconciling Stakeholder Needs |
| | 4. Managing Uncertainty |
| | FACET 4.1: Openness to Cultural Complexity FACET 4.2: Exploring New Approaches |
| | We will focus on competences 2 and 3 (the bold competences) for the content and assessment of this course! |
| Educational content | - Different models on communication, interaction, influencing and conflict resolution - Cases and roleplay - Tests and reflection |



| Teaching aids | None | | |
|-----------------------|--|--------------------------------|----------|
| Teaching methods | Lectures and workshop | | |
| Supervisory activity | Feedback and coaching | | |
| | | | |
| Assignment | | | |
| Testname | Assignment | | |
| Test description | Written portfolio: reflection, conne | ction skills and theory to com | petences |
| Form of test | Skill assignment | | |
| | | | |
| Assessment | | | |
| Testname | Assessment | | |
| Test description | Practical exam: assessment on ne | egociation/conflict resolution | skills |
| Form of test | Skill assignment | | |
| Evidence of end level | No | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.5 |
| Assessment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IR European Public Afairs

| Course code | BDKmIR.EPA | | |
|------------------------|---|------------------------|--------|
| Study Unit description | IR European Public Affairs | | |
| Course name | IR European Public Affairs | | |
| English course name | European Public Affairs | | |
| Target group | Fulltime regular | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Bedrijfskunde MER | | |
| Level | Advanced | | |
| Objective | During this course you will learn how to conduct online market research. We will mainly focus on This course aims to give the student a thorough understanding of the decision making processes in the European Union and the interests and goals of the various players therein: EU-institutions, governments of member states and non-member states, experts and lobby groups. S/He will be able to analyse the position of these stakeholders in relation current affairs and legislative initiatives in the EU. S/He will also develop the skills to be able to negotiate effectively in bilateral and multilateral settings. | | |
| Educational content | The formal and informal decision making processes in the EU and the various stakeholders will be explained and analysed. Negotiation and diplomacy techniques will be practised, as well as the writing of a diplomatic paper and a Public Affairs Advisory Report. | | |
| Teaching aids | None | | |
| Teaching methods | Interactive lectures and practice | | |
| Supervisory activity | Coaching and feedback | | |
| | | | |
| Assignment | | | |
| Testname | Assignment | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Asssignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IR Intercultural Communication

| Course code | BDKmlR.ICC |
|------------------------|---|
| Study Unit description | IR Intercultural Communication |
| Course name | IR Intercultural Communication |
| English course name | Intercultural Communication |
| Target group | Fulltime regular |
| Competences | TC1 Problem recognition (BM.TC01) |
| · | GC6 Communicating (BM.GC06) |
| | GC8 Professionalization (BM.GC08) |
| | GC5 Collaborate / networks (BM.GC05) |
| | GC1 Methodical acting (BM.GC01) |
| EC's | 2 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced |
| Objective | Attitude: Cognitive (knowledge, understanding, applying and considering) You have knowledge, understanding etc. |
| | You explain the fundamentals of cross cultural interaction within cultures You actively gain insights on models of (national) culture and describe them (Hall, Kluckhohn, Trompenaars and GLOBE) |
| | You know how to bridge cultures by using Trompenaars' reconciliation method You assess what is cultural competence from a theoretical point of view and your own |
| | You describe cultural influences on and of trust and power which have an impact on meetings and negotiations. |
| | - You can apply the factors relevant for working in multicultural teams and leadership |
| | Attitude: Affective (Sensitivity and Evaluation) You show cultural competence: meaning |
| | - You show an open mind |
| | You show a willingness to interact with people with a variety of cultures and backgrounds |
| | You accept and respect differences, however stand your ground (do not let others overstep your boundaries) and make your expectations clear in that regard. |
| | Attitude: behavioral |
| | - You show a willingness to work with other students (listening, sharing, etc.) |
| Educational content | Follows |
| Teaching aids | N@tschool; information, slides,hand-outs Course manual/guide Literature |
| Teaching methods | (Interactive) Classes Workshops |
| Supervisory activity | Lecturing Providing feedback & assessment |



| Written exam | | | |
|---------------------------|--|---------------------------------|-------------------------------|
| Testname | Written exam | | |
| Test description | Essay questions about subject matter | | |
| Form of test | Written test / exam | | |
| T GITT GT CGC | Time toot, oxum | | |
| Workshop | | | |
| Testname | Workshop | | |
| Test description | A team of two student organise ac | ctivities (small workshop) abou | ut the subjects in class that |
| | week. Also integration of one of t | | |
| Form of test | Oral test / exam | <u>.</u> | |
| | | | |
| Various hand-outs at | | | |
| N@tschool | | | |
| Titel | Various hand-outs at N@tschool | | |
| Learning material | Online | | |
| carrier | | | |
| | | | |
| Intercultural Sensitivity | | | |
| Titel | Intercultural Sensitivity | | |
| Learning material | Book | | |
| carrier | | | |
| Identification | 9789023255550 | | |
| Author | Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma | | |
| Publisher | Royal Van Gorcum | | |
| Location of publication | Assen | | |
| Year of publication | 2017 | | |
| Edition | Fourth | | |
| Price | € 21,99 | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 3.0 |
| Workshop | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IR European Policy Law

| Course code | BDKmIR.EPL | | |
|--------------------------|---|------------------------|--------|
| Study Unit description | IR European Policy Law | | |
| Course name | IR European Policy Law | | |
| Target group | Fulltime regular | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Bedrijfskunde MER | | |
| Level | Advanced | | |
| Objective | These lectures provide students with a solid introduction to the European Union, European laws and regulations, comprehensive European law enforcement, etc. Equally, students will gain insight into the European single market. As both European law and European political reality are changing every day, lectures will focus on topical developments 'as they happen'. Using this knowledge students will be able to develop their own vision with regard to European laws and regulations, applying this to their subsequent country/sector. Students: - will gain comprehensive knowledge of European rules and regulations - will be equipped to form a supported opinion on the mechanisms of the European institutions - will be able to incorporate European legislation into a practical project. | | |
| Educational content | After an introduction into international public law, the students will learn how the European Union works: what are the most important institutions, how is Union law made, what is the effect of it and how can you claim your European rights? The student also get a closer look at the Union laws regarding the single market and competition. | | |
| Teaching aids | Materials will be provided through | | |
| | · | | |
| Teaching methods | Interactive lectures and discussion on current affairs Coaching and feedback | | |
| Supervisory activity | Coaching and reedback | | |
| Even | | | |
| Exam | Evam | | |
| Testname Form of test | Exam Written test / exam | | |
| Location | Zwolle | | |
| | | | |
| Main language | English | | |
| Ludamont | | | |
| Judgment | 1+- 10 1 d | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | 10 1 1 | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IR Professional English

| Course code | BDKmIR.PE |
|------------------------|---|
| Study Unit description | IR Professional English |
| Course name | IR Professional English |
| Target group | Fulltime regular |
| EC's | 4 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced |
| Objective | Students will acquire practical knowledge of business English, to be applied in a political and economic setting. English proficiency entails proper negotiating and report writing skills in English. During block 1 lectures focus on English oral proficiency, whereas block 2 teaches students to apply grammar and register correctly, preparing students to independently and concertedly write a business report. During this block students will learn to correctly interact in business settings. Oral and negotiation skills will be explained and subsequently practised, preparing students for the final 'conference'. Students will acquire a proper English or American accent and will be able to identify business etiquette practices. In addition, students will be assisted in writing the country/sector analysis and consultancy report. These lectures will enable you to take your Business English skills to a higher level! |
| Educational content | Students will acquire practical knowledge of business English, to be applied in a political and economic setting. English proficiency entails proper negotiating and report writing skills in English. During block 1 lectures focus on English oral proficiency, whereas block 2 teaches students to apply grammar and register correctly, preparing students to independently and concertedly write a business report. During this block students will learn to correctly interact in business settings. Oral and negotiation skills will be explained and subsequently practised, preparing students for the final 'conference'. Students will acquire a proper English or American accent and will be able to identify business etiquette practices. In addition, students will be assisted in writing the country/sector analysis and consultancy report. These lectures will enable you to take your Business English skills to a higher level! |
| Teaching aids | None |
| Teaching methods | Coaching and training |
| Supervisory activity | Interactive lectures |
| | |
| Essay (block 1) | |
| Testname | Essay (block 1) |
| Test description | Skill assignment |
| | |
| Language Portfolio | |
| (block 2) | |
| Testname | Language Portfolio (block 2) |
| Test description | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| | |
| Presentation: | |
| Conference (block 1) | |
| Testname | Presentation: Conference (block 1) |
| Test description | Oral test / exam |

| Presentation: | | | | |
|----------------------|--|------------------------|--------|--|
| Conference (block 2) | | | | |
| Testname | Presentation: Conference (bloc | ck 2) | | |
| Test description | Oral test / exam | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Essay (block 1) | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Language Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| (block 2) | | | | |
| Presentation: | 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | |
| Conference (block 1) | | | | |
| Presentation: | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Conference (block 2) | | | | |



IR Professional Development

| Course code | BDKmIR.PD | | |
|------------------------|---|---|---|
| Study Unit description | IR Professional Development | | |
| Course name | IR Professional Development | | |
| Target group | Fulltime regular | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Bedrijfskunde MER | | |
| Level | Advanced | | |
| Objective | As this elective is aimed at providi starting international diplomat, it is competencies and meet their pers are stimulated to e.g. join conferer Windesheim International Week. Sproof of all the activities they have | s vital that students work indiv conal goals. As part of this 2 EC nces, bilateral meetings and ca ctudents are required to compil | idually to attain these CTS programme, students an fulfil duties during the le a portfolio containing |
| Educational content | proof of all the activities they have performed during the course of this elective. As this elective is aimed at providing students with the right set of competencies to be a starting international diplomat, it is vital that students work individually to attain these competencies and meet their personal goals. As part of this 2 ECTS programme, students are stimulated to e.g. join conferences, bilateral meetings and can fulfil duties during the Windesheim International Week. Students are required to compile a portfolio containing proof of all the activities they have performed during the course of this elective. | | |
| Teaching aids | N.a. | 1 3 | |
| Teaching methods | Individual learning path | | |
| Supervisory activity | None | | |
| | | | |
| Portfolio | | | |
| Testname | Portfolio | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Portfolio | Fail to Pass | Higher or equal to 5.5 | 1.0 |
| | | | |



IR Critical Thinking

| Course code | BDKmIR.CT | | | |
|------------------------|---|---|--------|--|
| Study Unit description | IR Critical Thinking | | | |
| Course name | IR Critical Thinking | | | |
| English course name | Critical Thinking | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | | Analysing and researching: Critical Thinking: use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately. | | |
| | Creating and producing: Innovation business environment. | • | | |
| Educational content | Learning and innovation skills increasingly are 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 future. Hence this course focuses on different techniques for creativity and critical thinking. | | | |
| Teaching aids | None | | | |
| Teaching methods | Follows | | | |
| Supervisory activity | Interactive lecures and continous | assessment. | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| | | | | |



IR Project 2: Global Affairs

| Course code | BDKmlR.PRJ2 |
|------------------------|--|
| Study Unit description | IR Project 2: Global Affairs |
| Course name | IR Project 2: Global Affairs |
| English course name | Global Affairs |
| Target group | Fulltime regular |
| Competences | GC6 Communicating (BM.GC06) |
| | GC7 Responsible trading (BM.GC07) |
| | GC8 Professionalization (BM.GC08) |
| | GC3 Advising (BM.GC03) |
| | GC5 Collaborate / networks (BM.GC05) |
| EC's | 4 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced |
| Objective | Students will acquire profound knowledge of economic and political relations at the global level and the increased role of non-governmental actors, transnational networks, corporations and individuals. They will gain insight in lobbyist and focus group power and influence. This block will be concluded by participating in a global conference in which students will represent a national government, an IGO, NGO or other stakeholder. During this conference a number of subjects, will be tackled, depending on the students' input and linked to current affairs,. In preparation for the conference students are asked to write an extensive position paper (conditional). |
| Educational content | During the weekly project meetings, the roles will be allocated and students will prepare for the conference. |
| Teaching aids | None |
| Teaching methods | Interactive lectures and practice |
| Supervisory activity | Coaching and feedback |
| | |
| Assignment | |
| Testname | Assignment |
| Test description | Students will be assessed based on their negotiating and lobbying skills, as well as their |
| · | conflict resolution skills. All this will be taking place during the conference day. |
| Form of test | Skill assignment |
| | |
| Assignment: | |
| (conditional) position | |
| paper | |
| Testname | Assignment: (conditional) position paper |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Location | Zwolle |
| Main language | English |

| Judgment | | | | |
|------------------------|--|------------------------|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Assignment: | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| (conditional) position | | | | |
| paper | | | | |



IR Global Public Affairs

| Course code | BDKmIR.GPA | | |
|------------------------|--|-------------------------------|--------|
| Study Unit description | IR Global Public Affairs | | |
| Course name | IR Global Public Affairs | | |
| English course name | Global Public Affairs | | |
| Target group | Fulltime regular | | |
| Competences | GC6 Communicating (BM.GC06) | | |
| | GC8 Professionalization (BM.GC0) | 8) | |
| | GC2 Switching and connecting (BN | M.GC02) | |
| | GC3 Advising (BM.GC03) | • | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Bedrijfskunde MER | | |
| Level | Advanced | | |
| Objective | In the Global Public Affairs course | | |
| | are discussed with the students. V | | |
| | scenario planning to develop a nui | | |
| | blocks in the international political | | |
| | also forms the basis for a paper to | | |
| | between Global Public Affairs and the Project Global Conference. | | |
| Educational content | In the Global Public Affairs course | | |
| | are discussed with the students. With the knowledge that the students gain, they will use | | |
| | scenario planning to develop a number of future scenarios for the position of coalition blocks in the international political and economic playing field. The outcome of this exercise | | |
| | | | |
| | also forms the basis for a paper to | | |
| | between Global Public Affairs and | the Project Global Conference | |
| Teaching aids | None | | |
| Teaching methods | Lectures and workshops | | |
| Supervisory activity | Coaching and feedback | | |
| Assimonsort | T | | |
| Assignment | A | | |
| Testname | Assignment | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | |
| Location | Zwolle | | |
| Main language | English | | |
| Judgment | | | |
| Gradingdomain | 1 to 10 1 doo | | |
| Caesura | 1 to 10, 1 dec. Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| Rounding | 1 1001 (Touriding down) | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Assignment | 1 to 10, 1 ucc. | ringrici di equal to 3.3 | 1.0 |



IR International Relations

| Course code | BDKmIR.IR | | |
|------------------------|--|------------------------|--------|
| Study Unit description | IR International Relations | | |
| Course name | IR International Relations | | |
| English course name | International Relations | | |
| Target group | Fulltime regular | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Bedrijfskunde MER | | |
| Level | Advanced | | |
| Objective | The student is able to define the relationships among the world's state governments and the connection of those relationships with other actors (such as international organisations and multinational corporations) and with geographic and historical influences, by applying various IR-theories and -principles. | | |
| Educational content | We live in an increasingly interconnected world. In this course we will examine the relationships between countries, and the role of other actors on the world's stage, from a political, economic and cultural viewpoint. Topics such as security, trade and business, human rights, global poverty and the environment may be examined. We will apply the various theories related to IR to current world affairs. | | |
| Teaching aids | None | | |
| Teaching methods | Interactive lectures | | |
| Supervisory activity | Feedback on exercises and presentation | | |
| | | | |
| Presentation | | | |
| Testname | Presentation | | |
| Form of test | Oral test / exam | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IR International Business Law

| Course code | BDKmlR.IBL | | | |
|------------------------|---|---------|---------------------------|--|
| Study Unit description | IR International Business Law | | | |
| Course name | IR International Business Law | | | |
| English course name | International Business Law | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | The course aims to give students an understanding as well as practical knowledge of the legal problems arising in the area of international business, and to equip them with the skills needed to prevent and tackle these problems. | | | |
| Educational content | After an introduction into international legal issues in international trade a | | vill learn what the major | |
| | A strong focus will be on the ability to apply a number of treaties and EU-Regulations to international business cases, such as the UNCISG (contracts of sale), CMR (contracts of carriage), Brussels I (rules on jurisdiction) and Rome I (rules on the applicable law). | | | |
| | Other subjects include the Incoterms; various modes to enter a new market: the difference between agency, distribution, franchising and employment; and international payments: the cheque, the draft and the letter of credit. | | | |
| Teaching aids | None | | | |
| Teaching methods | Interactive lectures | | | |
| Supervisory activity | Feedback on exercises | | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | i iooi (iouiiuiig uowii) | | | |
| , and the second | Troor (rounding down) | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |



Cross departmental modules

Windesheim and the Netherlands

| Course code | EN-IN-WNID.XX.01 | |
|------------------------|---|--|
| Study Unit description | EN-IN-WNID.XX.01 | |
| Course name | Introduction module of Windesheim and Netherlands in an international context. | |
| Target group | No specific target group | |
| EC's | 2 | |
| Domain | BE | |
| Education | - LVO 2nd Gr. Geography | |
| | - LVO 2nd Gr. General economy | |
| | - LVO 2nd Gr. Business Economics | |
| | - LVO 2nd Gr. Biology | |
| | - LVO 2nd Gr. German | |
| | - LVO 2nd Gr. English | |
| | - LVO 2nd Gr. French | |
| | - LVO 2nd Gr. History | |
| | - LVO 2nd Gr. Healthcare and Welfare | |
| | - LVO 2nd Gr. Religion | |
| | - LVO 2nd Gr. Physics - LVO 2nd Gr. Dutch | |
| | - LVO 2nd Gr. Dutch - LVO 2nd Gr. Chemistry | |
| | - LVO 2nd Gr. Criemstry - LVO 2nd Gr. Technical vocational education | |
| | - LVO 2nd Gr. Nethingal vocational education | |
| Level | Basic = NLQF 4+ | |
| Objective | - To learn about organisational structures in the Netherlands | |
| Objective | - To learn about specific national features of the Netherlands | |
| | - To learn about aspects of Dutch cuisine | |
| | - To learn more about typical aspects of Dutch identity | |
| | - To learn more about specific aspects of Dutch cultural/historical heritage | |
| | - To get an international perspective on above mentioned themes by comparing them | |
| | with student's home country (and learn -as a side effect- as well about these | |
| | themes in other (European) countries) | |
| | | |
| Required knowledge | Pre-condition for entering the module | |
| | Knowledge of English: | |
| | | |
| | - Student is able to understand explanations | |
| | - Student is able to take part in group discussions | |
| | - Student is able to write a report | |
| E to a Result contains | | |
| Educational content | - Organisational structures in the Netherlands: educational system, infrastrucure of | |
| | the city centre and municipal political system - Specific national features:language, foklore and geography | |
| | - Aspects of Dutch cuisine: habits on dinner time, traditional dishes/preferences and | |
| | cultural and historical influences on the cuisine | |
| | - 1 typical aspect of the Dutch identity (depending on the season): 'Sinterklaas' or ice | |
| | skating | |
| | - Specific aspects of Dutch/historical heritage: visiting places of historic interest and | |
| | related background information | |
| Teaching aids | Module description on blackboard | |
| 3 | Information to be found on internet | |
| | Suggestion of book | |
| | | |



| | To. 1 | | |
|-------------------------|--|-------------------------------------|--------------------------------|
| Teaching methods | Student's activities | | |
| | Be present at and take part in: | | |
| | - Presentations of guest speakers | | |
| | - Excursions | | |
| | - Meetings providing background information related to the topics of the activitities | | |
| | Group discussions | | |
| | | | |
| Supervisory activity | Activities of the International Office | e and lecturers: | |
| | Organising presentations | of guest speakers; | |
| | Leading excursions; | | |
| | Provinding specific inform | nation related to the topics of the | he activities; |
| | Organising group discussing | ions and sharing of knowledge | about the themes |
| | mentioned in the education | onal information. | |
| | | | |
| | Note: This module is a joint effort | of our International Office, resp | oonsible for the activities as |
| | such, and lecturers, responsible fo | | |
| | the written reports. | , part and | |
| | | | |
| Portfolio | | | |
| Testname | Portfolio | | |
| Form of test | Porfolio: | | |
| . 5/111 61 1661 | Consisting of written reports desc | ribing the activities: | |
| | - Related to the information | found on internet about the su | ibject and/or |
| | - Information found in the re | | abject and, or |
| | | pects of student's home count | ry |
| | - Compared with similar as | pects of student's nome count | ı y |
| | Final report: | | |
| | - A reflection report about the overall experience and lessons learned with respect to | | |
| | student's studies or future | | ons learned with respect to |
| | Student's studies of future | : JOD | |
| The Dutch I presume | | | |
| Titel | The Dutch I presume | | |
| | The Dutch I presume | | |
| Learning material | Book | | |
| carrier | 10DN 07000054404 | | |
| Identification | ISBN 97890854101 | | |
| Author | Martijn de Rooi | | |
| Publisher | Nilsson & Lamm | | |
| Location of publication | Weesp | | |
| Year of publication | 2005 | | |
| Edition | First | | |
| Price | € 14,95 | | |
| Note | Recommended, not required | | |
| Practical action | Skill lessons | | |
| Location | Zwolle | | |
| Main language | English | | |
| an language | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10 1 dec | | |
| | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |
| | | | |



Dutch Language Introduction

| Course code | EN-IN-DLID.XX.11 | | |
|------------------------|---|--|--|
| Study Unit description | EN-IN-DLID.XX.11 | | |
| Course name | Dutch Language Introduction | | |
| English course name | Introduction to the Dutch language | | |
| Target group | No specific target group | | |
| EC's | 3 | | |
| Domain | BE | | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. General economy LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion | | |
| Lovel | - LVO 2nd Gr. Physics - LVO 2nd Gr. Dutch - LVO 2nd Gr. Chemistry - LVO 2nd Gr. Technical vocational education - LVO 2nd Gr. Math | | |
| Level Objective | Basic = NLQF 4+ - Understanding basic vocabulary: words (Dutch - English) | | |
| | Use of basic vocabulary: words (English - Dutch) Understanding basic vocabulary: small sentences (Dutch - English) Use of basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in a simple conversations | | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: - Student understands oral and written instructions - Student is able to compare Dutch grammar with English grammar | | |
| | - Student is able to take part in group discussions | | |
| Educational content | Topics: To meet someone and social talk at a party To ask for information and get information, sending an e-mail and making a call How to get there by tram and what time is it Where do you go and what have you done In the supermarket and at a party In a restaurant | | |
| | Grammar: - Conjugation of verb and word order - Alphabet and spelling rules - Frequent irregular verbs in present tense, question words and plural - Negation and perfect tense - Demonstrative pronouns and possessive nouns - Adjective and use of er and daar | | |
| Teaching aids | Book Weekly planning at Blackboard Hand-outs during the lessons | | |



| Teaching methods | Student's activities: - Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods - Students use vocabulary, functional phrases and grammar in classroom in simple dialogues - Students repeat and memorize at home vocabulary, functional phrases and grammar - Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and the practical assignments | | |
|--------------------------|--|-------------------------------|---------------------|
| Supervisory activity | Lecturers activities | | |
| | In classroom the basic vocabulary | | |
| | educational content is introduced, | | |
| | are activated to practise by means | of different methods with the | ir fellow students. |
| Exam | | | |
| Testname | Exam | | |
| Form of test | The exam consists of 5 parts; 4 w | ritten and 1 oral part | |
| 1 om or test | The exam consists of 5 parts, 4 wi | Titteri dila 1 orai part. | |
| See literature on BB | | | |
| Titel | See literature on BB | | |
| Location | Zwolle | | |
| Main language | English | | |
| Knowledge base - | 3. Communication, interaction and group dynamics (GEN_3) | | |
| generic (Inactive) | | | |
| Knowledge base - | 11.4 Dutch within cross-curricular contexts (NE_11.4) | | |
| subject (Inactive) | | | |
| ludan out | | | |
| Judgment Cradingdomain | 1 to 10 1 doo | | |
| Gradingdomain Caesura | 1 to 10, 1 dec. | | |
| Counting result | Higher or equal to 5.5 | | |
| Calculation method | Highest Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | i i i i i i i i i i i i i i i i i i i | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Language Intermediate

| Course code | EN-IN-DLIM.XX.01 |
|------------------------|--|
| Study Unit description | EN-IN-DLIM.XX.01 |
| Course name | Dutch Language Intermediate |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Understanding intermediate basic vocabulary: words (Dutch - English) Use of intermediate basic vocabulary: words (English - Dutch) Understanding intermediate basic vocabulary: small sentences (Dutch - English) Use of intermediate basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in simple conversations |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions |
| Educational content | Topics: - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to |
| Teaching aids | - use of all Book Weekly planning Hand-outs during the lessons |



| Teaching methods | means of different kinds of the students use vocabulary, dialogues - Students repeat and mem grammar - Students practice vocabu | lary, functional phrases and graph of activating methods functional phrases and gramm for ize at home vocabulary, functional phrases and graph graph of the book and practical assign | nar in classroom in simple ctional phrases and ammar at home by doing |
|----------------------|---|---|---|
| Supervisory activity | Lecturers activities | | |
| | In classroom the basic vocabulary educational content is introduced are activated to practice by means | , attention is paid to the pronur | nciation and the students |
| | | | |
| Exam | 1 | | |
| Testname | Exam | | |
| Form of test | The exam consists of 5 parts; 4 w | ritten and Toral part. | |
| See literature on BB | | | |
| Titel | See literature on BB | | |
| Practical action | Skill lessons | | |
| Location | Zwolle | | |
| Main language | English | | |
| Knowledge base - | 3. Communication, interaction and | d group dynamics (GEN 3) | |
| generic (Inactive) | 5. 55amounton, into dotton and | - g ap aya | |
| Knowledge base - | 11.4 Dutch within cross-curricular | contexts (NE_11.4) | |
| subject (Inactive) | | , | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Society 1

| Course code | EN-IN-DSID.XX.17 |
|----------------------|--|
| Course name | Dutch Society 1 |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | EN |
| Type of VOE | Supportive |
| Level | Basic = NLQF 4+ |
| Objective | Knowledge - Student has knowledge of: |
| | |
| | - Dutch history |
| | - Dutch surroundings/environment |
| | - Dutch politics |
| | - Dutch economy |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | - To cooperate in small international groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| Required Knowledge | Knowledge of English - Student is able: |
| | The monday of English Classification |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| | 3 |
| Educational content | The module Dutch Society 1 aims at acquiring -in an international setting- knowledge about |
| | Dutch history, politics, surroundings and economics and applying this knowledge in a |
| T 1. 1 1. 1. | fieldtrip to the city of Delft. |
| Teaching aids | Book |
| | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| Teaching methods | Student's activities |
| | |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations, there will be discussions about the topics mentioned in the educational |
| | content. In the preparation of classroom activities hours of self study are included. |
| Supervisory activity | Lecturers activities |
| | The lecturer will guide the students through the theory and organise group activity. |
| | The lecturer will guide the students through the theory and organise group activity. |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| | The second of the separate the second of the |
| See literature on BB | |
| Titel | See literature on BB |
| Knowledge base - | 9.4 Cultures and philosophies of life (GEN_9.4) |
| generic (Inactive) | (|



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Society 2

| Course code | EN-IN-DSIM.XX.17 |
|--|---|
| Course name | Dutch Society 2 |
| English course name | Dutch society, intermediate |
| EC's | 3 |
| Domain | BE |
| Target group | Fulltime regular |
| Objective | Knowledge - Student has knowledge of: |
| | The Dutch legal system The Dutch multicultural society Dutch traditions of tolerance The Dutch in foreign eyes Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | To cooperate in small intercultural groups To reflect on the cross-cultural differences |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English - Student is able: |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| Educational content | The module Dutch Society 2 aims at acquiring - in an international setting - knowledge about the Dutch legal system, the Dutch multicultural society, the Dutch in foreign eyes, Dutch traditions of tolerance and water. During this module students will apply their knowledge about water in a fieldtrip to Zwolle and surroundings. |
| Teaching aids | Book Powerpoint presentations Internet links Fieldtrip |
| Teaching methods | Student's activities |
| Supervisory activity | In class after an introduction of the lecturer, students will exchange information and will give presentations. There will be discussions about the topics mentioned in the educational content. There will be an excursion. In the preparation of classroom activities hours of selfstudy are included. Lecturers activities |
| | |
| | The lectures will be partly theoretical, but mostly interactive through group assignments and discussions. The lecturer will guide the students in their assignments and activities. |
| - | |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| 0 10 - | |
| See literature on BB | |
| Titel | See literature on BB |
| Knowledge base - generic (Inactive) | 9.4 Cultures and philosophies of life (GEN_9.4) |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Intercultural Awareness

| Couragada | BS.IOE.IA |
|--|---|
| Course code Study Unit description | Intercultural Awareness |
| , | Intercultural Awareness |
| Course name | |
| English course name | Intercultural Awareness |
| Target group | Fulltime regular |
| Competences | Basic qualification for management positions (HB009) Social communication skills (HB008) |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective Educational content | Students are able to explain the importance of culture and to see culture from different viewpoints Students are able to reflect on their own attitude towards cultural differences and they can explain how this influences their way of looking at other cultures Students are able to explain relevant aspects of a culture of another country in the world different from their own culture and country and relate this to at least five different theoretical concepts studied during the lessons Students gain direct experience of working in an intercultural context in the educational setting, they reflect on this experience and learn how they react on cultural differences Students learn about different ways of conflict handling in different cultures The concept of culture Attitudes towards cultural differences |
| Teaching aids | The concept of stereotyping Cultural analysis using different models and theories Verbal and non-verbal aspects of intercultural communication Implications of cultural differences when living and working cross-borders N@tschool |
| | PowerPoint presentations Internet links The studyguide Literature |
| Teaching methods Supervisory activity | Lectures Presentations Case work Team work Interactive Lectures |
| Capervisory activity | Interdedite Lectures |
| Participation | |
| Testname | Participation |
| Test description | 1. 'Free style' presentation |
| | - students prepare and perform a personal presentation about their culture focussing on the non tangible aspects 2. Team evaluation country analysis - students compare and evaluate working together in a team in a windesheim setting with |
| | their home university for an assignment 3. Attendance (80%) |
| Form of test | Skill assignment |



| Presentation | |
|---------------------------|---|
| Testname | Presentation |
| Test description | Students will be assessed on: |
| rest description | Students will be assessed on. |
| | Structuring the presentation |
| | 1. Structuring the presentation |
| | 2. Contents of the presentation |
| | - Introduction |
| | - General facts; size, population, religion etc. |
| | - The onion diagram: application |
| | - Choice of at least three models of culture |
| | Hofstede: dimensions, scores and their consequence |
| | Trompenaars: interpretation of dilemmas (give examples) |
| | Hall: low or high context with examples |
| | Notions of business etiquette or etiquette in your field of expertise; concepts of |
| | power, space and time |
| | - Remarkable cultural behaviours/rituals/values |
| | - Conclusion with whether or not you would like to live there and why (not) |
| | |
| | 3. Presentation skills |
| | 1 A band out of the procentation will out projeted on FLO (information that) |
| | 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) |
| | 5. A written individual evaluation of teamwork will be submitted on ELO |
| Form of test | Written test / exam |
| roilli of test | Whiteh lest / exam |
| Written exam | |
| Titel | Written exam |
| Test description | The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. |
| Form of test | Oral test / exam |
| T Offit Of test | Ordi (CSC) CAdili |
| Intercultural Sensitivity | |
| Titel | Intercultural Sensitivity |
| Learning material | Book |
| carrier | |
| Identification | ISBN 9 789023 251330 |
| Author | Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma |
| Publisher | Royal Van Gorcum |
| Location of publication | Assen |
| Year of publication | 2014 |
| Edition | Third |
| Price | € 16,50 |
| | |
| Titel | Guide to Cross-Cultural Communication |
| Learning material | Book |
| carrier | |
| Identification | ISBN: 0-13-049784 |
| Author | Sana Reynolds and Deborah Valentine |
| Publisher | Prentice Hall Series in Advanced Business Communication |
| Year of publication | 2004 |
| Location | Zwolle |
| Main language | English |
| | |



| Judgment | | | |
|--------------------|--------------------------------|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests | s are 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



Drama and Improvisation

| Course code | EN-IN-DRIM.XX.01 |
|------------------------|---|
| Study Unit description | EN-IN-DRIM.XX.01 |
| Course name | Drama and Improvisation |
| English course name | Drama and Improvisation |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Students can demonstrate the 5 basic concepts of dramatical design/form Students can demonstrate suitable and clear body language Students can demonstrate credible emotions Students can demonstrate suitable energies and apply difference in tempi Students can consciously design a basic mise-en-scène and effectively choose suitable props and clothing Students can apply and demonstrate the Aristotelian construction of scenes |
| Required knowledge | Pre-condition for entering the module General - Approval and inclusion of EN-IN-DRIM in the Learning Agreement supplied by the home university - There are not subject related pre-conditions in effect Knowledge of English - Student is able to understand explanations - Student is able to read and write in English |
| Educational content | The module is centered around improving the following areas: - Gaining self confidence relating to presenting for a group - Improving concentration - Enhancing verbal and non-verbal communication - Improving improvisation skills and creativity therein In order to improve these areas, students work on recognizing, applying and practicing the following skills in class: - I: The 5 basis concepts of dramatical design/form - II: Body language - III: Tempi - IV: Strenghten, weaken and enhance emotions - V: Improvising (accepting, blocking, creativity) |
| Teaching aids | Improvisation hand-out on blackboard |



| Teaching methods | | resentations of drama theory | | |
|-----------------------------|---|--|---------------------------|--|
| | - Take part in the gro | oup assignments | | |
| Supervisory activity | Lecturers activities: Lecturers will mostly be into through short presentations | eractive through group assignmen s of drama theory. | ts and partly theoretical | |
| | | | | |
| Presentation and assignment | | | | |
| Testname | Presentation and assignme | nt | | |
| Test description | Final presentation: - There will be a final presentation in which the students show that they can apply the objectives related to the topics of the lessons. | | | |
| | Final assignment: - There will be a final assignment in which the students show that they can relate the educational content to their future profession. | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all te | ests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | 1111 | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Presentation and | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| assignment | | | | |



Specifications of courses Full Year Business Studies

International Business Studies 2 & International Business Studies 1



Index

| International Business Studies 2 | 3 |
|--|----|
| Doing Business in the World | 3 |
| IBS2 Project 1: The Global Business Environment | 4 |
| IBS2 Global Trends and Issues | 6 |
| IBS1 Intermediate Business English | 8 |
| IBS2 Sustainability Marketing | 11 |
| IBS2 Open Your Mind: Critical and creative thinking in education and business | 13 |
| IBS1 Intercultural Competence | 15 |
| IBS2 Business Ethics | 17 |
| WH - Family Business Workshop | 19 |
| IBS Professional Development 2: Language teaching assistance French for International Business | 2 |
| IBS Professional Development 3: Language teaching assistance German for International Business | 22 |
| IBS2 Project 2: Developing a sustainable strategy | 23 |
| IBS1 Advanced Business English | 25 |
| IBS1 International Business Management | 28 |
| IBS1 Supply Chain Finance | 30 |
| IBL M5.2 Cross Cultural Management | 32 |
| M3 Treasury Management | 34 |
| M3 Project | 34 |
| M3 Finance | 35 |
| M3 Money and Banking | 36 |
| Cross departmental modules | 37 |
| Windesheim and the Netherlands | 37 |
| Dutch Language Introduction | 39 |
| Dutch Language Intermediate | 4 |
| Dutch Society 1 | 43 |
| Dutch Society 2 | 45 |
| Intercultural Awareness | 47 |
| Drama and Improvisation | 50 |
| International Business Studies 1 | 52 |
| Doing Business in Europe | 52 |

| IBS1 Project 1: International Business Market Research53 |
|--|
| IBS1 Online Market Research55 |
| IBS1 International Online Marketing Communication57 |
| IBS1 International Business Management59 |
| IBS2 Open Your Mind: Critical and creative thinking in education and business |
| Do you have what it takes to be an entrepreneur?63 |
| IBS Professional Development 2: Language teaching assistance French for International Business |
| IBS Professional Development 3: Language teaching assistance German for International Business |
| IBS1 Project 2: International Business Marketing Plan67 |
| IBS1 Cross Cultural Marketing Management69 |
| IBS1 European Business Law71 |
| IBS1 Supply Chain Finance |
| M3 Treasury Management74 |
| M3 Project74 |
| M3 Finance75 |
| M3 Money and Banking76 |
| Cross departmental modules |
| Windesheim and the Netherlands |
| Dutch Language Introduction79 |
| Dutch Language Intermediate |
| Dutch Society 183 |
| Dutch Society 285 |
| Intercultural Awareness |
| Drama and Improvisation90 |



International Business Studies 2 Doing Business in the World



IBS2 Project 1: The Global Business Environment

| Course code | IBLmIBS2.PJ1 | |
|------------------------|--|--|
| Study Unit description | IBLmIBS2 Project 1: The Global Business Environment | |
| Course name | IBS2 Project 1: The Global Business Environment | |
| English course name | The Global Business Environment | |
| Target group | Fulltime regular | |
| Competences | Broad professionalization (HB001) | |
| | Creativity and complexity and action (HBO05) | |
| | Multidisciplinary integration (HB002) | |
| | Problem-oriented working (HB006) | |
| | Transfer and broad employability (HBO04) | |
| | Scientific application and research (HB003) | |
| EC's | 4 | |
| Domain | BMR | |
| Education | International Business and Languages | |
| Level | Advanced | |
| Objective | - The student can evaluate the perforance of an internationally operating company | |
| | from the perspective of various stakeholders | |
| | - The student can gather and systematically organise information about the | |
| | international business context | |
| | - The student can identify trends and issues that are important to the company | |
| | - The student can appraise how the company deals with the identified trends and | |
| | issues | |
| | - The student is able to present the information | |
| Educational content | During the project the student executes the following tasks: | |
| | - 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, | |
| | share holders, customers, suppliers, employees, public authorities and non-profit | |
| | organisations. | |
| | - 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. | |
| Teaching aids | Standard | |
| Teaching methods | Project group work | |
| Supervisory activity | The tutor: | |
| | - supports students in drawing up of the project plan and the collaboration contract | |
| | - gives intermediary feedback on half-products and on the process | |
| | - examines and evaluates the professional products that students deliverutor | |
| Final monte, project 4 | | |
| Final mark - project 1 | Final manus, musicant 1 | |
| Testname | Final mark - project 1 | |
| Test description | Process, professional product, final group presentation | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | |
| Evidence of end level | No | |



| HRM certificate | | | |
|------------------------------|---|------------------------|--------|
| Testname | HRM certificate | | |
| Test description | Serie of assigments in cooperation with HRM | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | |
| Evidence of end level | No | | |
| | | | |
| Training presentation | | | |
| skills | | | |
| Titel | Training presentation skills | | |
| Test description | Presence mandatory | | |
| Evidence of end level | No | | |
| | | | |
| Internet sources, | | | |
| annual reports, | | | |
| company info | | | |
| Titel | Internet sources, annual reports, o | company info | |
| Learning material | Digital media | | |
| carrier | | | |
| Identification | Internet | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding downwards) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Final mark - project 1 | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| HRM certificate | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| Training Presentation skills | Fail to Pass Higher or equal to 5.5 0.0 | | |
| OKINO | | | |



IBS2 Global Trends and Issues

| Course code | IBLmIBS2.GTI |
|------------------------|---|
| Study Unit description | IBLmIBS2 Global Trends and Issues |
| Course name | IBS2 Global Trends and Issues |
| English course name | Students learn what trends and issues are, how they develop and how they can be monitored and managed. |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | The student knows what trends and issues are, how they develop and how they can be monitored and managed The student can describe and explain the major global trends and issues using the |
| | the DESTEP / PESTEL model (Demographic, Economic, Social-cultural; Technological, Ecological and Political). 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, illistrate how these trends and issues developed, which stakeholdersare involved in what way. |
| Educational content | During the lectures, the following topics and issues will be covered: - What are trends and issues? how do they develop? Relevance of global trends and issues for companies/multinationals. How to monitor and manage trends and issues? Presentation of PPP-model and DESTEP / PESTEL. - Global challenges at the beginning the Twenty-First Century: Demographic, Economic, Social, Technological, Ecological and Political. |
| Teaching aids | Powerpoint Beamer Internet |
| Teaching methods | Each student contributes to the development of an essay about Global Trends and Issues from the perspective of a multinational (the multinational which is central in the project). In this essay the student describes the relevance of the trends and issues for the future sustainability of the company. The essay concludes with an advice from the student to the Board of Directors of the multinational how the company should deal with the trends and issues. The information gathered during this assignment can also be used in the project. |
| Supervisory activity | Teaching and coaching |
| | |
| Assignment | |
| Testname | Assignment |
| Test description | - Essay/Report - Presentation - Interview expert - Develop questions |
| _ | |
| Exam | |
| Testname | Exam |
| Test description | Exam |
| Form of test | Written test / exam |
| Evidence of end level | No |

| Ocensia bessel | | | | |
|-------------------------|--|------------------------|-----|--|
| Scenario-based | | | | |
| Strategic Planning | | | | |
| Titel | Scenario-based Strategic Plannin | g | | |
| Learning material | Study book | | | |
| carrier | | | | |
| Identification | ISBN 9783658028749 E-book: 9 | 978-3-658-02875-6 | | |
| Author | Paul Hague, Nick Hague, Carol-Ar | n Morgan | | |
| Publisher | Springer Gabler | | | |
| Location of publication | Wiesbaden | | | |
| Year of publication | Latest version | | | |
| Print | Latest version | | | |
| Price | € 45,00 | | | |
| Location | Zwolle | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | |
| Assignment | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| Exam | 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | |



IBS1 Intermediate Business English

| Course code | IBLmIBS1.EN | | |
|------------------------|---|--|--|
| Study Unit description | IBLmIBS1 Intermediate Business English | | |
| Course name | IBS1 Intermediate Business English | | |
| English course name | Intermediate Business English. In terms of the Common European Framework of Reference | | |
| | (CEFR), the level of this course is B2. | | |
| Target group | Fulltime regular | | |
| EC's | 4 | | |
| Domain | BMR | | |
| Education | International Business and Languages | | |
| Level | Advanced | | |
| Objective | Having completed the course, students can: | | |
| | - read and understand English business texts | | |
| | - give an effective, informative business presentation | | |
| | - understand authentic English audio material | | |
| | anderstand dathernie English dadio material | | |
| | and students have: | | |
| | ingressed their vessbulgry in the general field of business English | | |
| | increased their vocabulary in the general field of business English increased their knowledge and understanding of the basics of English grammar | | |
| | - Increased their knowledge and understanding of the basics of English grantinal | | |
| | In terms of the Common European Framework of Reference (CEFR), the level of this course | | |
| | is: B2 | | |
| Educational content | Intermediate Business English in IBS consists of two different parts: 'Writing skills' and 'Oral | | |
| | skills'. 'Writing skills' deals with Reading and Writing, 'Oral skills' with Listening and | | |
| | Speaking. | | |
| | For Reading students are taught to improve their reading skills. Different texts are studied | | |
| | and general comprehension questions need to be answered. Also various vocabulary | | |
| | exercises are made to increase students' vocabulary in the field of business English. | | |
| | excluded are made to indicade diadente vocabalary in the field of basiness English. | | |
| | In the Writing classes students are taught how to write clearly and in grammatically correct | | |
| | English. Theory is put into practice by means of writing assignments in which different | | |
| | writing formats (letters, reports, e-mails, etc.) are used. In order for the students to be able | | |
| | to do so successfully, the essentials of English grammar are taught and practised by means | | |
| | of various grammatical exercises. | | |
| | | | |
| | In the Listening classes use will be made of audio material, provided by the instructor. | | |
| | Students listen to recordings of programmes such as 'BBC World Service' and are expected | | |
| | to listen to details and answer MC + open questions on the | | |
| | recording. | | |
| | Speaking (spoken production) will be practised in giving an effective, audience-oriented, | | |
| | informative presentation on a business organisation/company or a business | | |
| | product/service. | | |
| Teaching aids | ELO | | |
| | Podcasts and other audio materials | | |
| Teaching methods | Instruction lectures | | |
| | Training lectures | | |
| | Effective, formal business presentations | | |
| | Assignments for individual students or groups of 2 to 3 students | | |
| Cuponicon: activity | Self study | | |
| Supervisory activity | Coaching by the lecturer during the training lectures | | |
| | | | |



| Assessment oral skills Testname | Assessment oral skills |
|--|---|
| | |
| Test description | Speaking skills are tested by way of continuous assessment in class. Each time a student participates in a role play or moderates a group discussion in class, (s)he receives an assessment form with a mark from the lecturer. The average of all performances in class will be the basis for your speaking skills mark, but your pronunciation in the audio recording of the process reflection report will also influence this mark. Listening skills are assessed in a separate listening test in the final oral communication class. |
| | |
| Assessment writing skills | |
| Testname | Assessment writing skills |
| Test description | Students make a written exam in which they demonstrate their abilities in the field of reading, vocabulary and writing. Reading skills are tested by means of vocabulary and general comprehension questions about one of the texts discussed in class. Writing skills are tested by means of various assignments in which students demonstrate their understanding of English grammar. |
| | |
| Participation oral skills | |
| Testname | Participation oral skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum and hand in their audio assignment in time. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. |
| | Students must also hand in an audio assignment. The audio assignment is the spoken version (audio recording in mp3 or wma format) of a process reflection report. |
| | The deadline for handing in the audio assignment is the Monday of week 8. Should it be handed in later, it can only be assessed in the following study period. The audio assignment is to be handed on a CD-ROM or USB stick in either mp3 or wma format in the teacher's mailbox on floor X4 (no 90). |
| | |
| Participation writing skills | |
| Testname | Participation writing skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. |
| No. 1 12: 11 | |
| N@tschool Module: "Intermediate Business English in IBS" | |
| Titel | N@tschool Module: "Intermediate Business English in IBS" |
| Learning material | Digital media |
| carrier | Digital media |
| Location | Zwolle |



| Judgment | | | | | |
|------------------------------|-------------------------------|------------------------|-----|--|--|
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all test | s are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | | |
| Assessment oral skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| Assessment writing skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| Participation oral skills | Fail to Pass | Higher or equal to 5.5 | 0.0 | | |
| Participation writing skills | Fail to Pass | Higher or equal to 5.5 | 0.0 | | |



IBS2 Sustainability Marketing

| Course code | IBLmIBS2.SM |
|------------------------|--|
| Study Unit description | IBLmIBS2 Sustainability Marketing |
| Course name | IBS2 Sustainability Marketing |
| English course name | Sustainability Marketing |
| Target group | Fulltime regular |
| Competences | Broad professionalization (HB001) |
| | The professional development, management and implementation of business, in particular |
| | the commercial processes surrounding international business. (BE.IB.01) |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | 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 |
| Educational content | Sustainability marketing aims at marketing sustainable products and services which |
| | "satisfy customer needs and significantly improve the social and environmental |
| | performance along the whole life cycle", while increasing customer value and achieving the |
| | company's objectives |
| | |
| | Sustainability branding is the process of creating and maintaining an identity of a specific |
| | product, service, or business that reflects special added value in terms of environmental |
| | and social benefits.[1] A brand is only perceived as being sustainable if it can credibly |
| | convey sustainability benefits which are noticeable by and relevant to the consumer.[2] |
| | |
| | The following topics will be covered in this module: |
| | PART I Understanding Sustainability and Marketing |
| | 1 Marketing in the Twenty-First Century |
| | 2 Framing Sustainability Marketing |
| | , , |
| | PART II Developing Sustainability Marketing Opportunities |
| | 3 Socio-ecological Problems |
| | 4 Sustainable Consumer Behaviour |
| | |
| | PART III Developing Sustainability Marketing Standards and Strategies |
| | 5 Sustainability Marketing Values and Objectives |
| | 6 Sustainability Marketing Strategies |
| | |
| | PART IV Developing the Sustainability Marketing Mix |
| | 7 Customer Solutions |
| | 8 Communications |
| | 9 Customer Cost |
| | DADT V David and a find an afficient of October in all the NA admits in |
| | PART V Developing the Future of Sustainability Marketing |
| | 11 Sustainability Marketing Transformations |
| Table later and the | 12 Reframing Sustainability Marketing |
| Teaching aids | Powerpoint |
| | ELO |
| Too obing yearth and a | Literature |
| Teaching methods | Interactive teaching (lectures and seminars) |
| Supervisory activity | Teaching and coaching |

| Portfolio | | | | | |
|----------------------|---|--|--------|--|--|
| Testname | Portfolio | | | | |
| Test description | | | | | |
| rest description | escription Students deliver a portfolio with a set of assignments | | | | |
| Written exam | | | | | |
| Testname | Written exam | | | | |
| Test description | Multiple choice | | | | |
| rest description | Waltiple Choice | | | | |
| Sustainability | | | | | |
| Marketing: A Global | | | | | |
| Perspective (e-book) | | | | | |
| Titel | Sustainability Marketing: A Global | Perspective (e-book) | | | |
| Learning material | Digital media | , | | | |
| carrier | | | | | |
| Identification | ISBN 978EUDTE00447 | | | | |
| Author | Frank-Martin Belz, Ken Peattie | | | | |
| Publisher | Wiley Desktop Edition | | | | |
| Year of publication | 2010 | | | | |
| Price | € 30,60 | | | | |
| | | | | | |
| Sustainability | | | | | |
| Marketing: A Global | | | | | |
| Perspective | | | | | |
| Titel | Sustainability Marketing: A Global Perspective | | | | |
| Learning material | Book | , , , | | | |
| carrier | | | | | |
| Identification | ISBN 9781119966197 | | | | |
| Author | Frank-Martin Belz, Ken Peattie | | | | |
| Year of publication | 2012 | | | | |
| Price | € 48,73 | | | | |
| Location | Zwolle | | | | |
| Main language | Dutch | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | · | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | | |
| | · | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| Written Examination | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |



IBS2 Open Your Mind: Critical and creative thinking in education and business

| Course code | IBLmIBS2.0YM |
|------------------------|---|
| Study Unit description | IBLmIBS2 Open Your Mind |
| Course name | IBS2 Open Your Mind: Critical and creative thinking in education and business |
| English course name | Open Your Mind: Critical and creative thinking in education and business |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business |
| Level | Advanced |
| Objective | After the course students will know: - the difference between a fixed and growth mindset and what this means for their own learning - the basic critical thinking and creative thinking skills - the basic professional writing skills - their own value as a future starting professional After the course students will be able to: - think critically about their own field of study and future profession. - to be(come) creative in their own field of study and future profession. - write convincing, professional and creative texts in good English. |
| Educational content | give a compelling presentation about a subject of choice. Critical thinking skills: critical reading, reasoning, structuring information, analysing, |
| Eddeational content | evaluating and judging. - Writing skills for both creative and business writing: planning, formulating, editing and revising. - Creative thinking skills: convergent and divergent thinking, thinking outside and inside the box. |
| Teaching aids | None |
| Teaching methods | Classes (seminars) |
| Supervisory activity | By lecturer of Communicatie en Onderzoeksvaardigheden HBO-R |
| | |
| Final presentation | |
| Testname | Final presentation |
| Test description | Students deliver a presentation in class (max, 15 minutes) on a subject of their own choice |
| Form of test | Oral test / exam |
| | |
| Portfolio with class | |
| assignments | |
| Testname | Portfolio with class assignments |
| Test description | Students hand in their (digital) portfolio with class assignments |
| Form of test | Document (project documentation, internship report, graduation thesis, portfolio) |
| Location | Zwolle |



| Judgment | | | | | |
|----------------------|--|------------------------|-----|--|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | | |
| Final presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| Portfolio with class | 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | | |
| assignments | | | | | |



IBS1 Intercultural Competence

| Course code | IBLmIBS.IC |
|------------------------|---|
| Study Unit description | IBLmIBS.IC Intercultural Competence |
| Course name | IBS2 Intercultural Competence |
| English course name | Intercultural Competence |
| Target group | Fulltime regular |
| Competences | - Broad professionalization (HBO01) |
| · | - Creativity and complexity and action (HBO05) |
| | - Multidisciplinary integration (HB002) |
| | - Problem-oriented working (HB006) |
| | - Transfer and broad employability (HBO04) |
| | - Scientific application and research (HBO03) |
| EC's | 2 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | Intercultural competences are one of the most essential topics at an institution and its |
| | student body when talking about internationalisation. 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 |
| | |
| | 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 strenghten their interultural skills. |
| Educational content | Students complete the Intercultural Readniness 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. |
| | |
| | In joint activities with local students, students actively develop their chosen facets. |
| | |
| Tablication | Students report back on their progress by means of a portfolio. |
| Teaching aids | The Intercultural Readiness Check, provided. |
| Teaching methods | Group collaboration activities |
| Supervisory activity | Tutor |
| | - Supports students in creating understanding of the IRC profile and action plan |
| | - Gives intermediary feedback on half-products and on the process |
| | - Examines and evaluates the professional products that students deliver |
| Double | |
| Portfolio | Don't P |
| Testname | Portfolio |
| Test description | Students develop a portfolio that included their IRC profile, action plan and reflection on |
| Farmer of Asset | chosen group activities |
| Form of test | Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) |
| Evidence of end level | No . |
| Location | Zwolle |
| Main language | English |



| Judgment | | | | | |
|--------------------|--|------------------------|--------|--|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |



IBS2 Business Ethics

| Course code | IBLmIBS2.BE |
|---------------------------|---|
| Study Unit description | IBLmIBS2 Business Ethics |
| Course name | IBS2 Business Ethics |
| English course name | Business ethics |
| Target group | Fulltime regular |
| Competences | Awareness of social responsibility (HB010) |
| LEEC's | 2 |
| Domain | BMR |
| Education | Accountancy International Business and Languages |
| Level | Advanced |
| Objective | To obtain knowledge and insight into the ethical problems and moral dilemmas in the field of international business and corporate social responsibility. |
| | To be able to write an advisory report about an ethical problem and moral dilemma in the field of international business and corporate social responsibility. |
| Educational content | The nature of ethical problems and moral dilemmas in international business Handling corruption and gifts Classical moral theories to resolve moral dilemmas (consequentialism and deontology) Stakeholdermanagement and stakeholder analysis method |
| | Pluralism, cultural diversity and the ethical problem of relativism and universalism Environmental sustainability |
| Teaching aids | Self study: blended learning Silverpoint to obtain knowledge and insight |
| Teaching methods | Workshops to learn how to write an advistory report |
| Supervisory activity | 4 workshops to accompany students to write advisory reports |
| | |
| Advisory report | |
| business ethics | |
| Testname | Advisory report business ethics |
| Test | Writing an advisory report about a moral problem that causes integrity problems in the organisation and needs to be addressed internally. It also has a negative effect on one of the stakeholder which means that the stakeholder analysis method needs to be applied. |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |
| | |
| Reader Ethical | |
| problems and moral | |
| dilemmas in | |
| international business | Deaday Ethical wychlaws and wavel dilamanae in intermedian at herein and |
| Titel | Reader Ethical problems and moral dilemmas in international business Reader |
| Learning material carrier | |
| Author | C. Aarsbergen |
| Publisher | Windesheim |
| Location of publication | Zwolle |
| Year of publication | 2016 |
| Note | Can be downloaded from ELO / Silverpoint |
| Location | Zwolle |



| Judgment | | | | | |
|--------------------|--|------------------------|-----|--|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | | |
| Advisory report | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| business ethics | | | | | |



WH - Family Business Workshop

| Course code | WH.MI.MPGW.FB | | |
|-------------------------|--|--|--|
| Study Unit description | WH - MPGW - Family Business Workshop | | |
| Course name | WH - Family Business Workshop | | |
| English course name | WH - Family Business Workshop | | |
| Target group | Fulltime regular | | |
| Competences | WH.LO1 - Know-how (WH.LO1) | | |
| | WH.LO2 - Power to Act (WH.LO2) | | |
| | WH.LO5 - Innovator (WH.LO5 | | |
| EC's | 5 | | |
| Domain | BMR | | |
| Education | Global Project and Change Management | | |
| Level | Advanced | | |
| Objective | 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; 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; | | |
| | 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; | | |
| Educational content | CO4. 4. Present your recommendation in the role of consulting professionals. 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. 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. | | |
| Teaching aids | N.a. | | |
| Teaching methods | Coaching on the job, peer interaction and feedback | | |
| Supervisory activity | Coaching and feedback | | |
| | | | |
| Group Assignment | | | |
| Testname | Group Assignment | | |
| L | , , | | |

| Individual Assigment | | | | |
|-----------------------|--|------------------------------------|--------|--|
| Testname | Individual Assignment | | | |
| Managing the Family | | | | |
| Business | | | | |
| Titel | Managing the Family Business | | | |
| Learning material | Book | | | |
| carrier | | | | |
| Author | Zelweger | | | |
| Publisher | Edward Elgar Publishing | | | |
| Year of publication | 2017 | | | |
| | _ | | | |
| Family Business | | | | |
| Titel | Family Business | | | |
| Learning material | Book | | | |
| carrier | | | | |
| Author | • | Gils, van A. & Helvert-Beugels, J. | | |
| Year of publication | 2016 | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | _ | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Group Assignment | 1 to 10, 1 dec. Higher or equal to 5.5 40.0 | | | |
| Individual Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 60.0 | |



IBS Professional Development 2: Language teaching assistance French for International Business

| Course and | IDIIDC DD0 | | | |
|------------------------|---|--|---------------|--|
| Course code | IBLmIBS.PD2 | | | |
| Study Unit description | IBLmIBS.PD2 | | | |
| Course name | Professional Development 2: Language teaching assistance French for International Business | | | |
| English course name | Professional Development 2: Language teaching assistance French for International Business | | | |
| | | | | |
| Target group | Fulltime regular | | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | International Business and Langu | ages | | |
| Level | Advanced | | | |
| Objective | For native French speakers only: I leadership skills while teaching | | | |
| Educational content | The French native speaking stude language skills. | The French native speaking student will support and contribute to teaching activities in | | |
| | Student will align with teacher how | w the the teaching assistance i | my take place | |
| Teaching aids | Lecturing materials, assignments, | ELO | | |
| Teaching methods | Online, group and indivdual coach | | | |
| Supervisory activity | Teacher will closely monitor the so | | | |
| | organising 5-weeky meetings with | i tile students, apart from teach | Tillig Hours | |
| Learning report | | | | |
| Testname | Learning report | | | |
| Test description | By the end of the semester, student will document on learning experiences by means of | | | |
| r doc documents. | writing a learning report. A discussion of Peer feedback from the students will be part of the report | | | |
| Form of test | Skill assignment | | | |
| Evidence of end level | No No | | | |
| Sequentiality | None | | | |
| Location | Zwolle | | | |
| Main language | French | | | |
| Communication | | ELO, Email, Face to Face interaction with teacher and students | | |
| | , | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | v i | | |
| Calculation method | | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Learning report | Very poor to excellent | Higher or equal to 5.5 | 1.0 | |
| T earning report | | | | |



IBS Professional Development 3: Language teaching assistance German for International Business

| Course code | IBLmIBS.PD3 | | | |
|------------------------|--|---|---------------------------|--|
| Study Unit description | IBLmIBS.PD3 | | | |
| Course name | Professional Development 3: Language teaching assistance German for International | | | |
| Oddise name | Business | | | |
| English course name | Professional Development 3: Language teaching assistance German for International Business | | | |
| | | | | |
| Target group | Fulltime regular | | | |
| Competences | Broad professionalization (HBO01 |) | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | International Business and Langua | ages | | |
| Level | Advanced | | | |
| Objective | For the native German speaking s | tudent: to share language skills | s with IB students and | |
| | develop leadership skills while tea | | | |
| Educational content | The native German speaking stud | ent will support and contribute | to teaching activities in | |
| | language skills. | | | |
| | | | | |
| | Student will align with teacher how | v the the teaching assistance r | nay take place | |
| Teaching aids | ELO, Classroom activities | | | |
| Teaching methods | Online, assignments, individual an | | | |
| Supervisory activity | | Teacher will closely monitor the student assistants performance and progress by | | |
| | organising 3-weeky meetings with the students, apart from teaching hours | | | |
| | 1 | | | |
| Learning report | | | | |
| Testname | Learning report | | | |
| Test description | By the end of the semester, the student will document learning experiences by means of a | | | |
| E (1) | report. Discussion on received peer feedback is a significant part of the report | | | |
| Form of test | Skill assignment | | | |
| Evidence of end level | No | | | |
| Sequentiality | None | | | |
| Location | | Zwolle | | |
| Main language | German | | | |
| Communication | ELO, Email, Face to Face | | | |
| ludamont | | | | |
| Judgment | 1 to 10 1 doc | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Coloulation method | | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| Cub ecocoment | Credingdomain | Cacaura | Weight | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Learning report | Very poor to excellent | Higher or equal to 5.5 | 1.0 | |



IBS2 Project 2: Developing a sustainable strategy

| Course code | IBLmIBS2.PJ2 |
|------------------------|--|
| Study Unit description | IBLmIBS2 Project 2: Developing a sustainable strategy |
| Course name | IBS2 Project 2: Developing a sustainable strategy in an international environment |
| English course name | Developing a sustainable strategy in an international environment |
| Target group | Fulltime regular |
| Competences | Basic qualification for management positions (HB009) |
| | Awareness of social responsibility (HB010) |
| | Broad professionalization (HB001) |
| | Thinking and acting methodically and reflectively (HBO07) |
| | Multidisciplinary integration (HB002) |
| | Problem-oriented working (HB006) |
| LEEC's | 4 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | The student is able to: |
| | - 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 |
| Educational content | Ctudents translate their analysis from part 1 of the project to the reputation model and corny |
| Educational 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: |
| | 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 |
| | SFA (Suitability, feasability, acceptability) selection model |
| | 5. the business canvas model of Ostenwalder |
| | 6. the value proposition model |
| | |
| | On the basis of the analysis, the students describe the current strategy of the company and |
| | draw up a plan/proposal of the future strategy. |
| | |
| | Students develop a short (3 minutes) film (YouTube quality) which communicates the |
| | essence of the new strategy to relevant stakeholders. At the end of the project the students |
| | present their proposal to the Board of Directors of the company (in this case, the project |
| | lecturers). |
| Teaching aids | Standard, powerpoint |
| Teaching methods | Group work with final presentation of group report |



| Supervisory activity | The tutor/teacher: | | | | |
|------------------------|---|----------------------------------|----------------------|--|--|
| Supervisory activity | | | | | |
| | - Facilitates students in drafting project plan | | | | |
| | - Provides lectures | | | | |
| | | the project on products and pr | ocess. | | |
| | Performs assessment of t | the students work | | | |
| Final mark - project 2 | | | | | |
| Testname | Final mark - project 2 | | | | |
| Test description | Analyse and advisory report, movi | e corporate story, final present | ation and individual | | |
| | defence and process | | | | |
| | | | | | |
| Reliable internet | | | | | |
| resources, annual | | | | | |
| reports, company info | | | | | |
| Titel | Reliable internet resources, annua | l reports, company info | | | |
| Learning material | Online | | | | |
| carrier | | | | | |
| Identification | Internet | | | | |
| Location | Zwolle | | | | |
| Main language | English | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | | |
| Final mark - project 2 | 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | | |
| | | | | | |



IBS1 Advanced Business English

| Course code | IBLmIBS1.EN2 |
|------------------------|---|
| Study Unit description | IBLmIBS1.EN2 IBLmIBS1 Advanced Business English |
| Course name | IBS1 Advanced Business English |
| English course name | Advanced Business English |
| | Fulltime regular |
| Target group EC's | 4 |
| | BMR |
| Domain | |
| Education | International, Business and Languages |
| Level | Advanced |
| Objective | Having completed the course students can: read and understand English business texts write effective English business documents of various kinds understand authentic English audio material give an effective, persuasive business presentation In terms of the Common European Framework of Reference (CEFR), the level of this course is B2. |
| Educational content | Advanced Business English in IBS consists of two different parts: 'Writing skills' and 'Oral skills'. 'Writing skills' deals with Reading and Writing, 'Oral skills' with Listening and Speaking. For Reading students will have to study different texts dealing with general business topics. General comprehension questions need to be answered and knowledge of relevant English business vocabulary is tested. In the Writing classes students are taught how to write clearly and in grammatically correct English, applying basic writing principles. Theory is put into practice by means of writing assignments in which different writing formats (letters, reports, e-mails etc.) are used. In the Listening classes use will be made of podcasts and other audio material, provided by the instructor. Also, students will work on an individual audio file outside of class. Speaking (spoken production) will be practised in persuasive, formal business presentations in which students present a proposition of their own choice. |
| Teaching aids | ELO Podcasts and other audio materials |
| Teaching methods | Instruction lectures Training lectures Effective, formal business presentations Assignments for individual students or groups of 2 to 3 students Self study |
| Supervisory activity | Coaching by the lecturer during the training lectures |
| Accomment and akilla | |
| Assessment oral skills | Assessment and skills |
| Testname | Assessment oral skills |
| Test description | Speaking skills are tested by means of a formal presentation in class by each student individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral communication class. |



| Assessment writing | |
|---|--|
| skills Testname | Assessment writing skills |
| Test description | Students make a written exam in which they demonstrate their abilities in the field of reading and writing. Reading skills are tested by means of vocabulary and general comprehension questions about one of the texts discussed in class. Writing skills are tested in a writing assignment (using one of the different formats). |
| B 0 1 0 1 100 | |
| Participation oral skills | |
| Testname | Participation oral skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. |
| | Students are also required to hand in their individual audio file, consisting of 8 files in mp3 or wma format. |
| | If a 'Fail' has been given for the audio assignment, the audio file must be improved and can be handed in for subsequent assessment in the following period. |
| | The deadline for handing in the audio file is the Monday of week 8. Should an audio file be handed in later, it can only be assessed in the following period. Audio files are to be handed in hardcopy (with the audio recording in mp3 or wma format on a CD-ROM or USB stick) in the teacher's mailbox in the X-building (Box 83 on floor X7). |
| B 0.1 0. 0. | |
| Participation writing skills | |
| Testname | Participation writing skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. |
| | |
| N@tschool module "Advanced Business English in IBS" | |
| Titel | N@tschool module "Advanced Business English in IBS" |
| Learning material carrier | Digital media |
| Identification | N@tschool |
| Location | Zwolle |



| Judgment | | | | | |
|------------------------------|--------------------------------|------------------------|--------|--|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests | s are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Assessment oral skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| Assessment writing skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| Participation oral skills | Fail to Pass | Higher or equal to 5.5 | 0.0 | | |
| Participation writing skills | Fail to Pass | Higher or equal to 5.5 | 0.0 | | |



IBS1 International Business Management

| Course code | IBLmIBS1.IBM |
|------------------------|--|
| Study Unit description | IBLmIBS1 International Business Management |
| Course name | IBLmIBS1 International Business Management |
| English course name | International Business Management |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | After having finalized this module the student is capable to: |
| | - identify basic structures of international organisations |
| | - recognise different instruments for the design of an organisational and the definition of an organisational strategy |
| | recognize the relationship between theories, models and organizational aspects in the practice of the daily business |
| | - show insight in the structural and cultural aspects of intercultural cooperation |
| | - explain the different aspect of decision making in organisations (incl. the basic tools to |
| | support decisions) |
| | - understand organizational processes related to change and innovation |
| Educational content | This module provides students with a comprehensive overview on management principles for international business. Through a mix of frontal lectures, discussion, in-class cases and exercise the module covers crucial information such as strategy, organisation, decision making, marketing, opening trade and logistics channels and manage suppliers in the context of international business and global organisations. |
| Teaching methods | The course is build around workshops in which collaborative learning is applied. Students will explore theoretical concepts and apply these to in-class case studies. |
| Supervisory activity | The lecturer facilitiates the process of collaborative learning and is available during workshops for feedback and feedforward. |
| | |
| Project Work | |
| Testname | Project Work |
| Test description | Students present a relevant case study in which theoretical concepts discussed in class are dealt with in more detail. |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |
| | |
| Written exam | |
| Testname | Written exam |
| Test description | The exam consists open questions |
| Form of test | Written exam |
| Evidence of end level | No |

| Organisation and | | | | |
|-------------------------|--|--|--------|--|
| Management, an | | | | |
| international approach | | | | |
| Titel | Organisation and Management, an i | nternational approach | | |
| Learning material | Study book | | | |
| carrier | | | | |
| Identification | ISBN 9789001850227 | | | |
| Author | Marcus and van Dam | | | |
| Publisher | Noordhoff uitgevers - Groningen/H | Noordhoff uitgevers – Groningen/Houten | | |
| Location of publication | Groningen/Houten | | | |
| Year of publication | 2015 | | | |
| Edtion | Latest | | | |
| Price | Around € 65,00, also available as e-book | | | |
| Location | Zwolle | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Project Work | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.2 | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.8 | |



IBS1 Supply Chain Finance

| Course code | IBLmIBS2.SCF |
|---------------------------------------|---|
| Study Unit description | IBLmIBS2 Supply Chain Finance |
| Course name | IBS1 Supply Chain Finance |
| English course name | Supply Chain Finance |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | 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. |
| Educational content | In a globalizing economy, industrial value chains become more complex, spanning more countries and supply chain members than ever before. While flows of goods in the chain are increasingly integrated and optimized, finance flows have been fragmented. The credit crisis has revealed structural weaknesses. Cost of financing is rising, while suppliers, especially SMEs 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. |
| | In six lectures we will discuss the following subjects: |
| | Supply Chain Structure and Financial Processes Working Capital Working Capital Management Costs in the supply chain Supply Chain Risk and Control Supply Chain Finance Instruments In the last week of the course, you will learn how to apply all studied theory by means of a 2 day simulation game. |
| Teaching aids | Simulation game: The Cool Connection E- learning modules |
| Teaching methods | Lectures Classroom assignments Self study e-learning Simulation game |
| Supervisory activity | Lecturing Coaching |
| Dertieinstien | |
| Participation | |
| simulation game & attendance lectures | |
| | Participation cimulation game & attendance lectures |
| Testname Test description | Participation simulation game & attendance lectures Participation in the simulation game is mandatory |
| · | Attendance of lectures needs to be at least 80% |
| Evidence of end level | No |



| Written exam | | | | | |
|----------------------------|---|--|--------|--|--|
| Testname | Written exam | Written exam | | | |
| Test description | MC and open questions | | | | |
| Form of test | Written exam | | | | |
| Evidence of end level | No | | | | |
| Lyiderice of end level | 140 | | | | |
| Selection of articles, | T | | | | |
| available on ELO | | | | | |
| Titel | Selection of articles, availa | able on FLO | | | |
| Tito | | ible on LLo | | | |
| Learning material | Online | | | | |
| carrier | | | | | |
| Author | C. de Goeij | | | | |
| Publisher | Windesheim | | | | |
| Price | € 0,00 | | | | |
| | | | | | |
| E-learning and | | | | | |
| Business Simulation | | | | | |
| Game (The Cool | | | | | |
| Connection) | | | | | |
| Titel | E-learning and Business Simulation Game (The Cool Connection) | | | | |
| | Digital media | | | | |
| Price | € 50,00 | | | | |
| Location | Zwolle | | | | |
| Main language | English | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10.1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all t | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | • | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 | | |
| simulation game & | | | | | |
| attendance lectures | | | | | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |



IBL M5.2 Cross Cultural Management

| Course code | IBLvM5.CCM |
|------------------------|---|
| Study Unit description | IBL M5.2 Cross Cultural Management |
| Course name | M5.2 Cross Cultural Management |
| English course name | Cross Cultural Management |
| Target group | Fulltime regular |
| Competences | Having insight and knowledge of the importance of intercultural differences on div. process phases of doing business internationally and being able to empathize with different cultures to support the company. internal processes. doing business (BE.IB.03) |
| EC's | 2 |
| Domain | BMR |
| Education | International, Business and Languages |
| Level | Bachelor = NLQF 6 |
| Objective | Students can explain the influence of culture on business across the globe and show understanding of how culture influences various aspects of organizations (corporate structures, leadership, strategy, change, marketing and diversity) |
| | Students are capable of explaining how business communication is influenced by culture; what barriers exist in intercultural communication, how one can deal with conflicts and how to negotiate in an intercultural setting. They can explain how to become an interculturally competent communicator and show understanding of the necessary ingredients for working in international teams. |
| | Students are capable of presenting, reflecting on and discussing the topics dealt with in the theory and have acquired sensitivity for acting professionally in cross-cultural situations. |
| Educational content | Students learn how to explain the influence of culture on business across the globe and study how culture influences various aspects of organisations (corporate structures, leadership, strategy, change, marketing and diversity) |
| | Students study theories related to intercultural communication and cross cultural management and as such, gain knowledge about interculturally competent communicative behaviour. |
| | Students will work on lecturing activities in class and as home work. They are challenged to incorporate their personal international experience and are part of an international team (provided that group composition allows all teams to be culturally mixed). In participating in the students' lectures, students show that they can present, discuss and reflect on the topics dealt with in class. As such active participation in the lectures is required. |
| Teaching aids | Students will be actively involved in working on assignments and case studies. Power Point presentations will be available for students on ELO. |
| Teaching methods | Lectures Case assignments Presentations/lectures by students |
| Supervisory activity | The lecturer teaches in class and supports students during case assignments in class The lecturer provides students with feedback in the process of developing a mini-lecture The lecturer encourages the discussion following the students' mini-lectures |



| Testname Students lecture | | | | |
|---|--|--|--|--|
| Test description Students prepare a mini-lecture in (international) teamsn on one of the chapt book and are graded for completeness, depth, transferring skills, (internation and originality. Form of test Oral exam Evidence of end level No Written exam open questions Testname Written exam open questions | | | | |
| book and are graded for completeness, depth, transferring skills, (internation and originality. Form of test Oral exam Evidence of end level Written exam open questions Testname Written exam open questions | | | | |
| Written exam open questions Testname Written exam open questions | book and are graded for completeness, depth, transferring skills, (international) team work, | | | |
| Written exam open questions Testname Written exam open questions | | | | |
| questions Testname Written exam open questions | | | | |
| questions Testname Written exam open questions | | | | |
| Testname Written exam open questions | | | | |
| | | | | |
| Test description Students will have to answer 10 open questions, related to the theory and ca | | | | |
| · · · · · · · · · · · · · · · · · · · | ases in the book | | | |
| The minimum mark will be 5.5 in order to pass | | | | |
| Students need to be present in class and be active during lessons and in doi | ng assignments | | | |
| Form of test Written test / exam | | | | |
| Evidence of end level No | | | | |
| | | | | |
| Understanding Cross | | | | |
| Cultural Management | | | | |
| | Understanding Cross Cultural Management | | | |
| Learning material Study book carrier | Study book | | | |
| Identification ISBN 9781292015897 | ISBN 9781292015897 | | | |
| Author Marie-Joëlle Browaeys & Roger Price | | | | |
| Publisher Prentice Hall | | | | |
| Year of publication 2015 | | | | |
| Edition 3rd | | | | |
| Price | | | | |
| Location Zwolle | | | | |
| Communication ELO, Classroom, Email | | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain 1 to 10, 1 dec. | | | | |
| Caesura Higher or equal to 5.5 | | | | |
| Counting result Highest | | | | |
| Calculation method Weighted average and all tests are 'Completed' | | | | |
| Rounding Floor (rounding down) | | | | |
| | | | | |
| Sub assessment Gradingdomain Caesura Weight | | | | |
| Students lecture 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | | |
| Written exam open 1 to 10, 1 dec. Higher or equal to 5.5 2.0 | | | | |
| questions | | | | |



M3 Treasury Management

M3 Project

| Course code | FCvM3.PTM | | | |
|---------------------------|---|---|---------------|--|
| Study Unit description | FCvM3 Project Treasury Management | | | |
| Course name | M3 Project Treasury Management | | | |
| English course name | Project Treasury Management: focus on risks relating to working capital, interest rates and | | | |
| | currencies. | | | |
| Target group | Fulltime regular | | | |
| Competences | Finance (FC.LO5) | | | |
| | Performance Management 2 (FC.I | L03) | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | Finance and Control | | | |
| Level | Advanced | | | |
| Objective | Students improve their understand | ding of: | | |
| | | | | |
| | - Equity investments (valuation of | | | |
| | - Foreign exchange markets (curre | | e rate risks) | |
| | | - Portfolio theory (asset allocation, portfolio design) | | |
| Educational content | Students design an investment po | ortfolio | | |
| Teaching aids | Finance | Finance | | |
| Teaching methods | Projectgroups | | | |
| Supervisory activity | Projectsupport | | | |
| Tank | | | | |
| Test | | | | |
| Deces | | | | |
| Process | Description | | | |
| Testname | Process | | | |
| Muitton von out (non ou) | | | | |
| Written report (paper) | Muitton non out (non ou) | | | |
| Testname | Written report (paper) | | | |
| None | | | | |
| None Titel | None | | | |
| Location | Zwolle | | | |
| Location | Zwolle | | | |
| ludament | | | | |
| Judgment Gradingdomain | 1 to 10, 1 dec. | | | |
| | · · · · · · · · · · · · · · · · · · · | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Coloulation method | Highest | o 'Commisted' | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| Cub cocces = cut | Cyadinadamain | Coccure | Maight | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Process | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| Written report (paper) | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



M3 Finance

| | T = = | | 1 |
|--|---|--------------------------------|------------------------|
| Course code | FCvM3.FIN | | |
| Study Unit description | FCvM3 Finance | | |
| Course name | M3 Finance | | |
| English course name | Finance: focus on cash flows, working capital and ratio-analyses | | |
| Target group | Fulltime regular | | |
| Competences | Finance (FC.LO5) | | |
| | Performance Management 2 (FC.L | _03) | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | Finance and Control | | |
| Level | Advanced | | |
| Objective | At the end of this module the stud | | Capital, interest risk |
| | management and currency risk ma | anagement. | |
| Entry requirements | Basics of Business Economics | | |
| Educational content | The following subjects: | | |
| | - Cash flow | | |
| | - Networking capital | | |
| | - Ratios | | |
| | - Interest risk | | |
| | - Currency risk | | |
| Teaching aids | Basic Calculator | | |
| Teaching methods | Discussion about the problems | | |
| Supervisory activity | Discussion about the text of Breal | | |
| | and discussion about the problem | s. The students should prepare | e the text in advance. |
| | | | |
| Written exam | | | |
| | | | |
| Testname | Written exam | | |
| Testname | Written exam | | |
| Testname Brealey Myers Marcus: | Written exam | | |
| Brealey Myers Marcus: Fundamentals of | Written exam | | |
| Brealey Myers Marcus: | | | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel | Brealey Myers Marcus: Fundamen | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance | | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier | Brealey Myers Marcus: Fundamen Study book | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material | Brealey Myers Marcus: Fundamen | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier | Brealey Myers Marcus: Fundamen Study book | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 | | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest | | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are | | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result Calculation method Rounding | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are Floor (rounding down) | | Weight |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are | e 'Completed' | Weight 1.0 |



M3 Money and Banking

| | and Bunking | | |
|------------------------|------------------------------------|---------------------------------|------------------|
| Course code | FCvM3.MB | | |
| Study Unit description | FCvM3 Money and Banking | | |
| Course name | M3 Money and Banking | | |
| English course name | Money and Banking | | |
| Target group | Fulltime regular | | |
| Competences | Finance (FC.LO5) | | |
| | Strategic Management (FC.LO1) | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Finance and Control | | |
| Level | Advanced | | |
| Objective | The student masters the following | g concepts: | |
| | - the circular flow | • | |
| | - the Keynesian model | | |
| | - the concept of economic grov | vth | |
| | - the banking system | | |
| | - fiscal policy (IS-LM) | | |
| | - monetary policy (IS-LM) | | |
| | | | |
| Educational content | The course provides a framework | for analyzing the firm's financ | ial environment. |
| Teaching aids | Book | - | |
| Teaching methods | Lectures/tutorial seminars (2 hour | rs per week) | |
| Supervisory activity | Coaching | · | |
| | | | |
| Exam | | | |
| Testname | Exam | | |
| Test description | Written exam, multiple choice + or | oen questions | |
| Form of test | Written exam | | |
| | | | |
| Principles of | | | |
| Economics | | | |
| Titel | Principles of Economics | | |
| Learning material | Study book | | |
| carrier | , | | |
| Identification | ISBN 9780077132736 | | |
| Author | McDowell | | |
| Publisher | McGraw Hill | | |
| Year of publication | 2012 | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | T | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | 1 (rounding down) | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| LAGIII | i to io, i uec. | ringilei oi equal to 5.5 | 1.0 |



Cross departmental modules

Windesheim and the Netherlands

| Course code | EN-IN-WNID.XX.01 | | |
|------------------------|--|--|--|
| Study Unit description | EN-IN-WNID.XX.01 | | |
| Course name | Introduction module of Windesheim and Netherlands in an international context. | | |
| Target group | No specific target group | | |
| EC's | 2 | | |
| Domain | BE | | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Religion LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math | | |
| Level | Basic = NLQF 4+ | | |
| Objective | To learn about organisational structures in the Netherlands To learn about specific national features of the Netherlands To learn about aspects of Dutch cuisine To learn more about typical aspects of Dutch identity To learn more about specific aspects of Dutch cultural/historical heritage To get an international perspective on above mentioned themes by comparing them with student's home country (and learn -as a side effect- as well about these themes in other (European) countries) | | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: - Student is able to understand explanations - Student is able to take part in group discussions - Student is able to write a report | | |
| Educational content | Organisational structures in the Netherlands: educational system, infrastrucure of the city centre and municipal political system Specific national features:language, foklore and geography Aspects of Dutch cuisine: habits on dinner time, traditional dishes/preferences and cultural and historical influences on the cuisine 1 typical aspect of the Dutch identity (depending on the season): 'Sinterklaas' or ice skating Specific aspects of Dutch/historical heritage: visiting places of historic interest and related background information | | |
| Teaching aids | Module description on blackboard Information to be found on internet Suggestion of book | | |



| Teaching methods | Student's activities | | | |
|---|---|--|--------------------------------|--|
| reaching methods | Be present at and take part in: | | | |
| | - Presentations of guest speakers | | | |
| | - Excursions | | | |
| | | round information related to th | ne topics of the activitities | |
| | - Group discussions | | is topics of the domination | |
| | | | | |
| Supervisory activity | Activities of the International Office and lecturers: | | | |
| | Organising presentations of guest speakers; | | | |
| | - Leading excursions; | | | |
| | | nation related to the topics of t | | |
| | | ions and sharing of knowledge | e about the themes | |
| | mentioned in the educational information. | | | |
| | Note: This module is a joint effort | of our International Office, res | noneible for the activities as | |
| | such, and lecturers, responsible for | | | |
| | the written reports. | in the educational part of this h | nodule, which is reviewing | |
| | the written reports. | | | |
| Portfolio | | | | |
| Testname | Portfolio | | | |
| Form of test | Porfolio: | | | |
| | Consisting of written reports desc | ribing the activities: | | |
| | Related to the information | found on internet about the s | ubject and/or | |
| | Information found in the residual | ecommended book | | |
| | - Compared with similar as | | | |
| | | | | |
| | Final report: | | | |
| | - A reflection report about the overall experience and lessons learned with respect to | | | |
| | student's studies or future | e job | | |
| | | | | |
| The Dutch I presume | | | | |
| The Dutch I presume | The Dutch I presume | | | |
| Titel | The Dutch I presume | | | |
| Titel Learning material | The Dutch I presume Book | | | |
| Titel Learning material carrier | Book | | | |
| Titel Learning material carrier Identification | Book ISBN 97890854101 | | | |
| Titel Learning material carrier Identification Author | Book ISBN 97890854101 Martijn de Rooi | | | |
| Titel Learning material carrier Identification Author Publisher | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 | | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. | e 'Completed' | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura Counting result | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest | e 'Completed' | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are Floor (rounding down) | e 'Completed' | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are | e 'Completed' Caesura Higher or equal to 5.5 | Weight 100.0 | |



Dutch Language Introduction

| Course code | EN-IN-DLID.XX.11 | |
|------------------------|--|--|
| Study Unit description | EN-IN-DLID.XX.11 | |
| Course name | Dutch Language Introduction | |
| English course name | Introduction to the Dutch language | |
| Target group | No specific target group | |
| EC's | 3 | |
| Domain | BE | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. General economy LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare | |
| | LVO 2nd Gr. Religion LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math | |
| Level | Basic = NLQF 4+ | |
| Objective | Understanding basic vocabulary: words (Dutch - English) Use of basic vocabulary: words (English - Dutch) Understanding basic vocabulary: small sentences (Dutch - English) Use of basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in a simple conversations | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: - Student understands oral and written instructions - Student is able to compare Dutch grammar with English grammar - Student is able to take part in group discussions | |
| Educational content | Topics: - To meet someone and social talk at a party - To ask for information and get information, sending an e-mail and making a call - How to get there by tram and what time is it - Where do you go and what have you done - In the supermarket and at a party - In a restaurant Grammar: - Conjugation of verb and word order - Alphabet and spelling rules - Frequent irregular verbs in present tense, question words and plural | |
| Teaching aids | - Negation and perfect tense - Demonstrative pronouns and possessive nouns - Adjective and use of er and daar | |
| reactiffy alus | Weekly planning at Blackboard Hand-outs during the lessons | |



| Teaching methods | Student's activities: Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods Students use vocabulary, functional phrases and grammar in classroom in simple dialogues Students repeat and memorize at home vocabulary, functional phrases and grammar Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and the practical assignments | | |
|----------------------|---|--------------------------------|--------------------------|
| Supervisory activity | Lecturers activities In classroom the basic vocabulary, for educational content is introduced, at are activated to practise by means of | ttention is paid to the pronun | ciation and the students |
| Exam | | | |
| Testname | Exam | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | |
| 1 01111 01 1001 | The exam conclude of a parts, I write | terraira i orai part. | |
| See literature on BB | T | | |
| Titel | See literature on BB | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Language Intermediate

| Course code | EN-IN-DLIM.XX.01 | |
|------------------------|---|--|
| Study Unit description | EN-IN-DLIM.XX.01 | |
| Course name | Dutch Language Intermediate | |
| Target group | No specific target group | |
| EC's | 3 | |
| Domain | BE | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math | |
| Level | Basic = NLQF 4+ | |
| Objective | Understanding intermediate basic vocabulary: words (Dutch - English) Use of intermediate basic vocabulary: words (English - Dutch) Understanding intermediate basic vocabulary: small sentences (Dutch - English) Use of intermediate basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in simple conversations | |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions | |
| Educational content | Topics: - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to - use of all | |
| Teaching aids | Book Weekly planning Hand-outs during the lessons | |



| Teaching methods | Student's activities: Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods Students use vocabulary, functional phrases and grammar in classroom in simple dialogues Students repeat and memorize at home vocabulary, functional phrases and grammar Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and practical assignments | | |
|----------------------|---|--|--|
| Supervisory activity | Lecturers activities In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practice by means of different methods with their fellow students. | | |
| | | | |
| Exam | | | |
| Testname | Exam | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | |
| See literature on BB | | | |
| Titel | See literature on BB | | |
| Practical action | Skill lessons | | |
| Location | Zwolle | | |
| Main language | English | | |
| wani language | Liigiisii | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain Caesura Weight | | |
| Exam | 1 to 10, 1 dec. Higher or equal to 5.5 100.0 | | |



Dutch Society 1

| Course code | EN-IN-DSID.XX.17 |
|-----------------------|--|
| Course name | Dutch Society 1 |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | EN |
| Type of VOE | Supportive |
| Level | Basic = NLQF 4+ |
| Objective | Knowledge - Student has knowledge of: |
| | |
| | - Dutch history |
| | - Dutch surroundings/environment |
| | - Dutch politics |
| | - Dutch economy |
| | , and the second |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | - To cooperate in small international groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English - Student is able: |
| | |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| | |
| Educational content | The module Dutch Society 1 aims at acquiring -in an international setting- knowledge about |
| | Dutch history, politics, surroundings and economics and applying this knowledge in a |
| | fieldtrip to the city of Delft. |
| Teaching aids | Book |
| | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| T 1.2 | Our Lord Country of the Country of t |
| Teaching methods | Student's activities |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations, there will be discussions about the topics mentioned in the educational |
| | content. In the preparation of classroom activities hours of self study are included. |
| Supervisory activity | Lecturers activities |
| Capervisory detrivity | Edition dollytics |
| | The lecturer will guide the students through the theory and organise group activity. |
| | The second state and estate and e |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| . cot accompaint | The second secon |
| See literature on BB | |
| Titel | See literature on BB |
| THO | GOO INCIDENCE ON DE |



| Judgment | | | |
|--------------------|--------------------------|--|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | Highest | |
| Calculation method | Weighted average and all | Weighted average and all tests are 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Society 2

| Course code | EN-IN-DSIM.XX.17 |
|----------------------|---|
| Course name | Dutch Society 2 |
| English course name | Dutch society, intermediate |
| EC's | 3 |
| Domain | BE |
| Target group | Fulltime regular |
| Objective | Knowledge - Student has knowledge of: |
| | |
| | - The Dutch legal system |
| | - The Dutch multicultural society |
| | - Dutch traditions of tolerance |
| | - The Dutch in foreign eyes |
| | |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | |
| | - To cooperate in small intercultural groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| 3 | Knowledge of English - Student is able: |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| | |
| Educational content | The module Dutch Society 2 aims at acquiring - in an international setting - knowledge |
| | about the Dutch legal system, the Dutch multicultural society, the Dutch in foreign eyes, |
| | Dutch traditions of tolerance and water. During this module students will apply their |
| | knowledge about water in a fieldtrip to Zwolle and surroundings. |
| Teaching aids | Book |
| | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| Teaching methods | Student's activities |
| | |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations. There will be discussions about the topics mentioned in the educational |
| | content. There will be an excursion. In the preparation of classroom activities hours of |
| Cuparvicary activity | selfstudy are included. Lecturers activities |
| Supervisory activity | Lecturers activities |
| | The lectures will be partly theoretical, but mostly interactive through group assignments and |
| | discussions. The lecturer will guide the students in their assignments and activities. |
| | alocacolone. The rectarer will galact the stadents in their acongnition and activities. |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| | |
| See literature on BB | |
| Titel | See literature on BB |
| | |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | Highest | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Intercultural Awareness

| Course code | BS.IOE.IA | |
|--|---|--|
| Study Unit description | Intercultural Awareness | |
| | Intercultural Awareness | |
| Course name | | |
| English course name | Intercultural Awareness | |
| Target group | Fulltime regular | |
| Competences | Basic qualification for management positions (HB009) Social communication skills (HB008) | |
| EC's | 3 | |
| Domain | BMR | |
| Education | International Business and Languages | |
| Level | Advanced | |
| Objective Educational content | Students are able to explain the importance of culture and to see culture from different viewpoints Students are able to reflect on their own attitude towards cultural differences and they can explain how this influences their way of looking at other cultures Students are able to explain relevant aspects of a culture of another country in the world different from their own culture and country and relate this to at least five different theoretical concepts studied during the lessons Students gain direct experience of working in an intercultural context in the educational setting, they reflect on this experience and learn how they react on cultural differences Students learn about different ways of conflict handling in different cultures The concept of culture Attitudes towards cultural differences | |
| Tooching side | The concept of stereotyping Cultural analysis using different models and theories Verbal and non-verbal aspects of intercultural communication Implications of cultural differences when living and working cross-borders | |
| Teaching aids | N@tschool PowerPoint presentations Internet links The studyguide Literature | |
| Teaching methods Supervisory activity | Lectures Presentations Case work Team work Interactive Lectures | |
| - Lapor ricory doctricy | | |
| Participation | | |
| Testname | Participation | |
| Test description | 1. 'Free style' presentation | |
| | students prepare and perform a personal presentation about their culture focussing on the non tangible aspects 2. Team evaluation country analysis students compare and evaluate working together in a team in a windesheim setting with their home university for an assignment | |
| | their norme university for an assignment | |
| | 3. Attendance (80%) | |
| Form of test | Skill assignment | |
| ו טוווו טו נכטנ | Onli designificit | |



| Presentation | |
|---------------------------|--|
| Testname | Presentation |
| Test description | Students will be assessed on: |
| | Structuring the presentation |
| | 2. Contents of the presentation Introduction General facts; size, population, religion etc. The onion diagram: application Choice of at least three models of culture Hofstede: dimensions, scores and their consequence Trompenaars: interpretation of dilemmas (give examples) Hall: low or high context with examples Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time Remarkable cultural behaviours/rituals/values Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) |
| | 5. A written individual evaluation of teamwork will be submitted on ELO |
| Form of test | Written test / exam |
| Tomi or test | Witten test / exam |
| Written exam | |
| Titel | Written exam |
| Test description | The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. |
| Form of test | Oral test / exam |
| | |
| Intercultural Sensitivity | |
| Titel | Intercultural Sensitivity |
| Learning material carrier | Book |
| Identification | ISBN 9 789023 251330 |
| Author | Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma |
| Publisher | Royal Van Gorcum |
| Location of publication | Assen |
| Year of publication | 2014 |
| Edition | Third |
| Price | € 16,50 |
| 1 1100 | 1 0 10,00 |

| Titel | Guide to Cross-Cultural Communication | | | |
|---------------------|--|------------------------|--------|--|
| Learning material | Book | | | |
| carrier | | | | |
| Identification | ISBN: 0-13-049784 | | | |
| Author | Sana Reynolds and Deborah Valer | ntine | | |
| Publisher | Prentice Hall Series in Advanced I | Business Communication | | |
| Year of publication | 2004 | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| Presentation | 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



Drama and Improvisation

| Course code | EN-IN-DRIM.XX.01 |
|------------------------|--|
| Study Unit description | EN-IN-DRIM.XX.01 |
| Course name | Drama and Improvisation |
| English course name | Drama and Improvisation |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Students can demonstrate the 5 basic concepts of dramatical design/form Students can demonstrate suitable and clear body language Students can demonstrate credible emotions Students can demonstrate suitable energies and apply difference in tempi Students can consciously design a basic mise-en-scène and effectively choose suitable props and clothing Students can apply and demonstrate the Aristotelian construction of scenes |
| Required knowledge | Pre-condition for entering the module General - Approval and inclusion of EN-IN-DRIM in the Learning Agreement supplied by the home university - There are not subject related pre-conditions in effect Knowledge of English - Student is able to understand explanations - Student is able to read and write in English |
| | |
| Educational content | The module is centered around improving the following areas: - Gaining self confidence relating to presenting for a group - Improving concentration - Enhancing verbal and non-verbal communication - Improving improvisation skills and creativity therein In order to improve these areas, students work on recognizing, applying and practicing the following skills in class: |
| Teaching aids | I: The 5 basis concepts of dramatical design/form II: Body language III: Tempi IV: Strenghten, weaken and enhance emotions V: Improvising (accepting, blocking, creativity) Improvisation hand-out on blackboard |
| reactiffy alus | ппртохіваноп папи-ой оп ріаскроаги |



| Teaching methods | Students activities: - Be present at the presentations of drama theory - Take part in the group assignments | | | |
|-----------------------------|--|------------------------|--------|--|
| Supervisory activity | Lecturers activities: Lecturers will mostly be interactive through group assignments and partly theoretical through short presentations of drama theory. | | | |
| | | | | |
| Presentation and assignment | | | | |
| Testname | Presentation and assignment | | | |
| Test description | Final presentation: - There will be a final presentation in which the students show that they can apply the objectives related to the topics of the lessons. Final assignment: - There will be a final assignment in which the students show that they can relate the educational content to their future profession. | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Presentation and | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| assignment | | | | |



International Business Studies 1 Doing Business in Europe



IBS1 Project 1: International Business Market Research

| Course code | IBLmIBS1.PRJ1 |
|------------------------|--|
| Study Unit description | IBLmIBS1 Project 1: International Business Market Research |
| Course name | IBS1 Project 1: International Business Market Research |
| English course name | International Business Market Research |
| Target group | Fulltime regular |
| EC's | 4 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | At the end of this project students - appreciate the importance of culture in international business strategy - understand business concepts and techniques in an international context - understand communication concepts and techniques in an international context |
| | appreciate the concerns of managers in an international business environment and apply relevant concepts (via case study work) to enable problems to be addressed evaluate the risks and opportunities associated with operating in an international environment |
| Educational content | Students are confronted with a realistic international business case which they have to solve with their group in a short period of ca 7 weeks. After a briefing from the client the groups will work independently on the assignment. The projectgroup writes a realistic business report. It is defended in a final presentation to a jury consisting of lecturers and staff from the client. During the process an experienced tutor from Windesheim guides the group and monitors the progress on the assignments. |
| | Students will work together in small multicultural groups (groupsize ca. 5 students.) Working in small groups requires responsible behaviour from all members of the group. Working in a multi cultural project team requires from each project member a flexibility to cope with the differences in the level of language, skills, knowledge and culture. |
| | Objectives of this project: appreciate the importance of culture in international business strategy understand business concepts and techniques in an international context understand communication concepts and techniques in an international context appreciate the concerns of managers in an international business environment and apply relevant concepts (via case study work) to enable problems to be addressed evaluate the risks and opportunities associated with operating in an international environment. |
| Teaching aids | Digital media Study guide Powerpoints |
| Teaching methods | Project |
| Supervisory activity | Tutor |
| | |
| Project | |
| Testname | Project |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |
| - | · |

| Training Presentation skills | | | |
|---------------------------------|--|------------------------|--------|
| Testname | Training Presentation skills | | |
| Test description | Attendance mandatory | | |
| Evidence of end level | No | | |
| | | | |
| Course manual (avaiable on ELO) | | | |
| Titel | Course manual (available on ELO) | | |
| Learning material carrier | Online | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Project | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Training Presentation skills | Fail to Pass | Higher or equal to 5.5 | 0.0 |



IBS1 Online Market Research

| Course code | IBLmIBS1.0MR |
|---|---|
| Study Unit description | IBLmIBS1 Online Market Research |
| Course name | IBS1 Online Market Research |
| English course name | Online Market Research |
| Target group | Fulltime regular |
| EC's | 2 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | During this course you will learn how to conduct online market research. We will mainly focus on online qualitative marketing research. Qualitative marketing research is a set of research techniques in which data is obtained from a relatively small group of respondents, and not analyzed with statistical inferences (inferential statistics). |
| | We will use the online and offline customer journey as a starting point to practise with various research instruments and methods. You will learn to use social media, facebook, twitter, linkedin, instagram, google trends, blogs, communities, consumer reviews to conduct online market research. Understand it's applicability and limitations. |
| | The learnings of this course will help you to support your business analyis and plan for the main project from this minor with realistic data. |
| Educational content | Basic online market research |
| Teaching aids | Presentation, laptop |
| Teaching methods | Group work in classes |
| Supervisory activity | Lecturing and coaching |
| | |
| Portfolio | |
| Testname | Portfolio |
| | |
| Test description | Group portfolio |
| Form of test | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No |
| Form of test Evidence of end level | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Form of test Evidence of end level Written exam Testname Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination |
| Form of test Evidence of end level Written exam Testname | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam |
| Form of test Evidence of end level Written exam Testname Form of test Evidence of end level | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination |
| Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No |
| Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing |
| Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No |
| Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book |
| Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 |
| Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan |
| Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited |
| Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher Location of publication | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited Great Britain |
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| Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher Location of publication Year of publication | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited Great Britain 2013 |
| Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Print | Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited Great Britain 2013 2 |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IBS1 International Online Marketing Communication

| Course code | IBLmIBS1.IOM |
|---------------------------|---|
| Study Unit description | IBLmIBS1 International Online Marketing Communication |
| Course name | IBS1 International Online Marketing Communication |
| English course name | International Online Marketing Communication |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | The last decade has seen a tremendous rise in online businesses, branding and information sharing. (e.g. Amazon.com, google.com, youtube.com, zalando.com, Booking.com, zoover.com) This new module focusses on international online marketing & communication strategy relevant in an international business context. Online diversity is high. We will study different website categories. Corporate sites, webshops, communication sites, brand websites, service websites, portals, content sites. Social media (twitter, facebook,linkedin) and the role they play in online marketing & communication strategy. |
| | Key words: Online marketing and communication strategy, European perspective, business school oriented, international business context, UAS student practical level. |
| Educational content | Topics which are covered include strategic aspects of online, online Business models, market sensing, online buying behaviour, crowd sourcing, search engine marketing, customer relationship management, online branding, social media, mobile marketing, games, web analytics. |
| Teaching aids | Online is a fairly new field of expertise. We will use available literature and complement it with available information from the internet. Wherever possible we will invite guest speakers on online topics. |
| Teaching methods | Practical oriented lessons with english presentations per group |
| Supervisory activity | Lecturing and coaching |
| | |
| Exam | |
| Testname | Exam |
| Test description | Exam |
| Form of test | Written exam |
| Evidence of end level | No |
| | |
| Digital Marketing | |
| Titel | Digital Marketing |
| Learning material carrier | Study book |
| Identification | Latest version |
| Author | Chaffey Dave |
| Publisher | Pearson |
| Location of publication | London |
| Price | € 70,00 |
| Location | Zwolle |
| LUCATION | ZWOIIE |



| Judgment | | | | |
|--------------------|--|------------------------|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IBS1 International Business Management

| Course code | IBLmIBS1.IBM |
|------------------------|---|
| Study Unit description | IBLmIBS1 International Business Management |
| Course name | IBLmIBS1 International Business Management |
| English course name | International Business Management |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | After having finalized this module the student is capable to: |
| | - identify basic structures of international organisations |
| | - recognise different instruments for the design of an organisational and the definition of |
| | an organisational strategy |
| | - recognize the relationship between theories, models and organizational aspects in the |
| | practice of the daily business |
| | - show insight in the structural and cultural aspects of intercultural cooperation |
| | - explain the different aspect of decision making in organisations (incl. the basic tools to |
| | support decisions) |
| | - understand organizational processes related to change and innovation |
| Educational content | This module provides students with a comprehensive overview on management principles |
| Ludcational content | for international business. Through a mix of frontal lectures, discussion, in-class cases and |
| | exercise the module covers crucial information such as strategy, organisation, decision |
| | making, marketing, opening trade and logistics channels and manage suppliers in the |
| | context of international business and global organisations. |
| Teaching methods | The course is build around workshops in which collaborative learning is applied. Students |
| | will explore theoretical concepts and apply these to in-class case studies. |
| Supervisory activity | The lecturer facilitiates the process of collaborative learning and is available during |
| | workshops for feedback and feedforward. |
| | |
| Droinet Work | |
| Project Work Testname | Project Work |
| Test description | Students present a relevant case study in which theoretical concepts discussed in class are |
| rest description | dealt with in more detail. |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |
| EVIDENCE OF CHAIR ICVE | |
| Written exam | |
| Testname | Written exam |
| Test description | The exam consists open questions |
| Form of test | Written exam |
| Evidence of end level | No |
| | |

| Organisation and | | | | |
|-------------------------|--|------------------------|--------|--|
| Management, an | | | | |
| international approach | | | | |
| Titel | Organisation and Management, an i | nternational approach | | |
| Learning material | Study book | | | |
| carrier | , | | | |
| Identification | ISBN 9789001850227 | | | |
| Author | Marcus and van Dam | | | |
| Publisher | Noordhoff uitgevers - Groningen/H | outen | | |
| Location of publication | Groningen/Houten | | | |
| Year of publication | 2015 | | | |
| Edtion | Latest | | | |
| Price | Around € 65,00, also available as e-book | | | |
| Location | Zwolle | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Project Work | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.2 | |
| Written exam | 1 to 10, 1 dec. Higher or equal to 5.5 0.8 | | | |



IBS2 Open Your Mind: Critical and creative thinking in education and business

| Course code | IBLmIBS2.0YM | | |
|------------------------|--|--|--|
| Study Unit description | IBLmIBS2 Open Your Mind | | |
| Course name | IBS2 Open Your Mind: Critical and creative thinking in education and business | | |
| English course name | Open Your Mind: Critical and creative thinking in education and business | | |
| Target group | Fulltime regular | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International Business | | |
| Level | Advanced | | |
| Objective | After the course students will know: - the difference between a fixed and growth mindset and what this means for their own learning - the basic critical thinking and creative thinking skills - their own value as a future starting professional After the course students will be able to: - think critically about their own field of study and future profession. - to be(come) creative in their own field of study and future profession. - write convincing, professional and creative texts in good English. | | |
| Educational content | give a compelling presentation about a subject of choice. Critical thinking skills: critical reading, reasoning, structuring information, analysing, | | |
| Eddeational content | evaluating and judging. - Writing skills for both creative and business writing: planning, formulating, editing and revising. - Creative thinking skills: convergent and divergent thinking, thinking outside and inside the box. | | |
| Teaching aids | None | | |
| Teaching methods | Classes (seminars) | | |
| Supervisory activity | By lecturer of Communicatie en Onderzoeksvaardigheden HBO-R | | |
| | | | |
| Final presentation | | | |
| Testname | Final presentation | | |
| Test description | Students deliver a presentation in class (max, 15 minutes) on a subject of their own choice | | |
| Form of test | Oral test / exam | | |
| | | | |
| Portfolio with class | | | |
| assignments | | | |
| Testname | Portfolio with class assignments | | |
| Test description | Students hand in their (digital) portfolio with class assignments | | |
| Form of test | Document (project documentation, internship report, graduation thesis, portfolio) | | |
| Location | Zwolle | | |



| Judgment | | | | |
|----------------------|----------------------------|--|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all t | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Final presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Portfolio with class | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| assignments | | | | |



Do you have what it takes to be an entrepreneur?

| Course code | CEF.HKM.OD | |
|------------------------|---|--|
| Study Unit description | CEF.HKM.OD | |
| Course name | Do you have what it takes to be an entrepreneur? | |
| English course name | Entrepeneurship fits you | |
| Target group | Fulltime regular | |
| Competences | MER07: Signaling, analyzing and translating trends and developments (MER07) | |
| EC's | 5 | |
| Domain | BS | |
| Type of Study Unit | Typical professional situation | |
| Level | Basic = NLQF 4+ | |
| Objective | This semester offers you the opportunity to investigate whether entrepreneurship is something for you during the University Choice Module "Doing business for you!". During this HKM you will become acquainted with a number of important facets of entrepreneurship. Using interactive workshops you learn how to translate an idea into a business case and investigate its feasibility. We will also visit a successful young entrepreneur and get to know other entrepreneurs during a networking meeting. Halfway through the HKM you deliver a concept plan of your idea. The business plan is your final assignment. You must defend this by means of a pitch in front of a committee of various external advisors and your teacher. During the HKM you will be guided by a teacher | |
| Futurus autoros auto | and various partners from the Center for Entrepreneurship. | |
| Entry requirements | None | |
| Educational content | Semester program: - Week 1 Workshop Creative Thinking - Week 2 Workshop Value Proposition Design - Week 3 Workshop Business Model Design - Week 4 Company visit - Week 5 Workshop drawing up plan of approach - Week 6 Marketing & Communication Workshop - Week 7 Financial Planning Workshop - Week 8 Consultation with coach - Week 9 Workshop Consultancy - Week 10 Workshop Networks - Week 11 Pitch Workshop - Week 12 Network meeting with entrepreneurs - Week 13 Dragon's Den | |
| Teaching aids | Presentations from concept to detailed plan can take place inside and outside Windesheim. See literature | |



| Teaching methods | During the duration of the course you work on your own business plan with which you bring your idea to the market. You carry out the assignment in a period of one semester. The period starts with a number of workshops and ends with a pitch. Depending on your idea, you will be linked during the semester to a teacher or external consultant who coaches you. You work with internationally recognized modern methods and techniques to advance new ideas convert products or services into valid and feasible business plans. In the semester we challenge students to use these techniques. Examples of this are working with Business Model Canvas, Blue Ocean strategy, etc. During the semester we invite external speakers, entrepreneurs and subject matter experts presentations. We offer a wide range of interesting speakers who interact with them make knowledge and possibly their network available for your business idea. The semester is concluded jointly with a Dragon's Den. In this you present and pitch yourself idea to a group of potential investors who also act as jury. The jury's assessment is also your final assessment. We create the game rules and jury participants throughout the semester announced. | | | |
|-----------------------|--|---|--------|--|
| Supervisory activity | Colleges, workshops, bedrijfsbezo | | en | |
| | ,g, | , | | |
| Businessplan | | | | |
| Testname | Businessplan | | | |
| Endresult test | Final level - Other | | | |
| Form of test | Document (Project documentation | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | |
| Evidence of end level | No | | | |
| | | | | |
| | | | | |
| Presentation | Dura a matakia m | | | |
| Testname | Presentation Final Loyal Other | | | |
| Endresult test | Final level - Other | | | |
| Form of test | Oral test / exam | | | |
| Evidence of end level | No | | | |
| Pooder on ELO | | | | |
| Reader on ELO Titel | Reader on ELO | | | |
| TILEI | neauel UII ELU | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | | | | |
| Counting result | Highest | Higher or equal to 5.5 | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| Tio and mig | 1 1001 (Todalding down) | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Businessplan | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| L | <u> </u> | <u> </u> | 1 | |



IBS Professional Development 2: Language teaching assistance French for International Business

| Course and | IDIIDC DD0 | | | |
|------------------------|--|--|---------------|--|
| Course code | IBLmIBS.PD2 | | | |
| Study Unit description | IBLmIBS.PD2 Professional Development 2: Language teaching assistance French for International | | | |
| Course name | Business | | | |
| English course name | Professional Development 2: Language teaching assistance French for International | | | |
| | Business | | | |
| Target group | Fulltime regular | | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | International Business and Langu | ages | | |
| Level | Advanced | | | |
| Objective | For native French speakers only: I leadership skills while teaching | | | |
| Educational content | The French native speaking stude language skills. | The French native speaking student will support and contribute to teaching activities in | | |
| | Student will align with teacher how | w the the teaching assistance i | my take place | |
| Teaching aids | Lecturing materials, assignments, | , ELO | | |
| Teaching methods | Online, group and indivdual coach | | | |
| Supervisory activity | Teacher will closely monitor the student assistants performance and progress by organising 3-weeky meetings with the students, apart from teaching hours | | | |
| | organising 5-weeky meetings with | Title students, apart from teac | illing flours | |
| Learning report | | | | |
| Testname | Learning report | Learning report | | |
| Test description | By the end of the semester, student will document on learning experiences by means of | | | |
| Took decemperen | writing a learning report. A discussion of Peer feedback from the students will be part of the report | | | |
| Form of test | Skill assignment | | | |
| Evidence of end level | No | | | |
| Sequentiality | None | | | |
| Location | Zwolle | | | |
| Main language | French | | | |
| Communication | | ELO, Email, Face to Face interaction with teacher and students | | |
| | , | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10.1 dec | | |
| Caesura | Higher or equal to 5.5 | , | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | | |
| Rounding | Floor (rounding down) | • | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Learning report | Very poor to excellent | Higher or equal to 5.5 | 1.0 | |
| T earning report | | | | |



IBS Professional Development 3: Language teaching assistance German for International Business

| Course code | IBLmIBS.PD3 | | | |
|------------------------|--|----------------------------------|---------------------------|--|
| Study Unit description | IBLmIBS.PD3 | | | |
| Course name | Professional Development 3: Language teaching assistance German for International | | | |
| Course name | Business | | | |
| English course name | Professional Development 3: Language teaching assistance German for International Business | | | |
| | | | | |
| Target group | Fulltime regular | | | |
| Competences | Broad professionalization (HBO01 |) | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | International Business and Langua | ages | | |
| Level | Advanced | | | |
| Objective | For the native German speaking s | tudent: to share language skills | s with IB students and | |
| | develop leadership skills while tea | | | |
| Educational content | The native German speaking stud | ent will support and contribute | to teaching activities in | |
| | language skills. | | | |
| | | | | |
| | Student will align with teacher how | v the the teaching assistance r | nay take place | |
| Teaching aids | ELO, Classroom activities | | | |
| Teaching methods | Online, assignments, individual and group coaching | | | |
| Supervisory activity | Teacher will closely monitor the student assistants performance and progress by organising 3-weeky meetings with the students, apart from teaching hours | | | |
| | organising 3-weeky meetings with | the students, apart from teach | ning hours | |
| | 1 | | | |
| Learning report | | | | |
| Testname | Learning report | | | |
| Test description | By the end of the semester, the student will document learning experiences by means of a | | | |
| | report. Discussion on received peer feedback is a significant part of the report | | | |
| Form of test | Skill assignment | | | |
| Evidence of end level | No | | | |
| Sequentiality | None | | | |
| Location | Zwolle | | | |
| Main language | German | | | |
| Communication | ELO, Email, Face to Face | | | |
| | 1 | | | |
| Judgment | 1. 10.1 | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | ů i | Higher or equal to 5.5 | | |
| Counting result | Highest | . 10 1 | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | 144 . 1 . | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Learning report | Very poor to excellent | Higher or equal to 5.5 | 1.0 | |



IBS1 Project 2: International Business Marketing Plan

| Course code | IBLmIBS1.PRJ2 |
|---|--|
| Study Unit description | IBLmIBS1 Project 2: International Business Marketing Plan |
| Course name | IBS1 Project 2: International Business Marketing Plan |
| English course name | International Business Marketing Plan |
| Target group | Fulltime regular |
| EC's | 4 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | At the end of this project students - appreciate the importance of culture in international business strategy - understand business concepts and techniques in an international context - understand communication concepts and techniques in an international context - appreciate the concerns of managers in an international business environment and apply relevant concepts (via case study work) to enable problems to be addressed - evaluate the risks and opportunities associated with operating in an international |
| Educational content | environment. Students are confronted with a realistic international business case which they have to solve with their group in a short period of ca 7 weeks. After a briefing from the client the groups will work independently on the assignment. The projectgroup writes a realistic business report. It is defended in a final presentation to a jury consisting of lecturers and staff from the client. Location is usually in the office of the client. During the process an experienced tutor from Windesheim guides the group and monitors the progress on the assignments. |
| | Students will work together in small multicultural groups (groupsize ca. 5 students.) Working in small groups requires responsible behaviour from all members of the group. Working in a multi cultural project team requires from each project member a flexibility to cope with the differences in the level of language, skills, knowledge and culture. Objectives of this project: |
| | appreciate the importance of culture in international business strategy understand business concepts and techniques in an international context understand communication concepts and techniques in an international context appreciate the concerns of managers in an international business environment and apply relevant concepts (via case study work) to enable problems to be addressed apply relevant concepts (via case study work) to enable problems to be addressed evaluate the risks and opportunities associated with operating in an international environment. |
| Teaching aids | Digital media |
| | Powerpoints |
| Teaching methods | Project |
| Supervisory activity | Tutor |
| . , , , , , , , , , , , , , , , , , , , | 1 |



| Final evaluation | | | |
|----------------------------------|--|---------------------------------|----------------------|
| Testname | Final evaluation | | |
| Form of test | Document (Project documentation | n, Internship report, Graduatio | n thesis, Portfolio) |
| Evidence of end level | No | | · |
| | | | |
| Course manual (available on ELO) | | | |
| Titel | Course manual (available on ELO) | | |
| Learning material carrier | Online | | |
| Location | Zwolle | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Final assessment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IBS1 Cross Cultural Marketing Management

| Course code | IBLmIBS1.CCMM |
|------------------------|---|
| Study Unit description | IBLmIBS1 Cross Cultural Marketing Management |
| Course name | IBS1 Cross Cultural Marketing Management |
| English course name | Cross Cultural Marketing Management |
| Target group | Fulltime regular |
| Competences | Having insight and knowledge of intercultural differences and the importancy regarding several process phases of international business and being able to empathise in different cultures to contribute in business processes around international business. (BE.IB.03) |
| EC's | 3 |
| Domain | BMR |
| Education | International, Business and Languages |
| Level | Advanced |
| Objective | Students can explain the influence of culture on business across the globe and show understanding of how culture influences various aspects of organizations like corporate structures, leadership, strategy, change, and diversity. A special emphasis will be on the influence of culture in the field of marketing & marketing communication. |
| | Students are capable of explaining how business communication is influenced by culture; what barriers exist in intercultural communication, how one can deal with conflicts and how to negotiate in an intercultural setting. They can explain how to become an interculturally competent communicator and show understanding of the necessary ingredients for working in international teams. |
| | Students are capable of presenting, reflecting on and discussing the topics dealt with in the theory and have acquired sensitivity for acting professionally in cross-cultural situations. |
| Educational content | Students learn how to explain the influence of culture on business across the globe and study how culture influences various aspects of organisations like corporate structures, leadership, strategy, change, and diversity. A special emphasis will be on the influence of culture in the field of marketing & marketing communication. |
| | Students study theories related to intercultural communication and cross cultural management and as such, gain knowledge about interculturally competent communicative behaviour. |
| | Students will work on lecturing activities in class and as home work. They are challenged to incorporate their personal international experience and are part of an international team (provided that group composition allows all teams to be culturally mixed). In participating in the students' lectures, students show that they can present, discuss and reflect on the topics dealt with in class. As such active participation in the lectures is required. |
| Teaching aids | Students will be actively involved in working on assignments and case studies. Class presentations will be available for students on ELO. |
| Teaching methods | Lectures Case assignments Presentations/lectures by students |
| Supervisory activity | The lecturer teaches in class and supports students during case assignments in class. The lecturer provides students with feedback in the process of developing a mini-lecture. The lecturer encourages the discussion following the students' mini-lectures. |



| Students lecture | | | | | |
|-----------------------|--|--|-------------------------------|--|--|
| Testname | Students lecture | | | | |
| Test description | Students prepare a mini-lecture in (international) teams on one of the chapters from the book and are graded for completeness, depth, transferring skills, (international) team work, and originality. | | | | |
| Form of test | Oral exam | | | | |
| Evidence of end level | No | | | | |
| Written exam open | | | | | |
| questions | | | | | |
| Testname | Written exam open questions | | | | |
| Test description | Students will have to answer 10 c | pen questions, related to the | theory and cases in the book. | | |
| | The minimum mark will be 5.5 in | order to pass. | | | |
| Form of test | Written examination | | | | |
| Evidence of end level | No | | | | |
| | | | | | |
| Understanding Cross | | | | | |
| Cultural Management | | | | | |
| Titel | · · | Understanding Cross Cultural Management | | | |
| Learning material | Study book | | | | |
| carrier | ICDN 0701202015007 | | | | |
| Identification | ISBN 9781292015897 | | | | |
| Author | Marie-Joëlle Browaeys & Roger Price Prentice Hall | | | | |
| Publisher | | | | | |
| Year of publication | 2015 | | | | |
| Edition | 3rd | | | | |
| Price | € 71,39 | | | | |
| Location | Zwolle | | | | |
| Communication | ELO, Classroom, Email | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | | re 'Completed' | | | |
| Rounding | Floor (rounding down) | Weighted average and all tests are 'Completed' | | | |
| Rounding | Tricor (rounding down) | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Students lecture | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| Written exam open | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| questions | Trigrici of equal to 3.3 | | | | |
| 4 | 1 | 1 | 1 | | |



IBS1 European Business Law

| Course code | IBLmIBS1.EBL | | |
|------------------------|--|--------------------------------|----------------------------|
| Study Unit description | IBLmIBS1 European Business Law | | |
| Course name | IBS1 European Business Law | | |
| English course name | European Business Law | | |
| Target group | Fulltime regular | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International Business and Langua | ages | |
| Level | Advanced | | |
| Objective | | an understanding as well as pr | actical knowledge of legal |
| | The course aims to give students an understanding as well as practical knowledge of legal problems arising in the area of international business, and to equip them with the skills needed to prevent and tackle these problems. | | |
| Educational content | After an introduction into international private law, the students will learn how the European Union works: what are its main institutions and what are their functions? How is European law being made? Important aspects of the internal market are discussed: the free movement of goods and persons within the EU and EU competition rules. A strong focus will be on the ability to apply a number of treaties and EU-Regulations to international business cases, such as the UNCISG (contracts of sale), CMR (contracts of carriage), Brussels I (rules on jurisdiction) and Rome I (rules on the applicable law). | | |
| Teaching aids | Other subjects include the Incoterms; various modes to enter a new market: the difference between agency, distribution, franchising and employment; and international payments: the cheque, the draft and the letter of credit. materials will be provided through ELO | | |
| Teaching methods | The course consists of seven lectured through | | ents prepare for each |
| reacting methods | lecture by studying one or more chapters of the book. Every week we will start by reviewing the previous lecture. Secondly, a short explanation of the content will be given. Next, the students will make exercises applying the theory to business cases. Each lecture will be concluded with a review of the exercises and a summary of the content. | | |
| Supervisory activity | During the lectures, the teacher give | es feedback on the exercises | made by the students. |
| | | | |
| Exam | | | |
| Testname | Exam | | |
| Testdescription | Written exam with open questions | | |
| Evidence final level | No | | |
| Location | Zwolle | | |
| Main language | English | | |
| 3 - 3 - | I0 | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are | 'Completed' | |
| | Floor (rounding down) | Completed | |
| Rounding | Fiooi (rounding down) | | |
| Cub accessment | Credingdomein | Coccure | Weight |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IBS1 Supply Chain Finance

| Course code | IBLmIBS2.SCF |
|------------------------|---|
| Study Unit description | IBLmIBS2 Supply Chain Finance |
| Course name | IBS1 Supply Chain Finance |
| English course name | Supply Chain Finance |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | 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. |
| Educational content | In a globalizing economy, industrial value chains become more complex, spanning more countries and supply chain members than ever before. While flows of goods in the chain are increasingly integrated and optimized, finance flows have been fragmented. The credit crisis has revealed structural weaknesses. Cost of financing is rising, while suppliers, especially SMEs 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. |
| | In six lectures we will discuss the following subjects: |
| | Supply Chain Structure and Financial Processes Working Capital Working Capital Management Costs in the supply chain Supply Chain Risk and Control Supply Chain Finance Instruments |
| | In the last week of the course, you will learn how to apply all studied theory by means of a 2 day simulation game. |
| Teaching aids | Simulation game: The Cool Connection E- learning modules |
| Teaching methods | Lectures Classroom assignments Self study e-learning Simulation game |
| Supervisory activity | Lecturing Coaching |

| Destinien | | | | | |
|---------------------------------------|--|---|-----------------|--|--|
| Participation | | | | | |
| simulation game & attendance lectures | | | | | |
| Testname | Participation simulation game 8 | Participation simulation game & attendance lectures | | | |
| Test description | Participation in the simulation game & | | | | |
| rest description | Attendance of lectures needs to | | | | |
| Evidence of end level | No | De di least 60% | | | |
| Evidence of challeter | 1110 | | | | |
| Written exam | 1 | | | | |
| Testname | Written exam | | | | |
| Test description | MC and open questions | | | | |
| F (1 1 | NAC interest of the control of the c | | | | |
| Form of test Evidence of end level | Written exam | | | | |
| Evidence of end level | No | | | | |
| Selection of articles, | | | | | |
| available on ELO | | | | | |
| Titel | Selection of articles, available or | n FL O | | | |
| | · | | | | |
| Learning material | Online | | | | |
| carrier | | | | | |
| Author | C. de Goeij | | | | |
| Publisher | Windesheim | | | | |
| Price | € 0,00 | | | | |
| | | | | | |
| E-learning and | | | | | |
| Business Simulation | | | | | |
| Game (The Cool Connection) | | | | | |
| Titel | E Joarning and Business Simulation Came (The Coal Connection) | | | | |
| Titel | E-learning and Business Simulation Game (The Cool Connection) | | | | |
| | Digital media | Digital media | | | |
| Price | € 50,00 | | | | |
| Location | Zwolle | | | | |
| Main language | English | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| Out | One die a de mesis | 0.000 | NA/ - 2 - 1 - 4 | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 | | |
| simulation game & | | | | | |
| attendance lectures | 1 to 10 1 doc | Higher or oguel to F.F. | 1.0 | | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |



M3 Treasury Management

M3 Project

| Course code | FCvM3.PTM | | | |
|------------------------|---|------------------------|---------------|--|
| Study Unit description | FCvM3 Project Treasury Management | | | |
| Course name | M3 Project Treasury Management | | | |
| English course name | Project Treasury Management: focus on risks relating to working capital, interest rates and | | | |
| | | currencies. | | |
| Target group | Fulltime regular | | | |
| Competences | Finance (FC.LO5) | | | |
| | Performance Management 2 (FC.I | L03) | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | Finance and Control | | | |
| Level | Advanced | | | |
| Objective | Students improve their understand | ding of: | | |
| | | | | |
| | - Equity investments (valuation of | | | |
| | - Foreign exchange markets (curre | | e rate risks) | |
| | - Portfolio theory (asset allocation | | | |
| Educational content | Students design an investment po | ortfolio | | |
| Teaching aids | Finance | | | |
| Teaching methods | Projectgroups | | | |
| Supervisory activity | Projectsupport | | | |
| Test | | | | |
| Test | | | | |
| Process | | | | |
| Testname | Process | | | |
| restriarrie | Flocess | | | |
| Written report (paper) | | | | |
| Testname | Written report (paper) | | | |
| restriarrie | Writter report (paper) | | | |
| None | | | | |
| Titel | None | | | |
| Location | Zwolle | | | |
| Location | Scation Zwoile | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| Rounding | Thou (rounding down) | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Process | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Written report (paper) | T to TU, T dec. | nigher of equal to 5.5 | 1.U | |



M3 Finance

| ce) |
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M3 Money and Banking

| Course code | FCvM3.MB | | |
|------------------------|--|-------------------------------------|--|
| Study Unit description | FCvM3 Money and Banking | | |
| Course name | M3 Money and Banking | | |
| English course name | Money and Banking | | |
| Target group | Fulltime regular | | |
| Competences | Finance (FC.LO5) | | |
| · | Strategic Management (FC.LO1) | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Finance and Control | | |
| Level | Advanced | | |
| Objective | The student masters the following | concepts: | |
| | - the circular flow | | |
| | - the Keynesian model | | |
| | - the concept of economic grov | vth | |
| | - the banking system | | |
| | - fiscal policy (IS-LM) | | |
| | - monetary policy (IS-LM) | | |
| Educational content | The course provides a framework | for analyzing the firm's financi | al anvironment |
| Teaching aids | Book | Tot allaryzing the littles illiance | ai environment. |
| Teaching methods | Lectures/tutorial seminars (2 hour | rs per week) | |
| Supervisory activity | Coaching | 3 per week) | |
| Supervisory activity | Coacrining | | |
| Exam | T T | | |
| Testname | Exam | | |
| Test description | Written exam, multiple choice + or | pen questions | |
| Form of test | Written exam | | |
| | | | |
| Principles of | | | |
| Economics | | | |
| Titel | Principles of Economics | | |
| Learning material | Study book | | |
| carrier | | | |
| Identification | ISBN 9780077132736 | | |
| Author | McDowell | | |
| Publisher | McGraw Hill | | |
| Year of publication | 2012 | | |
| Location | Zwolle | | |
| Main language | English | | |
| | 1 | | |
| Judgment | 1. 10.1 | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| Oub accessing | One die and are als | 0.000 | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



Cross departmental modules

Windesheim and the Netherlands

| Course code | EN-IN-WNID.XX.01 | |
|-------------------------|---|--|
| Study Unit description | EN-IN-WNID.XX.01 | |
| Course name | Introduction module of Windesheim and Netherlands in an international context. | |
| Target group | No specific target group | |
| EC's | 2 | |
| Domain | BE | |
| Education | - LVO 2nd Gr. Geography - LVO 2nd Gr. General economy | |
| | - LVO 2nd Gr. Business Economics | |
| | - LVO 2nd Gr. Biology - LVO 2nd Gr. German | |
| | | |
| | - LVO 2nd Gr. English | |
| | LVO 2nd Gr. FrenchLVO 2nd Gr. History | |
| | - LVO 2nd Gr. History - LVO 2nd Gr. Healthcare and Welfare | |
| | - LVO 2nd Gr. Religion | |
| | - LVO 2nd Gr. Physics | |
| | - LVO 2nd Gr. Dutch | |
| | - LVO 2nd Gr. Chemistry | |
| | - LVO 2nd Gr. Technical vocational education | |
| | - LVO 2nd Gr. Math | |
| Level | Basic = NLQF 4+ | |
| Objective | - To learn about organisational structures in the Netherlands | |
| | - To learn about specific national features of the Netherlands | |
| | - To learn about aspects of Dutch cuisine | |
| | - To learn more about typical aspects of Dutch identity | |
| | - To learn more about specific aspects of Dutch cultural/historical heritage | |
| | - To get an international perspective on above mentioned themes by comparing them | |
| | with student's home country (and learn -as a side effect- as well about these | |
| | themes in other (European) countries) | |
| December 11 march 1 dec | Decree Pitter Construction the construction | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: | |
| | Knowledge of English. | |
| | - Student is able to understand explanations | |
| | - Student is able to take part in group discussions | |
| | - Student is able to write a report | |
| | ' | |
| Educational content | - Organisational structures in the Netherlands: educational system, infrastrucure of | |
| | the city centre and municipal political system | |
| | - Specific national features:language, foklore and geography | |
| | - Aspects of Dutch cuisine: habits on dinner time, traditional dishes/preferences and | |
| | cultural and historical influences on the cuisine | |
| | - 1 typical aspect of the Dutch identity (depending on the season): 'Sinterklaas' or ice | |
| | skating | |
| | - Specific aspects of Dutch/historical heritage: visiting places of historic interest and | |
| Teaching aids | related background information Module description on blackboard | |
| reaching alus | Information to be found on internet | |
| | Suggestion of book | |
| | ouggeotion of book | |



| | To. 1 | | | |
|-------------------------|--|-----------------------------------|--------------------------------|--|
| Teaching methods | Student's activities | | | |
| | Be present at and take part in: | | | |
| | - Presentations of guest speakers | | | |
| | - Excursions | | | |
| | - Meetings providing background information related to the topics of the activitities | | | |
| | - Group discussions | | | |
| | | | | |
| Supervisory activity | Activities of the International Office | e and lecturers: | | |
| | Organising presentations | of guest speakers; | | |
| | - Leading excursions; | | | |
| | Provinding specific information related to the topics of the activities; | | | |
| | Organising group discussions and sharing of knowledge about the themes | | | |
| | mentioned in the education | onal information. | | |
| | | | | |
| | Note: This module is a joint effort | of our International Office, resp | oonsible for the activities as | |
| | such, and lecturers, responsible fo | | | |
| | the written reports. | • | , | |
| | | | | |
| Portfolio | | | | |
| Testname | Portfolio | | | |
| Form of test | Porfolio: | | | |
| . Shirt of toot | Consisting of written reports desc | ribing the activities: | | |
| | | found on internet about the su | ibject and/or | |
| | - Information found in the re | | abject and, or | |
| | | pects of student's home count | ry | |
| | - Compared with similar as | pects of student's nome count | ı y | |
| | Final report: | | | |
| | - A reflection report about the overall experience and lessons learned with respect to | | | |
| | student's studies or future | | ons learned with respect to | |
| | Student's studies of future | : JOD | | |
| The Dutch I presume | | | | |
| Titel | The Dutch I presume | | | |
| | The Dutch I presume | | | |
| Learning material | Book | | | |
| carrier | 100110700054404 | | | |
| Identification | ISBN 97890854101 | | | |
| Author | Martijn de Rooi | | | |
| Publisher | Nilsson & Lamm | | | |
| Location of publication | Weesp | | | |
| Year of publication | 2005 | | | |
| Edition | First | | | |
| Price | € 14,95 | | | |
| Note | Recommended, not required | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English English | | | |
| widin language | Liigiioii | | | |
| Judgment | | | | |
| | 1 to 10 1 dog | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |
| | | | | |



Dutch Language Introduction

| Course code | EN-IN-DLID.XX.11 |
|------------------------|---|
| Study Unit description | EN-IN-DLID.XX.11 |
| Course name | Dutch Language Introduction |
| English course name | Introduction to the Dutch language |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Chemistry |
| | - LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Understanding basic vocabulary: words (Dutch - English) Use of basic vocabulary: words (English - Dutch) Understanding basic vocabulary: small sentences (Dutch - English) Use of basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in a simple conversations |
| Required knowledge | Pre-condition for entering the module Knowledge of English: |
| | Student understands oral and written instructions Student is able to compare Dutch grammar with English grammar Student is able to take part in group discussions |
| Educational content | Topics: To meet someone and social talk at a party To ask for information and get information, sending an e-mail and making a call How to get there by tram and what time is it Where do you go and what have you done In the supermarket and at a party In a restaurant |
| | Grammar: - Conjugation of verb and word order - Alphabet and spelling rules - Frequent irregular verbs in present tense, question words and plural - Negation and perfect tense - Demonstrative pronouns and possessive nouns - Adjective and use of er and daar |
| Teaching aids | Book Weekly planning at Blackboard Hand-outs during the lessons |



| Teaching methods | Student's activities: - Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods - Students use vocabulary, functional phrases and grammar in classroom in simple dialogues - Students repeat and memorize at home vocabulary, functional phrases and grammar - Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and the practical assignments | | | |
|----------------------|--|--|--|--|
| Supervisory activity | Lecturers activities In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practise by means of different methods with their fellow students. | | | |
| Exam | | | | |
| Testname | Exam | | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | | |
| | | | | |
| See literature on BB | | | | |
| Titel | See literature on BB | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | |
| Exam | 1 to 10, 1 dec. Higher or equal to 5.5 100.0 | | | |



Dutch Language Intermediate

| Study Unit description EN-IN-DLIMIXX.01 | Course code | EN-IN-DLIM.XX.01 |
|--|------------------------|---|
| Target group No specific target group | Study Unit description | |
| Eco | Course name | Dutch Language Intermediate |
| Education | Target group | |
| Education - LVO 2nd Gr. Geography - LVO 2nd Gr. Business Economics - LVO 2nd Gr. English - LVO 2nd Gr. English - LVO 2nd Gr. Finglish - LVO 2nd Gr. Heithcare and Welfare - LVO 2nd Gr. Heithcare and Welfare - LVO 2nd Gr. Heithcare and Welfare - LVO 2nd Gr. Peligion - LVO 2nd Gr. Physics - LVO 2nd Gr. Physics - LVO 2nd Gr. Drivs - LVO 2nd Gr. Technical vocational education - LVO 2nd Gr. Chemistry - LVO 2nd Gr. Technical vocational education - LVO 2nd Gr. Math - Level - Basic = NLQF 4+ Objective - Understanding intermediate basic vocabulary: words (Dutch - English) - Use of intermediate basic vocabulary: small sentences (Dutch - English) - Use of intermediate basic vocabulary: small sentences (English - Dutch) - Use of intermediate basic vocabulary: small sentences (English - Dutch) - Use of vocabulary and grammar in simple conversations Required knowledge - Pre-condition for entering the module - Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions Educational content - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, asking about price, discussing what to buy - Shopping, asking about price, discussing what to buy - Shopping, asking about price, discussing what to buy - Shopping, asking about price, discussing what to buy - Shopping, asking about price, discussing what to buy - Shopping, asking about price, discussing what to buy - Shopping, asking about price, discussing what to buy - Shopping asking about price, discussing what to buy - Shopping asking about price, discussing what to buy - Shopping asking about price, discussing what to buy - Shopping asking about price, discussing what to buy - Shopping asking about price, discussing what to buy - Shopping asking about price, discussing what to buy | EC's | |
| - LVO 2nd Gr. General economy - LVO 2nd Gr. Business Economics - LVO 2nd Gr. Biology - LVO 2nd Gr. German - LVO 2nd Gr. Fench - LVO 2nd Gr. French - LVO 2nd Gr. Healthcare and Welfare - LVO 2nd Gr. Healthcare and Welfare - LVO 2nd Gr. Healthcare and Welfare - LVO 2nd Gr. Religion - LVO 2nd Gr. Physics - LVO 2nd Gr. Dutch - LVO 2nd Gr. Chemistry - LVO 2nd Gr. Technical vocational education - LVO 2nd Gr. Chemistry - LVO 2nd Gr. Chemistry - LVO 2nd Gr. Math Level Basic = NLOF 4+ Objective - Understanding intermediate basic vocabulary: words (Dutch - English) - Use of intermediate basic vocabulary: words (English - Dutch) - Understanding intermediate basic vocabulary: small sentences (English - Dutch) - Use of intermediate basic vocabulary: small sentences (Dutch - English) - Use of intermediate basic vocabulary: small sentences (English - Dutch) - Use of vocabulary and grammar in simple conversations Required knowledge Pre-condition for entering the module Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions Educational content Topics: - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to - use of all Teaching aids | Domain | BE |
| Objective - Understanding intermediate basic vocabulary: words (Dutch - English) - Use of intermediate basic vocabulary: words (English - Dutch) - Understanding intermediate basic vocabulary: small sentences (Dutch - English) - Use of intermediate basic vocabulary: small sentences (English - Dutch) - Use of vocabulary and grammar in simple conversations - Use of vocabulary and grammar in simple conversations - To understand instructions - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area - Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to - use of all - Teaching aids - Utch - English - Dutch) - Use of the intermediate basic vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - | Education | LVO 2nd Gr. General economy LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education |
| Objective - Understanding intermediate basic vocabulary: words (Dutch - English) - Use of intermediate basic vocabulary: words (English - Dutch) - Understanding intermediate basic vocabulary: small sentences (Dutch - English) - Use of intermediate basic vocabulary: small sentences (English - Dutch) - Use of vocabulary and grammar in simple conversations - Use of vocabulary and grammar in simple conversations - To understand instructions - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area - Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to - use of all - Teaching aids - Utch - English - Dutch) - Use of the intermediate basic vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - Dutch) - Use of the vocabulary: small sentences (English - | Lovel | Pagin = NLOE 41 |
| Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions To take part in group discussions | | Understanding intermediate basic vocabulary: words (Dutch - English) Use of intermediate basic vocabulary: words (English - Dutch) Understanding intermediate basic vocabulary: small sentences (Dutch - English) Use of intermediate basic vocabulary: small sentences (English - Dutch) |
| - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to - use of all Teaching aids Book | Required knowledge | Knowledge of English - Student is able: To understand instructions To compare Dutch grammar with English grammar |
| - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to - use of all Teaching aids Book | Educational content | Talking about your hobby and reading an announcement for a concert To the cinema, expressing and inquiring after agreement, disagreement Shopping, asking about price, discussing what to buy Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment Asking for directions and at the police station Public buildings and rules at public area |
| Weekly planning Hand-outs during the lessons | Teaching aids | Use of the indefinite er Imperfect tense word order and compound sentences use of to have and don't have to use of all Book Weekly planning |



| Teaching methods | Student's activities: - Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods - Students use vocabulary, functional phrases and grammar in classroom in simple dialogues - Students repeat and memorize at home vocabulary, functional phrases and grammar - Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and practical assignments | | | |
|----------------------|--|------------------------|--------|--|
| Supervisory activity | Lecturers activities In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practice by means of different methods with their fellow students. | | | |
| | | | | |
| Exam | | | | |
| Testname | Exam | | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | | |
| See literature on BB | 1 | | | |
| Titel | See literature on BB | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | _ | | |
| Judgment | | | - | |
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10.1 dec. | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Dutch Society 1

| Course code | EN-IN-DSID.XX.17 |
|----------------------------|---|
| Course name | Dutch Society 1 |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | EN |
| Type of VOE | Supportive |
| Level | Basic = NLQF 4+ |
| Objective | Knowledge - Student has knowledge of: |
| | - Dutch history |
| | - Dutch surroundings/environment |
| | - Dutch politics |
| | - Dutch economy |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | - To cooperate in small international groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English - Student is able: |
| | |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| Educational content | The module Dutch Society 1 aims at acquiring -in an international setting- knowledge about Dutch history, politics, surroundings and economics and applying this knowledge in a fieldtrip to the city of Delft. |
| Teaching aids | Book |
| | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| | |
| Teaching methods | Student's activities |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations, there will be discussions about the topics mentioned in the educational |
| Our amilia amilia attivita | content. In the preparation of classroom activities hours of self study are included. |
| Supervisory activity | Lecturers activities |
| | The lecturer will guide the students through the theory and organics group activity |
| | The lecturer will guide the students through the theory and organise group activity. |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| rest description | 7 in written exam based on the topics of the educational content |
| See literature on BB | |
| Titel | See literature on BB |
| THE | occ incrutare on ob |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Society 2

| Course code | EN-IN-DSIM.XX.17 |
|----------------------|--|
| Course name | Dutch Society 2 |
| English course name | Dutch society, intermediate |
| EC's | 3 |
| Domain | BE |
| Target group | Fulltime regular |
| Objective | Knowledge - Student has knowledge of: |
| | |
| | - The Dutch legal system |
| | - The Dutch multicultural society |
| | - Dutch traditions of tolerance |
| | - The Dutch in foreign eyes |
| | |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | |
| | - To cooperate in small intercultural groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English - Student is able: |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| Educational content | The module Dutch Cociety 2 simplet acquiring in an international actting knowledge |
| Educational content | The module Dutch Society 2 aims at acquiring - in an international setting - knowledge about the Dutch legal system, the Dutch multicultural society, the Dutch in foreign eyes, |
| | Dutch traditions of tolerance and water. During this module students will apply their |
| | knowledge about water in a fieldtrip to Zwolle and surroundings. |
| Teaching aids | Book |
| 3 | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| Teaching methods | Student's activities |
| | |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations. There will be discussions about the topics mentioned in the educational |
| | content. There will be an excursion. In the preparation of classroom activities hours of |
| Cupanticant activity | selfstudy are included. |
| Supervisory activity | Lecturers activities |
| | The lectures will be partly theoretical, but mostly interactive through group assignments and |
| | discussions. The lecturer will guide the students in their assignments and activities. |
| | |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| | |
| See literature on BB | |
| Titel | See literature on BB |
| | |



| Judgment | | | |
|--------------------|--------------------------|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all | tests are 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Intercultural Awareness

| Course code | BS.IOE.IA | |
|--|---|--|
| Study Unit description | Intercultural Awareness | |
| Course name | Intercultural Awareness | |
| English course name | Intercultural Awareness | |
| Target group | Fulltime regular | |
| Competences | Basic qualification for management positions (HB009) | |
| Competences | Social communication skills (HB008) | |
| EC's | 3 | |
| Domain | BMR | |
| Education | International Business and Languages | |
| Level | Advanced | |
| Objective | - Students are able to explain the importance of culture and to see culture from | |
| Objective | different viewpoints | |
| | - Students are able to reflect on their own attitude towards cultural differences and | |
| | they can explain how this influences their way of looking at other cultures | |
| | - Students are able to explain relevant aspects of a culture of another country in the | |
| | world different from their own culture and country and relate this to at least five | |
| | different theoretical concepts studied during the lessons | |
| | - Students gain direct experience of working in an intercultural context in the | |
| | educational setting, they reflect on this experience and learn how they react on | |
| | cultural differences | |
| | - Students learn about different ways of conflict handling in different cultures | |
| | | |
| Educational content | - The concept of culture | |
| | - Attitudes towards cultural differences | |
| | - The concept of stereotyping | |
| | - Cultural analysis using different models and theories | |
| | Verbal and non-verbal aspects of intercultural communication | |
| | - Implications of cultural differences when living and working cross-borders | |
| Teaching aids | N@tschool | |
| reaching alas | PowerPoint presentations | |
| | Internet links | |
| | The studyguide | |
| | Literature | |
| Teaching methods | Lectures | |
| , and the second | Presentations | |
| | Case work | |
| | Team work | |
| Supervisory activity | Interactive Lectures | |
| | | |
| Participation | | |
| Testname | Participation | |
| Test description | 1. 'Free style' presentation | |
| | - students prepare and perform a personal presentation about their culture focussing on | |
| | the non tangible aspects | |
| | O Town on Loth a constant of the | |
| | 2. Team evaluation country analysis | |
| | - students compare and evaluate working together in a team in a windesheim setting with | |
| | their home university for an assignment | |
| | 2 Attendance (90%) | |
| Form of toot | 3. Attendance (80%) | |
| Form of test | Skill assignment | |

| Presentation | | |
|---------------------------|---|--|
| Testname | Presentation | |
| Test description | Students will be assessed on: | |
| · | | |
| | Structuring the presentation | |
| | | |
| | 2. Contents of the presentation | |
| | - Introduction | |
| | - General facts; size, population, religion etc. | |
| | - The onion diagram: application | |
| | - Choice of at least three models of culture | |
| | Hofstede: dimensions, scores and their consequence | |
| | Trompenaars: interpretation of dilemmas (give examples) | |
| | ➤ Hall: low or high context with examples | |
| | - Notions of business etiquette or etiquette in your field of expertise; concepts of | |
| | power, space and time - Remarkable cultural behaviours/rituals/values | |
| | | |
| | - Conclusion with whether or not you would like to live there and why (not) | |
| | 3. Presentation skills | |
| | 3. I resentation skins | |
| | 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) | |
| | (| |
| | 5. A written individual evaluation of teamwork will be submitted on ELO | |
| | | |
| Form of test | Written test / exam | |
| | | |
| Written exam | | |
| Titel | Written exam | |
| Test description | The exam consists of 50 Multiple Choice questions based on the content of the book Sana | |
| | Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and | |
| | information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. | |
| - | Besides that there will be questions on the topics dealt with in the lectures. | |
| Form of test | Oral test / exam | |
| | | |
| Intercultural Sensitivity | | |
| Titel | Intercultural Sensitivity | |
| Learning material | Book | |
| carrier Identification | ISBN 9 789023 251330 | |
| Author | Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma | |
| Publisher | Royal Van Gorcum | |
| Location of publication | Assen | |
| Year of publication | 2014 | |
| Edition | Third | |
| Price | € 16,50 | |
| THOC | C 10,00 | |
| Titel | Guide to Cross-Cultural Communication | |
| Learning material | Book | |
| carrier | DOOK . | |
| Identification | ISBN: 0-13-049784 | |
| Author | Sana Reynolds and Deborah Valentine | |
| Publisher | Prentice Hall Series in Advanced Business Communication | |
| PHNISHAL | | |



| Year of publication | 2004 | | |
|---------------------|--|------------------------|--------|
| Location | Zwolle | | |
| Main language | English | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



Drama and Improvisation

| Course code | EN-IN-DRIM.XX.01 | | |
|------------------------|---|--|--|
| Study Unit description | EN-IN-DRIM.XX.01 | | |
| Course name | Drama and Improvisation | | |
| English course name | Drama and Improvisation | | |
| Target group | No specific target group | | |
| EC's | 3 | | |
| Domain | BE | | |
| Education | - LVO 2nd Gr. Geography - LVO 2nd Gr. Biology - LVO 2nd Gr. German - LVO 2nd Gr. English - LVO 2nd Gr. French - LVO 2nd Gr. History - LVO 2nd Gr. Physics - LVO 2nd Gr. Dutch - LVO 2nd Gr. Chemistry - LVO 2nd Gr. Math | | |
| Level | Basic = NLQF 4+ | | |
| Objective | Students can demonstrate the 5 basic concepts of dramatical design/form Students can demonstrate suitable and clear body language Students can demonstrate credible emotions Students can demonstrate suitable energies and apply difference in tempi Students can consciously design a basic mise-en-scène and effectively choose suitable props and clothing Students can apply and demonstrate the Aristotelian construction of scenes | | |
| Required knowledge | Pre-condition for entering the module General - Approval and inclusion of EN-IN-DRIM in the Learning Agreement supplied by the home university - There are not subject related pre-conditions in effect Knowledge of English - Student is able to understand explanations - Student is able to read and write in English | | |
| Educational content | The module is centered around improving the following areas: - Gaining self confidence relating to presenting for a group - Improving concentration - Enhancing verbal and non-verbal communication - Improving improvisation skills and creativity therein In order to improve these areas, students work on recognizing, applying and practicing the following skills in class: - I: The 5 basis concepts of dramatical design/form - II: Body language - III: Tempi - IV: Strenghten, weaken and enhance emotions - V: Improvising (accepting, blocking, creativity) | | |
| Teaching aids | Improvisation hand-out on blackboard | | |



| Teaching methods | Students activities: - Be present at the presentations of drama theory - Take part in the group assignments | | | |
|-----------------------------|--|------------------------|--------|--|
| | rake part in the grot | ip assignments | | |
| Supervisory activity | Lecturers activities: Lecturers will mostly be interactive through group assignments and partly theoretical through short presentations of drama theory. | | | |
| | | | | |
| Presentation and assignment | | | | |
| Testname | Presentation and assignmen | nt | | |
| Test description | Final presentation: - There will be a final presentation in which the students show that they can apply the objectives related to the topics of the lessons. Final assignment: - There will be a final assignment in which the students show that they can relate the educational content to their future profession. | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| 3,13,1 | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | Floor (rounding down) | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Presentation and | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| assignment | | | | |



Specifications of courses Full Year Business Studies

International Business Studies 2

&

International Relations



Index

| International Business Studies 2 | 3 |
|--|------|
| IBS2 Project 1: The Global Business Environment | 4 |
| IBS2 Global Trends and Issues | 6 |
| IBS1 Intermediate Business English | 8 |
| IBS2 Sustainability Marketing | . 11 |
| IBS2 Open Your Mind: Critical and creative thinking in education and business | . 13 |
| IBS1 Intercultural Competence | . 15 |
| IBS2 Business Ethics | . 17 |
| WH - Family Business Workshop | . 19 |
| IBS Professional Development 2: Language teaching assistance French for International Business | . 21 |
| IBS Professional Development 3: Language teaching assistance German for International Business | . 22 |
| IBS2 Project 2: Developing a sustainable strategy | . 23 |
| IBS1 Advanced Business English | . 25 |
| IBS1 International Business Management | . 28 |
| IBS1 Supply Chain Finance | . 30 |
| IBL M5.2 Cross Cultural Management | . 32 |
| M3 Treasury Management | . 34 |
| M3 Project | . 34 |
| M3 Finance | . 35 |
| M3 Money and Banking | . 36 |
| Cross departmental modules | . 37 |
| Windesheim and the Netherlands | . 37 |
| Dutch Language Introduction | . 39 |
| Dutch Language Intermediate | . 41 |
| Dutch Society 1 | . 43 |
| Dutch Society 2 | . 45 |
| Intercultural Awareness | . 47 |
| Drama and Improvisation | . 50 |
| International Relations | . 52 |
| IR Project 1: European Conference | . 53 |
| IR Negotiation Skills | . 54 |

| IR European Public Afairs | . 56 |
|--------------------------------|------|
| IR Intercultural Communication | . 57 |
| IR European Policy Law | . 59 |
| IR Professional Development | . 60 |
| IR Critical Thinking | 61 |
| IR Project 2: Global Affairs | 62 |
| IR Global Public Affairs | 64 |
| IR International Relations | 65 |
| IR International Business Law | . 66 |
| Cross departmental modules | . 67 |
| Windesheim and the Netherlands | 67 |
| Dutch Language Introduction | 69 |
| Dutch Language Intermediate | . 71 |
| Dutch Society 1 | . 73 |
| Dutch Society 2 | . 75 |
| Intercultural Awareness | . 77 |
| Drama and Improvination | ΩN |



International Business Studies 2 Doing Business in the World



IBS2 Project 1: The Global Business Environment

| Course code | IBLmIBS2.PJ1 | |
|------------------------|---|--|
| Study Unit description | IBLmIBS2 Project 1: The Global Business Environment | |
| Course name | IBS2 Project 1: The Global Business Environment | |
| English course name | The Global Business Environment | |
| Target group | Fulltime regular | |
| Competences | Broad professionalization (HB001) | |
| | Creativity and complexity and action (HBO05) | |
| | Multidisciplinary integration (HB002) | |
| | Problem-oriented working (HB006) | |
| | Transfer and broad employability (HB004) | |
| | Scientific application and research (HB003) | |
| EC's | 4 | |
| Domain | BMR | |
| Education | International Business and Languages | |
| Level | Advanced | |
| Objective | - The student can evaluate the perfomance of an internationally operating company | |
| | from the perspective of various stakeholders | |
| | - The student can gather and systematically organise information about the | |
| | international business context | |
| | - The student can identify trends and issues that are important to the company | |
| | - The student can appraise how the company deals with the identified trends and | |
| | issues | |
| et a total | - The student is able to present the information | |
| Educational content | During the project the student executes the following tasks: | |
| | - 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, share holders, customers, suppliers, employees, public authorities and non-profit | |
| | organisations. | |
| | - 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. | |
| Teaching aids | Standard | |
| Teaching methods | Project group work | |
| Supervisory activity | The tutor: | |
| | - supports students in drawing up of the project plan and the collaboration contract | |
| | - gives intermediary feedback on half-products and on the process | |
| | - examines and evaluates the professional products that students deliverutor | |
| | | |
| Final mark - project 1 | | |
| Testname | Final mark - project 1 | |
| Test description | Process, professional product, final group presentation | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | |
| Evidence of end level | No | |



| HRM certificate | | | | |
|------------------------------|--|----------------------------------|--------------------|--|
| Testname | HRM certificate | | | |
| Test description | Serie of assigments in cooperation with HRM | | | |
| Form of test | Document (Project documentation | n, Internship report, Graduation | thesis, Portfolio) | |
| Evidence of end level | No | | | |
| | | | | |
| Training presentation | | | | |
| skills | | | | |
| Titel | Training presentation skills | | | |
| Test description | Presence mandatory | | | |
| Evidence of end level | No | | | |
| | | | | |
| Internet sources, | | | | |
| annual reports, | | | | |
| company info | | | | |
| Titel | Internet sources, annual reports, o | company info | | |
| Learning material | Digital media | | | |
| carrier | | | | |
| Identification | Internet | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding downwards) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Final mark - project 1 | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| HRM certificate | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| Training Presentation skills | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| SKIIIS | | | | |



IBS2 Global Trends and Issues

| Course code | IBLmIBS2.GTI |
|---------------------------|---|
| Study Unit description | IBLmIBS2 Global Trends and Issues |
| Course name | IBS2 Global Trends and Issues |
| English course name | Students learn what trends and issues are, how they develop and how they can be monitored and managed. |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | The student knows what trends and issues are, how they develop and how they can be monitored and managed The student can describe and explain the major global trends and issues using the the DESTEP / PESTEL model (Demographic, Economic, Social-cultural; Technological, Ecological and Political). 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 |
| Educational content | of the project, illistrate how these trends and issues developed, which stakeholdersare involved in what way. |
| Educational content | During the lectures, the following topics and issues will be covered: What are trends and issues? how do they develop? Relevance of global trends and issues for companies/multinationals. How to monitor and manage trends and issues? Presentation of PPP-model and DESTEP / PESTEL. Global challenges at the beginning the Twenty-First Century: Demographic, Economic, Social, Technological, Ecological and Political. |
| Teaching aids | Powerpoint Beamer Internet |
| Teaching methods | Each student contributes to the development of an essay about Global Trends and Issues from the perspective of a multinational (the multinational which is central in the project). In this essay the student describes the relevance of the trends and issues for the future sustainability of the company. The essay concludes with an advice from the student to the Board of Directors of the |
| | multinational how the company should deal with the trends and issues. The information gathered during this assignment can also be used in the project. |
| Supervisory activity | Teaching and coaching |
| | |
| Assignment | |
| Testname | Assignment |
| Test description | Essay/Report Presentation Interview expert Develop questions |
| Evam | |
| Exam | Evam |
| Testname Test description | Exam |
| Test description | Exam Written teet / exem |
| Form of test | Written test / exam |
| Evidence of end level | No |

| Scenario-based | | | | |
|-------------------------|--|------------------------|--------|--|
| Strategic Planning | | | | |
| Titel | Scenario-based Strategic Planning |] | | |
| Learning material | Study book | | | |
| carrier | | | | |
| Identification | ISBN 9783658028749 E-book: 9 | 78-3-658-02875-6 | | |
| Author | Paul Hague, Nick Hague, Carol-An | n Morgan | | |
| Publisher | Springer Gabler | - | | |
| Location of publication | Wiesbaden | | | |
| Year of publication | Latest version | | | |
| Print | Latest version | Latest version | | |
| Price | € 45,00 | € 45,00 | | |
| Location | Zwolle | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IBS1 Intermediate Business English

| Course code | IBLmIBS1.EN | | |
|------------------------|--|--|--|
| Study Unit description | IBLmIBS1 Intermediate Business English | | |
| Course name | IBS1 Intermediate Business English | | |
| English course name | Intermediate Business English. In terms of the Common European Framework of Reference | | |
| | (CEFR), the level of this course is B2. | | |
| Target group | Fulltime regular | | |
| EC's | 4 | | |
| Domain | BMR | | |
| Education | International Business and Languages | | |
| Level | Advanced | | |
| Objective | Having completed the course, students can: | | |
| | - read and understand English business texts | | |
| | - give an effective, informative business presentation | | |
| | - understand authentic English audio material | | |
| | anderstand dathernie English dadio material | | |
| | and students have: | | |
| | in an analyth six was abulant in the managed field of business. Finalish | | |
| | - increased their vocabulary in the general field of business English | | |
| | - increased their knowledge and understanding of the basics of English grammar | | |
| | In terms of the Common European Framework of Reference (CEFR), the level of this course | | |
| | is: B2 | | |
| Educational content | Intermediate Business English in IBS consists of two different parts: 'Writing skills' and 'Oral | | |
| | skills'. 'Writing skills' deals with Reading and Writing, 'Oral skills' with Listening and | | |
| | Speaking. | | |
| | For Donding students and to what incomes their modifies while Different to the students | | |
| | For Reading students are taught to improve their reading skills. Different texts are studied | | |
| | and general comprehension questions need to be answered. Also various vocabulary | | |
| | exercises are made to increase students' vocabulary in the field of business English. | | |
| | In the Writing classes students are taught how to write clearly and in grammatically correct | | |
| | English. Theory is put into practice by means of writing assignments in which different | | |
| | writing formats (letters, reports, e-mails, etc.) are used. In order for the students to be able | | |
| | to do so successfully, the essentials of English grammar are taught and practised by means | | |
| | of various grammatical exercises. | | |
| | | | |
| | In the Listening classes use will be made of audio material, provided by the instructor. | | |
| | Students listen to recordings of programmes such as 'BBC World Service' and are expected | | |
| | to listen to details and answer MC + open questions on the | | |
| | recording. | | |
| | Speaking (spoken production) will be practised in giving an effective, audience-oriented, | | |
| | informative presentation on a business organisation/company or a business | | |
| | product/service. | | |
| Teaching aids | ELO | | |
| | Podcasts and other audio materials | | |
| Teaching methods | Instruction lectures | | |
| | Training lectures | | |
| | Effective, formal business presentations | | |
| | Assignments for individual students or groups of 2 to 3 students | | |
| | Self study | | |
| Supervisory activity | Coaching by the lecturer during the training lectures | | |
| | I | | |



| Test description Assessment oral skills Speaking skills are tested by way of continuous assessment in class. Each time a student participates in a role play or moderates a group discussion in class, (s)he receives an assessment form with a mark from the lecturer. The average of all performances in class will be the basis for your speaking skills mark, but your pronunciation in the udior recording of the process reflection report will also influence this mark. Listening skills are assessed in a separate listening test in the final oral communication class. Assessment writing skills Testname Assessment writing skills Test description Students make a written exam in which they demonstrate their abilities in the field of reading, vocabulary and writing. Reading skills are tested by means of vocabulary and general comprehension questions about one of the texts discussed in class. Writing skills are tested by means of various assignments in which students demonstrate their understanding of English grammar. Participation oral skills Test description Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum and hand in their audio assignment in time. If these requirements are not met, students will not receive their European Credits until extra assignment. The audio assignment is the spoken version (audio recording in mp3 or wma format) of a process reflection report. The deadline for handing in the audio assignment is the Monday of week 8. Should it be handed in later, it can only be assessed in the following study period. The audio assignment is to be handed on a CD-ROM or USB stick in either mp3 or wma format in the teacher's mailbox on floor X4 (no 90). Participation writing skills Test description Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students are require | Assessment oral skills | |
|--|------------------------|--|
| Speaking skills are tested by way of continuous assessment in class. Each time a student participates in a role play or moderates a group discussion in class, (s)he receives an assessment form with a mark from the lecturer. The average of all performances in class will be the basis for your speaking skills mark, but your pronunciation in the audio recording of the process reflection report will also influence this mark. Listening skills are assessed in a separate listening test in the final oral communication class. Assessment writing skills | | Assessment oral skills |
| Testname | | Speaking skills are tested by way of continuous assessment in class. Each time a student participates in a role play or moderates a group discussion in class, (s)he receives an assessment form with a mark from the lecturer. The average of all performances in class will be the basis for your speaking skills mark, but your pronunciation in the audio recording of the process reflection report will also influence this mark. Listening skills are assessed in |
| Testname | | |
| Students make a written exam in which they demonstrate their abilities in the field of reading, vocabulary and writing. Reading skills are tested by means of vocabulary and general comprehension questions about one of the texts discussed in class. Writing skills are tested by means of various assignments in which students demonstrate their understanding of English grammar. Participation oral skills Testname | | |
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| Test description Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum and hand in their audio assignment in time. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. Students must also hand in an audio assignment. The audio assignment is the spoken version (audio recording in mp3 or wma format) of a process reflection report. The deadline for handing in the audio assignment is the Monday of week 8. Should it be handed in later, it can only be assessed in the following study period. The audio assignment is to be handed on a CD-ROM or USB stick in either mp3 or wma format in the teacher's mailbox on floor X4 (no 90). Participation writing skills Testname Participation writing skills Test description Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. N@tschool Module: "Intermediate Business English in IBS" Titel N@tschool Module: "Intermediate Business English in IBS" Digital media | Test description | reading, vocabulary and writing. Reading skills are tested by means of vocabulary and general comprehension questions about one of the texts discussed in class. Writing skills are tested by means of various assignments in which students demonstrate their |
| Test description Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum and hand in their audio assignment in time. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. Students must also hand in an audio assignment. The audio assignment is the spoken version (audio recording in mp3 or wma format) of a process reflection report. The deadline for handing in the audio assignment is the Monday of week 8. Should it be handed in later, it can only be assessed in the following study period. The audio assignment is to be handed on a CD-ROM or USB stick in either mp3 or wma format in the teacher's mailbox on floor X4 (no 90). Participation writing skills Testname Participation writing skills Test description Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. N@tschool Module: "Intermediate Business English in IBS" Titel N@tschool Module: "Intermediate Business English in IBS" Digital media | | |
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| students are required to complete all parts of the curriculum and hand in their audio assignment in time. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. Students must also hand in an audio assignment. The audio assignment is the spoken version (audio recording in mp3 or wma format) of a process reflection report. The deadline for handing in the audio assignment is the Monday of week 8. Should it be handed in later, it can only be assessed in the following study period. The audio assignment is to be handed on a CD-ROM or USB stick in either mp3 or wma format in the teacher's mailbox on floor X4 (no 90). Participation writing skills Testname Participation writing skills Test description Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. N@tschool Module: "Intermediate Business English in IBS" Digital media Digital media | | ' |
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| "Intermediate Business English in IBS" Titel N@tschool Module: "Intermediate Business English in IBS" Learning material carrier Digital media | No. 1 111 11 | |
| Titel N@tschool Module: "Intermediate Business English in IBS" Learning material carrier Digital media | "Intermediate Business | |
| Learning material carrier Digital media | | N@tschool Module: "Intermediate Business English in IBS" |
| | Learning material | |
| | Location | Zwolle |



| Judgment | | | |
|------------------------------|------------------------------|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tes | ts are 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Assessment oral skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Assessment writing skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Participation oral skills | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| Participation writing skills | Fail to Pass | Higher or equal to 5.5 | 0.0 |



IBS2 Sustainability Marketing

| Course code | IBLmIBS2.SM | | |
|------------------------|--|--|--|
| Study Unit description | IBLmIBS2 Sustainability Marketing | | |
| Course name | IBS2 Sustainability Marketing | | |
| English course name | Sustainability Marketing | | |
| Target group | Fulltime regular | | |
| Competences | Broad professionalization (HBO01) | | |
| Competences | The professional development, management and implementation of business, in particular | | |
| | the commercial processes surrounding international business. (BE.IB.01) | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International Business and Languages | | |
| Level | Advanced | | |
| Objective | - 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 | | |
| Educational content | Sustainability marketing aims at marketing sustainable products and services which | | |
| | "satisfy customer needs and significantly improve the social and environmental | | |
| | performance along the whole life cycle", while increasing customer value and achieving the | | |
| | company's objectives | | |
| | | | |
| | Sustainability branding is the process of creating and maintaining an identity of a specific | | |
| | product, service, or business that reflects special added value in terms of environmental | | |
| | and social benefits.[1] A brand is only perceived as being sustainable if it can credibly | | |
| | convey sustainability benefits which are noticeable by and relevant to the consumer.[2] | | |
| | , | | |
| | The following topics will be covered in this module: | | |
| | PART I Understanding Sustainability and Marketing | | |
| | 1 Marketing in the Twenty-First Century | | |
| | 2 Framing Sustainability Marketing | | |
| | | | |
| | PART II Developing Sustainability Marketing Opportunities | | |
| | 3 Socio-ecological Problems | | |
| | 4 Sustainable Consumer Behaviour | | |
| | | | |
| | PART III Developing Sustainability Marketing Standards and Strategies | | |
| | 5 Sustainability Marketing Values and Objectives | | |
| | 6 Sustainability Marketing Strategies | | |
| | | | |
| | PART IV Developing the Sustainability Marketing Mix | | |
| | 7 Customer Solutions | | |
| | 8 Communications | | |
| | 9 Customer Cost | | |
| | DADT V Developing the Follows of Contains billion Mark to the | | |
| | PART V Developing the Future of Sustainability Marketing | | |
| | 11 Sustainability Marketing Transformations | | |
| Tacabin!-!- | 12 Reframing Sustainability Marketing | | |
| Teaching aids | Powerpoint | | |
| | ELO Literature | | |
| Toophing matheda | Literature | | |
| Teaching methods | Interactive teaching (lectures and seminars) | | |
| Supervisory activity | Teaching and coaching | | |

| Portfolio | | | |
|----------------------|--|------------------------|--------|
| Testname | Portfolio | | |
| Test description | Students deliver a portfolio with a | set of assignments | |
| | | | |
| Written exam | | | |
| Testname | Written exam | | |
| Test description | Multiple choice | | |
| · | | | |
| Sustainability | | | |
| Marketing: A Global | | | |
| Perspective (e-book) | | | |
| Titel | Sustainability Marketing: A Global | Perspective (e-book) | |
| Learning material | Digital media | | |
| carrier | | | |
| Identification | ISBN 978EUDTE00447 | | |
| Author | Frank-Martin Belz, Ken Peattie | | |
| Publisher | Wiley Desktop Edition | | |
| Year of publication | 2010 | | |
| Price | € 30,60 | | |
| | | | |
| Sustainability | | | |
| Marketing: A Global | | | |
| Perspective | | | |
| Titel | Sustainability Marketing: A Global | Perspective | |
| Learning material | Book | | |
| carrier | | | |
| Identification | ISBN 9781119966197 | | |
| Author | Frank-Martin Belz, Ken Peattie | | |
| Year of publication | 2012 | | |
| Price | € 48,73 | | |
| Location | Zwolle | | |
| Main language | Dutch | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Written Examination | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IBS2 Open Your Mind: Critical and creative thinking in education and business

| Course code | IBLmIBS2.0YM |
|----------------------------------|---|
| Study Unit description | IBLmIBS2 Open Your Mind |
| Course name | IBS2 Open Your Mind: Critical and creative thinking in education and business |
| English course name | Open Your Mind: Critical and creative thinking in education and business |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business |
| Level | Advanced |
| Objective | After the course students will know: - the difference between a fixed and growth mindset and what this means for their own learning - the basic critical thinking and creative thinking skills - their own value as a future starting professional After the course students will be able to: - think critically about their own field of study and future profession. - to be(come) creative in their own field of study and future profession. - write convincing, professional and creative texts in good English. - give a compelling presentation about a subject of choice. |
| Educational content | Critical thinking skills: critical reading, reasoning, structuring information, analysing, evaluating and judging. Writing skills for both creative and business writing: planning, formulating, editing and revising. Creative thinking skills: convergent and divergent thinking, thinking outside and inside the box. |
| Teaching aids | None |
| Teaching methods | Classes (seminars) |
| Supervisory activity | By lecturer of Communicatie en Onderzoeksvaardigheden HBO-R |
| p. 2.2. y 5.5 | |
| Final presentation | |
| Testname | Final presentation |
| Test description | Students deliver a presentation in class (max, 15 minutes) on a subject of their own choice |
| Form of test | Oral test / exam |
| | |
| Portfolio with class assignments | |
| Testname | Portfolio with class assignments |
| Test description | Students hand in their (digital) portfolio with class assignments |
| Form of test | Document (project documentation, internship report, graduation thesis, portfolio) |
| Location | Zwolle |



| Judgment | | | |
|----------------------|--------------------------|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all | tests are 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Final presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Portfolio with class | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| assignments | | | |



IBS1 Intercultural Competence

| Study Unit description Course name IBS.II Intercultural Competence | Course code | IBLmIBS.IC | |
|---|---|--|--|
| English course name Intercultural Competence | Study Unit description | IBLmIBS.IC Intercultural Competence | |
| Target group Competences Broad professionalization (HB001) Creativity and complexity and action (HB005) Multidisciplinary integration (HB002) Problem-oriented working (HB006) Transfer and broad employability (HB004) Scientific application and research (HB003) EC'S 2 Domain BMR Education International Business and Languages Level Advanced Objective Intercultural competences are one of the most essential topics at an institution and its student body when talking about internationalisation. 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 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 interultural skills. Educational content Educational content Students complete the Intercultural Readniness Check and receive an extensive feedbac report that helps them to develop the action plan, in which they focus on certain facets more in particular. In joint activities with local students, students actively develop their chosen facets. Students report back on their progress by means of a portfolio. Teaching aids The Intercultural Readiness Check, provided. Teaching methods Group collaboration activities Supervisory activity - Supports students in creating understanding of the IRC profile and action plan - Gives intermediary feedback on half-products and on the process - Examines and evaluates the professional products that students deliver Portfolio Test description - Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Evidence of end level No | Course name | · · | |
| Broad professionalization (HB001) Creativity and complexity and action (HB005) | English course name | Intercultural Competence | |
| - Creativity and complexity and action (HB005) - Multidisciplinary integration (HB002) - Problem-oriented working (HB006) - Transfer and broad employability (HB004) - Scientific application and research (HB003) EC's 2 Domain BMR Education International Business and Languages Level Advanced Objective Intercultural competences are one of the most essential topics at an institution and its student body when talking about internationalisation. 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 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 interultural skills. Educational content Students complete the Intercultural Readniness Check and receive an extensive feedbac report that helps them to develop the action plan, in which they focus on certain facets more in particular. In joint activities with local students, students actively develop their chosen facets. Students report back on their progress by means of a portfolio. Teaching methods Group collaboration activities Tutor - Supports students in creating understanding of the IRC profile and action plan - Gives intermediary feedback on half-products and on the process - Examines and evaluates the professional products that students deliver Portfolio Test description Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Evidence of end level No | Target group | | |
| - Multidisciplinary integration (HB002) - Problem-oriented working (HB006) - Transfer and broad employability (HB004) - Scientific application and research (HB003) EC's 2 Domain BMR Education Level Advanced Objective Intercultural competences are one of the most essential topics at an institution and its student body when talking about internationalisation. 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 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 strenghten their interultural skills. Educational content Educational content In joint activities with local students, students actively develop their chosen facets more in particular. In joint activities with local students, students actively develop their chosen facets. Students report back on their progress by means of a portfolio. Teaching aids The Intercultural Readiness Check, provided. Teaching methods Group collaboration activities Supervisory activity Tutor - Supports students in creating understanding of the IRC profile and action plan - Gives intermediary feedback on half-products and on the process - Examines and evaluates the professional products that students deliver Portfolio Test description Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) | Competences | - Broad professionalization (HBO01) | |
| - Problem-oriented working (HB006) - Transfer and broad employability (HB004) - Scientific application and research (HB003) EC'S 2 Domain BMR Education International Business and Languages Level Advanced Objective Intercultural competences are one of the most essential topics at an institution and its student body when talking about internationalisation. 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 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 interultural skills. Educational content Students complete the Intercultural Readiniess 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. In joint activities with local students, students actively develop their chosen facets. Students report back on their progress by means of a portfolio. Teaching aids The Intercultural Readiness Check, provided. Group collaboration activities Supervisory activity Tutor - Supports students in creating understanding of the IRC profile and action plan - Gives intermediary feedback on half-products and on the process - Examines and evaluates the professional products that students deliver Portfolio Testname Portfolio Testname Portfolio Testname Portfolio Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) | | | |
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| Education | | | |
| Level | | | |
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| define as well as develop these essential 21st century skills 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 strenghten their interultural skills. Educational content 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. In joint activities with local students, students actively develop their chosen facets. Students report back on their progress by means of a portfolio. Teaching aids The Intercultural Readiness Check, provided. Group collaboration activities Supervisory activity Tutor Supports students in creating understanding of the IRC profile and action plan Gives intermediary feedback on half-products and on the process Examines and evaluates the professional products that students deliver Portfolio Testname Portfolio Testname Portfolio Testname Portfolio Testname Portfolio Test description Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) | | | |
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| Intercultural Readiness Check and develop an action plan on which they base a number of activities that explicitly help strenghten their interultural skills. Educational content Students complete the Intercultural Readniness 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. In joint activities with local students, students actively develop their chosen facets. Students report back on their progress by means of a portfolio. Teaching aids The Intercultural Readiness Check, provided. Group collaboration activities Supervisory activity Tutor - Supports students in creating understanding of the IRC profile and action plan - Gives intermediary feedback on half-products and on the process - Examines and evaluates the professional products that students deliver Portfolio Testname Portfolio Testname Portfolio Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | | Students actively man their current state of Intercultural Development by means of the | |
| activities that explicitly help strenghten their interultural skills. Educational content Students complete the Intercultural Readniness Check and receive an extensive feedbac report that helps them to develop the action plan, in which they focus on certain facets more in particular. In joint activities with local students, students actively develop their chosen facets. Students report back on their progress by means of a portfolio. Teaching aids Teaching methods Supervisory activity Tutor - Supports students in creating understanding of the IRC profile and action plan - Gives intermediary feedback on half-products and on the process - Examines and evaluates the professional products that students deliver Portfolio Testname Portfolio Testname Portfolio Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | | | |
| Students complete the Intercultural Readniness 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. In joint activities with local students, students actively develop their chosen facets. | | | |
| report that helps them to develop the action plan, in which they focus on certain facets more in particular. In joint activities with local students, students actively develop their chosen facets. Students report back on their progress by means of a portfolio. Teaching aids Teaching methods Group collaboration activities Supervisory activity Tutor Supports students in creating understanding of the IRC profile and action plan Gives intermediary feedback on half-products and on the process Examines and evaluates the professional products that students deliver Portfolio Test description Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | Educational content | | |
| more in particular. In joint activities with local students, students actively develop their chosen facets. Students report back on their progress by means of a portfolio. Teaching aids The Intercultural Readiness Check, provided. Teaching methods Group collaboration activities Supervisory activity Tutor - Supports students in creating understanding of the IRC profile and action plan - Gives intermediary feedback on half-products and on the process - Examines and evaluates the professional products that students deliver Portfolio Testname Portfolio Test description Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | | · | |
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| Teaching methods Supervisory activity Tutor - Supports students in creating understanding of the IRC profile and action plan - Gives intermediary feedback on half-products and on the process - Examines and evaluates the professional products that students deliver Portfolio Testname Portfolio Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | | | |
| Supervisory activity Tutor - Supports students in creating understanding of the IRC profile and action plan - Gives intermediary feedback on half-products and on the process - Examines and evaluates the professional products that students deliver Portfolio Testname Portfolio Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | | | |
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| - Gives intermediary feedback on half-products and on the process - Examines and evaluates the professional products that students deliver Portfolio Testname Portfolio Test description Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | Supervisory activity | | |
| - Examines and evaluates the professional products that students deliver Portfolio Testname Portfolio Test description Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | | | |
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| Testname Portfolio Test description Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | | - Examines and evaluates the professional products that students deliver | |
| Testname Portfolio Test description Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | Portfolio | | |
| Test description Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | | Portfolio | |
| chosen group activities Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | | | |
| Form of test Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) Evidence of end level No | . 500 0000ption | | |
| Evidence of end level No | Form of test | | |
| | | | |
| LOCATION ZWOIIE | Location | Zwolle | |
| Main language English | | | |
| LI COOTION LI (WOLLO | Testname Test description Form of test Evidence of end level | Students develop a portfolio that included their IRC profile, action plan and reflection on chosen group activities Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) No | |



| Judgment | | | |
|--------------------|--------------------------|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all | tests are 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IBS2 Business Ethics

| Course code | IBLmIBS2.BE |
|------------------------------------|---|
| Study Unit description | IBLmIBS2 Business Ethics |
| Course name | IBS2 Business Ethics |
| English course name | Business ethics |
| Target group | Fulltime regular |
| Competences | Awareness of social responsibility (HB010) |
| LEEC's | 2 |
| Domain | BMR |
| Education | Accountancy |
| | International Business and Languages |
| Level | Advanced |
| Objective | To obtain knowledge and insight into the ethical problems and moral dilemmas in the field |
| | of international business and corporate social responsibility. |
| | |
| | To be able to write an advisory report about an ethical problem and moral dilemma in the |
| er e i | field of international business and corporate social responsibility. |
| Educational content | - The nature of ethical problems and moral dilemmas in international business |
| | - Handling corruption and gifts |
| | Classical moral theories to resolve moral dilemmas (consequentialism and |
| | deontology) |
| | Stakeholdermanagement and stakeholder analysis method Pluralism, cultural diversity and the ethical problem of relativism and universalism |
| | - Environmental sustainability |
| Teaching aids | Self study: blended learning Silverpoint to obtain knowledge and insight |
| Teaching methods | Workshops to learn how to write an advistory report |
| Supervisory activity | 4 workshops to accompany students to write advisory reports |
| capervisory activity | Themenope to accompany stadents to time dathery reports |
| Advisory report | |
| business ethics | |
| Testname | Advisory report business ethics |
| Test | Writing an advisory report about a moral problem that causes integrity problems in the |
| | organisation and needs to be addressed internally. It also has a negative effect on one of |
| | the stakeholder which means that the stakeholder analysis method needs to be applied. |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |
| | |
| Reader Ethical | |
| problems and moral | |
| dilemmas in international business | |
| Titel | Reader Ethical problems and moral dilemmas in international business |
| Learning material | Reader |
| carrier | Treduct |
| Author | C. Aarsbergen |
| Publisher | Windesheim |
| Location of publication | Zwolle |
| Year of publication | 2016 |
| Note | Can be downloaded from ELO / Silverpoint |
| Location | Zwolle |
| | i e e e e e e e e e e e e e e e e e e e |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Advisory report | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| business ethics | | | |



WH - Family Business Workshop

| Course code | WH.MI.MPGW.FB |
|------------------------|---|
| Study Unit description | WH - MPGW - Family Business Workshop |
| | WH - Family Business Workshop |
| Course name | , |
| English course name | WH - Family Business Workshop |
| Target group | Fulltime regular |
| Competences | WH.LO1 - Know-how (WH.LO1) |
| | WH.LO2 - Power to Act (WH.LO2) |
| FOL | WH.LO5 - Innovator (WH.LO5 |
| EC's | 5 |
| Domain | BMR |
| Education | Global Project and Change Management |
| Level | Advanced |
| Objective | 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; |
| | |
| | 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; |
| | CO2 2 Decoming the rest cours of shallowers in family hypinasses while showing called |
| | 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; |
| | COA A Present your recommendation in the role of conculting professionals |
| Educational content | CO4. 4. Present your recommendation in the role of consulting professionals. Throughout the world, family business ownership is the most prevailing form of ownership. |
| Educational content | 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. |
| | The Werkshop Femily Pusiness: Challenges in the husiness femily and surreveling in the |
| | 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 |
| Toophing side | teams, participants gain strong analysis, recommendation and presentation abilities. N.a. |
| Teaching aids | |
| Teaching methods | Coaching on the job, peer interaction and feedback Coaching and feedback |
| Supervisory activity | Coaching and reedback |
| Group Assignment | |
| Group Assignment | Croup Assignment |
| Testname | Group Assignment |
| Individual Assignant | |
| Individual Assigment | Individual Assignment |
| Testname | Individual Assignment |

| Managing the Family Business | | | |
|------------------------------|--|------------------------|--------|
| Titel | Managing the Family Business | | |
| Learning material | Book | | |
| carrier | | | |
| Author | Zelweger | | |
| Publisher | Edward Elgar Publishing | | |
| Year of publication | 2017 | | |
| | | | |
| Family Business | | | |
| Titel | Family Business | | |
| Learning material | Book | | |
| carrier | | | |
| Author | Gils, van A. & Helvert-Beugels, J. | | |
| Year of publication | 2016 | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Group Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 40.0 |
| Individual Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 60.0 |



IBS Professional Development 2: Language teaching assistance French for International Business

| Course code | IBLmIBS.PD2 | | | |
|--------------------------------|---|----------------------------------|--------------------------|--|
| Study Unit description | IBLmIBS.PD2 | | | |
| Course name | Professional Development 2: Lang | juage teaching assistance Frer | nch for International | |
| | Business | | | |
| English course name | Professional Development 2: Language teaching assistance French for International | | nch for International | |
| | Business | | | |
| Target group | Fulltime regular | | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | International Business and Langua | ages | | |
| Level | Advanced | | | |
| Objective | For native French speakers only: T leadership skills while teaching | | · | |
| Educational content | The French native speaking stude language skills. | nt will support and contribute t | o teaching activities in | |
| | Student will align with teacher how | v the the teaching assistance r | ny take place | |
| Teaching aids | Lecturing materials, assignments, | ELO | | |
| Teaching methods | Online, group and indivdual coach | | | |
| Supervisory activity | Teacher will closely monitor the st | | | |
| | organising 3-weeky meetings with | the students, apart from teach | ning hours | |
| | _ | | | |
| Learning report | | | | |
| Testname | Learning report | | | |
| Test description | By the end of the semester, studer writing a learning report. A discuss report | | | |
| Form of test | Skill assignment | | | |
| Evidence of end level | No | | | |
| Sequentiality | None | | | |
| Location | Zwolle | | | |
| Main language | French | | | |
| Communication | ELO, Email, Face to Face interaction | on with teacher and students | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub accomment | Li Considire and a majorite | Caesura | Weight | |
| Sub assessment Learning report | Gradingdomain Very poor to excellent | Higher or equal to 5.5 | 1.0 | |



IBS Professional Development 3: Language teaching assistance German for International Business

| Course code | IBLmIBS.PD3 | | | |
|------------------------|--|---------------------------------|---------------------------|--|
| Study Unit description | IBLmIBS.PD3 | | | |
| Course name | Professional Development 3: Lang | nuage teaching assistance Ger | man for International | |
| oddroc Harrie | Business | gaage teaching accordance cen | man for international | |
| English course name | Professional Development 3: Language teaching assistance German for International Business | | man for International | |
| • | | | | |
| Target group | Fulltime regular | | | |
| Competences | Broad professionalization (HBO01 |) | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | International Business and Langua | ages | | |
| Level | Advanced | | | |
| Objective | For the native German speaking s | | s with IB students and | |
| | develop leadership skills while tea | | | |
| Educational content | The native German speaking stude | ent will support and contribute | to teaching activities in | |
| | language skills. | | | |
| | | | | |
| - | Student will align with teacher how | v the the teaching assistance r | nay take place | |
| Teaching aids | ELO, Classroom activities | d averin e e e e e e e | | |
| Teaching methods | Online, assignments, individual an | | | |
| Supervisory activity | Teacher will closely monitor the student assistants performance and progress by organising 3-weeky meetings with the students, apart from teaching hours | | | |
| | organising 5-weeky meetings with | the students, apart from teach | illig flours | |
| Learning report | | | | |
| Testname | Learning report | | | |
| Test description | By the end of the semester, the st | udent will document learning e | xperiences by means of a | |
| Tool dooding tron | report. Discussion on received pe | | | |
| Form of test | Skill assignment | | | |
| Evidence of end level | No | | | |
| Sequentiality | None | | | |
| Location | Zwolle | | | |
| Main language | German | | | |
| Communication | ELO, Email, Face to Face | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | | Highest | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Learning report | Very poor to excellent | Higher or equal to 5.5 | 1.0 | |



IBS2 Project 2: Developing a sustainable strategy

| Course code | IBLmIBS2.PJ2 | |
|------------------------|--|--|
| Study Unit description | IBLmIBS2 Project 2: Developing a sustainable strategy | |
| Course name | IBS2 Project 2: Developing a sustainable strategy in an international environment | |
| English course name | Developing a sustainable strategy in an international environment | |
| Target group | Fulltime regular | |
| Competences | Basic qualification for management positions (HB009) | |
| | Awareness of social responsibility (HBO10) | |
| | Broad professionalization (HB001) | |
| | Thinking and acting methodically and reflectively (HBO07) | |
| | Multidisciplinary integration (HB002) | |
| | Problem-oriented working (HB006) | |
| LEEC's | 4 | |
| Domain | BMR | |
| Education | International Business and Languages | |
| Level | Advanced | |
| Objective | The student is able to: | |
| | - 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 | |
| Educational content | Students translate their analysis from part 1 of the project to the reputation model and carry | |
| Educational content | 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: | |
| | 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, feasability, acceptability) selection model | |
| | 5. the business canvas model of Ostenwalder | |
| | 6. the value proposition model | |
| | | |
| | On the basis of the analysis, the students describe the current strategy of the company and | |
| | draw up a plan/proposal of the future strategy. | |
| | | |
| | Students develop a short (3 minutes) film (YouTube quality) which communicates the | |
| | essence of the new strategy to relevant stakeholders. At the end of the project the students | |
| | present their proposal to the Board of Directors of the company (in this case, the project | |
| | lecturers). | |
| Teaching aids | Standard, powerpoint | |
| Teaching methods | Group work with final presentation of group report | |



| Supervisory activity | The tutor/teacher: - Facilitates students in drafting project plan - Provides lectures - Provides feedback during the project on products and process. | | |
|------------------------|--|----------------------------------|-----------------------|
| | Performs assessment of t | the students work | |
| Final mark - project 2 | | | |
| Testname | Final mark - project 2 | | |
| Test description | Analyse and advisory report, movid defence and process | e corporate story, final present | tation and individual |
| | | | |
| Reliable internet | | | |
| resources, annual | | | |
| reports, company info | | | |
| Titel | Reliable internet resources, annual reports, company info | | |
| Learning material | Online | | |
| carrier | | | |
| Identification | Internet | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Final mark - project 2 | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IBS1 Advanced Business English

| Course code | IBLmIBS1.EN2 |
|------------------------|---|
| Study Unit description | IBLmIBS1 Advanced Business English |
| Course name | IBS1 Advanced Business English |
| English course name | Advanced Business English |
| Target group | Fulltime regular |
| EC's | 4 |
| Domain | BMR |
| Education | International, Business and Languages |
| Level | Advanced |
| Objective | Having completed the course students can: - read and understand English business texts - write effective English business documents of various kinds - understand authentic English audio material - give an effective, persuasive business presentation In terms of the Common European Framework of Reference (CEFR), the level of this course is B2. |
| Educational content | Advanced Business English in IBS consists of two different parts: 'Writing skills' and 'Oral skills'. 'Writing skills' deals with Reading and Writing, 'Oral skills' with Listening and Speaking. |
| | For Reading students will have to study different texts dealing with general business topics. General comprehension questions need to be answered and knowledge of relevant English business vocabulary is tested. |
| | In the Writing classes students are taught how to write clearly and in grammatically correct English, applying basic writing principles. Theory is put into practice by means of writing assignments in which different writing formats (letters, reports, e-mails etc.) are used. |
| | In the Listening classes use will be made of podcasts and other audio material, provided by the instructor. Also, students will work on an individual audio file outside of class. |
| | Speaking (spoken production) will be practised in persuasive, formal business presentations in which students present a proposition of their own choice. |
| Teaching aids | ELO Podcasts and other audio materials |
| Teaching methods | Instruction lectures Training lectures Effective, formal business presentations Assignments for individual students or groups of 2 to 3 students Self study |
| Supervisory activity | Coaching by the lecturer during the training lectures |
| Assessment oral skills | |
| Testname | Assessment oral skills |
| Test description | Speaking skills are tested by means of a formal presentation in class by each student |
| rest description | individually. However, the student's pronunciation in the audio file will also influence this mark. Listening skills are assessed in a separate listening test in the final oral communication class. |
| | |



| Assessment writing | |
|------------------------------|--|
| skills | |
| Testname | Assessment writing skills |
| Test description | Students make a written exam in which they demonstrate their abilities in the field of reading and writing. Reading skills are tested by means of vocabulary and general comprehension questions about one of the texts discussed in class. Writing skills are tested in a writing assignment (using one of the different formats). |
| Bank to the control of the | |
| Participation oral skills | |
| Testname | Participation oral skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. Students are also required to hand in their individual audio file, consisting of 8 files in mp3 |
| | or wma format. |
| | If a 'Fail' has been given for the audio assignment, the audio file must be improved and can be handed in for subsequent assessment in the following period. |
| | The deadline for handing in the audio file is the Monday of week 8. Should an audio file be handed in later, it can only be assessed in the following period. Audio files are to be handed in hardcopy (with the audio recording in mp3 or wma format on a CD-ROM or USB stick) in the teacher's mailbox in the X-building (Box 83 on floor X7). |
| | |
| Participation writing skills | |
| Testname | Participation writing skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. |
| | |
| N@tschool module | |
| "Advanced Business | |
| English in IBS" | |
| Titel | N@tschool module "Advanced Business English in IBS" |
| Learning material | Digital media |
| carrier | |
| Identification | N@tschool |
| Location | Zwolle |



| Judgment | | | |
|------------------------------|------------------------------|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tes | ts are 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Assessment oral skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Assessment writing skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Participation oral skills | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| Participation writing skills | Fail to Pass | Higher or equal to 5.5 | 0.0 |



IBS1 International Business Management

| Course code | IBLmIBS1.IBM |
|------------------------|--|
| Study Unit description | IBLmIBS1 International Business Management |
| Course name | IBLmIBS1 International Business Management |
| English course name | International Business Management |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | After having finalized this module the student is capable to: |
| | - identify basic structures of international organisations |
| | - recognise different instruments for the design of an organisational and the definition of an organisational strategy |
| | recognize the relationship between theories, models and organizational aspects in the practice of the daily business |
| | - show insight in the structural and cultural aspects of intercultural cooperation |
| | - explain the different aspect of decision making in organisations (incl. the basic tools to |
| | support decisions) |
| | - understand organizational processes related to change and innovation |
| Educational content | This module provides students with a comprehensive overview on management principles for international business. Through a mix of frontal lectures, discussion, in-class cases and exercise the module covers crucial information such as strategy, organisation, decision making, marketing, opening trade and logistics channels and manage suppliers in the context of international business and global organisations. |
| Teaching methods | The course is build around workshops in which collaborative learning is applied. Students will explore theoretical concepts and apply these to in-class case studies. |
| Supervisory activity | The lecturer facilitiates the process of collaborative learning and is available during workshops for feedback and feedforward. |
| | |
| Project Work | |
| Testname | Project Work |
| Test description | Students present a relevant case study in which theoretical concepts discussed in class are dealt with in more detail. |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |
| | |
| Written exam | |
| Testname | Written exam |
| Test description | The exam consists open questions |
| Form of test | Written exam |
| Evidence of end level | No |

| Organisation and | | | |
|-------------------------|---------------------------------------|------------------------|--------|
| Management, an | | | |
| international approach | | | |
| Titel | Organisation and Management, an i | nternational approach | |
| Learning material | Study book | ., | |
| carrier | , | | |
| Identification | ISBN 9789001850227 | | |
| Author | Marcus and van Dam | | |
| Publisher | Noordhoff uitgevers - Groningen/H | outen | |
| Location of publication | Groningen/Houten | | |
| Year of publication | 2015 | | |
| Edtion | Latest | | |
| Price | Around € 65,00, also available as e-l | book | |
| Location | Zwolle | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are | Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Project Work | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.2 |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.8 |



IBS1 Supply Chain Finance

| Course code | IBLmIBS2.SCF |
|---------------------------------------|---|
| Study Unit description | IBLmIBS2 Supply Chain Finance |
| Course name | IBS1 Supply Chain Finance |
| English course name | Supply Chain Finance |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | 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. |
| Educational content | In a globalizing economy, industrial value chains become more complex, spanning more countries and supply chain members than ever before. While flows of goods in the chain are increasingly integrated and optimized, finance flows have been fragmented. The credit crisis has revealed structural weaknesses. Cost of financing is rising, while suppliers, especially SMEs 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. |
| | In six lectures we will discuss the following subjects: |
| | Supply Chain Structure and Financial Processes Working Capital Working Capital Management Costs in the supply chain Supply Chain Risk and Control Supply Chain Finance Instruments In the last week of the course, you will learn how to apply all studied theory by means of a 2 day simulation game. |
| Teaching aids | Simulation game: The Cool Connection E- learning modules |
| Teaching methods | Lectures Classroom assignments Self study e-learning Simulation game |
| Supervisory activity | Lecturing Coaching |
| Dertieinstien | |
| Participation | |
| simulation game & attendance lectures | |
| | Participation simulation game & attendance lectures |
| Testname Test description | Participation simulation game & attendance lectures Participation in the simulation game is mandatory |
| | Attendance of lectures needs to be at least 80% |
| Evidence of end level | No |



| Written exam | | | |
|----------------------------|---|------------------------------|--------|
| Testname | Written exam | | |
| Test description | MC and open questions | | |
| · | • | | |
| Form of test | Written exam | | |
| Evidence of end level | No | | |
| | | | |
| Selection of articles, | | | |
| available on ELO | | | |
| Titel | Selection of articles, available on | ELO | |
| Learning material | Online | | |
| carrier | | | |
| Author | C. de Goeij | | |
| Publisher | Windesheim | | |
| Price | € 0,00 | | |
| | | | |
| E-learning and | | | |
| Business Simulation | | | |
| Game (The Cool | | | |
| Connection) | | | |
| Titel | E-learning and Business Simulation | on Game (The Cool Connection | n) |
| | Digital media | | |
| Price | € 50,00 | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | |
| Rounding | Floor (rounding down) | • | |
| | , | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| simulation game & | | | |
| attendance lectures | | | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IBL M5.2 Cross Cultural Management

| Course code | IBLvM5.CCM |
|------------------------|---|
| Study Unit description | IBL M5.2 Cross Cultural Management |
| Course name | M5.2 Cross Cultural Management |
| English course name | Cross Cultural Management |
| Target group | Fulltime regular |
| Competences | Having insight and knowledge of the importance of intercultural differences on div. process phases of doing business internationally and being able to empathize with different cultures to support the company. internal processes. doing business (BE.IB.03) |
| EC's | 2 |
| Domain | BMR |
| Education | International, Business and Languages |
| Level | Bachelor = NLQF 6 |
| Objective | Students can explain the influence of culture on business across the globe and show understanding of how culture influences various aspects of organizations (corporate structures, leadership, strategy, change, marketing and diversity) |
| | Students are capable of explaining how business communication is influenced by culture; what barriers exist in intercultural communication, how one can deal with conflicts and how to negotiate in an intercultural setting. They can explain how to become an interculturally competent communicator and show understanding of the necessary ingredients for working in international teams. |
| | Students are capable of presenting, reflecting on and discussing the topics dealt with in the theory and have acquired sensitivity for acting professionally in cross-cultural situations. |
| Educational content | Students learn how to explain the influence of culture on business across the globe and study how culture influences various aspects of organisations (corporate structures, leadership, strategy, change, marketing and diversity) |
| | Students study theories related to intercultural communication and cross cultural management and as such, gain knowledge about interculturally competent communicative behaviour. |
| | Students will work on lecturing activities in class and as home work. They are challenged to incorporate their personal international experience and are part of an international team (provided that group composition allows all teams to be culturally mixed). In participating in the students' lectures, students show that they can present, discuss and reflect on the topics dealt with in class. As such active participation in the lectures is required. |
| Teaching aids | Students will be actively involved in working on assignments and case studies. Power Point presentations will be available for students on ELO. |
| Teaching methods | Lectures Case assignments Presentations/lectures by students |
| Supervisory activity | The lecturer teaches in class and supports students during case assignments in class The lecturer provides students with feedback in the process of developing a mini-lecture The lecturer encourages the discussion following the students' mini-lectures |



| Students lecture | | | |
|-----------------------|--|-------------------------------|------------------------------|
| Testname | Students lecture | | |
| Test description | Students prepare a mini-lecture in book and are graded for complete and originality. | | |
| Form of test | Oral exam | | |
| Evidence of end level | No | | |
| | | | |
| Written exam open | | | |
| questions | | | |
| Testname | Written exam open questions | | |
| Test description | Students will have to answer 10 o | pen questions, related to the | theory and cases in the book |
| | The minimum mark will be 5.5 in o | order to pass | |
| | Students need to be present in cla | ass and be active during less | ons and in doing assignments |
| Form of test | Written test / exam | | |
| Evidence of end level | No | | |
| | | | |
| Understanding Cross | | | |
| Cultural Management | | | |
| Titel | Understanding Cross Cultural Management | | |
| Learning material | Study book | | |
| carrier | | | |
| Identification | ISBN 9781292015897 | | |
| Author | Marie-Joëlle Browaeys & Roger Pr | ice | |
| Publisher | Prentice Hall | | |
| Year of publication | 2015 | | |
| Edition | 3rd | | |
| Price Location | € 71,39 Zwolle | | |
| Communication | ELO, Classroom, Email | | |
| Communication | LLO, Glassidoili, Ellidii | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Students lecture | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Written exam open | 1 to 10, 1 dec. | Higher or equal to 5.5 | 2.0 |
| questions | | , | |
| | | | |



M3 Treasury Management

M3 Project

| IVIO I TOJEC | - | | | |
|--------------------------|---|---|----------------|--|
| Course code | FCvM3.PTM | | | |
| Study Unit description | FCvM3 Project Treasury Management | | | |
| Course name | M3 Project Treasury Managemen | | | |
| English course name | Project Treasury Management: fo | Project Treasury Management: focus on risks relating to working capital, interest rates and | | |
| | currencies. | | | |
| Target group | Fulltime regular | | | |
| Competences | Finance (FC.LO5) | | | |
| | Performance Management 2 (FC. | LO3) | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | Finance and Control | | | |
| Level | Advanced | | | |
| Objective | Students improve their understand | ding of: | | |
| | | | | |
| | - Equity investments (valuation of | | | |
| | - Foreign exchange markets (curre | | je rate risks) | |
| | - Portfolio theory (asset allocation | | | |
| Educational content | Students design an investment portfolio | | | |
| Teaching aids | Finance | ÿ i | | |
| Teaching methods | Projectgroups | | | |
| Supervisory activity | Projectsupport | | | |
| 7 | | | | |
| Test | | | | |
| Dragon | | | | |
| Process | Durana | | | |
| Testname | Process | | | |
| Muitton von out (non on) | | | | |
| Written report (paper) | Maistan and the second | | | |
| Testname | Written report (paper) | | | |
| Nene | T | | | |
| None Titel | Nene | | | |
| | None | | | |
| Location | Zwolle | | | |
| Ludam out | T | | | |
| Judgment Cradingdomain | 1 to 10, 1 dec. | | | |
| Gradingdomain | * | | | |
| Causting result | Higher or equal to 5.5 | | | |
| Counting result | Highest | a !Oamanlatad! | | |
| Calculation method | Weighted average and all tests an | е сотпрієтеа | | |
| Rounding | Floor (rounding down) | | | |
| Cub accessment | Credingdomein | Coccure | Weight | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Process | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| Written report (paper) | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



M3 Finance

| | T = = | | |
|--|---|---------------------------------|------------------------|
| Course code | FCvM3.FIN | | |
| Study Unit description | FCvM3 Finance | | |
| Course name | M3 Finance | | |
| English course name | Finance: focus on cash flows, wor | king capital and ratio-analyses | |
| Target group | Fulltime regular | | |
| Competences | Finance (FC.LO5) | | |
| | Performance Management 2 (FC.l | _03) | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | Finance and Control | | |
| Level | Advanced | | |
| Objective | At the end of this module the stud | | Capital, interest risk |
| | management and currency risk ma | anagement. | |
| Entry requirements | Basics of Business Economics | | |
| Educational content | The following subjects: | | |
| | - Cash flow | | |
| | - Networking capital | | |
| | - Ratios | | |
| | - Interest risk | | |
| | - Currency risk | | |
| Teaching aids | Basic Calculator | | |
| Teaching methods | Discussion about the problems | | |
| Supervisory activity | Discussion about the text of Breal | | |
| | and discussion about the problem | s. The students should prepare | e the text in advance. |
| | | | |
| Written exam | | | |
| | | | |
| Testname | Written exam | | |
| Testname | Written exam | | |
| Testname Brealey Myers Marcus: | Written exam | | |
| Brealey Myers Marcus: Fundamentals of | Written exam | | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance | | | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel | Brealey Myers Marcus: Fundamen | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material | | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier | Brealey Myers Marcus: Fundamen Study book | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier | Brealey Myers Marcus: Fundamen Study book | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 | tals of Corporate Finance | |
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| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. | tals of Corporate Finance | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 | | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest | | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are | | |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result Calculation method Rounding | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are Floor (rounding down) | | Weight |
| Brealey Myers Marcus: Fundamentals of Corporate Finance Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Brealey Myers Marcus: Fundamen Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are | e 'Completed' | Weight 1.0 |



M3 Money and Banking

| me mene | y arra bariking | | |
|---------------------------|------------------------------------|--|--|
| Course code | FCvM3.MB | | |
| Study Unit description | FCvM3 Money and Banking | | |
| Course name | M3 Money and Banking | | |
| English course name | Money and Banking | | |
| Target group | Fulltime regular | | |
| Competences | Finance (FC.LO5) | | |
| | Strategic Management (FC.LO1) | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Finance and Control | | |
| Level | Advanced | | |
| Objective | The student masters the following | concepts: | |
| | - the circular flow | | |
| | - the Keynesian model | | |
| | - the concept of economic grov | vth | |
| | - the banking system | | |
| | - fiscal policy (IS-LM) | | |
| | - monetary policy (IS-LM) | | |
| E1 | | | |
| Educational content | The course provides a framework | tor analyzing the firm's financ | ial environment. |
| Teaching aids | Book | | |
| Teaching methods | Lectures/tutorial seminars (2 hou | rs per week) | |
| Supervisory activity | Coaching | | |
| _ | | | |
| Exam | | | |
| Testname | Exam | | |
| Test description | | Written exam, multiple choice + open questions | |
| Form of test | Written exam | | |
| Dringinles of | T | | |
| Principles of | | | |
| Economics Titel | Principles of Economics | | |
| | Study book | | |
| Learning material carrier | Study DOOK | | |
| Identification | ISBN 9780077132736 | | |
| Author | McDowell | | |
| Publisher | McGraw Hill | | |
| Year of publication | 2012 | | |
| Location | Zwolle | | |
| Main language | English | | |
| anriangaage | <u> </u> | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | 1 | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| ì | • = = = | <u> </u> | The state of the s |



Cross departmental modules

Windesheim and the Netherlands

| Course code | EN-IN-WNID.XX.01 |
|------------------------|---|
| Study Unit description | EN-IN-WNID.XX.01 |
| Course name | Introduction module of Windesheim and Netherlands in an international context. |
| Target group | No specific target group |
| EC's | 2 |
| Domain | BE |
| Education | - LVO 2nd Gr. Geography |
| | - LVO 2nd Gr. General economy |
| | - LVO 2nd Gr. Business Economics |
| | - LVO 2nd Gr. Biology |
| | - LVO 2nd Gr. German |
| | - LVO 2nd Gr. English |
| | - LVO 2nd Gr. French |
| | - LVO 2nd Gr. History |
| | - LVO 2nd Gr. Healthcare and Welfare |
| | - LVO 2nd Gr. Religion |
| | - LVO 2nd Gr. Physics - LVO 2nd Gr. Dutch |
| | - LVO 2nd Gr. Dutch - LVO 2nd Gr. Chemistry |
| | - LVO 2nd Gr. Criemstry - LVO 2nd Gr. Technical vocational education |
| | - LVO 2nd Gr. Nethingal vocational education |
| Level | Basic = NLQF 4+ |
| Objective | - To learn about organisational structures in the Netherlands |
| | - To learn about specific national features of the Netherlands |
| | - To learn about aspects of Dutch cuisine |
| | - To learn more about typical aspects of Dutch identity |
| | - To learn more about specific aspects of Dutch cultural/historical heritage |
| | - To get an international perspective on above mentioned themes by comparing them |
| | with student's home country (and learn -as a side effect- as well about these |
| | themes in other (European) countries) |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English: |
| | |
| | - Student is able to understand explanations |
| | - Student is able to take part in group discussions |
| | - Student is able to write a report |
| | |
| Educational content | - Organisational structures in the Netherlands: educational system, infrastrucure of |
| | the city centre and municipal political system - Specific national features:language, foklore and geography |
| | - Aspects of Dutch cuisine: habits on dinner time, traditional dishes/preferences and |
| | cultural and historical influences on the cuisine |
| | - 1 typical aspect of the Dutch identity (depending on the season): 'Sinterklaas' or ice |
| | skating |
| | - Specific aspects of Dutch/historical heritage: visiting places of historic interest and |
| | related background information |
| Teaching aids | Module description on blackboard |
| 3 | Information to be found on internet |
| | Suggestion of book |
| | |



| Teaching methods | Student's activities | | |
|---|---|--|--------------------------------|
| reaching methods | Be present at and take part in: | | |
| | - Presentations of guest sp | eakers | |
| | - Excursions | | |
| | | round information related to th | ne topics of the activitities |
| | - Group discussions | | |
| | | | |
| Supervisory activity | Activities of the International Office | e and lecturers: | |
| | Organising presentations | of guest speakers; | |
| | Leading excursions; | | |
| | | nation related to the topics of t | |
| | | ions and sharing of knowledge | about the themes |
| | mentioned in the education | nal information. | |
| | Note: This module is a joint effort | of our International Office, res | nonsible for the activities as |
| | such, and lecturers, responsible for | | |
| | the written reports. | in the educational part of this h | nodule, willen is reviewing |
| | the written reports. | | |
| Portfolio | | | |
| Testname | Portfolio | | |
| Form of test | Porfolio: | | |
| | Consisting of written reports desc | | |
| | Related to the information | found on internet about the si | ubject and/or |
| | Information found in the residual | ecommended book | |
| | Compared with similar as | pects of student's home count | ry |
| | | | |
| | Final report: | | |
| | | he overall experience and less | ons learned with respect to |
| | student's studies or future | OD | |
| | | | |
| The Dutch I presume | | | |
| The Dutch I presume | The Dutch I presume | | |
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| Titel | · | | |
| Titel Learning material carrier Identification | Book ISBN 97890854101 | | |
| Titel Learning material carrier Identification Author | Book ISBN 97890854101 Martijn de Rooi | | |
| Titel Learning material carrier Identification Author Publisher | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm | | |
| Titel Learning material carrier Identification Author Publisher Location of publication | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp | | |
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| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons | | |
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| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle | | |
| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English | | |
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| Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Book ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are | e 'Completed' Caesura Higher or equal to 5.5 | Weight 100.0 |



Dutch Language Introduction

| Course code | EN-IN-DLID.XX.11 | |
|------------------------|--|--|
| Study Unit description | EN-IN-DLID.XX.11 | |
| Course name | Dutch Language Introduction | |
| English course name | Introduction to the Dutch language | |
| Target group | No specific target group | |
| EC's | 3 | |
| Domain | BE | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education | |
| 11 | - LVO 2nd Gr. Math | |
| Level Objective | Basic = NLQF 4+ - Understanding basic vocabulary: words (Dutch - English) | |
| objective | Use of basic vocabulary: words (English - Dutch) Understanding basic vocabulary: small sentences (Dutch - English) Use of basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in a simple conversations | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: | |
| | Student understands oral and written instructions Student is able to compare Dutch grammar with English grammar Student is able to take part in group discussions | |
| Educational content | Topics: To meet someone and social talk at a party To ask for information and get information, sending an e-mail and making a call How to get there by tram and what time is it Where do you go and what have you done In the supermarket and at a party In a restaurant | |
| | Grammar: - Conjugation of verb and word order - Alphabet and spelling rules - Frequent irregular verbs in present tense, question words and plural - Negation and perfect tense - Demonstrative pronouns and possessive nouns - Adjective and use of er and daar | |
| Teaching aids | Book Weekly planning at Blackboard Hand-outs during the lessons | |



| Teaching methods | Student's activities: |
|----------------------|--|
| | - Students practice vocabulary, functional phrases and grammar in classroom by |
| | means of different kinds of activating methods |
| | - Students use vocabulary, functional phrases and grammar in classroom in simple |
| | dialogues |
| | - Students repeat and memorize at home vocabulary, functional phrases and |
| | grammar |
| | - Students practice vocabulary, functional phrases and grammar at home by doing |
| | the exercises from the course book and the practical assignments |
| Supervisory activity | Lecturers activities |
| | |
| | In classroom the basic vocabulary, functional phrases and grammar as referred to in the |
| | educational content is introduced, attention is paid to the pronunciation and the students |
| | are activated to practise by means of different methods with their fellow students. |
| Ever | |
| Exam | - France |
| Testname | Exam The exam consists of 5 parts; 4 written and 1 oral part. |
| Form of test | The exam consists of 5 parts, 4 written and 1 oral part. |
| See literature on BB | |
| Titel | See literature on BB |
| Location | Zwolle |
| | English |
| Main language | Eligiisii |
| Judgment | |
| Gradingdomain | 1 to 10, 1 dec. |
| Caesura | Higher or equal to 5.5 |
| Counting result | Highest |
| Calculation method | Weighted average and all tests are 'Completed' |
| Rounding | Floor (rounding down) |
| Touriding | Thou (rounding down) |
| Sub assessment | Gradingdomain Caesura Weight |
| Exam | 1 to 10, 1 dec. Higher or equal to 5.5 100.0 |
| | 1 13 13 14 15 15 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |



Dutch Language Intermediate

| Course code | EN-IN-DLIM.XX.01 |
|------------------------|---|
| Study Unit description | EN-IN-DLIM.XX.01 |
| Course name | Dutch Language Intermediate |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Understanding intermediate basic vocabulary: words (Dutch - English) Use of intermediate basic vocabulary: words (English - Dutch) Understanding intermediate basic vocabulary: small sentences (Dutch - English) Use of intermediate basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in simple conversations |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions |
| Educational content | Topics: - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to - use of all |
| Teaching aids | Book Weekly planning Hand-outs during the lessons |



| Teaching methods | Student's activities: - Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods - Students use vocabulary, functional phrases and grammar in classroom in simple dialogues - Students repeat and memorize at home vocabulary, functional phrases and grammar - Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and practical assignments | | | | |
|----------------------|--|------------------------|--------|--|--|
| Supervisory activity | Lecturers activities In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practice by means of different methods with their fellow students. | | | | |
| | | | | | |
| Exam | | | | | |
| Testname | Exam | | | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | | | |
| | | | | | |
| See literature on BB | | | | | |
| Titel | See literature on BB | | | | |
| Practical action | Skill lessons | | | | |
| Location | Zwolle | | | | |
| Main language | English | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | | |



Dutch Society 1

| Course code | EN-IN-DSID.XX.17 |
|-----------------------|--|
| Course name | Dutch Society 1 |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | EN |
| Type of VOE | Supportive |
| Level | Basic = NLQF 4+ |
| Objective | Knowledge - Student has knowledge of: |
| | - Dutch history |
| | - Dutch surroundings/environment |
| | - Dutch politics |
| | - Dutch economy |
| | |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | - To cooperate in small international groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English - Student is able: |
| | |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| Education Language | The state of the first state of the state of |
| Educational content | The module Dutch Society 1 aims at acquiring -in an international setting- knowledge about Dutch history, politics, surroundings and economics and applying this knowledge in a |
| Tanahing aida | fieldtrip to the city of Delft. |
| Teaching aids | Book |
| | Powerpoint presentations Internet links |
| | Fieldtrip |
| | 1 leidtip |
| Teaching methods | Student's activities |
| Todoming modification | Ciddonico dolividos |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations, there will be discussions about the topics mentioned in the educational |
| | content. In the preparation of classroom activities hours of self study are included. |
| Supervisory activity | Lecturers activities |
| | |
| | The lecturer will guide the students through the theory and organise group activity. |
| | |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| | |
| See literature on BB | |
| Titel | See literature on BB |



| Judgment | | | | | |
|--------------------|------------------------------|--|-------|--|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | Highest | | | |
| Calculation method | Weighted average and all | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | | |



Dutch Society 2

| Course code | EN-IN-DSIM.XX.17 |
|---------------------------|---|
| Course name | Dutch Society 2 |
| English course name | Dutch society, intermediate |
| EC's | 3 |
| Domain | BE |
| Target group | Fulltime regular |
| Objective | Knowledge - Student has knowledge of: |
| | The Dutch legal system The Dutch multicultural society Dutch traditions of tolerance The Dutch in foreign eyes |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | To cooperate in small intercultural groups To reflect on the cross-cultural differences |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand the English instruction - To present in English - To take part in discussions in English |
| Educational content | The module Dutch Society 2 aims at acquiring - in an international setting - knowledge about the Dutch legal system, the Dutch multicultural society, the Dutch in foreign eyes, Dutch traditions of tolerance and water. During this module students will apply their knowledge about water in a fieldtrip to Zwolle and surroundings. |
| Teaching aids | Book Powerpoint presentations Internet links Fieldtrip |
| Teaching methods | Student's activities In class after an introduction of the lecturer, students will exchange information and will give presentations. There will be discussions about the topics mentioned in the educational content. There will be an excursion. In the preparation of classroom activities hours of colfetudy are included. |
| Supervisory activity | selfstudy are included. Lecturers activities |
| | The lectures will be partly theoretical, but mostly interactive through group assignments and discussions. The lecturer will guide the students in their assignments and activities. |
| Evom | |
| Exam | Evam |
| Testname Test description | Exam An written exam based on the tenios of the educational content |
| Test description | An written exam based on the topics of the educational content |
| See literature on BB | Out Ith make make BB |
| Titel | See literature on BB |



| Judgment | | | | | |
|--------------------|--|------------------------|-------|--|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | | |



Intercultural Awareness

| Course code | BS.IOE.IA | | |
|--|---|--|--|
| Study Unit description | Intercultural Awareness | | |
| | | | |
| Course name | Intercultural Awareness | | |
| English course name | Intercultural Awareness | | |
| Target group | Fulltime regular | | |
| Competences | Basic qualification for management positions (HB009) Social communication skills (HB008) | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International Business and Languages | | |
| Level | Advanced | | |
| Objective Educational content | Students are able to explain the importance of culture and to see culture from different viewpoints Students are able to reflect on their own attitude towards cultural differences and they can explain how this influences their way of looking at other cultures Students are able to explain relevant aspects of a culture of another country in the world different from their own culture and country and relate this to at least five different theoretical concepts studied during the lessons Students gain direct experience of working in an intercultural context in the educational setting, they reflect on this experience and learn how they react on cultural differences Students learn about different ways of conflict handling in different cultures The concept of culture Attitudes towards cultural differences | | |
| Teaching aids | - Attitudes towards cultural differences - The concept of stereotyping - Cultural analysis using different models and theories - Verbal and non-verbal aspects of intercultural communication - Implications of cultural differences when living and working cross-borders N@tschool | | |
| | PowerPoint presentations Internet links The studyguide Literature | | |
| Teaching methods Supervisory activity | Lectures Presentations Case work Team work Interactive Lectures | | |
| - Lapor ricory doctricy | | | |
| Participation | | | |
| Testname | Participation | | |
| Test description | 1. 'Free style' presentation | | |
| | - students prepare and perform a personal presentation about their culture focussing on the non tangible aspects 2. Team evaluation country analysis - students compare and evaluate working together in a team in a windesheim setting with | | |
| | their home university for an assignment | | |
| | 3. Attendance (80%) | | |
| Form of test | Skill assignment | | |

| Test description Students will be assessed on: 1. Structuring the presentation 2. Contents of the presentation - Introduction - General facts; size, population, religion etc The onion diagram: application - Choice of at least three models of culture - Yes of the presentation of dilemmas (give examples) - Hall: low or high context with examples - Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Form of test Written exam Titel Written exam Thest description The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunce etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Intercultural Sensitivity Intercultural Sensitivity Royal Van Goroum Vear of publication Year of publication Year of publication Sana Reynolds and Deborah Valentine Publisher Guide to Cross-Cultural Communication Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication Year of publication Year of publication Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication | Presentation | |
|---|---------------------------|--|
| Test description Students will be assessed on: 1. Structuring the presentation 2. Contents of the presentation - Introduction - General facts; size, population, religion etc The onion diagram: application - Choice of at least three models of culture - Hofstedes dimensions, scores and their consequence - Trompenaers: interpretation of dilemmas (give examples) - Hall: low or high context with examples - Notions of business etiquete or etiquetie in your field of expertise; concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Written exam Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunce etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Intercultural Sensitivity Titel Intercultural Sensitivity Titel Intercultural Sensitivity Book - Carlos Nuncz, Drs. Raya Nunez Mahdi, Drs Laura Popma Royal Van Gorcum Location of publication Intercultural Sensitivity Elearning material Certain of publication Sense Reynolds and Deborah Valentine Publisher - Carlos Nuncz, Drs. Raya Nunez Mahdi, Drs Laura Popma Royal Van Gorcum Sana Reynolds and Deborah Valentine Premice + E16,50 Titel Guide to Cross-Cultural Communication Sense Reynolds and Deborah Valentine Premtice Hall Series in Advanced Business Communication Zwolle | | Presentation |
| 1. Structuring the presentation 2. Contents of the presentation - Introduction - General facts; size, population, religion etc The onion diagram: application - Choice of at least three models of culture - Hofstede: dimensions, scores and their consequence - Trompensars: interpretation of dilemmas (give examples) - Hall: low or high context with examples - Notions of business etiquette or etiquette in your field of expertise, concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Written exam Trest description Trest Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Intel Intercultural Sensitivity Learning material Book Carrier Intercultural Sensitivity Intel Intercultural Sensitivity Eash of publication Intercultural Sensitivity Eash of publication Sens Reynolds and Deborah Valentine Price € 16,50 Titel Guide to Cross-Cultural Communication Book Sens Reynolds and Deborah Valentine Price Find Guide to Cross-Cultural Communication Sens Reynolds and Deborah Valentine Price Find Guide to Cross-Cultural Communication Price Find Guide to Cross-Cultural Communication Earning material Book Sens Reynolds and Deborah Valentine Price Find Guide to Cross-Cultural Communication Earning material Sensitivity Earning material | | |
| 2. Contents of the presentation Introduction General facts; size, population, religion etc. The onion diagram: application Choice of at least three models of culture > Hofstede: dimensions, scores and their consequence > Trompensars: interpretation of dilemmas (give examples) > Hall: low or high context with examples - Notions of business etiquette or etiquette in your field of expertise, concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Form of test Written exam Titel Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Titel Intercultural Sensitivity Learning material Book Carrier Identification ISBN 9 789023 251330 Author Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma Royal Van Gorcum Location of publication Year of publication Sens Reynolds and Deborah Valentine Publisher Price € 16,50 Titel Guide to Cross-Cultural Communication Learning material Book Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication | ' | |
| Introduction | | Structuring the presentation |
| Introduction | | |
| - General facts; size, population, religion etc The onion diagram: application - Choice of at least three models of culture - Hofstede: dimensions, scores and their consequence - Trompenaars: interpretation of dilemmas (give examples) - Hall: low or high context with examples - Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Form of test Written exam Title Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Titel Intercultural Sensitivity Edition Intercultural Sensitivity Edition Third Price € 16,50 Titel Guide to Cross-Cultural Communication Book Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication 2004 Powelle Willed | | · |
| - The onion diagram: application - Choice of at least three models of culture - Hofstede: dimensions, scores and their consequence - Trompensars: Interpretation of dilemmas (give examples) - Hall: low or high context with examples - Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Written exam Written exam Test description The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Intercult | | |
| - Choice of at least three models of culture | | |
| Form of test Form of test Written exam | | |
| Frompenaers: interpretation of dilemmas (give examples) Fall: low or high context with examples Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time Remarkable cultural behaviours/rituals/values Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Form of test Written test / exam | | |
| → Hall: low or high context with examples | | |
| - Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Written exam Written exam Titel Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Intercultural Sensitivity Learning material Carrier Icentification ISBN 9 789023 251330 Author Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma Publisher Royal Van Gorcum Location of publication 2014 Edition Third Price € 16,50 Titel Guide to Cross-Cultural Communication ISBN: 0-13-049784 Author Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication Zwolle | | |
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| 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Written test / exam Written exam Titel Written exam Titel Written exam Consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Titel Intercultural Sensitivity Learning material carrier Identification ISBN 9 789023 251330 Author Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma Publisher Royal Van Gorcum Location of publication Assen Year of publication Third Price € 16,50 Titel Guide to Cross-Cultural Communication Learning material carrier Identification ISBN: 0-13-049784 Author Sana Reynolds and Deborah Valentine Preutice Hall Series in Advanced Business Communication Zeardipublication Zou4 Location J Zwolle | | |
| 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Written test / exam Written exam Titel Written exam Test description The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Itel Intercultural Sensitivity Learning material Carrier Book Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma Publisher Royal Van Gorcum Location of publication 2014 Edition Third Price € 16,50 Titel Guide to Cross-Cultural Communication Learning material Book Carrier Book Guide to Cross-Cultural Communication ISBN 9-13-049784 Author Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication Year of publication Z004 Location Zwolle | | (100) |
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| Publisher Prentice Hall Series in Advanced Business Communication Year of publication 2004 Location Zwolle | | |
| Year of publication2004LocationZwolle | | · |
| Location Zwolle | | |
| A. S. Languago Francis II | • | Zwolle |
| Main language English | | |



| Judgment | | | | | |
|--------------------|--|------------------------|-----|--|--|
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | | |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 | | |
| Presentation | 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |



Drama and Improvisation

| Course code | EN-IN-DRIM.XX.01 |
|------------------------|--|
| Study Unit description | EN-IN-DRIM.XX.01 |
| Course name | Drama and Improvisation |
| English course name | Drama and Improvisation |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Students can demonstrate the 5 basic concepts of dramatical design/form Students can demonstrate suitable and clear body language Students can demonstrate credible emotions Students can demonstrate suitable energies and apply difference in tempi Students can consciously design a basic mise-en-scène and effectively choose suitable props and clothing Students can apply and demonstrate the Aristotelian construction of scenes |
| Required knowledge | Pre-condition for entering the module General - Approval and inclusion of EN-IN-DRIM in the Learning Agreement supplied by the home university - There are not subject related pre-conditions in effect Knowledge of English - Student is able to understand explanations - Student is able to read and write in English |
| | |
| Educational content | The module is centered around improving the following areas: - Gaining self confidence relating to presenting for a group - Improving concentration - Enhancing verbal and non-verbal communication - Improving improvisation skills and creativity therein In order to improve these areas, students work on recognizing, applying and practicing the following skills in class: |
| Teaching aids | I: The 5 basis concepts of dramatical design/form II: Body language III: Tempi IV: Strenghten, weaken and enhance emotions V: Improvising (accepting, blocking, creativity) Improvisation hand-out on blackboard |
| | <u>. </u> |



| Teaching methods | Students activities: - Be present at the presentations of drama theory | | | | |
|----------------------|--|---|-----------------------------|--|--|
| | - Take part in the group assignments | | | | |
| Supervisory activity | Lecturers activities: | | | | |
| | through short presentations | eractive through group assignment of drama theory. | ts and partly theoretical | | |
| | | | | | |
| Presentation and | | | | | |
| assignment Testname | Presentation and assignment | nt | | | |
| Test description | Final presentation: | | | | |
| . cot docop.t.o | · | presentation in which the student | ts show that they can apply | | |
| | | the objectives related to the topics of the lessons. | | | |
| | | | | | |
| | | Final assignment: | | | |
| | - There will be a final assignment in which the students show that they can relate the | | | | |
| | educational conten | educational content to their future profession. | | | |
| Practical action | Skill lessons | | | | |
| Location | Zwolle | | | | |
| Main language | English | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Presentation and | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| assignment | | | | | |



International Relations



IR Project 1: European Conference

| Course code | BDKmlR.PRJ1 | | | | |
|------------------------|---|------------------------|--------|--|--|
| Study Unit description | IR Project 1: European Conference | | | | |
| Course name | IR Project 1: European Conference | | | | |
| English course name | European Conference | | | | |
| Target group | Fulltime regular | | | | |
| EC's | 4 | | | | |
| Domain | BMR | | | | |
| Level | Advanced | | | | |
| Objective | Organising a European Conference | | | | |
| Educational content | European Conference on foreign a | nffairs | | | |
| Teaching aids | None | | | | |
| Teaching methods | Interactive workshops and superv | ision | | | |
| Supervisory activity | Coaching | | | | |
| | | | | | |
| Conference | | | | | |
| presentation | | | | | |
| Testname | Conference presentation | | | | |
| Form of test | Oral test / exam | | | | |
| | | | | | |
| Country analysis | | | | | |
| Testname | Country analysis | | | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | | |
| Location | Zwolle | | | | |
| Main language | English | English | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Conference | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| presentation | | | | | |
| Country analysis | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |



IR Negotiation Skills

| Course code | BDKmIR.NS |
|---|---|
| Study Unit description | IR Negotiation Skills |
| Course name | IR Negotiation Skills |
| Target group | Fulltime regular |
| Competences | GC6 Communicating (BM.GC06) |
| | GC5 Collaborate / networks (BM.GC05) |
| | TC4 Change (BM.TC04) |
| EC's | 2 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced |
| Objective | Working as a consultant means managing relationships. You can bring all the expertise you want but if communication is poor, you won't succeed. In this course you will learn how to adopt the most effective behaviour in your client-consultant communication in order to achieve your goals as a consultant. First of all you will get insight into your own behavioural patterns, with all its strengths and pitfalls. This will be done by completing several self-assessment tests. Secondly we will be working with different models, to study the effects of different behaviours on others and to actively analyze and work on conflict resolution skills. We also will be practising real-life cases to teach you how to communicate more adequately. As intercultural differences possibly further complicate communication, we will strongly adhere attention to working in an international context. Besides above mentioned themes, you will train your presentation skills by pitching in front of an audience, trying to be as convincing as possible and selling your advice. All in all this course has a practical focus, aiming at developing you as a professional in an international context! Therefore, we will focus on the four IRC (intercultural readiness check) competences as a framework. |
| | The Four IRC Competences:1. Intercultural Sensitivity |
| | - FACET 1.2: Cultural Awareness - FACET 1.2: Attention to Signals |
| | 2. Intercultural Communication |
| | FACET 2.1: Active ListeningFACET 2.2: Adjusting Communicative Style |
| | 3. Building Commitment |
| | FACET 3.1: Building RelationshipsFACET 3.2: Reconciling Stakeholder Needs |
| | 4. Managing Uncertainty |
| | FACET 4.1: Openness to Cultural Complexity FACET 4.2: Exploring New Approaches |
| | We will focus on competences 2 and 3 (the bold competences) for the content and assessment of this course! |
| Educational content | - Different models on communication, interaction, influencing and conflict resolution - Cases and roleplay - Tests and reflection |
| Teaching aids | None |
| Teaching methods | Lectures and workshop |
| Supervisory activity | Feedback and coaching |
| , | |



| Assignment | | | | |
|-----------------------|--|---------------------------------|----------|--|
| Testname | Assignment | | | |
| Test description | Written portfolio: reflection, conne | ection skills and theory to com | petences | |
| Form of test | Skill assignment | - | | |
| | | | | |
| Assessment | | | | |
| Testname | Assessment | | | |
| Test description | Practical exam: assessment on ne | egociation/conflict resolution | skills | |
| Form of test | Skill assignment | | | |
| Evidence of end level | No | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.5 | |
| Assessment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR European Public Afairs

| Course code | BDKmIR.EPA | | | |
|------------------------|---|----------------------------------|--------------------|--|
| Study Unit description | IR European Public Affairs | | | |
| Course name | IR European Public Affairs | | | |
| English course name | European Public Affairs | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | During this course you will learn how to conduct online market research. We will mainly focus on This course aims to give the student a thorough understanding of the decision making processes in the European Union and the interests and goals of the various players therein: EU-institutions, governments of member states and non-member states, experts and lobby groups. S/He will be able to analyse the position of these stakeholders in relation current affairs and legislative initiatives in the EU. S/He will also develop the skills to be able to negotiate effectively in bilateral and multilateral settings. | | | |
| Educational content | The formal and informal decision making processes in the EU and the various stakeholders will be explained and analysed. Negotiation and diplomacy techniques will be practised, as well as the writing of a diplomatic paper and a Public Affairs Advisory Report. | | | |
| Teaching aids | None | | | |
| Teaching methods | Interactive lectures and practice | | | |
| Supervisory activity | Coaching and feedback | | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Form of test | Document (Project documentation | n, Internship report, Graduation | thesis, Portfolio) | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Asssignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR Intercultural Communication

| Course code | BDKmlR.ICC | | |
|------------------------|--|--|--|
| Study Unit description | IR Intercultural Communication | | |
| Course name | IR Intercultural Communication | | |
| English course name | Intercultural Communication | | |
| | Fulltime regular | | |
| Target group | · · · · | | |
| Competences | TC1 Problem recognition (BM.TC01) | | |
| | GC6 Communicating (BM.GC06) | | |
| | GC8 Professionalization (BM.GC08) | | |
| | GC5 Collaborate / networks (BM.GC05) | | |
| | GC1 Methodical acting (BM.GC01) | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Bedrijfskunde MER | | |
| Level | Advanced | | |
| Objective | Attitude: Cognitive (knowledge, understanding, applying and considering) | | |
| | You have knowledge, understanding etc. | | |
| | | | |
| | You explain the fundamentals of cross cultural interaction within cultures | | |
| | - You actively gain insights on models of (national) culture and describe them (Hall, | | |
| | Kluckhohn, Trompenaars and GLOBE) | | |
| | - You know how to bridge cultures by using Trompenaars' reconciliation method | | |
| | - You assess what is cultural competence from a theoretical point of view and your | | |
| | own | | |
| | - You describe cultural influences on and of trust and power which have an impact on | | |
| | meetings and negotiations. | | |
| | - You can apply the factors relevant for working in multicultural teams and leadership | | |
| | | | |
| | Attitude: Affective (Sensitivity and Evaluation) | | |
| | You show cultural competence: meaning | | |
| | Tou show cultural competence. meaning | | |
| | - You show an open mind | | |
| | You show a willingness to interact with people with a variety of cultures and | | |
| | backgrounds | | |
| | You accept and respect differences, however stand your ground (do not let others | | |
| | overstep your boundaries) and make your expectations clear in that regard. | | |
| | overstep your boundaries) and make your expectations clear in that regard. | | |
| | Attitude: behavioral | | |
| | | | |
| | - You show a willingness to work with other students (listening, sharing, etc.) | | |
| Educational content | Fallance | | |
| Educational content | Follows | | |
| Teaching aids | N@tschool; information, slides,hand-outs | | |
| . caoming aldo | Course manual/guide | | |
| | Literature | | |
| Teaching methods | (Interactive) Classes | | |
| reaching methods | Workshops | | |
| Supervisory activity | | | |
| Supervisory activity | Lecturing Providing feedback & assessment | | |
| | FIOVIGING TEEGDACK & ASSESSINEIN | | |
| Weitten | | | |
| Written exam | I M the control of th | | |
| Testname | Written exam | | |
| Test description | Essay questions about subject matter | | |
| Form of test | Written test / exam | | |



| Workshop | | | | |
|---------------------------|--|------------------------|--------|--|
| Testname | Workshop | | | |
| Test description | A team of two student organise activities (small workshop) about the subjects in class that | | | |
| · | week. Also integration of one of the 'big' theories with the subject is part of the workshop | | | |
| Form of test | Oral test / exam | | | |
| | | | | |
| Various hand-outs at | | | | |
| N@tschool | | | | |
| Titel | Various hand-outs at N@tschool | | | |
| Learning material | Online | | | |
| carrier | | | | |
| | | | | |
| Intercultural Sensitivity | | | | |
| Titel | Intercultural Sensitivity | | | |
| Learning material | Book | | | |
| carrier | | | | |
| Identification | 9789023255550 | | | |
| Author | Ir. Carlos Nunez, Drs. Raya Nunez | Mahdi, Drs Laura Popma | | |
| Publisher | Royal Van Gorcum | | | |
| Location of publication | Assen | | | |
| Year of publication | 2017 | | | |
| Edition | Fourth | | | |
| Price | € 21,99 | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 3.0 | |
| Workshop | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR European Policy Law

| Course code | BDKmlR.EPL | | | |
|------------------------|--|--|-------------------------|--|
| Study Unit description | IR European Policy Law | | | |
| Course name | IR European Policy Law | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | | ith a solid introduction to the | Furonean Union Furonean | |
| | These lectures provide students with a solid introduction to the European Union, European laws and regulations, comprehensive European law enforcement, etc. Equally, students will gain insight into the European single market. As both European law and European political reality are changing every day, lectures will focus on topical developments 'as they happen'. Using this knowledge students will be able to develop their own vision with regard to European laws and regulations, applying this to their subsequent country/sector. | | | |
| | - will gain comprehensive knowledge of European rules and regulations - will be equipped to form a supported opinion on the mechanisms of the European institutions - will be able to incorporate European legislation into a practical project. | | | |
| Educational content | After an introduction into international public law, the students will learn how the European Union works: what are the most important institutions, how is Union law made, what is the effect of it and how can you claim your European rights? The student also get a closer look at the Union laws regarding the single market and competition. | | | |
| Teaching aids | Materials will be provided through ELO | | | |
| Teaching methods | Interactive lectures and discussion on current affairs | | | |
| Supervisory activity | Coaching and feedback | | | |
| | | | | |
| Exam | | | | |
| Testname | Exam | | | |
| Form of test | Written test / exam | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| | <u> </u> | | 1 | |



IR Professional Development

| . 15 1 | | | |
|--|--|---|--|
| IR Professional Development | | | |
| IR Professional Development | | | |
| Fulltime regular | | | |
| 2 | | | |
| | | | |
| kunde MER | | | |
| ed | | | |
| As this elective is aimed at providing students with the right set of competencies to be a starting international diplomat, it is vital that students work individually to attain these competencies and meet their personal goals. As part of this 2 ECTS programme, students are stimulated to e.g. join conferences, bilateral meetings and can fulfil duties during the Windesheim International Week. Students are required to compile a portfolio containing proof of all the activities they have performed during the course of this elective. | | | |
| As this elective is aimed at providing students with the right set of competencies to be a starting international diplomat, it is vital that students work individually to attain these competencies and meet their personal goals. As part of this 2 ECTS programme, students are stimulated to e.g. join conferences, bilateral meetings and can fulfil duties during the Windesheim International Week. Students are required to compile a portfolio containing proof of all the activities they have performed during the course of this elective. | | | |
| N.a. | | | |
| Individual learning path | | | |
| None | | | |
| | | | |
| | | | |
| Portfolio | | | |
| Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | |
| Zwolle | | | |
| | | | |
| | | | |
| | | | |
| 1 to 10, 1 dec. | | | |
| Higher or equal to 5.5 | | | |
| Highest | | | |
| ed average and all tests ar | e 'Completed' | | |
| Floor (rounding down) | | | |
| | | | |
| domain | Caesura | Weight | |
| Pass | Higher or equal to 5.5 | 1.0 | |
| | skunde MER ced elective is aimed at provid g international diplomat, it is tencies and meet their pers mulated to e.g. join confere sheim International Week. So f all the activities they have elective is aimed at provid g international diplomat, it is tencies and meet their pers mulated to e.g. join confere sheim International Week. So f all the activities they have ual learning path io nent (Project documentation 1, 1 dec. or equal to 5.5 cit ced average and all tests ar rounding down) gdomain | skunde MER ced elective is aimed at providing students with the right set of elective is aimed at providing students with the right set of international diplomat, it is vital that students work individencies and meet their personal goals. As part of this 2 EC mulated to e.g. join conferences, bilateral meetings and casheim International Week. Students are required to compile all the activities they have performed during the course elective is aimed at providing students with the right set of international diplomat, it is vital that students work individencies and meet their personal goals. As part of this 2 EC mulated to e.g. join conferences, bilateral meetings and casheim International Week. Students are required to compile all the activities they have performed during the course wall learning path io the meeting path io the meeting path io the meeting path io the meeting path is a part of the path | |



IR Critical Thinking

| Course code | BDKmIR.CT | | | |
|------------------------|---|---|--------------------|--|
| Study Unit description | IR Critical Thinking | | | |
| Course name | IR Critical Thinking | | | |
| English course name | Critical Thinking | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | | Analysing and researching: Critical Thinking: use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately. | | |
| | Creating and producing: Innovatio business environment. | • | | |
| Educational content | Learning and innovation skills increasingly are 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 future. Hence this course focuses on different techniques for creativity and critical thinking. | | | |
| Teaching aids | None | | | |
| Teaching methods | Follows | | | |
| Supervisory activity | Interactive lecures and continous assessment. | | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Form of test | Document (Project documentation | n, Internship report, Graduation | thesis, Portfolio) | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR Project 2: Global Affairs

| Course code | BDKmlR.PRJ2 |
|------------------------|--|
| Study Unit description | IR Project 2: Global Affairs |
| Course name | IR Project 2: Global Affairs |
| English course name | Global Affairs |
| Target group | Fulltime regular |
| Competences | GC6 Communicating (BM.GC06) |
| | GC7 Responsible trading (BM.GC07) |
| | GC8 Professionalization (BM.GC08) |
| | GC3 Advising (BM.GC03) |
| | GC5 Collaborate / networks (BM.GC05) |
| EC's | 4 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced |
| Objective | Students will acquire profound knowledge of economic and political relations at the global level and the increased role of non-governmental actors, transnational networks, corporations and individuals. They will gain insight in lobbyist and focus group power and influence. This block will be concluded by participating in a global conference in which students will represent a national government, an IGO, NGO or other stakeholder. During this conference a number of subjects, will be tackled, depending on the students' input and linked to current affairs,. In preparation for the conference students are asked to write an extensive position paper (conditional). |
| Educational content | During the weekly project meetings, the roles will be allocated and students will prepare for the conference. |
| Teaching aids | None |
| Teaching methods | Interactive lectures and practice |
| Supervisory activity | Coaching and feedback |
| | |
| Assignment | |
| Testname | Assignment |
| Test description | Students will be assessed based on their negotiating and lobbying skills, as well as their |
| | conflict resolution skills. All this will be taking place during the conference day. |
| Form of test | Skill assignment |
| | |
| Assignment: | |
| (conditional) position | |
| paper | |
| Testname | Assignment: (conditional) position paper |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Location | Zwolle |
| Main language | English |

| Judgment | | | |
|------------------------|----------------------------|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all t | ests are 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Assignment: | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| (conditional) position | | | |
| paper | | | |



IR Global Public Affairs

| Course code | BDKmlR.GPA | | | |
|--------------------------|---|--|---------------------|--|
| Study Unit description | IR Global Public Affairs | | | |
| Course name | IR Global Public Affairs | | | |
| English course name | Global Public Affairs | | | |
| Target group | Fulltime regular | | | |
| Competences | GC6 Communicating (BM.GC06) | | | |
| | GC8 Professionalization (BM.GC0) | 8) | | |
| | GC2 Switching and connecting (BN | M.GC02) | | |
| | GC3 Advising (BM.GC03) | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | In the Global Public Affairs course | | | |
| | are discussed with the students. V | | | |
| | scenario planning to develop a nur | | | |
| | blocks in the international political | | | |
| | also forms the basis for a paper to | | | |
| | between Global Public Affairs and the Project Global Conference. | | | |
| Educational content | In the Global Public Affairs course | | | |
| | are discussed with the students. With the knowledge that the students gain, they will use | | | |
| | | scenario planning to develop a number of future scenarios for the position of coalition blocks in the international political and economic playing field. The outcome of this exercise | | |
| | | | | |
| | also forms the basis for a paper to | | | |
| The state of the | between Global Public Affairs and | the Project Global Conference | | |
| Teaching aids | None | | | |
| Teaching methods | Lectures and workshops Coooling and feedback | | | |
| Supervisory activity | Coaching and feedback | | | |
| Assignment | | | | |
| Assignment | Aggignment | | | |
| Testname Form of test | Assignment Document (Project documentation | Internable report Creduction | thosis Dortfolio) | |
| Location | Zwolle | i, internship report, Graduation | tilesis, Portiolio) | |
| Main language | English | | | |
| walii laliyuaye | Eligiisii | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| | | J : : : | ı | |



IR International Relations

| Course code | BDKmlR.IR | | | |
|------------------------|--|------------------------|--------|--|
| Study Unit description | IR International Relations | | | |
| Course name | IR International Relations | | | |
| English course name | International Relations | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | The student is able to define the relationships among the world's state governments and the connection of those relationships with other actors (such as international organisations and multinational corporations) and with geographic and historical influences, by applying various IR-theories and -principles. | | | |
| Educational content | We live in an increasingly interconnected world. In this course we will examine the relationships between countries, and the role of other actors on the world's stage, from a political, economic and cultural viewpoint. Topics such as security, trade and business, human rights, global poverty and the environment may be examined. We will apply the various theories related to IR to current world affairs. | | | |
| Teaching aids | None | | | |
| Teaching methods | Interactive lectures | | | |
| Supervisory activity | Feedback on exercises and preser | ntation | | |
| | | | | |
| Presentation | | | | |
| Testname | Presentation | | | |
| Form of test | Oral test / exam | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR International Business Law

| Course code | BDKmlR.IBL | | | |
|------------------------|---|------------------------|--------|--|
| Study Unit description | IR International Business Law | | | |
| Course name | IR International Business Law | | | |
| English course name | International Business Law | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | The course aims to give students an understanding as well as practical knowledge of the legal problems arising in the area of international business, and to equip them with the skills needed to prevent and tackle these problems. | | | |
| Educational content | After an introduction into international private law, the students will learn what the major legal issues in international trade are. | | | |
| | A strong focus will be on the ability to apply a number of treaties and EU-Regulations to international business cases, such as the UNCISG (contracts of sale), CMR (contracts of carriage), Brussels I (rules on jurisdiction) and Rome I (rules on the applicable law). | | | |
| | Other subjects include the Incoterms; various modes to enter a new market: the difference between agency, distribution, franchising and employment; and international payments: the cheque, the draft and the letter of credit. | | | |
| Teaching aids | None | | | |
| Teaching methods | Interactive lectures | | | |
| Supervisory activity | Feedback on exercises | | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | c 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



Cross departmental modules

Windesheim and the Netherlands

| Course code | EN-IN-WNID.XX.01 | | |
|------------------------|--|--|--|
| Study Unit description | EN-IN-WNID.XX.01 | | |
| Course name | Introduction module of Windesheim and Netherlands in an international context. | | |
| Target group | No specific target group | | |
| EC's | 2 | | |
| Domain | BE | | |
| Education | - LVO 2nd Gr. Geography | | |
| | - LVO 2nd Gr. General economy | | |
| | - LVO 2nd Gr. Business Economics | | |
| | - LVO 2nd Gr. Biology | | |
| | - LVO 2nd Gr. German | | |
| | - LVO 2nd Gr. English | | |
| | - LVO 2nd Gr. French | | |
| | - LVO 2nd Gr. History | | |
| | - LVO 2nd Gr. Healthcare and Welfare | | |
| | - LVO 2nd Gr. Religion | | |
| | - LVO 2nd Gr. Physics - LVO 2nd Gr. Dutch | | |
| | - LVO 2nd Gr. Dutch - LVO 2nd Gr. Chemistry | | |
| | - LVO 2nd Gr. Criemstry - LVO 2nd Gr. Technical vocational education | | |
| | - LVO 2nd Gr. Nethingal vocational education | | |
| Level | Basic = NLQF 4+ | | |
| Objective | - To learn about organisational structures in the Netherlands | | |
| Objective | - To learn about specific national features of the Netherlands | | |
| | - To learn about aspects of Dutch cuisine | | |
| | - To learn more about typical aspects of Dutch identity | | |
| | - To learn more about specific aspects of Dutch cultural/historical heritage | | |
| | - To get an international perspective on above mentioned themes by comparing them | | |
| | with student's home country (and learn -as a side effect- as well about these | | |
| | themes in other (European) countries) | | |
| | | | |
| Required knowledge | Pre-condition for entering the module | | |
| | Knowledge of English: | | |
| | | | |
| | - Student is able to understand explanations | | |
| | - Student is able to take part in group discussions | | |
| | - Student is able to write a report | | |
| Educational contact | On a mine skin med a skun sekum se ine skin skin med a | | |
| Educational content | Organisational structures in the Netherlands: educational system, infrastrucure of the city centre and municipal political system | | |
| | - Specific national features:language, foklore and geography | | |
| | - Aspects of Dutch cuisine: habits on dinner time, traditional dishes/preferences and | | |
| | cultural and historical influences on the cuisine | | |
| | - 1 typical aspect of the Dutch identity (depending on the season): 'Sinterklaas' or ice | | |
| | skating | | |
| | - Specific aspects of Dutch/historical heritage: visiting places of historic interest and | | |
| | related background information | | |
| Teaching aids | Module description on blackboard | | |
| | Information to be found on internet | | |
| | Suggestion of book | | |
| | | | |



| Teaching methods | Student's activities | | | |
|--|---|--|--------------------------------|--|
| reaching methods | Be present at and take part in: | | | |
| | - Presentations of guest speakers | | | |
| | - Excursions | | | |
| | | round information related to th | ne topics of the activitities | |
| | - Group discussions | | | |
| | | | | |
| Supervisory activity | Activities of the International Office and lecturers: | | | |
| | Organising presentations of guest speakers; | | | |
| | Leading excursions; Provinding specific information related to the topics of the activities; Organising group discussions and sharing of knowledge about the themes | | | |
| | | | | |
| | | | | |
| | mentioned in the educational information. | | | |
| | Note: This module is a joint effort | of our International Office, res | noncible for the activities as | |
| | such, and lecturers, responsible fo | | | |
| | the written reports. | in the educational part of this h | loddie, willen is reviewing | |
| | the written reports. | | | |
| Portfolio | | | | |
| Testname | Portfolio | | | |
| Form of test | Porfolio: | | | |
| | Consisting of written reports desc | ribing the activities: | | |
| | Related to the information | found on internet about the si | ubject and/or | |
| | Information found in the re | ecommended book | | |
| | - Compared with similar aspects of student's home country | | | |
| | | | | |
| | Final report: | | | |
| | A reflection report about the overall experience and lessons learned with respect to student's studies or future job | | | |
| | student's studies or future | e job | | |
| The Dutch I presume | | | | |
| Titel | The Dutch I presume | | | |
| | Book | | | |
| Learning material | Book | | | |
| Learning material carrier | Book | | | |
| Learning material carrier Identification | Book ISBN 97890854101 | | | |
| carrier Identification | ISBN 97890854101 | | | |
| carrier Identification Author | ISBN 97890854101 Martijn de Rooi | | | |
| carrier Identification Author Publisher | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm | | | |
| carrier Identification Author Publisher Location of publication | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp | | | |
| carrier Identification Author Publisher Location of publication Year of publication | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 | | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First | | | |
| carrier Identification Author Publisher Location of publication Year of publication | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 | | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First | | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons | | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle | | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons | | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle | | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle | | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English | | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. | | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 | e 'Completed' | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura Counting result | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest | e 'Completed' | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura Counting result Calculation method Rounding | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are Floor (rounding down) | · | | |
| carrier Identification Author Publisher Location of publication Year of publication Edition Price Note Practical action Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | ISBN 97890854101 Martijn de Rooi Nilsson & Lamm Weesp 2005 First € 14,95 Recommended, not required Skill lessons Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are | e 'Completed' Caesura Higher or equal to 5.5 | Weight 100.0 | |



Dutch Language Introduction

| Course code | EN-IN-DLID.XX.11 | | |
|------------------------|---|--|--|
| Study Unit description | EN-IN-DLID.XX.11 | | |
| Course name | Dutch Language Introduction | | |
| English course name | Introduction to the Dutch language | | |
| Target group | No specific target group | | |
| EC's | 3 | | |
| Domain | BE | | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry | | |
| | - LVO 2nd Gr. Technical vocational education | | |
| | - LVO 2nd Gr. Math | | |
| Level | Basic = NLQF 4+ | | |
| Objective | Understanding basic vocabulary: words (Dutch - English) Use of basic vocabulary: words (English - Dutch) Understanding basic vocabulary: small sentences (Dutch - English) Use of basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in a simple conversations | | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: | | |
| | Student understands oral and written instructions Student is able to compare Dutch grammar with English grammar Student is able to take part in group discussions | | |
| Educational content | Topics: To meet someone and social talk at a party To ask for information and get information, sending an e-mail and making a call How to get there by tram and what time is it Where do you go and what have you done In the supermarket and at a party In a restaurant | | |
| | Grammar: - Conjugation of verb and word order - Alphabet and spelling rules - Frequent irregular verbs in present tense, question words and plural - Negation and perfect tense - Demonstrative pronouns and possessive nouns - Adjective and use of er and daar | | |
| Teaching aids | Book Weekly planning at Blackboard Hand-outs during the lessons | | |



| | a. I. d. data | | | |
|----------------------|---|--|-----|--|
| Teaching methods | Student's activities: Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods Students use vocabulary, functional phrases and grammar in classroom in simple dialogues Students repeat and memorize at home vocabulary, functional phrases and grammar Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and the practical assignments | | | |
| Supervisory activity | Lecturers activities | | | |
| | In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practise by means of different methods with their fellow students. | | | |
| | | | | |
| Exam | | | | |
| Testname | Exam | | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | | |
| | | | | |
| See literature on BB | | | | |
| Titel | See literature on BB | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | 100 | |
| Sub assessment | Gradingdomain Caesura Weight | | | |
| Exam | 1 to 10, 1 dec. Higher or equal to 5.5 100.0 | | | |



Dutch Language Intermediate

| Course code | EN-IN-DLIM.XX.01 | | |
|------------------------|--|--|--|
| Study Unit description | EN-IN-DLIM.XX.01 | | |
| Course name | Dutch Language Intermediate | | |
| Target group | No specific target group | | |
| EC's | 3 | | |
| Domain | BE | | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math | | |
| Level | Basic = NLQF 4+ | | |
| Objective | Understanding intermediate basic vocabulary: words (Dutch - English) Use of intermediate basic vocabulary: words (English - Dutch) Understanding intermediate basic vocabulary: small sentences (Dutch - English) Use of intermediate basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in simple conversations | | |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions | | |
| Educational content | Topics: - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to | | |
| Teaching aids | - use of all Book Weekly planning Hand-outs during the lessons | | |



| Teaching methods | Student's activities: - Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods - Students use vocabulary, functional phrases and grammar in classroom in simple dialogues - Students repeat and memorize at home vocabulary, functional phrases and grammar - Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and practical assignments | | |
|----------------------|---|--|--|
| Supervisory activity | Lecturers activities In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practice by means of different methods with their fellow students. | | |
| _ | | | |
| Exam | | | |
| Testname | Exam | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | |
| See literature on BB | | | |
| Titel | See literature on BB | | |
| Practical action | Skill lessons | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain Caesura Weight | | |
| Exam | 1 to 10, 1 dec. Higher or equal to 5.5 100.0 | | |



Dutch Society 1

| Course code | EN-IN-DSID.XX.17 |
|----------------------|---|
| Course name | Dutch Society 1 |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | EN |
| Type of VOE | Supportive |
| Level | Basic = NLQF 4+ |
| Objective | Knowledge - Student has knowledge of: |
| | |
| | - Dutch history |
| | - Dutch surroundings/environment |
| | - Dutch politics |
| | - Dutch economy |
| | 24.0 3333) |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | |
| | - To cooperate in small international groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English - Student is able: |
| | To understand the Fuelish instruction |
| | - To understand the English instruction |
| | To present in EnglishTo take part in discussions in English |
| | - To take part in discussions in English |
| Educational content | The module Dutch Society 1 aims at acquiring -in an international setting- knowledge about |
| Ladoutional content | Dutch history, politics, surroundings and economics and applying this knowledge in a |
| | fieldtrip to the city of Delft. |
| Teaching aids | Book |
| Todoming and | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| | |
| Teaching methods | Student's activities |
| | |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations, there will be discussions about the topics mentioned in the educational |
| | content. In the preparation of classroom activities hours of self study are included. |
| Supervisory activity | Lecturers activities |
| | |
| | The lecturer will guide the students through the theory and organise group activity. |
| Even | |
| Exam | From |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| 0 19 1 55 | |
| See literature on BB | |
| Titel | See literature on BB |



| Judgment | | | | |
|--------------------|--|------------------------|--|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | |
| Exam | 1 to 10, 1 dec. Higher or equal to 5.5 100.0 | | | |



Dutch Society 2

| Course code | EN-IN-DSIM.XX.17 | |
|----------------------|---|--|
| Course name | Dutch Society 2 | |
| English course name | Dutch society, intermediate | |
| EC's | 3 | |
| Domain | BE | |
| Target group | Fulltime regular | |
| Objective | Knowledge - Student has knowledge of: | |
| | | |
| | - The Dutch legal system | |
| | - The Dutch multicultural society | |
| | - Dutch traditions of tolerance | |
| | - The Dutch in foreign eyes | |
| | | |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: | |
| | | |
| | - To cooperate in small intercultural groups | |
| | - To reflect on the cross-cultural differences | |
| | | |
| Required knowledge | Pre-condition for entering the module | |
| 3 | Knowledge of English - Student is able: | |
| | - To understand the English instruction | |
| | - To present in English | |
| | - To take part in discussions in English | |
| | | |
| Educational content | The module Dutch Society 2 aims at acquiring - in an international setting - knowledge | |
| | about the Dutch legal system, the Dutch multicultural society, the Dutch in foreign eyes, | |
| | Dutch traditions of tolerance and water. During this module students will apply their | |
| | knowledge about water in a fieldtrip to Zwolle and surroundings. | |
| Teaching aids | Book | |
| | Powerpoint presentations | |
| | Internet links | |
| | Fieldtrip | |
| Teaching methods | Student's activities | |
| | | |
| | In class after an introduction of the lecturer, students will exchange information and will | |
| | give presentations. There will be discussions about the topics mentioned in the educational | |
| | content. There will be an excursion. In the preparation of classroom activities hours of | |
| Supervisory activity | selfstudy are included. Lecturers activities | |
| Supervisory activity | Lecturers activities | |
| | The lectures will be partly theoretical, but mostly interactive through group assignments and | |
| | discussions. The lecturer will guide the students in their assignments and activities. | |
| | alocacolone. The rectarer will galact the etadente in their designments and detivities. | |
| Exam | | |
| Testname | Exam | |
| Test description | An written exam based on the topics of the educational content | |
| | | |
| See literature on BB | | |
| Titel | See literature on BB | |
| | | |



| Judgment | | | | |
|--------------------|--|------------------------|--|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | |
| Exam | 1 to 10, 1 dec. Higher or equal to 5.5 100.0 | | | |



Intercultural Awareness

| Course code | BS.IOE.IA |
|------------------------|---|
| Study Unit description | Intercultural Awareness |
| Course name | Intercultural Awareness |
| English course name | Intercultural Awareness |
| Target group | Fulltime regular |
| Competences | Basic qualification for management positions (HB009) |
| | Social communication skills (HB008) |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | Students are able to explain the importance of culture and to see culture from different viewpoints Students are able to reflect on their own attitude towards cultural differences and they can explain how this influences their way of looking at other cultures Students are able to explain relevant aspects of a culture of another country in the world different from their own culture and country and relate this to at least five different theoretical concepts studied during the lessons Students gain direct experience of working in an intercultural context in the educational setting, they reflect on this experience and learn how they react on cultural differences Students learn about different ways of conflict handling in different cultures |
| Educational content | The concept of culture Attitudes towards cultural differences The concept of stereotyping Cultural analysis using different models and theories Verbal and non-verbal aspects of intercultural communication Implications of cultural differences when living and working cross-borders |
| Teaching aids | N@tschool PowerPoint presentations Internet links The studyguide Literature |
| Teaching methods | Lectures Presentations |
| | Case work |
| Cuponicani astiniti | Team work |
| Supervisory activity | Interactive Lectures |
| Participation | |
| Participation Testname | Participation |
| Test description | 1. 'Free style' presentation |
| rest description | - students prepare and perform a personal presentation about their culture focussing on the non tangible aspects |
| | 2. Team evaluation country analysis |
| | - students compare and evaluate working together in a team in a windesheim setting with their home university for an assignment |
| | 3. Attendance (80%) |
| Form of test | Skill assignment |
| | |

| Test description Students will be assessed on: 1. Structuring the presentation 2. Contents of the presentation - Introduction - General facts; size, population, religion etc The onion diagram: application - Choice of at least three models of culture - Yes of the presentation of dilemmas (give examples) - Hall: low or high context with examples - Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Form of test Written exam Titel Written exam Thest description The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunce etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Intercultural Sensitivity Intercultural Sensitivity Royal Van Goroum Vear of publication Year of publication Year of publication Sana Reynolds and Deborah Valentine Publisher Guide to Cross-Cultural Communication Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication Year of publication Jene Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication | Presentation | |
|---|---------------------------|--|
| Test description Students will be assessed on: 1. Structuring the presentation 2. Contents of the presentation - Introduction - General facts; size, population, religion etc The onion diagram: application - Choice of at least three models of culture - Hofstedes dimensions, scores and their consequence - Trompenaers: interpretation of dilemmas (give examples) - Hall: low or high context with examples - Notions of business etiquete or etiquetie in your field of expertise; concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Written exam Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunce etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Intercultural Sensitivity Titel Intercultural Sensitivity Titel Intercultural Sensitivity Book - Carlos Nuncz, Drs. Raya Nunez Mahdi, Drs Laura Popma Royal Van Gorcum Location of publication Intercultural Sensitivity Elearning material Certain of publication Sense Reynolds and Deborah Valentine Publisher - Carlos Sense Cultural Communication Sense Reynolds and Deborah Valentine Prentice Hall Series in Advanced Business Communication Zwolle | | Presentation |
| 1. Structuring the presentation 2. Contents of the presentation - Introduction - General facts; size, population, religion etc The onion diagram: application - Choice of at least three models of culture - Hofstede: dimensions, scores and their consequence - Trompensars: interpretation of dilemmas (give examples) - Hall: low or high context with examples - Notions of business etiquette or etiquette in your field of expertise, concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Written exam Trest description Trest Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Intel Intercultural Sensitivity Learning material Book Carrier Intercultural Sensitivity Intel Intercultural Sensitivity Eash of publication Intercultural Sensitivity Eash of publication Sens Reynolds and Deborah Valentine Price € 16,50 Titel Guide to Cross-Cultural Communication Book Sens Reynolds and Deborah Valentine Price Find Guide to Cross-Cultural Communication Sens Reynolds and Deborah Valentine Price Find Guide to Cross-Cultural Communication Price Find Guide to Cross-Cultural Communication Earning material Book Sens Reynolds and Deborah Valentine Price Find Guide to Cross-Cultural Communication Earning material Sensitivity Earning material | | |
| 2. Contents of the presentation Introduction General facts; size, population, religion etc. The onion diagram: application Choice of at least three models of culture > Hofstede: dimensions, scores and their consequence > Trompensars: interpretation of dilemmas (give examples) > Hall: low or high context with examples - Notions of business etiquette or etiquette in your field of expertise, concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Form of test Written exam Titel Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Titel Intercultural Sensitivity Learning material Book Carrier Identification ISBN 9 789023 251330 Author Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma Royal Van Gorcum Location of publication Year of publication Sens Reynolds and Deborah Valentine Publisher Price € 16,50 Titel Guide to Cross-Cultural Communication Learning material Book Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication | ' | |
| Introduction | | Structuring the presentation |
| Introduction | | |
| - General facts; size, population, religion etc The onion diagram: application - Choice of at least three models of culture - Hofstede: dimensions, scores and their consequence - Trompenaars: interpretation of dilemmas (give examples) - Hall: low or high context with examples - Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Form of test Written exam Title Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Titel Intercultural Sensitivity Edition Intercultural Sensitivity Edition Third Price € 16,50 Titel Guide to Cross-Cultural Communication Book Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication 2004 Powelle Willeden Sandara Series in Advanced Business Communication | | · |
| - The onion diagram: application - Choice of at least three models of culture - Hofstede: dimensions, scores and their consequence - Trompensars: Interpretation of dilemmas (give examples) - Hall: low or high context with examples - Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Written exam Written exam Test description The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Intercult | | |
| - Choice of at least three models of culture | | |
| Form of test Form of test Written exam | | |
| Frompenaers: interpretation of dilemmas (give examples) Fall: low or high context with examples Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time Remarkable cultural behaviours/rituals/values Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Form of test Written test / exam | | |
| → Hall: low or high context with examples | | |
| - Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Written exam Written exam Titel Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Intercultural Sensitivity Learning material Carrier Icentification ISBN 9 789023 251330 Author Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma Publisher Royal Van Gorcum Location of publication 2014 Edition Third Price € 16,50 Titel Guide to Cross-Cultural Communication ISBN: 0-13-049784 Author Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication Zwolle | | |
| power, space and time - Remarkable cultural behaviours/rituals/values - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Form of test Written exam Titel Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Intercultural Sensitivity Learning material Carrier Identification ISBN 9 789023 251330 Author Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma Publisher Royal Van Gorcum Location of publication 2014 Edition Third Third Third Third Price € 16,50 Titel Guide to Cross-Cultural Communication Learning material Garier Identification ISBN: 0-13-049784 Author Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication Location Zwolle | | |
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| - Conclusion with whether or not you would like to live there and why (not) 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Form of test Written test / exam Written exam Titel Written exam The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Titel Intercultural Sensitivity Book Carrier Identification ISBN 9 789023 251330 Author Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma Publisher Royal Van Gorcum Location of publication Assen Year of publication Third Price £ 16,50 Titel Guide to Cross-Cultural Communication Learning material Carrier Book Carrier Guide to Cross-Cultural Communication Learning material Carrier Sana Reynolds and Deborah Valentine Price £ 16,50 Titel Guide to Cross-Cultural Communication Learning material Carrier Sana Reynolds and Deborah Valentine Publisher Prentice Hall Series in Advanced Business Communication Zear of publication Zwolle | | |
| 3. Presentation skills 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) 5. A written individual evaluation of teamwork will be submitted on ELO Written test / exam Written exam Titel Written exam Titel Written exam Consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. Form of test Oral test / exam Intercultural Sensitivity Titel Intercultural Sensitivity Learning material carrier Identification ISBN 9 789023 251330 Author Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma Publisher Royal Van Gorcum Location of publication Assen Year of publication Third Price € 16,50 Titel Guide to Cross-Cultural Communication Learning material carrier Identification ISBN: 0-13-049784 Author Sana Reynolds and Deborah Valentine Preutice Hall Series in Advanced Business Communication Zeardipublication Zou4 Location J Zwolle | | |
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| Location Zwolle | | |
| A. S. Languago Francis II | • | Zwolle |
| Main language English | | |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



Drama and Improvisation

| Course code | EN-IN-DRIM.XX.01 |
|------------------------|---|
| Study Unit description | EN-IN-DRIM.XX.01 |
| Course name | Drama and Improvisation |
| English course name | Drama and Improvisation |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Students can demonstrate the 5 basic concepts of dramatical design/form Students can demonstrate suitable and clear body language Students can demonstrate credible emotions Students can demonstrate suitable energies and apply difference in tempi Students can consciously design a basic mise-en-scène and effectively choose suitable props and clothing Students can apply and demonstrate the Aristotelian construction of scenes |
| Required knowledge | Pre-condition for entering the module General - Approval and inclusion of EN-IN-DRIM in the Learning Agreement supplied by the home university - There are not subject related pre-conditions in effect Knowledge of English - Student is able to understand explanations - Student is able to read and write in English |
| | |
| Educational content | The module is centered around improving the following areas: - Gaining self confidence relating to presenting for a group - Improving concentration - Enhancing verbal and non-verbal communication - Improving improvisation skills and creativity therein In order to improve these areas, students work on recognizing, applying and practicing the following skills in class: - I: The 5 basis concepts of dramatical design/form - II: Body language - III: Tempi - IV: Strenghten, weaken and enhance emotions |
| Teaching aids | - V: Improvising (accepting, blocking, creativity) Improvisation hand-out on blackboard |



| Teaching methods | Students activities: - Be present at the presentations of drama theory - Take part in the group assignments | | | |
|-----------------------------|--|--|--------|--|
| Supervisory activity | Lecturers activities: Lecturers will mostly be interactive through group assignments and partly theoretical through short presentations of drama theory. | | | |
| | | | | |
| Presentation and assignment | | | | |
| Testname | Presentation and assignment | | | |
| Test description | Final presentation: There will be a final presentation in which the students show that they can apply the objectives related to the topics of the lessons. Final assignment: There will be a final assignment in which the students show that they can relate the educational content to their future profession. | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | Highest | | |
| Calculation method | | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Presentation and | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| assignment | | | | |



Specifications of courses Full Year Business Studies

International Relations &
International Business Studies 1



Index

| International Relations | 3 |
|--|------|
| IR Project 1: European Conference | 4 |
| IR Negotiation Skills | 5 |
| IR European Public Afairs | 7 |
| IR Intercultural Communication | 8 |
| IR European Policy Law | . 10 |
| IR Professional English | . 11 |
| IR Professional Development | . 13 |
| IR Critical Thinking | . 14 |
| IR Project 2: Global Affairs | . 15 |
| IR Global Public Affairs | . 17 |
| IR International Relations | . 18 |
| IR International Business Law | . 19 |
| Cross departmental modules | . 20 |
| Windesheim and the Netherlands | . 20 |
| Dutch Language Introduction | . 22 |
| Dutch Language Intermediate | . 24 |
| Dutch Society 1 | . 26 |
| Dutch Society 2 | . 28 |
| Intercultural Awareness | . 30 |
| Drama and Improvisation | . 33 |
| International Business Studies 1 | . 35 |
| IBS1 Project 1: International Business Market Research | . 36 |
| IBS1 Online Market Research | . 38 |
| IBS1 International Online Marketing Communication | . 40 |
| IBS1 International Business Management | . 42 |
| IBS2 Open Your Mind: Critical and creative thinking in education and business | . 44 |
| Do you have what it takes to be an entrepreneur? | . 46 |
| IBS Professional Development 2: Language teaching assistance French for International Business | . 48 |
| IBS Professional Development 3: Language teaching assistance German for International Business | . 49 |
| IBS1 Project 2: International Business Marketing Plan | . 50 |

| IBS1 Cross Cultural Marketing Management | 52 |
|--|----|
| IBS1 European Business Law | 54 |
| IBS1 Supply Chain Finance | 55 |
| M3 Treasury Management | 57 |
| M3 Project | 57 |
| M3 Finance | 58 |
| M3 Money and Banking | 59 |
| Cross departmental modules | 60 |
| Windesheim and the Netherlands | 60 |
| Dutch Language Introduction | 62 |
| Dutch Language Intermediate | 64 |
| Dutch Society 1 | 66 |
| Dutch Society 2 | 68 |
| Intercultural Awareness | 70 |
| Drama and Improvisation | 73 |



International Relations



IR Project 1: European Conference

| Course code | BDKmlR.PRJ1 | | | |
|------------------------|--|---|--------|--|
| Study Unit description | IR Project 1: European Conference | | | |
| Course name | IR Project 1: European Conference | | | |
| English course name | European Conference | | | |
| Target group | Fulltime regular | | | |
| EC's | 4 | | | |
| Domain | BMR | | | |
| Level | Advanced | | | |
| Objective | Organising a European Conference | | | |
| Educational content | European Conference on foreign a | nffairs | | |
| Teaching aids | None | | | |
| Teaching methods | Interactive workshops and superv | ision | | |
| Supervisory activity | Coaching | | | |
| | | | | |
| Conference | | | | |
| presentation | | | | |
| Testname | Conference presentation | | | |
| Form of test | Oral test / exam | | | |
| | | | | |
| Country analysis | | | | |
| Testname | | Country analysis | | |
| Form of test | ` , | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Conference | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| presentation | | | | |
| Country analysis | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR Negotiation Skills

| Course code | BDKmIR.NS |
|------------------------|---|
| Study Unit description | IR Negotiation Skills |
| Course name | IR Negotiation Skills |
| Target group | Fulltime regular |
| Competences | GC6 Communicating (BM.GC06) |
| | GC5 Collaborate / networks (BM.GC05) |
| FOL | TC4 Change (BM.TC04) |
| EC's | 2 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced Working as a consultant massa managing relationships. You can bring all the expertise you |
| Objective | Working as a consultant means managing relationships. You can bring all the expertise you want but if communication is poor, you won't succeed. In this course you will learn how to adopt the most effective behaviour in your client-consultant communication in order to achieve your goals as a consultant. First of all you will get insight into your own behavioural patterns, with all its strengths and pitfalls. This will be done by completing several self-assessment tests. Secondly we will be working with different models, to study the effects of different behaviours on others and to actively analyze and work on conflict resolution skills. We also will be practising real-life cases to teach you how to communicate more adequately. As intercultural differences possibly further complicate communication, we will strongly adhere attention to working in an international context. Besides above mentioned themes, you will train your presentation skills by pitching in front of an audience, trying to be as convincing as possible and selling your advice. All in all this course has a practical focus, aiming at developing you as a professional in an international context! Therefore, we will focus on the four IRC (intercultural readiness check) competences as a framework. |
| | The Four IRC Competences: |
| | 1. Intercultural Sensitivity |
| | FACET 1.2: Cultural AwarenessFACET 1.2: Attention to Signals |
| | 2. Intercultural Communication |
| | FACET 2.1: Active ListeningFACET 2.2: Adjusting Communicative Style |
| | 3. Building Commitment |
| | FACET 3.1: Building RelationshipsFACET 3.2: Reconciling Stakeholder Needs |
| | 4. Managing Uncertainty |
| | FACET 4.1: Openness to Cultural Complexity FACET 4.2: Exploring New Approaches |
| | We will focus on competences 2 and 3 (the bold competences) for the content and assessment of this course! |
| Educational content | - Different models on communication, interaction, influencing and conflict resolution - Cases and roleplay - Tests and reflection |



| Teaching aids | None | | | |
|-----------------------|--|----------------------------------|----------|--|
| Teaching methods | Lectures and workshop | | | |
| Supervisory activity | Feedback and coaching | ' | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Test description | Written portfolio: reflection, conne | ction skills and theory to com | petences | |
| Form of test | Skill assignment | | | |
| | | | | |
| Assessment | | | | |
| Testname | Assessment | | | |
| Test description | Practical exam: assessment on ne | egociation/conflict resolution s | skills | |
| Form of test | Skill assignment | Skill assignment | | |
| Evidence of end level | No | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.5 | |
| Assessment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR European Public Afairs

| Course code | BDKmlR.EPA | | | |
|------------------------|---|--|--------------------|--|
| Study Unit description | IR European Public Affairs | | | |
| Course name | IR European Public Affairs | | | |
| English course name | European Public Affairs | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | During this course you will learn how to conduct online market research. We will mainly focus on This course aims to give the student a thorough understanding of the decision making processes in the European Union and the interests and goals of the various players therein: EU-institutions, governments of member states and non-member states, experts and lobby groups. S/He will be able to analyse the position of these stakeholders in relation current affairs and legislative initiatives in the EU. S/He will also develop the skills to be able to negotiate effectively in bilateral and multilateral settings. | | | |
| Educational content | The formal and informal decision making processes in the EU and the various stakeholders will be explained and analysed. Negotiation and diplomacy techniques will be practised, as well as the writing of a diplomatic paper and a Public Affairs Advisory Report. | | | |
| Teaching aids | None | | | |
| Teaching methods | Interactive lectures and practice | | | |
| Supervisory activity | Coaching and feedback | | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Form of test | Document (Project documentation | n, Internship report, Graduation | thesis, Portfolio) | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Asssignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR Intercultural Communication

| Course code | BDKmIR.ICC | | |
|------------------------|---|--|--|
| Study Unit description | IR Intercultural Communication | | |
| Course name | IR Intercultural Communication | | |
| English course name | Intercultural Communication | | |
| Target group | Fulltime regular | | |
| Competences | TC1 Problem recognition (BM.TC01) | | |
| | GC6 Communicating (BM.GC06) | | |
| | GC8 Professionalization (BM.GC08) | | |
| | GC5 Collaborate / networks (BM.GC05) | | |
| | GC1 Methodical acting (BM.GC01) | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Bedrijfskunde MER | | |
| Level | Advanced | | |
| Objective | Attitude: Cognitive (knowledge, understanding, applying and considering) You have knowledge, understanding etc. | | |
| | You explain the fundamentals of cross cultural interaction within cultures You actively gain insights on models of (national) culture and describe them (Hall, Kluckhohn, Trompenaars and GLOBE) | | |
| | You know how to bridge cultures by using Trompenaars' reconciliation method You assess what is cultural competence from a theoretical point of view and your own | | |
| | You describe cultural influences on and of trust and power which have an impact on meetings and negotiations. You can apply the factors relevant for working in multicultural teams and leadership | | |
| | Attitude: Affective (Sensitivity and Evaluation) You show cultural competence: meaning | | |
| | You show an open mind You show a willingness to interact with people with a variety of cultures and backgrounds | | |
| | You accept and respect differences, however stand your ground (do not let others overstep your boundaries) and make your expectations clear in that regard. | | |
| | Attitude: behavioral | | |
| | - You show a willingness to work with other students (listening, sharing, etc.) | | |
| Educational content | Follows | | |
| Teaching aids | N@tschool; information, slides,hand-outs Course manual/guide Literature | | |
| Teaching methods | (Interactive) Classes Workshops | | |
| Supervisory activity | Lecturing Providing feedback & assessment | | |



| Written exam | | | |
|--------------------------------|--|------------------------|--------|
| Testname | Written exam | | |
| Test description | Essay questions about subject matter | | |
| Form of test | Written test / exam | | |
| | | | |
| Workshop | | | |
| Testname | Workshop | | |
| Test description | A team of two student organise at week. Also integration of one of t | | |
| Form of test | Oral test / exam | | · |
| | | | |
| Various hand-outs at N@tschool | | | |
| Titel | Various hand-outs at N@tschool | | |
| Learning material | Online | | |
| carrier | | | |
| | | | |
| Intercultural Sensitivity | | | |
| Titel | Intercultural Sensitivity | | |
| Learning material | Book | | |
| carrier | | | |
| Identification | 9789023255550 | | |
| Author | Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma | | |
| Publisher | Royal Van Gorcum | | |
| Location of publication | Assen | | |
| Year of publication | 2017 | | |
| Edition | Fourth | | |
| Price | € 21,99 | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 3.0 |
| Workshop | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IR European Policy Law

| Course code | BDKmlR.EPL | | | |
|------------------------|--|--|--------------------------|--|
| Study Unit description | IR European Policy Law | | | |
| Course name | IR European Policy Law | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | | ith a solid introduction to the | Furonean Union Furonean | |
| | These lectures provide students with a solid introduction to the European Union, European laws and regulations, comprehensive European law enforcement, etc. Equally, students will gain insight into the European single market. As both European law and European political reality are changing every day, lectures will focus on topical developments 'as they happen'. Using this knowledge students will be able to develop their own vision with regard to European laws and regulations, applying this to their subsequent country/sector. | | | |
| | will be equipped to form a institutions | nowledge of European rules a supported opinion on the med European legislation into a pr | chanisms of the European | |
| Educational content | After an introduction into international public law, the students will learn how the European Union works: what are the most important institutions, how is Union law made, what is the effect of it and how can you claim your European rights? The student also get a closer look at the Union laws regarding the single market and competition. | | | |
| Teaching aids | Materials will be provided through | | | |
| Teaching methods | Interactive lectures and discussion on current affairs | | | |
| Supervisory activity | Coaching and feedback | | | |
| | | | | |
| Exam | | | | |
| Testname | Exam | | | |
| Form of test | Written test / exam | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| | <u> </u> | | 1 | |



IR Professional English

| Course code | BDKmIR.PE |
|------------------------------|---|
| Study Unit description | IR Professional English |
| Course name | IR Professional English |
| Target group | Fulltime regular |
| EC's | 4 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced |
| Objective | Students will acquire practical knowledge of business English, to be applied in a political and economic setting. English proficiency entails proper negotiating and report writing skills in English. During block 1 lectures focus on English oral proficiency, whereas block 2 teaches students to apply grammar and register correctly, preparing students to independently and concertedly write a business report. During this block students will learn to correctly interact in business settings. Oral and negotiation skills will be explained and subsequently practised, preparing students for the final 'conference'. Students will acquire a proper English or American accent and will be able to identify business etiquette practices. In addition, students will be assisted in writing the country/sector analysis and consultancy report. These lectures will enable you to take your Business English skills to a higher level! |
| Educational content | Students will acquire practical knowledge of business English, to be applied in a political and economic setting. English proficiency entails proper negotiating and report writing skills in English. During block 1 lectures focus on English oral proficiency, whereas block 2 teaches students to apply grammar and register correctly, preparing students to independently and concertedly write a business report. During this block students will learn to correctly interact in business settings. Oral and negotiation skills will be explained and subsequently practised, preparing students for the final 'conference'. Students will acquire a proper English or American accent and will be able to identify business etiquette practices. In addition, students will be assisted in writing the country/sector analysis and consultancy report. These lectures will enable you to take your Business English skills to a higher level! |
| Teaching aids | None |
| Teaching methods | Coaching and training |
| Supervisory activity | Interactive lectures |
| | |
| Essay (block 1) | |
| Testname | Essay (block 1) |
| Test description | Skill assignment |
| | |
| Language Portfolio (block 2) | |
| Testname | Language Portfolio (block 2) |
| Test description | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| | |
| Presentation: | |
| Conference (block 1) | |
| Testname | Presentation: Conference (block 1) |
| Test description | Oral test / exam |

| Presentation: | | | | |
|----------------------|--|------------------------|--------|--|
| Conference (block 2) | | | | |
| Testname | Presentation: Conference (block 2 | 2) | | |
| Test description | Oral test / exam | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Essay (block 1) | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Language Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| (block 2) | | | | |
| Presentation: | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Conference (block 1) | | | | |
| Presentation: | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Conference (block 2) | | | | |



IR Professional Development

| Course code | BDKmlR.PD | | |
|------------------------|--|-------------|--------|
| Study Unit description | IR Professional Development | | |
| Course name | IR Professional Development | | |
| Target group | Fulltime regular | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Bedrijfskunde MER | | |
| Level | Advanced | | |
| Objective | As this elective is aimed at providing students with the right set of competencies to be a starting international diplomat, it is vital that students work individually to attain these competencies and meet their personal goals. As part of this 2 ECTS programme, students are stimulated to e.g. join conferences, bilateral meetings and can fulfil duties during the Windesheim International Week. Students are required to compile a portfolio containing proof of all the activities they have performed during the course of this elective. | | |
| Educational content | As this elective is aimed at providing students with the right set of competencies to be a starting international diplomat, it is vital that students work individually to attain these competencies and meet their personal goals. As part of this 2 ECTS programme, students are stimulated to e.g. join conferences, bilateral meetings and can fulfil duties during the Windesheim International Week. Students are required to compile a portfolio containing proof of all the activities they have performed during the course of this elective. | | |
| Teaching aids | N.a. | | |
| Teaching methods | Individual learning path | | |
| Supervisory activity | None | | |
| | | | |
| Portfolio | | | |
| Testname | Portfolio | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are | 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| | | | |



IR Critical Thinking

| Course code | BDKmIR.CT | | | |
|------------------------|---|---|-----------------------|--|
| Study Unit description | IR Critical Thinking | | | |
| Course name | IR Critical Thinking | | | |
| English course name | Critical Thinking | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | | Analysing and researching: Critical Thinking: use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately. | | |
| | Creating and producing: Innovatio business environment. | n & Creativity: create innovativ | e ideas in a changing | |
| Educational content | Learning and innovation skills increasingly are 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 future. Hence this course focuses on different techniques for creativity and critical thinking. | | | |
| Teaching aids | None | | | |
| Teaching methods | Follows | | | |
| Supervisory activity | Interactive lecures and continous assessment. | | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Form of test | Document (Project documentation | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| | | | | |



IR Project 2: Global Affairs

| Course code | BDKmlR.PRJ2 |
|------------------------|--|
| Study Unit description | IR Project 2: Global Affairs |
| Course name | IR Project 2: Global Affairs |
| English course name | Global Affairs |
| Target group | Fulltime regular |
| Competences | GC6 Communicating (BM.GC06) |
| | GC7 Responsible trading (BM.GC07) |
| | GC8 Professionalization (BM.GC08) |
| | GC3 Advising (BM.GC03) |
| | GC5 Collaborate / networks (BM.GC05) |
| EC's | 4 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced |
| Objective | Students will acquire profound knowledge of economic and political relations at the global level and the increased role of non-governmental actors, transnational networks, corporations and individuals. They will gain insight in lobbyist and focus group power and influence. This block will be concluded by participating in a global conference in which students will represent a national government, an IGO, NGO or other stakeholder. During this conference a number of subjects, will be tackled, depending on the students' input and linked to current affairs,. In preparation for the conference students are asked to write an extensive position paper (conditional). |
| Educational content | During the weekly project meetings, the roles will be allocated and students will prepare for the conference. |
| Teaching aids | None |
| Teaching methods | Interactive lectures and practice |
| Supervisory activity | Coaching and feedback |
| | |
| Assignment | |
| Testname | Assignment |
| Test description | Students will be assessed based on their negotiating and lobbying skills, as well as their |
| | conflict resolution skills. All this will be taking place during the conference day. |
| Form of test | Skill assignment |
| | |
| Assignment: | |
| (conditional) position | |
| paper | |
| Testname | Assignment: (conditional) position paper |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Location | Zwolle |
| Main language | English |

| Judgment | | | | |
|------------------------------------|--------------------------|--|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Assignment: (conditional) position | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| paper | | | | |



IR Global Public Affairs

| Course code | BDKmlR.GPA | | | |
|------------------------|--|--|--------------------|--|
| Study Unit description | IR Global Public Affairs | | | |
| Course name | IR Global Public Affairs | | | |
| English course name | Global Public Affairs | | | |
| Target group | Fulltime regular | | | |
| Competences | GC6 Communicating (BM.GC06) | | | |
| | GC8 Professionalization (BM.GC0) | 8) | | |
| | GC2 Switching and connecting (BN | M.GC02) | | |
| | GC3 Advising (BM.GC03) | • | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | In the Global Public Affairs course | | | |
| | are discussed with the students. V | | | |
| | scenario planning to develop a nui | | | |
| | blocks in the international political | | | |
| | also forms the basis for a paper to | | | |
| | between Global Public Affairs and | | | |
| Educational content | In the Global Public Affairs course, international (geo) political and economic developments | | | |
| | are discussed with the students. With the knowledge that the students gain, they will use | | | |
| | | scenario planning to develop a number of future scenarios for the position of coalition blocks in the international political and economic playing field. The outcome of this exercise | | |
| | | | | |
| | also forms the basis for a paper to | | | |
| | between Global Public Affairs and | the Project Global Conference | | |
| Teaching aids | None | | | |
| Teaching methods | Lectures and workshops | | | |
| Supervisory activity | Coaching and feedback | | | |
| A | T | | | |
| Assignment | A | | | |
| Testname | Assignment | | | |
| Form of test | Document (Project documentation | n, Internship report, Graduation | thesis, Portfolio) | |
| Location | Zwolle | | | |
| Main language | English | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10 1 doo | | | |
| Caesura | 1 to 10, 1 dec. Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | - 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| Rounding | 1 1001 (Touriding down) | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Assignment | 1 to 10, 1 ucc. | ringrici di equal to 3.3 | 1.0 | |



IR International Relations

| Course code | BDKmIR.IR | | | |
|------------------------|--|------------------------|--------|--|
| Study Unit description | IR International Relations | | | |
| Course name | IR International Relations | | | |
| English course name | International Relations | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | The student is able to define the relationships among the world's state governments and the connection of those relationships with other actors (such as international organisations and multinational corporations) and with geographic and historical influences, by applying various IR-theories and -principles. | | | |
| Educational content | We live in an increasingly interconnected world. In this course we will examine the relationships between countries, and the role of other actors on the world's stage, from a political, economic and cultural viewpoint. Topics such as security, trade and business, human rights, global poverty and the environment may be examined. We will apply the various theories related to IR to current world affairs. | | | |
| Teaching aids | None | | | |
| Teaching methods | Interactive lectures | | | |
| Supervisory activity | Feedback on exercises and preser | ntation | | |
| | | | | |
| Presentation | | | | |
| Testname | Presentation | | | |
| Form of test | Oral test / exam | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | • | Highest | | |
| Calculation method | Weighted average and all tests are | 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR International Business Law

| Course code | BDKmlR.IBL | | | |
|------------------------|---|---|-------------------------------|--|
| Study Unit description | IR International Business Law | | | |
| Course name | IR International Business Law | | | |
| English course name | International Business Law | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | The course aims to give students legal problems arising in the area needed to prevent and tackle these | of international business, and t e problems. | to equip them with the skills | |
| Educational content | After an introduction into international legal issues in international trade a | | will learn what the major | |
| | A strong focus will be on the ability to apply a number of treaties and EU-Regulations to international business cases, such as the UNCISG (contracts of sale), CMR (contracts of carriage), Brussels I (rules on jurisdiction) and Rome I (rules on the applicable law). | | | |
| | Other subjects include the Incoterms; various modes to enter a new market: the difference between agency, distribution, franchising and employment; and international payments: the cheque, the draft and the letter of credit. | | | |
| Teaching aids | None | | | |
| Teaching methods | Interactive lectures | | | |
| Supervisory activity | Feedback on exercises | | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | <u> </u> | Highest | | |
| Calculation method | | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



Cross departmental modules

Windesheim and the Netherlands

| Course code | EN-IN-WNID.XX.01 |
|------------------------|--|
| Study Unit description | EN-IN-WNID.XX.01 |
| Course name | Introduction module of Windesheim and Netherlands in an international context. |
| Target group | No specific target group |
| EC's | 2 |
| Domain | BE |
| Education | - LVO 2nd Gr. Geography |
| | - LVO 2nd Gr. General economy |
| | - LVO 2nd Gr. Business Economics |
| | - LVO 2nd Gr. Biology |
| | - LVO 2nd Gr. German |
| | - LVO 2nd Gr. English |
| | - LVO 2nd Gr. French |
| | - LVO 2nd Gr. History |
| | - LVO 2nd Gr. Healthcare and Welfare |
| | - LVO 2nd Gr. Religion |
| | - LVO 2nd Gr. Physics - LVO 2nd Gr. Dutch |
| | - LVO 2nd Gr. Dutch - LVO 2nd Gr. Chemistry |
| | - LVO 2nd Gr. Criemstry - LVO 2nd Gr. Technical vocational education |
| | - LVO 2nd Gr. Nethingal vocational education |
| Level | Basic = NLQF 4+ |
| Objective | - To learn about organisational structures in the Netherlands |
| Objective | - To learn about specific national features of the Netherlands |
| | - To learn about aspects of Dutch cuisine |
| | - To learn more about typical aspects of Dutch identity |
| | - To learn more about specific aspects of Dutch cultural/historical heritage |
| | - To get an international perspective on above mentioned themes by comparing them |
| | with student's home country (and learn -as a side effect- as well about these |
| | themes in other (European) countries) |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English: |
| | |
| | - Student is able to understand explanations |
| | - Student is able to take part in group discussions |
| | - Student is able to write a report |
| Educational contact | On a mine skin med a skun sekum se ine skin skin med a |
| Educational content | Organisational structures in the Netherlands: educational system, infrastrucure of the city centre and municipal political system |
| | - Specific national features:language, foklore and geography |
| | - Aspects of Dutch cuisine: habits on dinner time, traditional dishes/preferences and |
| | cultural and historical influences on the cuisine |
| | - 1 typical aspect of the Dutch identity (depending on the season): 'Sinterklaas' or ice |
| | skating |
| | - Specific aspects of Dutch/historical heritage: visiting places of historic interest and |
| | related background information |
| Teaching aids | Module description on blackboard |
| | Information to be found on internet |
| | Suggestion of book |
| | |



| | To. 1 | | | |
|-------------------------|--|--|--------------------------------|--|
| Teaching methods | Student's activities | | | |
| | Be present at and take part in: | | | |
| | - Presentations of guest speakers | | | |
| | - Excursions | | | |
| | - Meetings providing background information related to the topics of the activitities | | | |
| | - Group discussions | | | |
| | | | | |
| Supervisory activity | Activities of the International Office | e and lecturers: | | |
| | - Organising presentations of guest speakers; | | | |
| | Leading excursions; Provinding specific information related to the topics of the activities; | | | |
| | | | | |
| | - Organising group discuss | Organising group discussions and sharing of knowledge about the themes | | |
| | mentioned in the education | onal information. | | |
| | | | | |
| | Note: This module is a joint effort | of our International Office, resp | oonsible for the activities as | |
| | such, and lecturers, responsible fo | | | |
| | the written reports. | , , , , , , , , , , , , , , , , , , , | , | |
| | | | | |
| Portfolio | | | | |
| Testname | Portfolio | | | |
| Form of test | Porfolio: | | | |
| . 5/111 61 1661 | Consisting of written reports desc | ribing the activities: | | |
| | | found on internet about the su | ibject and/or | |
| | | | abject and, or | |
| | Information found in the recommended book Compared with similar aspects of student's home country | | | |
| | - Compared with similar as | pects of student's nome count | ı y | |
| | Final report: | | | |
| | - A reflection report about the overall experience and lessons learned with respect to | | | |
| | student's studies or future | | ons learned with respect to | |
| | Student's studies of future | : JOD | | |
| The Dutch I presume | | | | |
| Titel | The Dutch I pressure | | | |
| | The Dutch I presume | | | |
| Learning material | Book | | | |
| carrier | 100110700054404 | | | |
| Identification | ISBN 97890854101 | | | |
| Author | Martijn de Rooi | | | |
| Publisher | Nilsson & Lamm | | | |
| Location of publication | Weesp | | | |
| Year of publication | 2005 | | | |
| Edition | First | | | |
| Price | € 14,95 | | | |
| Note | Recommended, not required | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| an language | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10 1 dec | | | |
| | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |
| | | | | |



Dutch Language Introduction

| Course code | EN-IN-DLID.XX.11 | | |
|------------------------|---|--|--|
| Study Unit description | EN-IN-DLID.XX.11 | | |
| Course name | Dutch Language Introduction | | |
| English course name | Introduction to the Dutch language | | |
| Target group | No specific target group | | |
| EC's | 3 | | |
| Domain | BE | | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education | | |
| | | | |
| 1 1 | - LVO 2nd Gr. Math | | |
| Level Objective | Basic = NLQF 4+ - Understanding basic vocabulary: words (Dutch - English) | | |
| | Use of basic vocabulary: words (English - Dutch) Understanding basic vocabulary: small sentences (Dutch - English) Use of basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in a simple conversations | | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: | | |
| | Student understands oral and written instructions Student is able to compare Dutch grammar with English grammar Student is able to take part in group discussions | | |
| Educational content | Topics: To meet someone and social talk at a party To ask for information and get information, sending an e-mail and making a call How to get there by tram and what time is it Where do you go and what have you done In the supermarket and at a party In a restaurant | | |
| | Grammar: - Conjugation of verb and word order - Alphabet and spelling rules - Frequent irregular verbs in present tense, question words and plural - Negation and perfect tense - Demonstrative pronouns and possessive nouns - Adjective and use of er and daar | | |
| Teaching aids | Book Weekly planning at Blackboard Hand-outs during the lessons | | |



| · | | | |
|----------------------|--|------------------------|--------|
| Teaching methods | Student's activities: - Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods - Students use vocabulary, functional phrases and grammar in classroom in simple dialogues - Students repeat and memorize at home vocabulary, functional phrases and grammar - Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and the practical assignments | | |
| Supervisory activity | Lecturers activities | | |
| | In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practise by means of different methods with their fellow students. | | |
| Exam | | | |
| Testname | Exam | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | |
| | | · | |
| See literature on BB | | | |
| Titel | See literature on BB | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Language Intermediate

| Course code | EN-IN-DLIM.XX.01 | | |
|------------------------|--|--|--|
| Study Unit description | EN-IN-DLIM.XX.01 | | |
| Course name | Dutch Language Intermediate | | |
| Target group | No specific target group | | |
| EC's | 3 | | |
| Domain | BE | | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math | | |
| Level | Basic = NLQF 4+ | | |
| Objective | Understanding intermediate basic vocabulary: words (Dutch - English) Use of intermediate basic vocabulary: words (English - Dutch) Understanding intermediate basic vocabulary: small sentences (Dutch - English) Use of intermediate basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in simple conversations | | |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions | | |
| Educational content | Topics: - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to | | |
| Teaching aids | - use of all Book Weekly planning Hand-outs during the lessons | | |



| Teaching methods | Student's activities: | | | |
|-----------------------|--|---------------------------------|----------------------|--|
| | - Students practice vocabulary, functional phrases and grammar in classroom by | | | |
| | means of different kinds of activating methods | | | |
| | - Students use vocabulary, functional phrases and grammar in classroom in simple | | | |
| | dialogues | | | |
| | Students repeat and memorize at home vocabulary, functional phrases and grammar Students practice vocabulary, functional phrases and grammar at home by doing | | | |
| | | | | |
| | | | | |
| | the exercises from the co | urse book and practical assign | iments | |
| Supervisory activity | Lecturers activities | | | |
| | | | | |
| | In classroom the basic vocabulary | | | |
| | educational content is introduced | | | |
| | are activated to practice by means | s of different methods with the | eir fellow students. | |
| _ | T | | | |
| Exam | | | | |
| Testname | Exam | | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | | |
| On a literature on DD | T | | | |
| See literature on BB | One literature on DD | | | |
| Titel | See literature on BB | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| ludans out | | | | |
| Judgment | 1 + 2 10 1 do 2 | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | - | Higher or equal to 5.5 | | |
| Counting result | ÿ | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | Floor (rounding down) | | |
| Cub acceptant | Credingdomein | Canadia | Moight | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Dutch Society 1

| Course code | EN-IN-DSID.XX.17 | |
|---------------------------------------|---|--|
| Course name | Dutch Society 1 | |
| Target group | Fulltime regular | |
| EC's | 3 | |
| Domain | EN | |
| Type of VOE | Supportive | |
| Level | Basic = NLQF 4+ | |
| Objective | Knowledge - Student has knowledge of: | |
| | Dutch history Dutch surroundings/environment Dutch politics Dutch economy | |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: | |
| | To cooperate in small international groups To reflect on the cross-cultural differences | |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: | |
| | To understand the English instruction To present in English To take part in discussions in English | |
| Educational content | The module Dutch Society 1 aims at acquiring -in an international setting- knowledge about Dutch history, politics, surroundings and economics and applying this knowledge in a fieldtrip to the city of Delft. | |
| Teaching aids | Book Powerpoint presentations Internet links Fieldtrip | |
| Teaching methods | Student's activities | |
| | In class after an introduction of the lecturer, students will exchange information and will give presentations, there will be discussions about the topics mentioned in the educational content. In the preparation of classroom activities hours of self study are included. | |
| Supervisory activity | Lecturers activities | |
| | The lecturer will guide the students through the theory and organise group activity. | |
| _ | | |
| Exam | | |
| Testname | Exam | |
| Test description | An written exam based on the topics of the educational content | |
| | | |
| See literature on BB | | |
| Titel | See literature on BB | |
| · · · · · · · · · · · · · · · · · · · | | |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Society 2

| Course code | EN-IN-DSIM.XX.17 | | |
|----------------------|---|--|--|
| Course name | Dutch Society 2 | | |
| English course name | Dutch society, intermediate | | |
| EC's | 3 | | |
| Domain | BE | | |
| Target group | Fulltime regular | | |
| Objective | Knowledge - Student has knowledge of: | | |
| | The Dutch legal system The Dutch multicultural society Dutch traditions of tolerance The Dutch in foreign eyes | | |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: | | |
| | To cooperate in small intercultural groups To reflect on the cross-cultural differences | | |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand the English instruction - To present in English - To take part in discussions in English | | |
| Educational content | The module Dutch Society 2 aims at acquiring - in an international setting - knowledge about the Dutch legal system, the Dutch multicultural society, the Dutch in foreign eyes, Dutch traditions of tolerance and water. During this module students will apply their knowledge about water in a fieldtrip to Zwolle and surroundings. | | |
| Teaching aids | Book Powerpoint presentations Internet links Fieldtrip | | |
| Teaching methods | Student's activities In class after an introduction of the lecturer, students will exchange information and will give presentations. There will be discussions about the topics mentioned in the educational content. There will be an excursion. In the preparation of classroom activities hours of selfstudy are included. | | |
| Supervisory activity | Lecturers activities The lectures will be partly theoretical, but mostly interactive through group assignments and discussions. The lecturer will guide the students in their assignments and activities. | | |
| Exam | | | |
| Testname | Exam | | |
| Test description | An written exam based on the topics of the educational content | | |
| | 7 at written exam based on the topics of the educational content | | |
| See literature on BB | Coo literature on DD | | |
| Titel | See literature on BB | | |



| Judgment | | | | |
|--------------------|--|------------------------|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Intercultural Awareness

| Course code | BS.IOE.IA | | |
|------------------------|---|--|--|
| Study Unit description | Intercultural Awareness | | |
| Course name | Intercultural Awareness | | |
| English course name | Intercultural Awareness | | |
| Target group | Fulltime regular | | |
| Competences | Basic qualification for management positions (HB009) | | |
| | Social communication skills (HB008) | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International Business and Languages | | |
| Level | Advanced | | |
| Objective | Students are able to explain the importance of culture and to see culture from different viewpoints Students are able to reflect on their own attitude towards cultural differences and they can explain how this influences their way of looking at other cultures Students are able to explain relevant aspects of a culture of another country in the world different from their own culture and country and relate this to at least five different theoretical concepts studied during the lessons Students gain direct experience of working in an intercultural context in the educational setting, they reflect on this experience and learn how they react on cultural differences Students learn about different ways of conflict handling in different cultures | | |
| Educational content | The concept of culture Attitudes towards cultural differences The concept of stereotyping Cultural analysis using different models and theories Verbal and non-verbal aspects of intercultural communication Implications of cultural differences when living and working cross-borders | | |
| Teaching aids | N@tschool PowerPoint presentations Internet links The studyguide Literature | | |
| Teaching methods | Lectures Presentations Case work | | |
| | Team work | | |
| Supervisory activity | Interactive Lectures | | |
| | | | |
| Participation | | | |
| Testname | Participation | | |
| Test description | Free style' presentation students prepare and perform a personal presentation about their culture focussing on the non tangible aspects Team evaluation country analysis | | |
| | - students compare and evaluate working together in a team in a windesheim setting with their home university for an assignment 3. Attendance (80%) | | |
| Form of test | Skill assignment | | |
| Total of test | own doorgranett | | |

| Presentation | | |
|---------------------------|---|--|
| Testname | Presentation | |
| Test description | Students will be assessed on: | |
| rest description | Students will be assessed on. | |
| | Structuring the presentation | |
| | 1. Structuring the presentation | |
| | 2. Contents of the presentation | |
| | - Introduction | |
| | - General facts; size, population, religion etc. | |
| | - The onion diagram: application | |
| | - Choice of at least three models of culture | |
| | Hofstede: dimensions, scores and their consequence | |
| | Trompenaars: interpretation of dilemmas (give examples) | |
| | Hall: low or high context with examples | |
| | Notions of business etiquette or etiquette in your field of expertise; concepts of | |
| | power, space and time | |
| | - Remarkable cultural behaviours/rituals/values | |
| | - Conclusion with whether or not you would like to live there and why (not) | |
| | | |
| | 3. Presentation skills | |
| | 1 A hand out of the procentation will submitted on FLO (inlevened as obt) | |
| | 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) | |
| | 5. A written individual evaluation of teamwork will be submitted on ELO | |
| Form of test | Written test / exam | |
| roilli of test | Witter test / exam | |
| Written exam | | |
| Titel | Written exam | |
| Test description | The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. | |
| Form of test | Oral test / exam | |
| 1 01111 01 1001 | Crar (Cott) Chairi | |
| Intercultural Sensitivity | | |
| Titel | Intercultural Sensitivity | |
| Learning material | Book | |
| carrier | | |
| Identification | ISBN 9 789023 251330 | |
| Author | Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma | |
| Publisher | Royal Van Gorcum | |
| Location of publication | Assen | |
| Year of publication | 2014 | |
| Edition | Third | |
| Price | € 16,50 | |
| | | |
| Titel | Guide to Cross-Cultural Communication | |
| Learning material | Book | |
| carrier | | |
| Identification | ISBN: 0-13-049784 | |
| Author | Sana Reynolds and Deborah Valentine | |
| Publisher | Prentice Hall Series in Advanced Business Communication | |
| Year of publication | 2004 | |
| Location | Zwolle | |
| Main language | English | |
| | | |



| Judgment | | | | |
|--------------------|-------------------------------|--|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | Highest | | |
| Calculation method | Weighted average and all test | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



Drama and Improvisation

| Course code | EN-IN-DRIM.XX.01 |
|------------------------|---|
| Study Unit description | EN-IN-DRIM.XX.01 |
| Course name | Drama and Improvisation |
| English course name | Drama and Improvisation |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Students can demonstrate the 5 basic concepts of dramatical design/form Students can demonstrate suitable and clear body language Students can demonstrate credible emotions Students can demonstrate suitable energies and apply difference in tempi Students can consciously design a basic mise-en-scène and effectively choose suitable props and clothing Students can apply and demonstrate the Aristotelian construction of scenes |
| Required knowledge | Pre-condition for entering the module General - Approval and inclusion of EN-IN-DRIM in the Learning Agreement supplied by the home university - There are not subject related pre-conditions in effect Knowledge of English - Student is able to understand explanations - Student is able to read and write in English |
| | |
| Educational content | The module is centered around improving the following areas: - Gaining self confidence relating to presenting for a group - Improving concentration - Enhancing verbal and non-verbal communication - Improving improvisation skills and creativity therein In order to improve these areas, students work on recognizing, applying and practicing the following skills in class: - I: The 5 basis concepts of dramatical design/form - II: Body language - III: Tempi - IV: Strenghten, weaken and enhance emotions |
| Teaching aids | - V: Improvising (accepting, blocking, creativity) Improvisation hand-out on blackboard |



| Teaching methods | Students activities: - Be present at the presentations of drama theory - Take part in the group assignments | | | | |
|-----------------------------|--|--|--------|--|--|
| Supervisory activity | Lecturers activities: Lecturers will mostly be interactive through group assignments and partly theoretical through short presentations of drama theory. | | | | |
| | | | | | |
| Presentation and assignment | | | | | |
| Testname | Presentation and assignment | | | | |
| Test description | Final presentation: - There will be a final presentation in which the students show that they can apply the objectives related to the topics of the lessons. Final assignment: - There will be a final assignment in which the students show that they can relate the educational content to their future profession. | | | | |
| Practical action | Skill lessons | | | | |
| Location | Zwolle | | | | |
| Main language | English | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | <u> </u> | Highest | | | |
| Calculation method | | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | Floor (rounding down) | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Presentation and | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| assignment | | | | | |



International Business Studies 1 Doing Business in Europe



IBS1 Project 1: International Business Market Research

| Course code | IBLmIBS1.PRJ1 |
|------------------------|---|
| Study Unit description | IBLmIBS1 Project 1: International Business Market Research |
| Course name | IBS1 Project 1: International Business Market Research |
| English course name | International Business Market Research |
| Target group | Fulltime regular |
| EC's | 4 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | At the end of this project students |
| | - appreciate the importance of culture in international business strategy |
| | - understand business concepts and techniques in an international context |
| | - understand communication concepts and techniques in an international context |
| | - appreciate the concerns of managers in an international business environment and |
| | apply relevant concepts (via case study work) to enable problems to be addressed |
| | - evaluate the risks and opportunities associated with operating in an international |
| | environment |
| Educational content | Students are confronted with a realistic international business case which they have to |
| | solve with their group in a short period of ca 7 weeks. After a briefing from the client the |
| | groups will work independently on the assignment. The projectgroup writes a realistic |
| | business report. It is defended in a final presentation to a jury consisting of lecturers and |
| | staff from the client. During the process an experienced tutor from Windesheim guides the |
| | group and monitors the progress on the assignments. |
| | |
| | Students will work together in small multicultural groups (groupsize ca. 5 students.) |
| | Working in small groups requires responsible behaviour from all members of the group. |
| | Working in a multi cultural project team requires from each project member a flexibility to |
| | cope with the differences in the level of language, skills, knowledge and culture. |
| | |
| | Objectives of this project: |
| | - appreciate the importance of culture in international business strategy |
| | - understand business concepts and techniques in an international context |
| | - understand communication concepts and techniques in an international context |
| | - appreciate the concerns of managers in an international business environment and |
| | apply relevant concepts (via case study work) to enable problems to be addressed |
| | - evaluate the risks and opportunities associated with operating in an international |
| | environment. |
| Teaching aids | Digital media |
| | Study guide |
| | Powerpoints |
| Teaching methods | Project |
| Supervisory activity | Tutor |
| | |
| Project | |
| Testname | Project |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |

| Training Presentation skills | | | |
|---------------------------------|--|------------------------|--------|
| Testname | Training Presentation skills | | |
| Test description | Attendance mandatory | | |
| Evidence of end level | No | | |
| | | | |
| Course manual (avaiable on ELO) | | | |
| Titel | Course manual (available on ELO) | | |
| Learning material carrier | Online | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Project | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Training Presentation skills | Fail to Pass | Higher or equal to 5.5 | 0.0 |



IBS1 Online Market Research

| Course code | IBLmIBS1.0MR |
|---|---|
| Study Unit description | IBLmIBS1.0MR IBLmIBS1 Online Market Research |
| Course name | IBS1 Online Market Research |
| English course name | Online Market Research |
| Target group | Fulltime regular |
| EC's | 2 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | During this course you will learn how to conduct online market research. We will mainly focus on online qualitative marketing research. Qualitative marketing research is a set of research techniques in which data is obtained from a relatively small group of respondents, and not analyzed with statistical inferences (inferential statistics). We will use the online and offline customer journey as a starting point to practise with |
| | various research instruments and methods. You will learn to use social media, facebook, twitter, linkedin, instagram, google trends, blogs, communities, consumer reviews to conduct online market research. Understand it's applicability and limitations. The learnings of this course will help you to support your business analyis and plan for the |
| er e i | main project from this minor with realistic data. |
| Educational content | Basic online market research |
| Teaching aids | Presentation, laptop |
| Teaching methods | Group work in classes |
| Supervisory activity | Lecturing and coaching |
| | |
| Portfolio | |
| Portfolio Tostnamo | Portfolio |
| Testname | Portfolio Croup portfolio |
| Testname Test description | Group portfolio |
| Testname Test description Form of test | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Testname Test description | Group portfolio |
| Testname Test description Form of test Evidence of end level | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Testname Test description Form of test Evidence of end level Written exam | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No |
| Testname Test description Form of test Evidence of end level Written exam Testname | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination |
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| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited |
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| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher Location of publication Year of publication | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited Great Britain 2013 |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Print | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited Great Britain 2013 2 |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Print Price | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited Great Britain 2013 2 € 28,95 |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Print | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited Great Britain 2013 2 |



| Judgment | | | | |
|--------------------|--|------------------------|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IBS1 International Online Marketing Communication

| Course code | IBLmIBS1.IOM |
|---------------------------|---|
| Study Unit description | IBLmIBS1 International Online Marketing Communication |
| Course name | IBS1 International Online Marketing Communication |
| English course name | International Online Marketing Communication |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | The last decade has seen a tremendous rise in online businesses, branding and information sharing. (e.g. Amazon.com, google.com, youtube.com, zalando.com, Booking.com, zoover.com) This new module focusses on international online marketing & communication strategy relevant in an international business context. Online diversity is high. We will study different website categories. Corporate sites, webshops, communication sites, brand websites, service websites, portals, content sites. Social media (twitter, facebook,linkedin) and the role they play in online marketing & communication strategy. |
| | Key words: Online marketing and communication strategy, European perspective, business school oriented, international business context, UAS student practical level. |
| Educational content | Topics which are covered include strategic aspects of online, online Business models, market sensing, online buying behaviour, crowd sourcing, search engine marketing, customer relationship management, online branding, social media, mobile marketing, games, web analytics. |
| Teaching aids | Online is a fairly new field of expertise. We will use available literature and complement it with available information from the internet. Wherever possible we will invite guest speakers on online topics. |
| Teaching methods | Practical oriented lessons with english presentations per group |
| Supervisory activity | Lecturing and coaching |
| | |
| Exam | |
| Testname | Exam |
| Test description | Exam |
| Form of test | Written exam |
| Evidence of end level | No |
| | |
| Digital Marketing | |
| Titel | Digital Marketing |
| Learning material carrier | Study book |
| Identification | Latest version |
| Author | Chaffey Dave |
| Publisher | Pearson |
| Location of publication | London |
| Price | € 70,00 |
| Location | Zwolle |
| Location | 2 Holic |



| Judgment | | | | |
|--------------------|--|------------------------|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IBS1 International Business Management

| Course code | IBLmIBS1.IBM |
|------------------------|---|
| Study Unit description | IBLmIBS1 International Business Management |
| Course name | IBLmIBS1 International Business Management |
| English course name | International Business Management |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | After having finalized this module the student is capable to: |
| | - identify basic structures of international organisations |
| | - recognise different instruments for the design of an organisational and the definition of |
| | an organisational strategy |
| | - recognize the relationship between theories, models and organizational aspects in the |
| | practice of the daily business |
| | - show insight in the structural and cultural aspects of intercultural cooperation |
| | - explain the different aspect of decision making in organisations (incl. the basic tools to |
| | support decisions) |
| | - understand organizational processes related to change and innovation |
| Educational content | This module provides students with a comprehensive overview on management principles |
| Ludcational content | for international business. Through a mix of frontal lectures, discussion, in-class cases and |
| | exercise the module covers crucial information such as strategy, organisation, decision |
| | making, marketing, opening trade and logistics channels and manage suppliers in the |
| | context of international business and global organisations. |
| Teaching methods | The course is build around workshops in which collaborative learning is applied. Students |
| | will explore theoretical concepts and apply these to in-class case studies. |
| Supervisory activity | The lecturer facilitiates the process of collaborative learning and is available during |
| | workshops for feedback and feedforward. |
| | |
| Drainat Work | |
| Project Work Testname | Project Work |
| Test description | Students present a relevant case study in which theoretical concepts discussed in class are |
| rest description | dealt with in more detail. |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |
| EVIDENCE OF CHAIR ICVE | |
| Written exam | |
| Testname | Written exam |
| Test description | The exam consists open questions |
| Form of test | Written exam |
| Evidence of end level | No |
| | |

| Organisation and | | | | | |
|-------------------------|--|------------------------|--------|--|--|
| Management, an | | | | | |
| international approach | | | | | |
| Titel | Organisation and Management, an i | nternational approach | | | |
| Learning material | Study book | | | | |
| carrier | , | | | | |
| Identification | ISBN 9789001850227 | | | | |
| Author | Marcus and van Dam | | | | |
| Publisher | Noordhoff uitgevers - Groningen/H | outen | | | |
| Location of publication | Groningen/Houten | | | | |
| Year of publication | 2015 | | | | |
| Edtion | Latest | | | | |
| Price | Around € 65,00, also available as e-l | book | | | |
| Location | Zwolle | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Project Work | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.2 | | |
| Written exam | 1 to 10, 1 dec. | | | | |



IBS2 Open Your Mind: Critical and creative thinking in education and business

| Course code | IBLmIBS2.0YM | | |
|------------------------|---|--|--|
| Study Unit description | IBLmIBS2 Open Your Mind | | |
| Course name | IBS2 Open Your Mind: Critical and creative thinking in education and business | | |
| English course name | Open Your Mind: Critical and creative thinking in education and business | | |
| Target group | Fulltime regular | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International Business | | |
| Level | Advanced | | |
| Objective | After the course students will know: - the difference between a fixed and growth mindset and what this means for their own learning - the basic critical thinking and creative thinking skills - the basic professional writing skills - their own value as a future starting professional After the course students will be able to: - think critically about their own field of study and future profession. - to be(come) creative in their own field of study and future profession. - write convincing, professional and creative texts in good English. | | |
| Educational content | give a compelling presentation about a subject of choice. Critical thinking skills: critical reading, reasoning, structuring information, analysing, | | |
| Eddodional content | evaluating and judging. - Writing skills for both creative and business writing: planning, formulating, editing and revising. - Creative thinking skills: convergent and divergent thinking, thinking outside and inside the box. | | |
| Teaching aids | None | | |
| Teaching methods | Classes (seminars) | | |
| Supervisory activity | By lecturer of Communicatie en Onderzoeksvaardigheden HBO-R | | |
| | | | |
| Final presentation | | | |
| Testname | Final presentation | | |
| Test description | Students deliver a presentation in class (max, 15 minutes) on a subject of their own choice | | |
| Form of test | Oral test / exam | | |
| | | | |
| Portfolio with class | | | |
| assignments | | | |
| Testname | Portfolio with class assignments | | |
| Test description | Students hand in their (digital) portfolio with class assignments | | |
| Form of test | Document (project documentation, internship report, graduation thesis, portfolio) | | |
| Location | Zwolle | | |



| Judgment | | | | |
|----------------------|--|--|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Final presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Portfolio with class | 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | |
| assignments | | | | |



Do you have what it takes to be an entrepreneur?

| Course code | CEF.HKM.OD | |
|------------------------|--|--|
| Study Unit description | CEF.HKM.OD | |
| Course name | Do you have what it takes to be an entrepreneur? | |
| English course name | Entrepeneurship fits you | |
| Target group | Fulltime regular | |
| Competences | MER07: Signaling, analyzing and translating trends and developments (MER07) | |
| EC's | 5 | |
| Domain | BS | |
| Type of Study Unit | Typical professional situation | |
| Level | Basic = NLQF 4+ | |
| Objective | This semester offers you the opportunity to investigate whether entrepreneurship is something for you during the University Choice Module "Doing business for you!". During this HKM you will become acquainted with a number of important facets of entrepreneurship. Using interactive workshops you learn how to translate an idea into a business case and investigate its feasibility. We will also visit a successful young entrepreneur and get to know other entrepreneurs during a networking meeting. Halfway through the HKM you deliver a concept plan of your idea. The business plan is your | |
| - Future vision and | final assignment. You must defend this by means of a pitch in front of a committee of various external advisors and your teacher. During the HKM you will be guided by a teacher and various partners from the Center for Entrepreneurship. | |
| Entry requirements | None | |
| Educational content | Semester program: - Week 1 Workshop Creative Thinking - Week 2 Workshop Value Proposition Design - Week 3 Workshop Business Model Design - Week 4 Company visit - Week 5 Workshop drawing up plan of approach - Week 6 Marketing & Communication Workshop - Week 7 Financial Planning Workshop - Week 8 Consultation with coach - Week 9 Workshop Consultancy - Week 10 Workshop Networks - Week 11 Pitch Workshop - Week 12 Network meeting with entrepreneurs - Week 13 Dragon's Den | |
| Teaching aids | Presentations from concept to detailed plan can take place inside and outside Windesheim. See literature | |



| Teaching methods | During the duration of the course you work on your own business plan with which you bring your idea to the market. You carry out the assignment in a period of one semester. The period starts with a number of workshops and ends with a pitch. Depending on your idea, you will be linked during the semester to a teacher or external consultant who coaches you. You work with internationally recognized modern methods and techniques to advance new ideas convert products or services into valid and feasible business plans. In the semester we challenge students to use these techniques. Examples of this are working with Business Model Canvas, Blue Ocean strategy, etc. During the semester we invite external speakers, entrepreneurs and subject matter experts presentations. We offer a wide range of interesting speakers who interact with them make knowledge and possibly their network available for your business idea. The semester is concluded jointly with a Dragon's Den. In this you present and pitch yourself idea to a group of potential investors who also act as jury. The jury's assessment is also your final assessment. We create the game rules and jury participants throughout the semester announced. | | | |
|-----------------------|--|---|----------------------|--|
| Supervisory activity | Colleges, workshops, bedrijfsbezo | | en | |
| | ,g, | , | | |
| Businessplan | | | | |
| Testname | Businessplan | | | |
| Endresult test | Final level - Other | | | |
| Form of test | Document (Project documentation | n, Internship report, Graduatior | n thesis, Portfolio) | |
| Evidence of end level | No | | | |
| | | | | |
| | | | | |
| Presentation | D | | | |
| Testname | Presentation | | | |
| Endresult test | Final level - Other | | | |
| Form of test | Oral test / exam | | | |
| Evidence of end level | No | | | |
| Pooder on ELO | | | | |
| Reader on ELO Titel | Reader on ELO | | | |
| TILEI | neauel UII ELU | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| Tio and mig | 1 100. (Todalding down) | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Businessplan | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| L | <u> </u> | <u> </u> | 1 | |



IBS Professional Development 2: Language teaching assistance French for International Business

| Course code | IBLmIBS.PD2 | | | |
|--------------------------------|---|---|--------------------------|--|
| Study Unit description | IBLmIBS.PD2 | | | |
| Course name | Professional Development 2: Lang | guage teaching assistance Frer | nch for International | |
| | Business | | | |
| English course name | Professional Development 2: Language teaching assistance French for International | | | |
| | Business | | | |
| Target group | Fulltime regular | | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | International Business and Langua | ages | | |
| Level | Advanced | | | |
| Objective | For native French speakers only: T leadership skills while teaching | | · | |
| Educational content | The French native speaking studer language skills. | nt will support and contribute t | o teaching activities in | |
| | Student will align with teacher how | v the the teaching assistance r | ny take place | |
| Teaching aids | Lecturing materials, assignments, | ELO | | |
| Teaching methods | Online, group and indivdual coachi | | | |
| Supervisory activity | | Teacher will closely monitor the student assistants performance and progress by | | |
| | organising 3-weeky meetings with the students, apart from teaching hours | | | |
| | | | | |
| Learning report | | | | |
| Testname | Learning report | | | |
| Test description | By the end of the semester, student will document on learning experiences by means of writing a learning report. A discussion of Peer feedback from the students will be part of the report | | | |
| Form of test | Skill assignment | | | |
| Evidence of end level | No | | | |
| Sequentiality | None | | | |
| Location | Zwolle | | | |
| Main language | French | | | |
| Communication | ELO, Email, Face to Face interaction with teacher and students | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Out and a second | | A | LANCE LA | |
| Sub assessment Learning report | Gradingdomain Very poor to excellent | Caesura Higher or equal to 5.5 | Weight 1.0 | |



IBS Professional Development 3: Language teaching assistance German for International Business

| Course code | IBLmIBS.PD3 | | | |
|------------------------|---|---|---------------------------|--|
| Study Unit description | IBLmIBS.PD3 | | | |
| Course name | | Professional Development 3: Language teaching assistance German for International | | |
| | Business | | | |
| English course name | Professional Development 3: Language teaching assistance German for International | | | |
| | Business | | | |
| Target group | Fulltime regular | | | |
| Competences | Broad professionalization (HBO01 |) | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | International Business and Langua | ages | | |
| Level | Advanced | | | |
| Objective | For the native German speaking st develop leadership skills while tea | | s with IB students and | |
| Educational content | The native German speaking stude | | to tooching activities in | |
| Educational content | language skills. | ent will support and contribute | to teaching activities in | |
| | | | | |
| | Student will align with teacher how | v the the teaching assistance r | nay take place | |
| Teaching aids | ELO, Classroom activities | | | |
| Teaching methods | Online, assignments, individual and group coaching | | | |
| Supervisory activity | Teacher will closely monitor the student assistants performance and progress by | | | |
| | organising 3-weeky meetings with | the students, apart from teach | ning hours | |
| | | | | |
| Learning report | | | | |
| Testname | Learning report | | | |
| Test description | By the end of the semester, the stu | | | |
| | report. Discussion on received pe | er feedback is a significant pa | rt of the report | |
| Form of test | Skill assignment | | | |
| Evidence of end level | | No | | |
| Sequentiality | None | | | |
| Location | Zwolle | | | |
| Main language | German | | | |
| Communication | ELO, Email, Face to Face | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | · · · | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Learning report | Very poor to excellent | Higher or equal to 5.5 | 1.0 | |



IBS1 Project 2: International Business Marketing Plan

| Course code | IBLmIBS1.PRJ2 |
|------------------------|--|
| Study Unit description | IBLmIBS1 Project 2: International Business Marketing Plan |
| Course name | IBS1 Project 2: International Business Marketing Plan |
| English course name | International Business Marketing Plan |
| Target group | Fulltime regular |
| EC's | 4 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | At the end of this project students - appreciate the importance of culture in international business strategy - understand business concepts and techniques in an international context - understand communication concepts and techniques in an international context - appreciate the concerns of managers in an international business environment and apply relevant concepts (via case study work) to enable problems to be addressed - evaluate the risks and opportunities associated with operating in an international |
| Educational content | environment. Students are confronted with a realistic international business case which they have to solve with their group in a short period of ca 7 weeks. After a briefing from the client the groups will work independently on the assignment. The projectgroup writes a realistic business report. It is defended in a final presentation to a jury consisting of lecturers and staff from the client. Location is usually in the office of the client. During the process an experienced tutor from Windesheim guides the group and monitors the progress on the assignments. |
| | Students will work together in small multicultural groups (groupsize ca. 5 students.) Working in small groups requires responsible behaviour from all members of the group. Working in a multi cultural project team requires from each project member a flexibility to cope with the differences in the level of language, skills, knowledge and culture. Objectives of this project: |
| | appreciate the importance of culture in international business strategy understand business concepts and techniques in an international context understand communication concepts and techniques in an international context appreciate the concerns of managers in an international business environment and apply relevant concepts (via case study work) to enable problems to be addressed apply relevant concepts (via case study work) to enable problems to be addressed evaluate the risks and opportunities associated with operating in an international environment. |
| Teaching aids | Digital media Powerpoints |
| Teaching methods | Project |
| Supervisory activity | Tutor |
| Supervisory detrivity | 14(0) |



| Final evaluation | | | | |
|----------------------------------|--|---|--------|--|
| Testname | Final evaluation | | | |
| Form of test | Document (Project documentation | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | |
| Evidence of end level | No | | · | |
| | | | | |
| Course manual (available on ELO) | | | | |
| Titel | Course manual (available on ELO) | | | |
| Learning material carrier | Online | | | |
| Location | Zwolle | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Final assessment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IBS1 Cross Cultural Marketing Management

| Course code | IBLmIBS1.CCMM | | |
|------------------------|---|--|--|
| Study Unit description | IBLmIBS1 Cross Cultural Marketing Management | | |
| Course name | IBS1 Cross Cultural Marketing Management | | |
| English course name | Cross Cultural Marketing Management | | |
| Target group | Fulltime regular | | |
| Competences | Having insight and knowledge of intercultural differences and the importancy regarding several process phases of international business and being able to empathise in different cultures to contribute in business processes around international business. (BE.IB.03) | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International, Business and Languages | | |
| Level | Advanced | | |
| Objective | Students can explain the influence of culture on business across the globe and show understanding of how culture influences various aspects of organizations like corporate structures, leadership, strategy, change, and diversity. A special emphasis will be on the influence of culture in the field of marketing & marketing communication. | | |
| | Students are capable of explaining how business communication is influenced by culture; what barriers exist in intercultural communication, how one can deal with conflicts and how to negotiate in an intercultural setting. They can explain how to become an interculturally competent communicator and show understanding of the necessary ingredients for working in international teams. | | |
| | Students are capable of presenting, reflecting on and discussing the topics dealt with in the theory and have acquired sensitivity for acting professionally in cross-cultural situations. | | |
| Educational content | Students learn how to explain the influence of culture on business across the globe and study how culture influences various aspects of organisations like corporate structures, leadership, strategy, change, and diversity. A special emphasis will be on the influence of culture in the field of marketing & marketing communication. | | |
| | Students study theories related to intercultural communication and cross cultural management and as such, gain knowledge about interculturally competent communicative behaviour. | | |
| | Students will work on lecturing activities in class and as home work. They are challenged to incorporate their personal international experience and are part of an international team (provided that group composition allows all teams to be culturally mixed). In participating in the students' lectures, students show that they can present, discuss and reflect on the topics dealt with in class. As such active participation in the lectures is required. | | |
| Teaching aids | Students will be actively involved in working on assignments and case studies. Class presentations will be available for students on ELO. | | |
| Teaching methods | Lectures Case assignments Presentations/lectures by students | | |
| Supervisory activity | The lecturer teaches in class and supports students during case assignments in class. The lecturer provides students with feedback in the process of developing a mini-lecture. The lecturer encourages the discussion following the students' mini-lectures. | | |



| Students lecture | | | |
|----------------------------|--|-------------------------------|-------------------------------|
| Testname | Students lecture | | |
| Test description | Students prepare a mini-lecture in (international) teams on one of the chapters from the book and are graded for completeness, depth, transferring skills, (international) team work, and originality. | | |
| Form of test | Oral exam | | |
| Evidence of end level | No | | |
| Written exam open | | | |
| questions | | | |
| Testname | Written exam open questions | | |
| Test description | Students will have to answer 10 o | pen questions, related to the | theory and cases in the book. |
| | The minimum mark will be 5.5 in o | order to pass. | |
| Form of test | Written examination | | |
| Evidence of end level | No | | |
| | | | |
| Understanding Cross | | | |
| Cultural Management | | | |
| Titel | Understanding Cross Cultural Management | | |
| Learning material | Study book | | |
| carrier | | | |
| Identification | ISBN 9781292015897 | | |
| Author | Marie-Joëlle Browaeys & Roger Price | | |
| Publisher | Prentice Hall | | |
| Year of publication | 2015 | | |
| Edition | 3rd | | |
| Price | ₹71,39 | | |
| Location | Zwolle | | |
| Communication | ELO, Classroom, Email | | |
| | | | |
| Judgment | 4. 40.4 | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | . 10 11 | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| Cub accessment | Cradinadamain | Coccure | Moight |
| Students lecture | Gradingdomain | Caesura | Weight |
| Students lecture | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Written exam open | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| questions | | | |



IBS1 European Business Law

| Course code | IBLmIBS1.EBL | | |
|------------------------|---|-------------------------------|-----------------------|
| Study Unit description | IBLmIBS1 European Business Law | | |
| Course name | IBS1 European Business Law | | |
| English course name | European Business Law | | |
| Target group | Fulltime regular | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International Business and Langua | iges | |
| Level | Advanced | | |
| Objective | The course aims to give students an understanding as well as practical knowledge of legal problems arising in the area of international business, and to equip them with the skills needed to prevent and tackle these problems. | | |
| Educational content | After an introduction into international private law, the students will learn how the European Union works: what are its main institutions and what are their functions? How is European law being made? Important aspects of the internal market are discussed: the free movement of goods and persons within the EU and EU competition rules. A strong focus will be on the ability to apply a number of treaties and EU-Regulations to international business cases, such as the UNCISG (contracts of sale), CMR (contracts of carriage), Brussels I (rules on jurisdiction) and Rome I (rules on the applicable law). Other subjects include the Incoterms; various modes to enter a new market: the difference between agency, distribution, franchising and employment; and international payments: the | | |
| Teaching aids | cheque, the draft and the letter of materials will be provided through | | |
| Teaching methods | | | ente propore for each |
| reaching methods | The course consists of seven lectures of three hours each. Students prepare for each lecture by studying one or more chapters of the book. Every week we will start by reviewing the previous lecture. Secondly, a short explanation of the content will be given. Next, the students will make exercises applying the theory to business cases. Each lecture will be concluded with a review of the exercises and a summary of the content. | | |
| Supervisory activity | During the lectures, the teacher give | ves feedback on the exercises | made by the students. |
| | | | |
| Exam | | | |
| Testname | Exam | | |
| Testdescription | Written exam with open questions | | |
| Evidence final level | No | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are | 'Completed' | |
| Rounding | Floor (rounding down) | • | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| <u> </u> | | <u> </u> | 1 |



IBS1 Supply Chain Finance

| Course code | IBLmIBS2.SCF |
|------------------------|---|
| Study Unit description | IBLmIBS2 Supply Chain Finance |
| Course name | IBS1 Supply Chain Finance |
| English course name | Supply Chain Finance |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | 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. |
| Educational content | In a globalizing economy, industrial value chains become more complex, spanning more countries and supply chain members than ever before. While flows of goods in the chain are increasingly integrated and optimized, finance flows have been fragmented. The credit crisis has revealed structural weaknesses. Cost of financing is rising, while suppliers, especially SMEs 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. |
| | In six lectures we will discuss the following subjects: |
| | Supply Chain Structure and Financial Processes Working Capital Working Capital Management Costs in the supply chain Supply Chain Risk and Control Supply Chain Finance Instruments |
| | In the last week of the course, you will learn how to apply all studied theory by means of a 2 day simulation game. |
| Teaching aids | Simulation game: The Cool Connection E- learning modules |
| Teaching methods | Lectures Classroom assignments Self study e-learning Simulation game |
| Supervisory activity | Lecturing Coaching |

| Participation | | | |
|----------------------------|---|------------------------|--------|
| simulation game & | | | |
| attendance lectures | | | |
| Testname | Participation simulation game & attendance lectures | | |
| Test description | Participation in the simulation | | |
| | Attendance of lectures needs | to be at least 80% | |
| Evidence of end level | No | | |
| | | | |
| Written exam | | | |
| Testname | Written exam | | |
| Test description | MC and open questions | | |
| Form of test | Written exam | | |
| Evidence of end level | No | | |
| | | | |
| Selection of articles, | | | |
| available on ELO | | | |
| Titel | Selection of articles, available | on ELO | |
| Learning material | Online | | |
| carrier | | | |
| Author | C. de Goeij | | |
| Publisher | Windesheim | | |
| Price | € 0,00 | | |
| | | | |
| E-learning and | | | |
| Business Simulation | | | |
| Game (The Cool | | | |
| Connection) | | | |
| Titel | E-learning and Business Simulation Game (The Cool Connection) | | |
| | Digital media | | |
| Price | € 50,00 | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests | s are 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| simulation game & | | | |
| attendance lectures | | | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| | • | | • |



M3 Treasury Management

M3 Project

| Course code | FCvM3.PTM | | | |
|------------------------|--|---|---------------|--|
| Study Unit description | FCvM3 Project Treasury Management | | | |
| Course name | M3 Project Treasury Management | | | |
| English course name | | Project Treasury Management: focus on risks relating to working capital, interest rates and | | |
| | currencies. | | | |
| Target group | Fulltime regular | | | |
| Competences | Finance (FC.LO5) | | | |
| | Performance Management 2 (FC.I | L03) | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | Finance and Control | | | |
| Level | Advanced | | | |
| Objective | Students improve their understand | ding of: | | |
| | | | | |
| | - Equity investments (valuation of | | | |
| | - Foreign exchange markets (curre | | e rate risks) | |
| | - Portfolio theory (asset allocation | | | |
| Educational content | Students design an investment po | ortfolio | | |
| Teaching aids | Finance | | | |
| Teaching methods | Projectgroups | | | |
| Supervisory activity | Projectsupport | Projectsupport | | |
| Test | | | | |
| Test | | | | |
| Process | | | | |
| Testname | Process | | | |
| restriarrie | Triocess | | | |
| Written report (paper) | | | | |
| Testname | Written report (paper) | | | |
| restriarrie | Writter report (paper) | | | |
| None | | | | |
| Titel | None | | | |
| Location | Zwolle | | | |
| Location | Zwone | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | · | | | |
| Counting result | Higher or equal to 5.5 Highest | | | |
| Calculation method | ů. | e 'Completed' | | |
| Rounding | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Process | Fail to Pass | Higher or equal to 5.5 | 0.0 | |
| | | · | | |
| Written report (paper) | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



M3 Finance

| Course code | FCvM3.FIN | | |
|---|---|--|--|
| Study Unit description | FCvM3 Finance | | |
| Course name | M3 Finance | | |
| English course name | Finance: focus on cash flows, working capital and ratio-analyses | | |
| Target group | Fulltime regular | | |
| Competences | Finance (FC.LO5) | | |
| | Performance Management 2 (FC.LO3) | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | Finance and Control | | |
| Level | Advanced | | |
| Objective | At the end of this module the student can work with Net Working Capital, interest risk | | |
| | management and currency risk management. | | |
| Entry requirements | Basics of Business Economics | | |
| Educational content | The following subjects: | | |
| | - Cash flow | | |
| | - Networking capital | | |
| | - Ratios | | |
| | - Interest risk | | |
| To a literate lite | - Currency risk | | |
| Teaching aids | Basic Calculator | | |
| Teaching methods | Discussion about the problems | | |
| Supervisory activity | Discussion about the text of Brealy Myers Marcus (Fundamentals of Corporate Finance) | | |
| | and discussion about the problems. The students should prepare the text in advance. | | |
| Written exam | | | |
| Testname | Written exam | | |
| restraine | Witten exam | | |
| Brealey Myers Marcus: | | | |
| Fundamentals of | | | |
| Corporate Finance | | | |
| | | | |
| l Titel | Brealey Myers Marcus: Fundamentals of Corporate Finance | | |
| Titel Learning material | Brealey Myers Marcus: Fundamentals of Corporate Finance Study book | | |
| Learning material | Brealey Myers Marcus: Fundamentals of Corporate Finance Study book | | |
| Learning material carrier | | | |
| Learning material | Study book ISBN 9789814670944 | | |
| Learning material carrier Identification | Study book | | |
| Learning material carrier Identification Author | Study book ISBN 9789814670944 Brealey Myers Marcus | | |
| Learning material carrier Identification Author Publisher | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill | | |
| Learning material carrier Identification Author Publisher Location of publication | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA | | |
| Learning material carrier Identification Author Publisher Location of publication Year of publication | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 | | |
| Learning material carrier Identification Author Publisher Location of publication Year of publication Edition | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th | | |
| Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle | | |
| Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English | | |
| Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. | | |
| Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 | | |
| Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. | | |
| Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 | | |
| Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest | | |
| Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are 'Completed' Floor (rounding down) | | |
| Learning material carrier Identification Author Publisher Location of publication Year of publication Edition Location Main language Judgment Gradingdomain Caesura Counting result Calculation method | Study book ISBN 9789814670944 Brealey Myers Marcus McGraw-Hill USA 2015 8th Zwolle English 1 to 10, 1 dec. Higher or equal to 5.5 Highest Weighted average and all tests are 'Completed' | | |



M3 Money and Banking

| Course code | FCvM3.MB | | | |
|------------------------|--|-------------------------------------|-----------------|--|
| Study Unit description | FCvM3 Money and Banking | | | |
| Course name | | M3 Money and Banking | | |
| English course name | Money and Banking | | | |
| Target group | Fulltime regular | | | |
| Competences | Finance (FC.LO5) | | | |
| · | Strategic Management (FC.LO1) | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Finance and Control | | | |
| Level | Advanced | | | |
| Objective | The student masters the following | concepts: | | |
| | - the circular flow | | | |
| | - the Keynesian model | | | |
| | - the concept of economic grow | vth | | |
| | - the banking system | | | |
| | - fiscal policy (IS-LM) | | | |
| | - monetary policy (IS-LM) | | | |
| Educational content | The course provides a framework | for analyzing the firm's finenci | al environment | |
| Teaching aids | Book | Tot allaryzing the littles illiance | ar environment. | |
| Teaching methods | Lectures/tutorial seminars (2 hour | rs per week) | | |
| Supervisory activity | Coaching | 3 per week) | | |
| Supervisory activity | Coacring | | | |
| Exam | T T | | | |
| Testname | Exam | | | |
| Test description | Written exam, multiple choice + open questions | | | |
| Form of test | Written exam | | | |
| | | | | |
| Principles of | | | | |
| Economics | | | | |
| Titel | Principles of Economics | | | |
| Learning material | Study book | | | |
| carrier | | | | |
| Identification | ISBN 9780077132736 | | | |
| Author | McDowell | | | |
| Publisher | McGraw Hill | | | |
| Year of publication | 2012 | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | 1.1011 | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | . 10 1 11 | | |
| Calculation method | Weighted average and all tests are | e Completed | | |
| Rounding | Floor (rounding down) | | | |
| Cub cooccernent | One din ade assis | | | |
| Sub assessment | Gradingdomain 1 to 10, 1 dec. | Caesura | Weight | |
| Exam | i to io, i dec. | Higher or equal to 5.5 | 1.0 | |



Cross departmental modules

Windesheim and the Netherlands

| Course code | EN-IN-WNID.XX.01 | |
|-------------------------|---|--|
| Study Unit description | EN-IN-WNID.XX.01 | |
| Course name | Introduction module of Windesheim and Netherlands in an international context. | |
| Target group | No specific target group | |
| EC's | 2 | |
| Domain | BE | |
| Education | - LVO 2nd Gr. Geography - LVO 2nd Gr. General economy | |
| | - LVO 2nd Gr. Business Economics | |
| | - LVO 2nd Gr. Biology - LVO 2nd Gr. German | |
| | | |
| | - LVO 2nd Gr. English - LVO 2nd Gr. French | |
| | - LVO 2nd Gr. French - LVO 2nd Gr. History | |
| | - LVO 2nd Gr. History - LVO 2nd Gr. Healthcare and Welfare | |
| | - LVO 2nd Gr. Religion | |
| | - LVO 2nd Gr. Physics | |
| | - LVO 2nd Gr. Dutch | |
| | - LVO 2nd Gr. Chemistry | |
| | - LVO 2nd Gr. Technical vocational education | |
| | - LVO 2nd Gr. Math | |
| Level | Basic = NLQF 4+ | |
| Objective | - To learn about organisational structures in the Netherlands | |
| | - To learn about specific national features of the Netherlands | |
| | - To learn about aspects of Dutch cuisine | |
| | - To learn more about typical aspects of Dutch identity | |
| | - To learn more about specific aspects of Dutch cultural/historical heritage | |
| | - To get an international perspective on above mentioned themes by comparing them | |
| | with student's home country (and learn -as a side effect- as well about these | |
| | themes in other (European) countries) | |
| December 11 march 1 dec | Decree Pitter Construction the construction | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: | |
| | Knowledge of English. | |
| | - Student is able to understand explanations | |
| | - Student is able to take part in group discussions | |
| | - Student is able to write a report | |
| | ' | |
| Educational content | - Organisational structures in the Netherlands: educational system, infrastrucure of | |
| | the city centre and municipal political system | |
| | - Specific national features:language, foklore and geography | |
| | - Aspects of Dutch cuisine: habits on dinner time, traditional dishes/preferences and | |
| | cultural and historical influences on the cuisine | |
| | - 1 typical aspect of the Dutch identity (depending on the season): 'Sinterklaas' or ice | |
| | skating | |
| | - Specific aspects of Dutch/historical heritage: visiting places of historic interest and | |
| Teaching aids | related background information Module description on blackboard | |
| reaching alus | Information to be found on internet | |
| | Suggestion of book | |
| | ouggeotion of book | |



| | Total district | | | |
|-------------------------|---|--|--------------------------------|--|
| Teaching methods | Student's activities | | | |
| | Be present at and take part in: | | | |
| | Presentations of guest sp | eakers | | |
| | - Excursions | | | |
| | | round information related to th | ne topics of the activitities | |
| | Group discussions | | | |
| | | | | |
| Supervisory activity | Activities of the International Office | | | |
| | Organising presentations of guest speakers; | | | |
| | Leading excursions; | | | |
| | Provinding specific inform | Provinding specific information related to the topics of the activities; | | |
| | | ions and sharing of knowledge | about the themes | |
| | mentioned in the educatio | nal information. | | |
| | | | | |
| | Note: This module is a joint effort | of our International Office, resp | ponsible for the activities as | |
| | such, and lecturers, responsible fo | or the educational part of this m | nodule, which is reviewing | |
| | the written reports. | | | |
| | | | | |
| Portfolio | | | | |
| Testname | Portfolio | | | |
| Form of test | Porfolio: | | | |
| | Consisting of written reports desc | | | |
| | Related to the information | found on internet about the su | ubject and/or | |
| | Information found in the re | ecommended book | | |
| | Compared with similar as: | - Compared with similar aspects of student's home country | | |
| | | | | |
| | Final report: | | | |
| | A reflection report about t | - A reflection report about the overall experience and lessons learned with respect to | | |
| | student's studies or future | e job | | |
| | | | | |
| The Dutch I presume | | | | |
| Titel | The Dutch I presume | | | |
| Learning material | Book | · | | |
| carrier | | | | |
| Identification | ISBN 97890854101 | | | |
| Author | Martijn de Rooi | | | |
| Publisher | Nilsson & Lamm | | | |
| Location of publication | Weesp | | | |
| Year of publication | 2005 | | | |
| Edition | First | | | |
| Price | € 14,95 | | | |
| Note | Recommended, not required | | | |
| Practical action | Skill lessons | | | |
| | | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| Lord many 1 | | | | |
| Judgment | 1. 10.1 | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |
| | | | | |



Dutch Language Introduction

| Course code | EN-IN-DLID.XX.11 | |
|------------------------|--|--|
| Study Unit description | EN-IN-DLID.XX.11 | |
| Course name | Dutch Language Introduction | |
| English course name | Introduction to the Dutch language | |
| Target group | No specific target group | |
| EC's | 3 | |
| Domain | BE | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education | |
| | - LVO 2nd Gr. Math | |
| Level | Basic = NLQF 4+ - Understanding basic vocabulary: words (Dutch - English) | |
| Objective | Use of basic vocabulary: words (English - Dutch) Understanding basic vocabulary: small sentences (Dutch - English) Use of basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in a simple conversations | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: - Student understands oral and written instructions - Student is able to compare Dutch grammar with English grammar - Student is able to take part in group discussions | |
| | - Student is able to take part in group discussions | |
| Educational content | Topics: To meet someone and social talk at a party To ask for information and get information, sending an e-mail and making a call How to get there by tram and what time is it Where do you go and what have you done In the supermarket and at a party In a restaurant | |
| | Grammar: - Conjugation of verb and word order - Alphabet and spelling rules - Frequent irregular verbs in present tense, question words and plural - Negation and perfect tense - Demonstrative pronouns and possessive nouns - Adjective and use of er and daar | |
| Teaching aids | Book Weekly planning at Blackboard Hand-outs during the lessons | |



| Teaching methods | Student's activities: Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods Students use vocabulary, functional phrases and grammar in classroom in simple dialogues Students repeat and memorize at home vocabulary, functional phrases and grammar Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and the practical assignments | | |
|----------------------|---|------------------------|--------|
| Supervisory activity | Lecturers activities | | |
| | In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practise by means of different methods with their fellow students. | | |
| Exam | | | |
| Testname | Exam | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | |
| | | · | |
| See literature on BB | | | |
| Titel | See literature on BB | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Language Intermediate

| Course code | EN-IN-DLIM.XX.01 |
|------------------------|---|
| Study Unit description | EN-IN-DLIM.XX.01 |
| Course name | Dutch Language Intermediate |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math |
| Lovel | Basic = NLQF 4+ |
| Objective Objective | Understanding intermediate basic vocabulary: words (Dutch - English) Use of intermediate basic vocabulary: words (English - Dutch) Understanding intermediate basic vocabulary: small sentences (Dutch - English) Use of intermediate basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in simple conversations |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions |
| Educational content | Topics: - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area Grammar: |
| Teaching aids | - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to - use of all Book Weekly planning |
| | Hand-outs during the lessons |



| Teaching methods | Student's activities: | | | |
|-----------------------|---|--|---------------------------|--|
| | | - Students practice vocabulary, functional phrases and grammar in classroom by | | |
| | means of different kinds of | | | |
| | | functional phrases and gramm | ar in classroom in simple | |
| | dialogues | | | |
| | - Students repeat and memorize at home vocabulary, functional phrases and | | | |
| | grammar - Students practice vocabulary, functional phrases and grammar at home by doing | | | |
| | | urse book and practical assign | | |
| Owners to see a state | | | | |
| Supervisory activity | Lecturers activities | | | |
| | In classroom the basic vocabulary | , functional phrases and gram | mar as referred to in the | |
| | educational content is introduced | | | |
| | are activated to practice by means | | | |
| | | | | |
| Exam | | | | |
| Testname | Exam | Exam | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | | |
| | | | | |
| See literature on BB | | | | |
| Titel | See literature on BB | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | 1. 10.1 | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | - 10 1 - + 41 | | |
| Calculation method | Weighted average and all tests are | e Completed | | |
| Rounding | Floor (rounding down) | | | |
| Cub coccoment | Cradinadomain | Coccure | Weight | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Dutch Society 1

| Course code | EN-IN-DSID.XX.17 |
|----------------------|---|
| Course name | Dutch Society 1 |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | EN |
| Type of VOE | Supportive |
| Level | Basic = NLQF 4+ |
| Objective | Knowledge - Student has knowledge of: |
| | - Dutch history |
| | - Dutch surroundings/environment |
| | - Dutch politics |
| | - Dutch economy |
| | |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | - To cooperate in small international groups |
| | - To reflect on the cross-cultural differences |
| Required knowledge | Pre-condition for entering the module |
| Required knowledge | Knowledge of English - Student is able: |
| | Nilowicage of English Stadent is able. |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| | 3 |
| Educational content | The module Dutch Society 1 aims at acquiring -in an international setting- knowledge about |
| | Dutch history, politics, surroundings and economics and applying this knowledge in a |
| | fieldtrip to the city of Delft. |
| Teaching aids | Book |
| | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| | |
| Teaching methods | Student's activities |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations, there will be discussions about the topics mentioned in the educational |
| | content. In the preparation of classroom activities hours of self study are included. |
| Supervisory activity | Lecturers activities |
| | |
| | The lecturer will guide the students through the theory and organise group activity. |
| | |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| | |
| See literature on BB | |
| Titel | See literature on BB |



| Judgment | | | | |
|--------------------|--|------------------------|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Dutch Society 2

| Course code | EN-IN-DSIM.XX.17 |
|----------------------|---|
| Course name | Dutch Society 2 |
| English course name | Dutch society, intermediate |
| EC's | 3 |
| Domain | BE |
| Target group | Fulltime regular |
| Objective | Knowledge - Student has knowledge of: |
| | |
| | - The Dutch legal system |
| | - The Dutch multicultural society |
| | - Dutch traditions of tolerance |
| | - The Dutch in foreign eyes |
| | , |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | - To cooperate in small intercultural groups |
| | - To reflect on the cross-cultural differences |
| | To Tolloge of the Grood cultural all criticions |
| Required knowledge | Pre-condition for entering the module |
| rioquirod informodgo | Knowledge of English - Student is able: |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| | |
| Educational content | The module Dutch Society 2 aims at acquiring - in an international setting - knowledge |
| | about the Dutch legal system, the Dutch multicultural society, the Dutch in foreign eyes, |
| | Dutch traditions of tolerance and water. During this module students will apply their |
| | knowledge about water in a fieldtrip to Zwolle and surroundings. |
| Teaching aids | Book |
| | Powerpoint presentations |
| | Internet links |
| ± 11 0 1 | Fieldtrip |
| Teaching methods | Student's activities |
| | In close ofter an introduction of the lecturer students will evaluate a information and will |
| | In class after an introduction of the lecturer, students will exchange information and will give presentations. There will be discussions about the topics mentioned in the educational |
| | content. There will be an excursion. In the preparation of classroom activities hours of |
| | selfstudy are included. |
| Supervisory activity | Lecturers activities |
| oupervisory delivity | Ecotarora detritica |
| | The lectures will be partly theoretical, but mostly interactive through group assignments and |
| | discussions. The lecturer will guide the students in their assignments and activities. |
| | |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| | |
| See literature on BB | |
| Titel | See literature on BB |
| | |



| Judgment | | | | |
|--------------------|--|------------------------|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Intercultural Awareness

| 0 | DO JOE JA |
|------------------------|--|
| Course code | BS.IOE.IA |
| Study Unit description | Intercultural Awareness |
| Course name | Intercultural Awareness |
| English course name | Intercultural Awareness |
| Target group | Fulltime regular |
| Competences | Basic qualification for management positions (HB009) |
| | Social communication skills (HB008) |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | Students are able to explain the importance of culture and to see culture from different viewpoints Students are able to reflect on their own attitude towards cultural differences and they can explain how this influences their way of looking at other cultures Students are able to explain relevant aspects of a culture of another country in the world different from their own culture and country and relate this to at least five different theoretical concepts studied during the lessons Students gain direct experience of working in an intercultural context in the educational setting, they reflect on this experience and learn how they react on cultural differences Students learn about different ways of conflict handling in different cultures |
| Educational content | The concept of culture Attitudes towards cultural differences The concept of stereotyping Cultural analysis using different models and theories Verbal and non-verbal aspects of intercultural communication Implications of cultural differences when living and working cross-borders |
| Teaching aids | N@tschool PowerPoint presentations Internet links The studyguide Literature |
| Teaching methods | Lectures Presentations Case work Team work |
| Supervisory activity | Interactive Lectures |
| Doubleineties | |
| Participation | Double in called |
| Testname | Participation 1/5 and the language of the lang |
| Test description | 1. 'Free style' presentation - students prepare and perform a personal presentation about their culture focussing on the non tangible aspects 2. Team evaluation country analysis |
| | - students compare and evaluate working together in a team in a windesheim setting with their home university for an assignment |
| - C | 3. Attendance (80%) |
| Form of test | Skill assignment |

| Presentation | |
|---------------------------|---|
| | Presentation |
| | Students will be assessed on: |
| ' | |
| | Structuring the presentation |
| | |
| | 2. Contents of the presentation |
| | - Introduction |
| | - General facts; size, population, religion etc. |
| | - The onion diagram: application |
| | - Choice of at least three models of culture |
| | Hofstede: dimensions, scores and their consequence |
| | Trompenaars: interpretation of dilemmas (give examples) |
| | Hall: low or high context with examples |
| | - Notions of business etiquette or etiquette in your field of expertise; concepts of |
| | power, space and time |
| | - Remarkable cultural behaviours/rituals/values |
| | - Conclusion with whether or not you would like to live there and why (not) |
| | O. Donordad' and I'll |
| | 3. Presentation skills |
| | 1. A hand out of the presentation, will submitted on ELO (interverondresht) |
| | 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) |
| | 5. A written individual evaluation of teamwork will be submitted on ELO |
| | 5. A Writter individual evaluation of teamwork will be submitted on ELO |
| Form of test | Written test / exam |
| 1 01111 01 1001 | THIRDIT COST, OXCITI |
| Written exam | |
| | Written exam |
| | The exam consists of 50 Multiple Choice questions based on the content of the book Sana |
| | Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and |
| | information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. |
| | Besides that there will be questions on the topics dealt with in the lectures. |
| Form of test | Oral test / exam |
| | |
| Intercultural Sensitivity | |
| Titel | Intercultural Sensitivity |
| Learning material | Book |
| carrier | |
| ı | ISBN 9 789023 251330 |
| | Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma |
| | Royal Van Gorcum |
| • | Assen |
| • | 2014 |
| | Third |
| Price | € 16,50 |
| | |
| | Guide to Cross-Cultural Communication |
| <u> </u> | Book |
| carrier | 10DV 0.40.040704 |
| | ISBN: 0-13-049784 |
| | Sana Poynolde and Dehorah Valentine |
| | Sana Reynolds and Deborah Valentine Prentice Hall Series in Advanced Business Communication |



| Year of publication | 2004 | | |
|---------------------|--|------------------------|--------|
| Location | Zwolle | | |
| Main language | English | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



Drama and Improvisation

| Course code | EN-IN-DRIM.XX.01 | |
|------------------------|---|--|
| Study Unit description | EN-IN-DRIM.XX.01 | |
| Course name | Drama and Improvisation | |
| English course name | Drama and Improvisation | |
| Target group | No specific target group | |
| EC's | 3 | |
| Domain | BE | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Math | |
| Level | Basic = NLQF 4+ | |
| Objective | Students can demonstrate the 5 basic concepts of dramatical design/form Students can demonstrate suitable and clear body language Students can demonstrate credible emotions Students can demonstrate suitable energies and apply difference in tempi Students can consciously design a basic mise-en-scène and effectively choose suitable props and clothing Students can apply and demonstrate the Aristotelian construction of scenes | |
| Required knowledge | Pre-condition for entering the module General - Approval and inclusion of EN-IN-DRIM in the Learning Agreement supplied by the home university - There are not subject related pre-conditions in effect Knowledge of English - Student is able to understand explanations - Student is able to read and write in English | |
| Educational content | The module is centered around improving the following areas: - Gaining self confidence relating to presenting for a group - Improving concentration - Enhancing verbal and non-verbal communication - Improving improvisation skills and creativity therein In order to improve these areas, students work on recognizing, applying and practicing the following skills in class: - I: The 5 basis concepts of dramatical design/form - II: Body language - III: Tempi - IV: Strenghten, weaken and enhance emotions - V: Improvising (accepting, blocking, creativity) | |
| Teaching aids | Improvisation hand-out on blackboard | |



| Teaching methods | Students activities: - Be present at the presentations of drama theory - Take part in the group assignments | | | |
|-----------------------------|--|------------------------|--------|--|
| | - Take part in the grow | up assignifients | | |
| Supervisory activity | Lecturers activities: Lecturers will mostly be interactive through group assignments and partly theoretical through short presentations of drama theory. | | | |
| | | | | |
| Presentation and assignment | | | | |
| Testname | Presentation and assignmen | nt | | |
| Test description | Final presentation: - There will be a final presentation in which the students show that they can apply the objectives related to the topics of the lessons. Final assignment: | | | |
| | There will be a final assignment in which the students show that they can relate the educational content to their future profession. | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | Floor (rounding down) | | |
| Oub accessor | One discordance - ! | 0000000 | Mainh | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Presentation and | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| assignment | | | | |



Specifications of courses Spring Business Studies

International Business Studies 1
Doing Business in Europe



Index

| IBS1 Project 1: International Business Market Research | 2 |
|--|----|
| IBS1 Intermediate Business English | 4 |
| IBS1 Online Market Research | 7 |
| IBS1 International Online Marketing Communication | 9 |
| IBS1 International Business Management | 11 |
| IBS2 Open Your Mind: Critical and creative thinking in education and business | 13 |
| IBS1 Intercultural Competence | 15 |
| WH - Family Business Workshop | 17 |
| Do you have what it takes to be an entrepreneur? | 19 |
| IBS Professional Development 2: Language teaching assistance French for International Business | 21 |
| IBS Professional Development 3: Language teaching assistance German for International Business | 22 |
| IBS1 Project 2: International Business Marketing Plan | 23 |
| IBS1 Advanced Business English | 25 |
| IBS1 Cross Cultural Marketing Management | 27 |
| IBS1 European Business Law | 29 |
| IBS1 Supply Chain Finance | 30 |
| M3 Treasury Management | 32 |
| M3 Project | 32 |
| M3 Finance | 33 |
| M3 Money and Banking | 34 |
| Cross departmental modules | 35 |
| Windesheim and the Netherlands | 35 |
| Dutch Language Introduction | 37 |
| Dutch Language Intermediate | 39 |
| Dutch Society 1 | 41 |
| Dutch Society 2 | 43 |
| Intercultural Awareness | 45 |
| Drama and Improvisation | 48 |



IBS1 Project 1: International Business Market Research

| Course code | IBLmIBS1.PRJ1 |
|------------------------|---|
| Study Unit description | IBLmIBS1 Project 1: International Business Market Research |
| Course name | IBS1 Project 1: International Business Market Research |
| English course name | International Business Market Research |
| Target group | Fulltime regular |
| EC's | 4 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | At the end of this project students |
| | - appreciate the importance of culture in international business strategy |
| | - understand business concepts and techniques in an international context |
| | - understand communication concepts and techniques in an international context |
| | - appreciate the concerns of managers in an international business environment and |
| | apply relevant concepts (via case study work) to enable problems to be addressed |
| | - evaluate the risks and opportunities associated with operating in an international |
| | environment |
| Educational content | Students are confronted with a realistic international business case which they have to |
| | solve with their group in a short period of ca 7 weeks. After a briefing from the client the |
| | groups will work independently on the assignment. The projectgroup writes a realistic |
| | business report. It is defended in a final presentation to a jury consisting of lecturers and |
| | staff from the client. During the process an experienced tutor from Windesheim guides the |
| | group and monitors the progress on the assignments. |
| | |
| | Students will work together in small multicultural groups (groupsize ca. 5 students.) |
| | Working in small groups requires responsible behaviour from all members of the group. |
| | Working in a multi cultural project team requires from each project member a flexibility to |
| | cope with the differences in the level of language, skills, knowledge and culture. |
| | |
| | Objectives of this project: |
| | - appreciate the importance of culture in international business strategy |
| | - understand business concepts and techniques in an international context |
| | - understand communication concepts and techniques in an international context |
| | - appreciate the concerns of managers in an international business environment and |
| | apply relevant concepts (via case study work) to enable problems to be addressed |
| | - evaluate the risks and opportunities associated with operating in an international |
| | environment. |
| Teaching aids | Digital media |
| | Study guide |
| | Powerpoints |
| Teaching methods | Project |
| Supervisory activity | Tutor |
| | |
| Project | |
| Testname | Project |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |
| | |

| Training Presentation skills | | | | |
|------------------------------|--|------------------------------|--------|--|
| Testname | Training Presentation skills | Training Presentation skills | | |
| Test description | Attendance mandatory | | | |
| Evidence of end level | No | | | |
| | | | | |
| Course manual | | | | |
| (avaiable on ELO) | | | | |
| Titel | Course manual (available on ELO) | | | |
| Learning material | Online | | | |
| carrier | | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Project | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Training Presentation skills | Fail to Pass | Higher or equal to 5.5 | 0.0 | |



IBS1 Intermediate Business English

| Course code | IBLmIBS1.EN | |
|------------------------|---|--|
| Study Unit description | IBLmIBS1 Intermediate Business English | |
| Course name | IBS1 Intermediate Business English | |
| English course name | Intermediate Business English. In terms of the Common European Framework of Reference | |
| | (CEFR), the level of this course is B2. | |
| Target group | Fulltime regular | |
| EC's | 4 | |
| Domain | BMR | |
| Education | International Business and Languages | |
| Level | Advanced | |
| Objective | Having completed the course, students can: | |
| | - read and understand English business texts | |
| | - give an effective, informative business presentation | |
| | - understand authentic English audio material | |
| | anderstand dathernic English dadio material | |
| | and students have: | |
| | - increased their vocabulary in the general field of business English | |
| | - increased their knowledge and understanding of the basics of English grammar | |
| | (ALL) | |
| | In terms of the Common European Framework of Reference (CEFR), the level of this course is: B2 | |
| Educational content | Intermediate Business English in IBS consists of two different parts: 'Writing skills' and 'Oral | |
| | skills'. 'Writing skills' deals with Reading and Writing, 'Oral skills' with Listening and | |
| | Speaking. | |
| | For Donding students and to obtain income their conditions bills. Different to the students are studied | |
| | For Reading students are taught to improve their reading skills. Different texts are studied and general comprehension questions need to be answered. Also various vocabulary | |
| | exercises are made to increase students' vocabulary in the field of business English. | |
| | exercises are made to increase students vocabulary in the field of business English. | |
| | In the Writing classes students are taught how to write clearly and in grammatically correct | |
| | English. Theory is put into practice by means of writing assignments in which different | |
| | writing formats (letters, reports, e-mails, etc.) are used. In order for the students to be able | |
| | to do so successfully, the essentials of English grammar are taught and practised by means | |
| | of various grammatical exercises. | |
| | | |
| | In the Listening classes use will be made of audio material, provided by the instructor. | |
| | Students listen to recordings of programmes such as 'BBC World Service' and are expected to listen to details and answer MC + open questions on the | |
| | recording. | |
| | recording. | |
| | Speaking (spoken production) will be practised in giving an effective, audience-oriented, | |
| | informative presentation on a business organisation/company or a business | |
| | product/service. | |
| Teaching aids | ELO | |
| | Podcasts and other audio materials | |
| Teaching methods | Instruction lectures | |
| | Training lectures | |
| | Effective, formal business presentations | |
| | Assignments for individual students or groups of 2 to 3 students | |
| Supervisory activity | Self study Coaching by the lecturer during the training lectures | |
| Supervisory activity | Coaching by the recturer during the training rectures | |
| L | | |



| Assessment oral skills | T |
|--|---|
| | Accomment and ability |
| Test description | Assessment oral skills Speaking skills are tested by way of continuous assessment in class. Each time a student participates in a role play or moderates a group discussion in class, (s)he receives an assessment form with a mark from the lecturer. The average of all performances in class will be the basis for your speaking skills mark, but your pronunciation in the audio recording of the process reflection report will also influence this mark. Listening skills are assessed in a separate listening test in the final oral communication class. |
| | |
| Assessment writing skills | |
| Testname | Assessment writing skills |
| Test description | Students make a written exam in which they demonstrate their abilities in the field of reading, vocabulary and writing. Reading skills are tested by means of vocabulary and general comprehension questions about one of the texts discussed in class. Writing skills are tested by means of various assignments in which students demonstrate their understanding of English grammar. |
| | |
| Participation oral skills | |
| Testname | Participation oral skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum and hand in their audio assignment in time. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. |
| | Students must also hand in an audio assignment. The audio assignment is the spoken version (audio recording in mp3 or wma format) of a process reflection report. |
| | The deadline for handing in the audio assignment is the Monday of week 8. Should it be handed in later, it can only be assessed in the following study period. The audio assignment is to be handed on a CD-ROM or USB stick in either mp3 or wma format in the teacher's mailbox on floor X4 (no 90). |
| | |
| Participation writing skills | |
| Testname | Participation writing skills |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. |
| | |
| N@tschool Module: "Intermediate Business English in IBS" | |
| Titel | N@tschool Module: "Intermediate Business English in IBS" |
| Learning material carrier | Digital media |
| Location | Zwolle |

| Judgment | | | | | |
|------------------------------|-----------------------------------|--|-----|--|--|
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests ar | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Gradingdomain Caesura Weight | | | |
| Assessment oral skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| Assessment writing skills | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| Participation oral skills | Fail to Pass | Higher or equal to 5.5 | 0.0 | | |
| Participation writing skills | Fail to Pass | Higher or equal to 5.5 | 0.0 | | |



IBS1 Online Market Research

| Course code | IBLmIBS1.0MR |
|---|---|
| Study Unit description | IBLmIBS1 Online Market Research |
| Course name | IBS1 Online Market Research |
| English course name | Online Market Research |
| Target group | Fulltime regular |
| EC's | 2 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | During this course you will learn how to conduct online market research. We will mainly focus on online qualitative marketing research. Qualitative marketing research is a set of research techniques in which data is obtained from a relatively small group of respondents, and not analyzed with statistical inferences (inferential statistics). |
| | We will use the online and offline customer journey as a starting point to practise with various research instruments and methods. You will learn to use social media, facebook, twitter, linkedin, instagram, google trends, blogs, communities, consumer reviews to conduct online market research. Understand it's applicability and limitations. |
| | The learnings of this course will help you to support your business analyis and plan for the main project from this minor with realistic data. |
| Educational content | Basic online market research |
| Teaching aids | Presentation, laptop |
| Teaching methods | Group work in classes |
| Supervisory activity | Lecturing and coaching |
| | |
| | |
| Portfolio | |
| Testname | Portfolio |
| Testname Test description | Group portfolio |
| Testname Test description Form of test | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Testname Test description | Group portfolio |
| Testname Test description Form of test Evidence of end level | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Testname Test description Form of test | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No |
| Testname Test description Form of test Evidence of end level Written exam Testname | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination |
| Testname Test description Form of test Evidence of end level Written exam Testname | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam |
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| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher Location of publication | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited Great Britain |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher Location of publication | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited Great Britain |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher Location of publication Year of publication | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited Great Britain 2013 |
| Testname Test description Form of test Evidence of end level Written exam Testname Form of test Evidence of end level Digital information Titel Learning material carrier Identification Author Publisher Location of publication Year of publication Print | Group portfolio Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Written exam Written examination No Digital Marketing Study book ISBN 9780749468644 Paul Hague, Nick Hague, Carol-Ann Morgan Kogan Page Limited Great Britain 2013 2 |



| Judgment | | | | |
|--------------------|--|------------------------|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IBS1 International Online Marketing Communication

| Course code | IBLmIBS1.IOM |
|---------------------------|---|
| Study Unit description | IBLmIBS1 International Online Marketing Communication |
| Course name | IBS1 International Online Marketing Communication |
| English course name | International Online Marketing Communication |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | The last decade has seen a tremendous rise in online businesses, branding and information sharing. (e.g. Amazon.com, google.com, youtube.com, zalando.com, Booking.com, zoover.com) This new module focusses on international online marketing & communication strategy relevant in an international business context. Online diversity is high. We will study different website categories. Corporate sites, webshops, communication sites, brand websites, service websites, portals, content sites. Social media (twitter, facebook,linkedin) and the role they play in online marketing & communication strategy. |
| | Key words: Online marketing and communication strategy, European perspective, business school oriented, international business context, UAS student practical level. |
| Educational content | Topics which are covered include strategic aspects of online, online Business models, market sensing, online buying behaviour, crowd sourcing, search engine marketing, customer relationship management, online branding, social media, mobile marketing, games, web analytics. |
| Teaching aids | Online is a fairly new field of expertise. We will use available literature and complement it with available information from the internet. Wherever possible we will invite guest speakers on online topics. |
| Teaching methods | Practical oriented lessons with english presentations per group |
| Supervisory activity | Lecturing and coaching |
| | |
| Exam | |
| Testname | Exam |
| Test description | Exam |
| Form of test | Written exam |
| Evidence of end level | No |
| | |
| Digital Marketing | |
| Titel | Digital Marketing |
| Learning material carrier | Study book |
| Identification | Latest version |
| Author | Chaffey Dave |
| Publisher | Pearson |
| Location of publication | London |
| Price | € 70,00 |
| Location | Zwolle |
| | <u>.</u> |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IBS1 International Business Management

| Course code | IBLmIBS1.IBM |
|------------------------|---|
| Study Unit description | IBLmIBS1 International Business Management |
| Course name | IBLmIBS1 International Business Management |
| English course name | International Business Management |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | After having finalized this module the student is capable to: |
| | - identify basic structures of international organisations |
| | - recognise different instruments for the design of an organisational and the definition of |
| | an organisational strategy |
| | - recognize the relationship between theories, models and organizational aspects in the |
| | practice of the daily business |
| | - show insight in the structural and cultural aspects of intercultural cooperation |
| | - explain the different aspect of decision making in organisations (incl. the basic tools to |
| | support decisions) |
| | - understand organizational processes related to change and innovation |
| Educational content | This module provides students with a comprehensive overview on management principles |
| | for international business. Through a mix of frontal lectures, discussion, in-class cases and |
| | exercise the module covers crucial information such as strategy, organisation, decision |
| | making, marketing, opening trade and logistics channels and manage suppliers in the |
| | context of international business and global organisations. |
| Teaching methods | The course is build around workshops in which collaborative learning is applied. Students |
| | will explore theoretical concepts and apply these to in-class case studies. |
| Supervisory activity | The lecturer facilitiates the process of collaborative learning and is available during |
| | workshops for feedback and feedforward. |
| | |
| Project Work | |
| Testname | Project Work |
| Test description | Students present a relevant case study in which theoretical concepts discussed in class are |
| | dealt with in more detail. |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |
| | |
| Written exam | |
| Testname | Written exam |
| Test description | The exam consists open questions |
| Form of test | Written exam |
| Evidence of end level | No |

| Organisation and | | | | |
|-------------------------|--|------------------------|--------|--|
| Management, an | | | | |
| international approach | | | | |
| Titel | Organisation and Management, an i | nternational approach | | |
| Learning material | Study book | | | |
| carrier | - | | | |
| Identification | ISBN 9789001850227 | | | |
| Author | Marcus and van Dam | | | |
| Publisher | Noordhoff uitgevers – Groningen/H | outen | | |
| Location of publication | Groningen/Houten | | | |
| Year of publication | 2015 | | | |
| Edtion | Latest | | | |
| Price | Around € 65,00, also available as e-book | | | |
| Location | Zwolle | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Project Work | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.2 | |
| Written exam | 1 to 10, 1 dec. Higher or equal to 5.5 0.8 | | | |



IBS2 Open Your Mind: Critical and creative thinking in education and business

| Course code | IBLmIBS2.0YM |
|------------------------|---|
| Study Unit description | IBLmIBS2 Open Your Mind |
| Course name | IBS2 Open Your Mind: Critical and creative thinking in education and business |
| English course name | Open Your Mind: Critical and creative thinking in education and business |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business |
| Level | Advanced |
| Objective | After the course students will know: - the difference between a fixed and growth mindset and what this means for their own learning - the basic critical thinking and creative thinking skills - their own value as a future starting professional After the course students will be able to: - think critically about their own field of study and future profession. - to be(come) creative in their own field of study and future profession. - write convincing, professional and creative texts in good English. - give a compelling presentation about a subject of choice. |
| Educational content | - give a competing presentation about a subject of choice Critical thinking skills: critical reading, reasoning, structuring information, analysing, |
| | evaluating and judging. - Writing skills for both creative and business writing: planning, formulating, editing and revising. - Creative thinking skills: convergent and divergent thinking, thinking outside and inside the box. |
| Teaching aids | None |
| Teaching methods | Classes (seminars) |
| Supervisory activity | By lecturer of Communicatie en Onderzoeksvaardigheden HBO-R |
| | |
| Final presentation | |
| Testname | Final presentation |
| Test description | Students deliver a presentation in class (max, 15 minutes) on a subject of their own choice |
| Form of test | Oral test / exam |
| | |
| Portfolio with class | |
| assignments | |
| Testname | Portfolio with class assignments |
| Test description | Students hand in their (digital) portfolio with class assignments |
| Form of test | Document (project documentation, internship report, graduation thesis, portfolio) |
| Location | Zwolle |



| Judgment | | | | |
|----------------------|--|--|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | Highest | | |
| Calculation method | Weighted average and all tests a | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Final presentation | 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | |
| Portfolio with class | 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | |
| assignments | | | | |



IBS1 Intercultural Competence

| Course code | IBLmIBS.IC |
|------------------------|--|
| Study Unit description | IBLmIBS.IC Intercultural Competence |
| Course name | IBS2 Intercultural Competence |
| English course name | Intercultural Competence |
| Target group | Fulltime regular |
| Competences | - Broad professionalization (HB001) |
| | - Creativity and complexity and action (HBO05) |
| | - Multidisciplinary integration (HBO02) |
| | - Problem-oriented working (HB006) |
| | - Transfer and broad employability (HB004) |
| | - Scientific application and research (HB003) |
| EC's | 2 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | Intercultural competences are one of the most essential topics at an institution and its |
| | student body when talking about internationalisation. 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 |
| | 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 strenghten their interultural skills. |
| Educational content | Students complete the Intercultural Readniness 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. |
| | ' |
| | In joint activities with local students, students actively develop their chosen facets. |
| | Students report back on their progress by means of a portfolio. |
| Teaching aids | The Intercultural Readiness Check, provided. |
| Teaching methods | Group collaboration activities |
| Supervisory activity | Tutor |
| | - Supports students in creating understanding of the IRC profile and action plan |
| | - Gives intermediary feedback on half-products and on the process |
| | - Examines and evaluates the professional products that students deliver |
| | |
| Portfolio | |
| Testname | Portfolio Citation de la Citation de |
| Test description | Students develop a portfolio that included their IRC profile, action plan and reflection on |
| | chosen group activities |
| Form of test | Document (Projectdocumentatie, Stageverslag, Afstudeer-scriptie, Portfolio) |
| Evidence of end level | No |
| Location | Zwolle |
| Main language | English |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



WH - Family Business Workshop

| Course code | WH.MI.MPGW.FB |
|------------------------|--|
| Study Unit description | WH - MPGW - Family Business Workshop |
| Course name | WH - Family Business Workshop |
| English course name | WH - Family Business Workshop |
| Target group | Fulltime regular |
| Competences | WH.LO1 - Know-how (WH.LO1) |
| | WH.LO2 - Power to Act (WH.LO2) |
| | WH.LO5 - Innovator (WH.LO5) |
| EC's | 5 |
| Domain | BMR |
| Education | Global Project and Change Management |
| Level | Advanced |
| Objective | 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; |
| | 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; |
| | 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; |
| | CO4. 4. Present your recommendation in the role of consulting professionals. |
| Educational 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. |
| | 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. |
| Teaching aids | N.a. |
| Teaching methods | Coaching on the job, peer interaction and feedback |
| Supervisory activity | Coaching and feedback |

| Group Assignment | | | |
|-----------------------|------------------------------------|------------------------|--------|
| Testname | Group Assignment | | |
| | | | |
| Individual Assigment | | | |
| Testname | Individual Assignment | | |
| Managing the Family | | | |
| Business | | | |
| Titel | Managing the Family Business | | |
| Learning material | Book | | |
| carrier | | | |
| Author | Zelweger | | |
| Publisher | Edward Elgar Publishing | | |
| Year of publication | 2017 | | |
| | | | |
| Family Business | | | |
| Titel | Family Business | | |
| Learning material | Book | | |
| carrier | | | |
| Author | Gils, van A. & Helvert-Beugels, J. | | |
| Year of publication | 2016 | | |
| Location | | Zwolle | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | | 1 to 10, 1 dec. | |
| Caesura | , | Higher or equal to 5.5 | |
| Counting result | | Highest | |
| Calculation method | Weighted average and all tests are | e 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Group Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 40.0 |
| Individual Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 60.0 |



Do you have what it takes to be an entrepreneur?

| Course code | CEF.HKM.OD |
|------------------------|--|
| Study Unit description | CEF.HKM.OD |
| Course name | Do you have what it takes to be an entrepreneur? |
| English course name | Entrepeneurship fits you |
| Target group | Fulltime regular |
| Competences | MER07: Signaling, analyzing and translating trends and developments (MER07) |
| EC's | 5 |
| Domain | BS |
| Type of Study Unit | Typical professional situation |
| Level | Basic = NLQF 4+ |
| Objective | This semester offers you the opportunity to investigate whether entrepreneurship is something for you during the University Choice Module "Doing business for you!". During this HKM you will become acquainted with a number of important facets of entrepreneurship. Using interactive workshops you learn how to translate an idea into a business case and investigate its feasibility. We will also visit a successful young entrepreneur and get to know other entrepreneurs during a networking meeting. |
| | Halfway through the HKM you deliver a concept plan of your idea. The business plan is your final assignment. You must defend this by means of a pitch in front of a committee of various external advisors and your teacher. During the HKM you will be guided by a teacher and various partners from the Center for Entrepreneurship. |
| Entry requirements | None |
| Educational content | Semester program: - Week 1 Workshop Creative Thinking - Week 2 Workshop Value Proposition Design - Week 3 Workshop Business Model Design - Week 4 Company visit - Week 5 Workshop drawing up plan of approach - Week 6 Marketing & Communication Workshop - Week 7 Financial Planning Workshop - Week 8 Consultation with coach - Week 9 Workshop Consultancy - Week 10 Workshop Networks - Week 11 Pitch Workshop - Week 12 Network meeting with entrepreneurs - Week 13 Dragon's Den |
| Teaching aids | Presentations from concept to detailed plan can take place inside and outside Windesheim. See literature |



| Teaching methods | During the duration of the course you work on your own business plan with which you bring your idea to the market. You carry out the assignment in a period of one semester. The period starts with a number of workshops and ends with a pitch. Depending on your idea, you will be linked during the semester to a teacher or external consultant who coaches you. You work with internationally recognized modern methods and techniques to advance new ideas convert products or services into valid and feasible business plans. In the semester we challenge students to use these techniques. Examples of this are working with Business Model Canvas, Blue Ocean strategy, etc. During the semester we invite external speakers, entrepreneurs and subject matter experts presentations. We offer a wide range of interesting speakers who interact with them make knowledge and possibly their network available for your business idea. The semester is concluded jointly with a Dragon's Den. In this you present and pitch yourself idea to a group of potential investors who also act as jury. The jury's assessment is also your final assessment. We create the game rules and jury participants throughout the semester announced. | | |
|------------------------------------|--|---------------------------------|-----------------------|
| Supervisory activity | Colleges, workshops, bedrijfsbezo | | on. |
| Supervisory activity | Colleges, Workshops, bedrijfsbezo | beken en netwerkbijeenkonist | en |
| Businessplan | T | | |
| Testname | Businessplan | | |
| Endresult test | Final level - Other | | |
| Form of test | Document (Project documentatio | n. Internship report, Graduatio | on thesis. Portfolio) |
| Evidence of end level | No | | |
| | | | |
| | | | |
| Presentation | | | |
| Testname | Presentation | | |
| Endresult test | Final level - Other | | |
| Form of test | Oral test / exam | | |
| Evidence of end level | No | | |
| | | | |
| Reader on ELO | D FIO | | |
| Titel | Reader on ELO | | |
| Ludano ont | <u> </u> | | |
| Judgment | 1 to 10 1 doe | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result Calculation method | Highest | a 'Completed' | |
| | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Businessplan | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| i resentation | 1 10 10, 1 060. | ringiner or equal to 3.3 | 1.0 |



IBS Professional Development 2: Language teaching assistance French for International Business

| Course code | IBLmIBS.PD2 | | |
|---|---|-----------------------------------|------------------------------|
| Study Unit description | IBLmIBS.PD2 | | |
| Course name | Professional Development 2: Lang | uage teaching assistance Frer | nch for International |
| | Business | | |
| English course name | Professional Development 2: Language teaching assistance French for International | | |
| | Business | | |
| Target group | Fulltime regular | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International Business and Langua | ages | |
| Level | Advanced | | |
| Objective | For native French speakers only: T leadership skills while teaching | o share language skills with IB | students and develop |
| Educational content | The French native speaking studer | nt will support and contribute to | o teaching activities in |
| Ladoutional contone | language skills. | it iiii sapport and sommate t | o todog dot.vitioo |
| | | | |
| | Student will align with teacher how | v the the teaching assistance r | ny take place |
| Teaching aids | Lecturing materials, assignments, | | |
| Teaching methods | Online, group and indivdual coachi | | |
| Supervisory activity | Teacher will closely monitor the st | udent assistants performance | and progress by |
| | organising 3-weeky meetings with the students, apart from teaching hours | | |
| | | | |
| Learning report | | | |
| Testname | Learning report | | |
| Test description | By the end of the semester, student will document on learning experiences by means of | | |
| | writing a learning report. A discuss | sion of Peer feedback from the | students will be part of the |
| | report | | |
| Form of test | Skill assignment | | |
| Evidence of end level | No | | |
| Sequentiality | None | | |
| Location | Zwolle | | |
| Main language | French | | |
| Communication | ELO, Email, Face to Face interaction | on with teacher and students | |
| | | | |
| Judgment | 1 | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| | | | |
| Caesura | Higher or equal to 5.5 | | |
| Caesura Counting result | Higher or equal to 5.5 Highest | | |
| Caesura Counting result Calculation method | Higher or equal to 5.5 Highest Weighted average and all tests are | e 'Completed' | |
| Caesura Counting result | Higher or equal to 5.5 Highest | e 'Completed' | |
| Caesura Counting result Calculation method Rounding | Higher or equal to 5.5 Highest Weighted average and all tests are Floor (rounding down) | | |
| Caesura Counting result Calculation method | Higher or equal to 5.5 Highest Weighted average and all tests are | Caesura Higher or equal to 5.5 | Weight 1.0 |



IBS Professional Development 3: Language teaching assistance German for International Business

| Course code | IBLmIBS.PD3 | | | |
|------------------------|---|---|---------------------------|--|
| Study Unit description | IBLmIBS.PD3 | | | |
| Course name | Professional Development 3: Lang | juage teaching assistance Ger | man for International | |
| | Business | | | |
| English course name | Professional Development 3: Lang | Professional Development 3: Language teaching assistance German for International | | |
| | Business | | | |
| Target group | Fulltime regular | | | |
| Competences | Broad professionalization (HBO01 |) | | |
| EC's | 3 | | | |
| Domain | BMR | | | |
| Education | International Business and Langua | ages | | |
| Level | Advanced | | | |
| Objective | For the native German speaking st | tudent: to share language skills | s with IB students and | |
| | develop leadership skills while tea | ching | | |
| Educational content | The native German speaking stude | ent will support and contribute | to teaching activities in | |
| | language skills. | | | |
| | | | | |
| | Student will align with teacher how | v the the teaching assistance r | nay take place | |
| Teaching aids | | ELO, Classroom activities | | |
| Teaching methods | | Online, assignments, individual and group coaching | | |
| Supervisory activity | Teacher will closely monitor the student assistants performance and progress by organising 3-weeky meetings with the students, apart from teaching hours | | | |
| | organising 3-weeky meetings with | the students, apart from teach | ning hours | |
| | | | | |
| Learning report | | | | |
| Testname | Learning report | | | |
| Test description | By the end of the semester, the student will document learning experiences by means of a report. Discussion on received peer feedback is a significant part of the report | | | |
| E (1) | · · | er reedback is a significant pa | rt of the report | |
| Form of test | Skill assignment | | | |
| Evidence of end level | No | | | |
| Sequentiality | None | | | |
| Location | Zwolle | | | |
| Main language | | German | | |
| Communication | ELO, Email, Face to Face | | | |
| Ludamont | | | | |
| Judgment | 110.1.1 | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | 'Campleted' | | |
| Calculation method | Weighted average and all tests are | e Completea | | |
| Rounding | Floor (rounding down) | | | |
| Oub coccernant | One district de service | 0.000 | NA/a i mlat | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Learning report | Very poor to excellent | Higher or equal to 5.5 | 1.0 | |



IBS1 Project 2: International Business Marketing Plan

| Course code | IBLmIBS1.PRJ2 |
|------------------------|--|
| Study Unit description | IBLmIBS1 Project 2: International Business Marketing Plan |
| Course name | IBS1 Project 2: International Business Marketing Plan |
| English course name | International Business Marketing Plan |
| Target group | Fulltime regular |
| EC's | 4 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | At the end of this project students - appreciate the importance of culture in international business strategy - understand business concepts and techniques in an international context - understand communication concepts and techniques in an international context - appreciate the concerns of managers in an international business environment and apply relevant concepts (via case study work) to enable problems to be addressed - evaluate the risks and opportunities associated with operating in an international |
| Educational content | environment. Students are confronted with a realistic international business case which they have to solve with their group in a short period of ca 7 weeks. After a briefing from the client the groups will work independently on the assignment. The projectgroup writes a realistic business report. It is defended in a final presentation to a jury consisting of lecturers and staff from the client. Location is usually in the office of the client. During the process an experienced tutor from Windesheim guides the group and monitors the progress on the assignments. |
| | Students will work together in small multicultural groups (groupsize ca. 5 students.) Working in small groups requires responsible behaviour from all members of the group. Working in a multi cultural project team requires from each project member a flexibility to cope with the differences in the level of language, skills, knowledge and culture. Objectives of this project: |
| | appreciate the importance of culture in international business strategy understand business concepts and techniques in an international context understand communication concepts and techniques in an international context appreciate the concerns of managers in an international business environment and apply relevant concepts (via case study work) to enable problems to be addressed apply relevant concepts (via case study work) to enable problems to be addressed evaluate the risks and opportunities associated with operating in an international environment. |
| Teaching aids | Digital media Powerpoints |
| Too ohing pooth a de | · |
| Teaching methods | Project |
| Supervisory activity | Tutor |



| Final evaluation | | | |
|----------------------------------|--|--------------------------------|------------------------|
| Testname | Final evaluation | | |
| Form of test | Document (Project documentation | n, Internship report, Graduati | ion thesis, Portfolio) |
| Evidence of end level | No | | |
| | | | |
| Course manual (available on ELO) | | | |
| Titel | Course manual (available on ELO) | | |
| Learning material carrier | Online | | |
| Location | Zwolle | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | <u> </u> | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Final assessment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IBS1 Advanced Business English

| Course code | IBLmIBS1.EN2 |
|------------------------|--|
| Study Unit description | IBLmIBS1 Advanced Business English |
| Course name | IBS1 Advanced Business English |
| English course name | Advanced Business English |
| Target group | Fulltime regular |
| EC's | 4 |
| Domain | BMR |
| Education | International, Business and Languages |
| Level | Advanced |
| Objective | Having completed the course students can: |
| | - read and understand English business texts |
| | - write effective English business documents of various kinds |
| | - understand authentic English audio material |
| | - give an effective, persuasive business presentation |
| | In terms of the Common European Framework of Reference (CEFR), the level of this course |
| | is B2. |
| Educational content | Advanced Business English in IBS consists of two different parts: 'Writing skills' and 'Oral |
| | skills'. 'Writing skills' deals with Reading and Writing, 'Oral skills' with Listening and |
| | Speaking. |
| | |
| | For Reading students will have to study different texts dealing with general business topics. |
| | General comprehension questions need to be answered and knowledge of relevant English |
| | business vocabulary is tested. |
| | To all a MARCO on the control of the |
| | In the Writing classes students are taught how to write clearly and in grammatically correct |
| | English, applying basic writing principles. Theory is put into practice by means of writing |
| | assignments in which different writing formats (letters, reports, e-mails etc.) are used. |
| | In the Listening classes use will be made of podcasts and other audio material, provided by |
| | the instructor. Also, students will work on an individual audio file outside of class. |
| | the instructor. Also, students will work on an individual addio the outside of class. |
| | Speaking (spoken production) will be practised in persuasive, formal business |
| | presentations in which students present a proposition of their own choice. |
| Teaching aids | ELO |
| | Podcasts and other audio materials |
| | |
| Teaching methods | Instruction lectures |
| | Training lectures |
| | Effective, formal business presentations |
| | Assignments for individual students or groups of 2 to 3 students |
| | Self study |
| Supervisory activity | Coaching by the lecturer during the training lectures |
| | |
| Assessment oral skills | |
| Testname | Assessment oral skills |
| Test description | Speaking skills are tested by means of a formal presentation in class by each student |
| 1 cot accomption | individually. However, the student's pronunciation in the audio file will also influence this |
| | mark. Listening skills are assessed in a separate listening test in the final oral |
| | communication class. |
| Assessment writing | |
| skills | |
| Testname | Assessment writing skills |
| 1 Cottlaine | 7 Additional Willing Skills |



| Test description | Students make a written exam in which they demonstrate their abilities in the field of reading and writing. Reading skills are tested by means of vocabulary and general comprehension questions about one of the texts discussed in class. Writing skills are | | |
|---------------------------------------|--|-------------------------------------|------------------------------|
| | tested in a writing assignment (u | ising one of the different forma | its). |
| | | | |
| Participation oral skills | | | |
| Testname | Participation oral skills | | |
| Test description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. | | |
| | Students are also required to har or wma format. | nd in their individual audio file, | consisting of 8 files in mp3 |
| | If a 'Fail' has been given for the audio assignment, the audio file must be improved and can be handed in for subsequent assessment in the following period. The deadline for handing in the audio file is the Monday of week 8. Should an audio file be handed in later, it can only be assessed in the following period. Audio files are to be handed in hardcopy (with the audio recording in mp3 or wma format on a CD-ROM or USB stick) in the teacher's mailbox in the X-building (Box 83 on floor X7). | | |
| | | | |
| Participation writing | 1 | | |
| Participation writing skills | | | |
| Testname | Participation writing skills | | |
| Test description | | place in at least 5 out of the 7 le | accono io compulsoral Alec |
| rest description | Attendance and participation in class in at least 5 out of the 7 lessons is compulsory! Also students are required to complete all parts of the curriculum. If these requirements are not met, students will not receive their European Credits until extra assignments have been handed in for assessment. | | |
| | | | |
| N@tschool module | | | |
| "Advanced Business | | | |
| English in IBS" | | | |
| Titel | N@tschool module "Advanced Business English in IBS" | | |
| Learning material carrier | Digital media | | |
| Identification | N@tschool | | |
| Location | Zwolle | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests a | re 'Completed' | |
| Rounding | Floor (rounding down) | ic completed | |
| Rounding | r loor (rounding down) | | |
| Cub accomment | Cradinadomain | Coccura | Woight |
| Sub assessment Assessment oral skills | Gradingdomain 1 to 10, 1 dec. | Caesura Uigher or equal to 5.5 | Weight |
| ASSESSITIENT OF ALSKINS | i to io, i dec. | Higher or equal to 5.5 | 1.0 |
| Assessment writing | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| skills | | | |
| Participation oral skills | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| Participation writing | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| skills | | | |



IBS1 Cross Cultural Marketing Management

| Course code | IBLmIBS1.CCMM |
|------------------------|--|
| Study Unit description | IBLmIBS1 Cross Cultural Marketing Management |
| Course name | IBS1 Cross Cultural Marketing Management |
| English course name | Cross Cultural Marketing Management |
| Target group | Fulltime regular |
| Competences | Having insight and knowledge of intercultural differences and the importancy regarding |
| Competences | several process phases of international business and being able to empathise in different |
| | cultures to contribute in business processes around international business. (BE.IB.03) |
| EC's | 3 |
| Domain | BMR |
| Education | International, Business and Languages |
| Level | Advanced |
| Objective | Students can explain the influence of culture on business across the globe and show |
| • | understanding of how culture influences various aspects of organizations like corporate |
| | structures, leadership, strategy, change, and diversity. A special emphasis will be on the |
| | influence of culture in the field of marketing & marketing communication. |
| | |
| | Students are capable of explaining how business communication is influenced by culture; |
| | what barriers exist in intercultural communication, how one can deal with conflicts and how |
| | to negotiate in an intercultural setting. They can explain how to become an interculturally |
| | competent communicator and show understanding of the necessary ingredients for |
| | working in international teams. |
| | Students are capable of presenting, reflecting on and discussing the topics dealt with in the |
| | theory and have acquired sensitivity for acting professionally in cross-cultural situations. |
| Educational content | Students learn how to explain the influence of culture on business across the globe and |
| | study how culture influences various aspects of organisations like corporate structures, |
| | leadership, strategy, change, and diversity. A special emphasis will be on the influence of |
| | culture in the field of marketing & marketing communication. |
| | |
| | Students study theories related to intercultural communication and cross cultural |
| | management and as such, gain knowledge about interculturally competent communicative |
| | behaviour. |
| | Object and a will words and a standard and a standard because of Theorem and the |
| | Students will work on lecturing activities in class and as home work. They are challenged to |
| | incorporate their personal international experience and are part of an international team |
| | (provided that group composition allows all teams to be culturally mixed). In participating in the students' lectures, students show that they can present, discuss and reflect on the |
| | topics dealt with in class. As such active participation in the lectures is required. |
| Teaching aids | Students will be actively involved in working on assignments and case studies. Class |
| . sasiming alas | presentations will be available for students on ELO. |
| Teaching methods | Lectures |
| 3 12.11.2.22 | Case assignments |
| | Presentations/lectures by students |
| Supervisory activity | The lecturer teaches in class and supports students during case assignments in class. |
| | The lecturer provides students with feedback in the process of developing a mini-lecture. |
| | The lecturer encourages the discussion following the students' mini-lectures. |



| Students lecture | | | | |
|-----------------------------|--|---|---------------------------------|--|
| Testname | Students lecture | | | |
| Test description | Students prepare a mini-lecture in (international) teams on one of the chapters from the book and are graded for completeness, depth, transferring skills, (international) team work, and originality. | | | |
| Form of test | Oral exam | | | |
| Evidence of end level | No | | | |
| Written exam open questions | | | | |
| Testname | Written exam open questions | | | |
| Test description | Students will have to answer 10 o | pen questions, related to the | e theory and cases in the book. | |
| | The minimum mark will be 5.5 in o | order to pass. | | |
| Form of test | Written examination | | | |
| Evidence of end level | No | | | |
| | | | | |
| Understanding Cross | | | | |
| Cultural Management | | | | |
| Titel | Understanding Cross Cultural Mar | Understanding Cross Cultural Management | | |
| Learning material | Study book | | | |
| carrier | | | | |
| Identification | ISBN 9781292015897 | | | |
| Author | Marie-Joëlle Browaeys & Roger Price | | | |
| Publisher | Prentice Hall | | | |
| Year of publication | 2015 | | | |
| Edition | 3rd | | | |
| Price | € 71,39 | | | |
| Location | Zwolle | | | |
| Communication | ELO, Classroom, Email | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Students lecture | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Written exam open | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| questions | | | | |



IBS1 European Business Law

| Course code | IBLmIBS1.EBL | | |
|------------------------|--|---|---|
| Study Unit description | IBLmIBS1 European Business Law | | |
| Course name | IBS1 European Business Law | | |
| English course name | European Business Law | | |
| Target group | Fulltime regular | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International Business and Langua | ages | |
| Level | Advanced | | |
| Objective | The course aims to give students an understanding as well as practical knowledge of legal problems arising in the area of international business, and to equip them with the skills needed to prevent and tackle these problems. | | |
| Educational content | After an introduction into internati Union works: what are its main ins law being made? Important aspec movement of goods and persons of A strong focus will be on the abilit international business cases, such carriage), Brussels I (rules on juris Other subjects include the Incoternational business cases). | stitutions and what are their fur ts of the internal market are dis within the EU and EU competiti y to apply a number of treaties n as the UNCISG (contracts of s diction) and Rome I (rules on the | anctions? How is European scussed: the free on rules. and EU-Regulations to sale), CMR (contracts of he applicable law). |
| | Other subjects include the Incoterms; various modes to enter a new market: the difference between agency, distribution, franchising and employment; and international payments: the cheque, the draft and the letter of credit. | | |
| Teaching aids | materials will be provided through | ELO | |
| Teaching methods | The course consists of seven lectures of three hours each. Students prepare for each lecture by studying one or more chapters of the book. Every week we will start by reviewing the previous lecture. Secondly, a short explanation of the content will be given. Next, the students will make exercises applying the theory to business cases. Each lecture will be concluded with a review of the exercises and a summary of the content. | | |
| Supervisory activity | During the lectures, the teacher give | | |
| | | | |
| Exam | | | |
| Testname | Exam | | |
| Testdescription | Written exam with open questions | | |
| Evidence final level | No | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | | Weighted average and all tests are 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | 1 | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| LAUITI | 1 to 10, 1 dec. | inglici of equal to 5.5 | 1.0 |



IBS1 Supply Chain Finance

| Course code | IBLmIBS2.SCF |
|------------------------|---|
| Study Unit description | IBLmIBS2 Supply Chain Finance |
| Course name | IBS1 Supply Chain Finance |
| English course name | Supply Chain Finance |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | 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. |
| Educational content | In a globalizing economy, industrial value chains become more complex, spanning more countries and supply chain members than ever before. While flows of goods in the chain are increasingly integrated and optimized, finance flows have been fragmented. The credit crisis has revealed structural weaknesses. Cost of financing is rising, while suppliers, especially SMEs 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. |
| | In six lectures we will discuss the following subjects: |
| | Supply Chain Structure and Financial Processes Working Capital Working Capital Management Costs in the supply chain Supply Chain Risk and Control Supply Chain Finance Instruments |
| | In the last week of the course, you will learn how to apply all studied theory by means of a 2 day simulation game. |
| Teaching aids | Simulation game: The Cool Connection E- learning modules |
| Teaching methods | Lectures Classroom assignments Self study e-learning Simulation game |
| Supervisory activity | Lecturing Coaching |

| Participation | | | |
|--|--|------------------------------------|------------|
| simulation game & | | | |
| attendance lectures | | | |
| Testname | Participation simulation of | game & attendance lectures | |
| Test description | Participation in the simula | | |
| · | Attendance of lectures ne | | |
| Evidence of end level | No | | |
| | | | |
| Written exam | | | |
| Testname | Written exam | | |
| Test description | MC and open questions | | |
| Form of test | Written exam | | |
| Evidence of end level | No | | |
| | | | |
| Selection of articles, | | | |
| available on ELO | | | |
| Titel | Selection of articles, avail | lable on ELO | |
| Learning material | Online | | |
| carrier | | | |
| Author | C. de Goeij | | |
| Publisher | Windesheim | | |
| Price | € 0,00 | | |
| | | | |
| E-learning and | | | |
| Business Simulation | | | |
| Game (The Cool Connection) | | | |
| Titel | F-learning and Rusiness S | Simulation Game (The Cool Connect | ion) |
| Titoi | - | Simulation dame (The door domineer | 1011) |
| | Digital media | | |
| Price | € 50,00 | | |
| Location | | Zwolle | |
| Main language | English | | |
| Ludam out | | | |
| Judgment | | | |
| | 1 to 10 1 doc | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Gradingdomain Caesura | Higher or equal to 5.5 | | |
| Gradingdomain Caesura Counting result | Higher or equal to 5.5 Highest | tests are 'Completed' | |
| Gradingdomain Caesura Counting result Calculation method | Higher or equal to 5.5 Highest Weighted average and all | tests are 'Completed' | |
| Gradingdomain Caesura Counting result | Higher or equal to 5.5 Highest | tests are 'Completed' | |
| Gradingdomain Caesura Counting result Calculation method Rounding | Higher or equal to 5.5 Highest Weighted average and all Floor (rounding down) | | Weight |
| Gradingdomain Caesura Counting result Calculation method Rounding Sub assessment | Higher or equal to 5.5 Highest Weighted average and all | Caesura | Weight 0.0 |
| Gradingdomain Caesura Counting result Calculation method Rounding | Higher or equal to 5.5 Highest Weighted average and all Floor (rounding down) Gradingdomain | | |
| Gradingdomain Caesura Counting result Calculation method Rounding Sub assessment Participation | Higher or equal to 5.5 Highest Weighted average and all Floor (rounding down) Gradingdomain | Caesura | |



M3 Treasury Management

M3 Project

| Course code | FCvM3.PTM | | |
|------------------------|---|------------------------|---------------|
| Study Unit description | FCvM3 Project Treasury Management | | |
| Course name | M3 Project Treasury Management | | |
| English course name | Project Treasury Management: focus on risks relating to working capital, interest rates and | | |
| | currencies. | | |
| Target group | Fulltime regular | | |
| Competences | Finance (FC.LO5) | | |
| | Performance Management 2 (FC.I | LO3) | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | Finance and Control | | |
| Level | Advanced | | |
| Objective | Students improve their understand | ding of: | |
| | | | |
| | - Equity investments (valuation of | | |
| | - Foreign exchange markets (curre | | e rate risks) |
| | - Portfolio theory (asset allocation | | |
| Educational content | Students design an investment po | rtfolio | |
| Teaching aids | Finance | | |
| Teaching methods | Projectgroups | | |
| Supervisory activity | Projectsupport | | |
| Test | | | |
| Test | | | |
| Process | 1 | | |
| Process Testname | Process | | |
| restriarrie | Flocess | | |
| Written report (paper) | | | |
| Testname | Written report (paper) | | |
| Testilaille | Writter report (paper) | | |
| None | | | |
| Titel | None | | |
| Location | Zwolle | | |
| Location | Zwone | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | · · | | |
| Rounding | Weighted average and all tests are 'Completed' Floor (rounding down) | | |
| Rounding | 1 1001 (rounding down) | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Process | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| | | · | |
| Written report (paper) | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



M3 Finance

| Course code | FCvM3.FIN |
|-------------------------|--|
| Study Unit description | FCvM3 Finance |
| Course name | M3 Finance |
| English course name | Finance: focus on cash flows, working capital and ratio-analyses |
| Target group | Fulltime regular |
| Competences | Finance (FC.LO5) |
| Competences | Performance Management 2 (FC.LO3) |
| EC's | 3 |
| Domain | BMR |
| Education | Finance and Control |
| Level | Advanced |
| Objective | At the end of this module the student can work with Net Working Capital, interest risk |
| Objective | management and currency risk management. |
| Entry requirements | Basics of Business Economics |
| Educational content | The following subjects: |
| Eddodtional content | - Cash flow |
| | - Networking capital |
| | - Ratios |
| | - Interest risk |
| | - Currency risk |
| Teaching aids | Basic Calculator |
| Teaching methods | Discussion about the problems |
| Supervisory activity | Discussion about the text of Brealy Myers Marcus (Fundamentals of Corporate Finance) |
| | and discussion about the problems. The students should prepare the text in advance. |
| | |
| Written exam | |
| Testname | Written exam |
| | |
| Brealey Myers Marcus: | |
| Fundamentals of | |
| Corporate Finance | |
| Titel | Brealey Myers Marcus: Fundamentals of Corporate Finance |
| Learning material | Study book |
| carrier | |
| Identification | ISBN 9789814670944 |
| Author | Brealey Myers Marcus |
| Publisher | McGraw-Hill |
| Location of publication | USA |
| Year of publication | 2015 |
| Edition | 8th |
| Location | Zwolle |
| Main language | English |
| Lord mark of | |
| Judgment | |
| Gradingdomain | 1 to 10, 1 dec. |
| Caesura | Higher or equal to 5.5 |
| Counting result | Highest |
| Calculation method | 147 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
| | Weighted average and all tests are 'Completed' |
| Rounding | Weighted average and all tests are 'Completed' Floor (rounding down) |
| Rounding | Floor (rounding down) |
| | |



M3 Money and Banking

| Course code | FCvM3.MB | | |
|-------------------------|--|---------------------------------|------------------|
| Study Unit description | FCvM3 Money and Banking | | |
| Course name | M3 Money and Banking | | |
| English course name | Money and Banking | | |
| Target group | Fulltime regular | | |
| Competences | Finance (FC.LO5) | | |
| · · | Strategic Management (FC.LO1) | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Finance and Control | | |
| Level | Advanced | | |
| Objective | The student masters the following | g concepts: | |
| | - the circular flow | | |
| | - the Keynesian model | | |
| | - the concept of economic grow | vth | |
| | - the banking system | | |
| | - fiscal policy (IS-LM) | | |
| | - monetary policy (IS-LM) | | |
| | | | |
| Educational content | The course provides a framework | for analyzing the firm's financ | ial environment. |
| Teaching aids | Book | | |
| Teaching methods | Lectures/tutorial seminars (2 hour | rs per week) | |
| Supervisory activity | Coaching | | |
| _ | | | |
| Exam | | | |
| Testname | Exam | | |
| Test description | Written exam, multiple choice + open questions | | |
| Form of test | Written exam | | |
| Dringinles of | | | |
| Principles of Economics | | | |
| Titel | Principles of Economics | | |
| Learning material | Study book | | |
| carrier | Study book | | |
| Identification | ISBN 9780077132736 | | |
| Author | McDowell | | |
| Publisher | McGraw Hill | | |
| Year of publication | 2012 | | |
| Location | Zwolle | | |
| Main language | English | | |
| man rangaage | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| | 1 , | J | - |



Cross departmental modules

Windesheim and the Netherlands

| Course code | EN-IN-WNID.XX.01 | |
|-------------------------|--|--|
| Study Unit description | EN-IN-WNID.XX.01 | |
| Course name | Introduction module of Windesheim and Netherlands in an international context. | |
| Target group | No specific target group | |
| EC's | 2 | |
| Domain | BE | |
| Education | - LVO 2nd Gr. Geography | |
| | - LVO 2nd Gr. General economy | |
| | - LVO 2nd Gr. Business Economics | |
| | - LVO 2nd Gr. Biology | |
| | - LVO 2nd Gr. German | |
| | - LVO 2nd Gr. English | |
| | - LVO 2nd Gr. French | |
| | - LVO 2nd Gr. History | |
| | - LVO 2nd Gr. Healthcare and Welfare | |
| | - LVO 2nd Gr. Religion | |
| | - LVO 2nd Gr. Physics | |
| | - LVO 2nd Gr. Dutch | |
| | - LVO 2nd Gr. Chemistry | |
| | - LVO 2nd Gr. Technical vocational education | |
| | - LVO 2nd Gr. Math | |
| Level | Basic = NLQF 4+ | |
| Objective | - To learn about organisational structures in the Netherlands | |
| | - To learn about specific national features of the Netherlands | |
| | - To learn about aspects of Dutch cuisine | |
| | - To learn more about typical aspects of Dutch identity | |
| | - To learn more about specific aspects of Dutch cultural/historical heritage | |
| | - To get an international perspective on above mentioned themes by comparing them | |
| | with student's home country (and learn -as a side effect- as well about these | |
| | themes in other (European) countries) | |
| Degratical lenguale des | Due condition for autorium the module | |
| Required knowledge | Pre-condition for entering the module | |
| | Knowledge of English: | |
| | - Student is able to understand explanations | |
| | - Student is able to understand explanations - Student is able to take part in group discussions | |
| | - Student is able to take part in group discussions - Student is able to write a report | |
| | - Student is able to write a report | |
| Educational content | Organisational structures in the Netherlands: educational system, infrastrucure of | |
| _aaaaaaaaaaaaaaaaa | the city centre and municipal political system | |
| | - Specific national features:language, foklore and geography | |
| | - Aspects of Dutch cuisine: habits on dinner time, traditional dishes/preferences and | |
| | cultural and historical influences on the cuisine | |
| | - 1 typical aspect of the Dutch identity (depending on the season): 'Sinterklaas' or ice | |
| | skating | |
| | - Specific aspects of Dutch/historical heritage: visiting places of historic interest and | |
| | related background information | |
| Teaching aids | Module description on blackboard | |
| | Information to be found on internet | |
| | Suggestion of book | |
| Teaching methods | Student's activities | |
| reaching methods | Ordinates activities | |



| - Presentations of guest speakers - Excursions - Meetings providing background information related to the topics of the activitities of Group discussions Supervisory activity - Organising presentations of guest speakers; - Leading excursions; - Provinding specific information related to the topics of the activities; - Organising group discussions and sharing of knowledge about the themes mentioned in the educational information. Note: This module is a joint effort of our International Office, responsible for the activities a such, and lecturers, responsible for the educational part of this module, which is reviewing the written reports. Portfolio Testname Portfolio Porfolio: Porfolio: Related to the information found on internet about the subject and/or information found in the recommended book compared with similar aspects of student's home country Final report: - A reflection report about the overall experience and lessons learned with respect to student's studies or future job The Dutch I presume Titel The Dutch I presume Book Carrier Identification ISBN 97890854101 Author Martijn de Rooi Publisher Nisson & Lamm Note Recommended, not required Practical action Skill lessons Location Guise and East produced Scales and all tests are 'Completed' Practical action Skill lessons Calcusting result Highest Calcusting Higher or equal to 5.5 Counting result Gradingdomain 1 to 10, 1 dec. Calcusting Seasessment Gradingdomain Calcustang Calcustang Weight Highest Calcusting Compared Seasers Calcusting Calcustion Seasers Calcusting Gradingdomain Calcustang Cal | | 1 |
|--|--|--|
| - Excursions - Meetings providing background information related to the topics of the activitities - Group discussions Activities of the International Office and lecturers: - Organising presentations of guest speakers; - Leading excursions; - Provinding specific information related to the topics of the activities; - Organising group discussions and sharing of knowledge about the themes mentioned in the educational information. Note: This module is a joint effort of our International Office, responsible for the activities a such, and lecturers, responsible for the educational part of this module, which is reviewing the written reports. Portfolio Testname Portfolio Form of test Porfolio: - Consisting of written reports describing the activities: - Related to the information found on internet about the subject and/or information found in the recommended book - Compared with similar aspects of student's home country Final report: - A reflection report about the overall experience and lessons learned with respect to student's studies or future job The Dutch I presume Titel Learning material Book Carrier Ital The Dutch I presume Learning material Carrier Martijn de Rooi Publisher Nilsson & Lamm Location of publication Weesp Year of publication Skill lessons Location First Price (14,95) Note Recommended, not required Practical action Skill lessons Location Zwolle Main language English Judgment Gradingdomain 1 to 10,1 dec. Caesura Higher or equal to 5.5 Counting result Highest Calculation method Weighted average and all tests are 'Completed' Floor (rounding down) | | Be present at and take part in: |
| - Meetings providing background information related to the topics of the activitities - Group discussions Activities of the International Office and lecturers: - Organising presentations of guest speakers; - Leading excursions; - Provinding specific information related to the topics of the activities; - Organising group discussions and sharing of knowledge about the themes mentioned in the educational information. Note: This module is a joint effort of our International Office, responsible for the activities a such, and lecturers, responsible for the educational part of this module, which is reviewing the written reports. Portfolio Portfolio Form of test Portfolio Form of test Porfolio: Consisting of written reports describing the activities: - Related to the information found on internet about the subject and/or information found in the recommended book - Compared with similar aspects of student's home country Final report: - A reflection report about the overall experience and lessons learned with respect to student's studies or future job The Dutch I presume Titel The Dutch I presume Book - The Dutch I presume Learning material carrier Identification ISBN 97890854101 Author Martin de Rooi Publication Person Merson Merson Martin de Rooi Portical action Skill lessons Location of publication Precical action Skill lessons Location Zwole Main language English Ploger Gradingdomain To 10, 1 dec. Caesura Higher or equal to 5.5 Counting result Higher or equal to 5.5 Counting Floor (rounding down) Sub assessment Gradingdomain Floor (rounding down) | | |
| - Group discussions Supervisory activity Activities of the International Office and lecturers: - Organising presentations of guest speakers; - Leading excursions; - Provinding specific information related to the topics of the activities; - Organising group discussions and sharing of knowledge about the themes mentioned in the educational information. Note: This module is a joint effort of our International Office, responsible for the activities a such, and lecturers, responsible for the educational part of this module, which is reviewing the written reports. Portfolio Testname Portfolio Porfolio: Consisting of written reports describing the activities: - Related to the information found on internet about the subject and/or - Information found in the recommended book - Compared with similar aspects of student's home country Final report: - A reflection report about the overall experience and lessons learned with respect to student's studies or future job The Dutch I presume Titel The Dutch I presume Learning material Carrier Martijn de Rooi Publisher Nilsson & Lamm Location of publication Post Recommended, not required Practical action Skill lessons Location Jengles Learning result Highest Learning result Highest Learning result Highest Learning result Highest Learning down) Sub assessment Gradingdomain Location Gredingdomain Location Gredingdomain Location Gredingdomain Floor (rounding down) | | |
| Activities of the International Office and lecturers: | | |
| - Organising presentations of guest speakers; - Leading excursions; - Provinding specific information related to the topics of the activities; - Organising group discussions and sharing of knowledge about the themes mentioned in the educational information. Note: This module is a joint effort of our International Office, responsible for the activities a such, and lecturers, responsible for the educational part of this module, which is reviewing the written reports. Portfolio Testname Portfolio Form of test Porfolio: Consisting of written reports describing the activities: - Related to the information found on internet about the subject and/or - Information found in the recommended book - Compared with similar aspects of student's home country Final report: - A reflection report about the overall experience and lessons learned with respect to student's studies or future job The Dutch I presume Titel The Dutch I presume Learning material Book Carrier Identification ISBN 97890854101 Author Martijn de Rooi Nilsson & Lamm Location of publication Year of publication Xwelle Main language English Judgment Gradingdomain 1 to 10, 1 dec. Caesura Higher or equal to 5.5 Counting result Highest Caecuraton Weighted average and all tests are 'Completed' Rounding Sub assessment Gradingdomain Caesura Weight | | - Group discussions |
| - Organising presentations of guest speakers; - Leading excursions; - Provinding specific information related to the topics of the activities; - Organising group discussions and sharing of knowledge about the themes mentioned in the educational information. Note: This module is a joint effort of our International Office, responsible for the activities a such, and lecturers, responsible for the educational part of this module, which is reviewing the written reports. Portfolio Testname Portfolio Form of test Porfolio: Consisting of written reports describing the activities: - Related to the information found on internet about the subject and/or - Information found in the recommended book - Compared with similar aspects of student's home country Final report: - A reflection report about the overall experience and lessons learned with respect to student's studies or future job The Dutch I presume Titel The Dutch I presume Learning material Book Carrier Identification ISBN 97890854101 Author Martijn de Rooi Nilsson & Lamm Location of publication Year of publication Xwelle Main language English Judgment Gradingdomain 1 to 10, 1 dec. Caesura Higher or equal to 5.5 Counting result Highest Caecuraton Weighted average and all tests are 'Completed' Rounding Sub assessment Gradingdomain Caesura Weight | Supervisory activity | Activities of the International Office and lecturers: |
| - Leading excursions; - Provinding specific information related to the topics of the activities; - Organising group discussions and sharing of knowledge about the themes mentioned in the educational information. Note: This module is a joint effort of our International Office, responsible for the activities a such, and lecturers, responsible for the educational part of this module, which is reviewing the written reports. Portfolio Testname Portfolio: Consisting of written reports describing the activities: - Related to the information found on internet about the subject and/or - Information found in the recommended book - Compared with similar aspects of student's home country Final report: - A reflection report about the overall experience and lessons learned with respect to student's studies or future job The Dutch I presume Titel The Dutch I presume Learning material Book carrier Identification ISBN 97890854101 Author Martijn de Rooi Publisher Nilsson & Lamm Veesp Year of publication Person Skill lessons Location of publication First Proce € 14,95 Note Recommended, not required Practical action Skill lessons Location Zwolle Main language English Judgment Gradingdomain 1 to 10,1 dec. Caesura Higher or equal to 5.5 Counting result Highest Calculation weighted average and all tests are 'Completed' Rounding Fioor (rounding down) | Supervisory activity | |
| - Provinding specific information related to the topics of the activities; - Organising group discussions and sharing of knowledge about the themes mentioned in the educational information. Note: This module is a joint effort of our International Office, responsible for the activities a such, and lecturers, responsible for the educational part of this module, which is reviewing the written reports. Portfolio Testname Portfolio Form of test Porfolio: Consisting of written reports describing the activities: - Related to the information found on internet about the subject and/or - Information found in the recommended book - Compared with similar aspects of student's home country Final report: - A reflection report about the overall experience and lessons learned with respect to student's studies or future job The Dutch I presume Titel The Dutch I presume Learning material Carrier Identification ISBN 97890854101 Author Martijn de Rooi Publisher Nilsson & Lamm Location of publication Weesp Year of publication 2005 Edition First Price £ 14,95 Note Recommended, not required Practical action Skill lessons Location Zwolle Main language English Judgment Gradingdomain 1 to 10,1 dec. Caesura Higher or equal to 5.5 Counting result Highest Calculation method Rounding Floor (rounding down) | | |
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Dutch Language Introduction

| Course code | EN-IN-DLID.XX.11 | |
|------------------------|--|--|
| Study Unit description | EN-IN-DLID.XX.11 | |
| Course name | Dutch Language Introduction | |
| English course name | Introduction to the Dutch language | |
| Target group | No specific target group | |
| EC's | 3 | |
| Domain | BE | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Physics LVO 2nd Gr. Dutch | |
| | LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math | |
| Level | Basic = NLQF 4+ | |
| Objective | Understanding basic vocabulary: words (Dutch - English) Use of basic vocabulary: words (English - Dutch) Understanding basic vocabulary: small sentences (Dutch - English) Use of basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in a simple conversations | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: - Student understands oral and written instructions - Student is able to compare Dutch grammar with English grammar - Student is able to take part in group discussions | |
| Educational content | Topics: To meet someone and social talk at a party To ask for information and get information, sending an e-mail and making a call How to get there by tram and what time is it Where do you go and what have you done In the supermarket and at a party In a restaurant Grammar: | |
| | Conjugation of verb and word order Alphabet and spelling rules Frequent irregular verbs in present tense, question words and plural Negation and perfect tense Demonstrative pronouns and possessive nouns Adjective and use of er and daar | |
| Teaching aids | Book Weekly planning at Blackboard Hand-outs during the lessons | |



| Teaching methods | Student's activities: - Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods - Students use vocabulary, functional phrases and grammar in classroom in simple dialogues - Students repeat and memorize at home vocabulary, functional phrases and grammar - Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and the practical assignments | | |
|----------------------|--|---------------------------------|---------------------------|
| Supervisory activity | In classroom the basic vocabulary, educational content is introduced, are activated to practise by means | attention is paid to the pronur | nciation and the students |
| Exam | | | |
| Testname | Exam | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | |
| | The examination of a parto, | | |
| See literature on BB | | | |
| Titel | See literature on BB | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Language Intermediate

| Course code | EN-IN-DLIM.XX.01 |
|------------------------|--|
| Study Unit description | EN-IN-DLIM.XX.01 |
| Course name | Dutch Language Intermediate |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | - LVO 2nd Gr. Geography |
| | - LVO 2nd Gr. General economy |
| | - LVO 2nd Gr. Business Economics |
| | - LVO 2nd Gr. Biology |
| | - LVO 2nd Gr. German |
| | - LVO 2nd Gr. English |
| | - LVO 2nd Gr. French |
| | LVO 2nd Gr. HistoryLVO 2nd Gr. Healthcare and Welfare |
| | - LVO 2nd Gr. Religion |
| | - LVO 2nd Gr. Neilgion - LVO 2nd Gr. Physics |
| | - LVO 2nd Gr. Dutch |
| | - LVO 2nd Gr. Chemistry |
| | - LVO 2nd Gr. Technical vocational education |
| | - LVO 2nd Gr. Math |
| | |
| Level | Basic = NLQF 4+ |
| Objective | - Understanding intermediate basic vocabulary: words (Dutch - English) |
| | - Use of intermediate basic vocabulary: words (English - Dutch) |
| | - Understanding intermediate basic vocabulary: small sentences (Dutch - English) |
| | - Use of intermediate basic vocabulary: small sentences (English - Dutch) |
| | - Use of vocabulary and grammar in simple conversations |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English - Student is able: |
| | |
| | - To understand instructions |
| | - To compare Dutch grammar with English grammar |
| | - To take part in group discussions |
| Educational content | Topics: |
| Ludcational content | - Talking about your hobby and reading an announcement for a concert |
| | - To the cinema, expressing and inquiring after agreement, disagreement |
| | - Shopping, asking about price, discussing what to buy |
| | - Shopping, offering and requesting assistance, expressing appreciation, regret or |
| | disappointment |
| | - Asking for directions and at the police station |
| | - Public buildings and rules at public area |
| | |
| | Grammar: |
| | - Use of the indefinite er |
| | - Imperfect tense |
| | - word order and compound sentences |
| | - use of to have and don't have to |
| Tanahina aida | - use of all |
| Teaching aids | Book Weekly planning |
| | Weekly planning |
| | Hand-outs during the lessons |



| Teaching methods | Student's activities: - Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods - Students use vocabulary, functional phrases and grammar in classroom in simple dialogues - Students repeat and memorize at home vocabulary, functional phrases and grammar - Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and practical assignments | | | |
|----------------------|--|--|--------|--|
| Supervisory activity | Lecturers activities In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practice by means of different methods with their fellow students. | | | |
| | | | | |
| Exam | | | | |
| Testname | Exam | | | |
| Form of test | The exam consists of 5 parts; 4 w | The exam consists of 5 parts; 4 written and 1 oral part. | | |
| | | | | |
| See literature on BB | | | | |
| Titel | See literature on BB | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Dutch Society 1

| Course code | EN-IN-DSID.XX.17 |
|----------------------|---|
| Course name | Dutch Society 1 |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | EN |
| Type of VOE | Supportive |
| Level | Basic = NLQF 4+ |
| Objective | Knowledge - Student has knowledge of: |
| | - Dutch history |
| | - Dutch surroundings/environment |
| | - Dutch politics |
| | - Dutch economy |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | - To cooperate in small international groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English - Student is able: |
| | |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| Educational content | The module Dutch Society 1 aims at acquiring -in an international setting- knowledge about Dutch history, politics, surroundings and economics and applying this knowledge in a fieldtrip to the city of Delft. |
| Teaching aids | Book |
| . cushing and | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| | |
| Teaching methods | Student's activities |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations, there will be discussions about the topics mentioned in the educational |
| | content. In the preparation of classroom activities hours of self study are included. |
| Supervisory activity | Lecturers activities |
| | |
| | The lecturer will guide the students through the theory and organise group activity. |
| Faces | |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| 0 11 1 55 | |
| See literature on BB | O. Harrison B. |
| Titel | See literature on BB |



| Judgment | | | | | |
|--------------------|--|------------------------|--------|--|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | | |



Dutch Society 2

| Course code | EN-IN-DSIM.XX.17 |
|----------------------|--|
| Course name | Dutch Society 2 |
| English course name | Dutch society, intermediate |
| EC's | 3 |
| Domain | BE |
| Target group | Fulltime regular |
| Objective | Knowledge - Student has knowledge of: |
| | The Dutch legal system The Dutch multicultural society Dutch traditions of tolerance The Dutch in foreign eyes |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | - To cooperate in small intercultural groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand the English instruction - To present in English - To take part in discussions in English |
| Educational content | The module Dutch Society 2 aims at acquiring - in an international setting - knowledge |
| Eddedional content | about the Dutch legal system, the Dutch multicultural society, the Dutch in foreign eyes, Dutch traditions of tolerance and water. During this module students will apply their knowledge about water in a fieldtrip to Zwolle and surroundings. |
| Teaching aids | Book |
| | Powerpoint presentations Internet links Fieldtrip |
| Teaching methods | Student's activities |
| readining methods | In class after an introduction of the lecturer, students will exchange information and will give presentations. There will be discussions about the topics mentioned in the educational content. There will be an excursion. In the preparation of classroom activities hours of selfstudy are included. |
| Supervisory activity | Lecturers activities |
| | The lectures will be partly theoretical, but mostly interactive through group assignments and discussions. The lecturer will guide the students in their assignments and activities. |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| | |
| See literature on BB | |
| Titel | See literature on BB |
| | |



| Judgment | | | | | |
|--------------------|--|------------------------|--------|--|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | | |



Intercultural Awareness

| Course code | BS.IOE.IA |
|------------------------|--|
| Study Unit description | Intercultural Awareness |
| Course name | Intercultural Awareness |
| | |
| English course name | Intercultural Awareness |
| Target group | Fulltime regular |
| Competences | Basic qualification for management positions (HBO09) |
| EC's | Social communication skills (HB008) 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective | - Students are able to explain the importance of culture and to see culture from |
| Objective | different viewpoints Students are able to reflect on their own attitude towards cultural differences and they can explain how this influences their way of looking at other cultures Students are able to explain relevant aspects of a culture of another country in the world different from their own culture and country and relate this to at least five different theoretical concepts studied during the lessons Students gain direct experience of working in an intercultural context in the educational setting, they reflect on this experience and learn how they react on cultural differences Students learn about different ways of conflict handling in different cultures |
| Educational content | The concept of culture Attitudes towards cultural differences The concept of stereotyping Cultural analysis using different models and theories Verbal and non-verbal aspects of intercultural communication Implications of cultural differences when living and working cross-borders |
| Teaching aids | N@tschool PowerPoint presentations |
| | Internet links |
| | The studyguide |
| | Literature |
| Teaching methods | Lectures Presentations Case work Team work |
| Cuparijaan, aativitu | Interactive Lectures |
| Supervisory activity | interactive Lectures |
| Participation | |
| Testname | Participation |
| Test description | 1. 'Free style' presentation |
| rest description | - students prepare and perform a personal presentation about their culture focussing on the non tangible aspects |
| | Team evaluation country analysis students compare and evaluate working together in a team in a windesheim setting with their home university for an assignment |
| | 3. Attendance (80%) |
| Form of test | Skill assignment |



| Presentation | |
|---------------------------|--|
| Testname | Presentation |
| Test description | Students will be assessed on: |
| | |
| | Structuring the presentation |
| | |
| | 2. Contents of the presentation |
| | - Introduction |
| | - General facts; size, population, religion etc. |
| | - The onion diagram: application - Choice of at least three models of culture |
| | Hofstede: dimensions, scores and their consequence |
| | Trompenaars: interpretation of dilemmas (give examples) |
| | Hall: low or high context with examples |
| | Notions of business etiquette or etiquette in your field of expertise; concepts of |
| | power, space and time |
| | - Remarkable cultural behaviours/rituals/values |
| | - Conclusion with whether or not you would like to live there and why (not) |
| | |
| | 3. Presentation skills |
| | 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) |
| | (|
| | 5. A written individual evaluation of teamwork will be submitted on ELO |
| Form of test | Written test / exam |
| T GITT GT CGCC | THREST COST, OXAIN |
| Written exam | |
| Titel | Written exam |
| Test description | The exam consists of 50 Multiple Choice questions based on the content of the book Sana |
| | Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and |
| | information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. |
| E (1) | Besides that there will be questions on the topics dealt with in the lectures. Oral test / exam |
| Form of test | Oral test / exam |
| Intercultural Sensitivity | |
| Titel | Intercultural Sensitivity |
| Learning material | Book |
| carrier | BOOK |
| Identification | ISBN 9 789023 251330 |
| Author | Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma |
| Publisher | Royal Van Gorcum |
| Location of publication | Assen |
| Year of publication | 2014 |
| Edition | Third |
| Price | € 16,50 |
| | |
| Titel | Guide to Cross-Cultural Communication |
| Learning material carrier | Book |
| Identification | ISBN: 0-13-049784 |
| Author | Sana Reynolds and Deborah Valentine |
| Publisher | Prentice Hall Series in Advanced Business Communication |
| Year of publication | 2004 |
| Location | Zwolle |
| Main language | English |
| | |



| Judgment | | | | | |
|--------------------|--|------------------------|--------|--|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 | | |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |



Drama and Improvisation

| Course code | EN-IN-DRIM.XX.01 |
|------------------------|---|
| Study Unit description | EN-IN-DRIM.XX.01 |
| Course name | Drama and Improvisation |
| English course name | Drama and Improvisation |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry |
| | - LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Students can demonstrate the 5 basic concepts of dramatical design/form Students can demonstrate suitable and clear body language Students can demonstrate credible emotions Students can demonstrate suitable energies and apply difference in tempi Students can consciously design a basic mise-en-scène and effectively choose suitable props and clothing Students can apply and demonstrate the Aristotelian construction of scenes |
| Required knowledge | Pre-condition for entering the module General - Approval and inclusion of EN-IN-DRIM in the Learning Agreement supplied by the home university - There are not subject related pre-conditions in effect Knowledge of English - Student is able to understand explanations - Student is able to read and write in English |
| Educational content | The module is centered around improving the following areas: - Gaining self confidence relating to presenting for a group - Improving concentration - Enhancing verbal and non-verbal communication - Improving improvisation skills and creativity therein In order to improve these areas, students work on recognizing, applying and practicing the following skills in class: - I: The 5 basis concepts of dramatical design/form - II: Body language - III: Tempi - IV: Strenghten, weaken and enhance emotions - V: Improvising (accepting, blocking, creativity) |
| Teaching aids | Improvisation hand-out on blackboard |



| Teaching methods | Students activities: - Be present at the presentations of drama theory - Take part in the group assignments | | | |
|------------------------------------|---|---------------------------|--------|--|
| | Take part in the group a | ooigiiiieitto | | |
| Supervisory activity | Lecturers activities: Lecturers will mostly be interactive through group assignments and partly theoretical through short presentations of drama theory. | | | |
| | | | | |
| Presentation and assignment | | | | |
| Testname | Presentation and assignment | | | |
| Test description | Final presentation: - There will be a final presentation in which the students show that they can apply the objectives related to the topics of the lessons. | | | |
| | Final assignment: - There will be a final assignment in which the students show that they can relate the educational content to their future profession. | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | 110.1.1 | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result Calculation method | Highest | | | |
| Rounding | Weighted average and all tests are 'Completed' Floor (rounding down) | | | |
| Rounding | Fiooi (founding down) | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Presentation and | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| assignment | 1 15 16, 1 500. | 1 1131131 31 34441 13 313 | | |



Specifications of courses Spring Business Studies

International Relations



Index

| IR Project 1: European Conference | 2 |
|-----------------------------------|---|
| IR Negotiation Skills | 3 |
| IR European Public Afairs | 5 |
| IR Intercultural Communication | ó |
| IR European Policy Law | 3 |
| IR Professional English | 9 |
| IR Professional Development | 1 |
| IR Critical Thinking | 2 |
| IR Project 2: Global Affairs | 3 |
| IR Global Public Affairs | 5 |
| IR International Relations | ó |
| IR International Business Law | 7 |
| Cross departmental modules | 3 |
| Windesheim and the Netherlands | 3 |
| Dutch Language Introduction 20 |) |
| Dutch Language Intermediate | 2 |
| Dutch Society 1 | 4 |
| Dutch Society 2 | 5 |
| Intercultural Awareness 28 | 3 |
| Drama and Improvigation 3: | 1 |



IR Project 1: European Conference

| Course code | BDKmlR.PRJ1 | | | | |
|------------------------|---|------------------------|--------|--|--|
| Study Unit description | IR Project 1: European Conference | | | | |
| Course name | IR Project 1: European Conference | | | | |
| English course name | European Conference | | | | |
| Target group | Fulltime regular | | | | |
| EC's | 4 | | | | |
| Domain | BMR | | | | |
| Level | Advanced | | | | |
| Objective | Organising a European Conference | | | | |
| Educational content | European Conference on foreign a | ıffairs | | | |
| Teaching aids | None | | | | |
| Teaching methods | Interactive workshops and superv | ision | | | |
| Supervisory activity | Coaching | | | | |
| | | | | | |
| Conference | | | | | |
| presentation | | | | | |
| Testname | Conference presentation | | | | |
| Form of test | Oral test / exam | | | | |
| | | | | | |
| Country analysis | | | | | |
| Testname | Country analysis | | | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | | |
| Location | Zwolle | | | | |
| Main language | English | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Conference | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| presentation | | | | | |
| Country analysis | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |



IR Negotiation Skills

| Course code | BDKmIR.NS |
|------------------------|---|
| Study Unit description | IR Negotiation Skills |
| Course name | IR Negotiation Skills |
| Target group | Fulltime regular |
| Competences | GC6 Communicating (BM.GC06) |
| | GC5 Collaborate / networks (BM.GC05) |
| FOL | TC4 Change (BM.TC04) |
| EC's | 2 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced Working as a consultant massa managing relationships. You can bring all the expertise you |
| Objective | Working as a consultant means managing relationships. You can bring all the expertise you want but if communication is poor, you won't succeed. In this course you will learn how to adopt the most effective behaviour in your client-consultant communication in order to achieve your goals as a consultant. First of all you will get insight into your own behavioural patterns, with all its strengths and pitfalls. This will be done by completing several self-assessment tests. Secondly we will be working with different models, to study the effects of different behaviours on others and to actively analyze and work on conflict resolution skills. We also will be practising real-life cases to teach you how to communicate more adequately. As intercultural differences possibly further complicate communication, we will strongly adhere attention to working in an international context. Besides above mentioned themes, you will train your presentation skills by pitching in front of an audience, trying to be as convincing as possible and selling your advice. All in all this course has a practical focus, aiming at developing you as a professional in an international context! Therefore, we will focus on the four IRC (intercultural readiness check) competences as a framework. |
| | The Four IRC Competences: |
| | 1. Intercultural Sensitivity |
| | - FACET 1.2: Cultural Awareness - FACET 1.2: Attention to Signals |
| | 2. Intercultural Communication |
| | FACET 2.1: Active ListeningFACET 2.2: Adjusting Communicative Style |
| | 3. Building Commitment |
| | FACET 3.1: Building RelationshipsFACET 3.2: Reconciling Stakeholder Needs |
| | 4. Managing Uncertainty |
| | FACET 4.1: Openness to Cultural Complexity FACET 4.2: Exploring New Approaches |
| | We will focus on competences 2 and 3 (the bold competences) for the content and assessment of this course! |
| Educational content | - Different models on communication, interaction, influencing and conflict resolution - Cases and roleplay - Tests and reflection |



| Teaching aids | None | | | |
|-----------------------|--|--|----------|--|
| Teaching methods | Lectures and workshop | | | |
| Supervisory activity | Feedback and coaching | | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Test description | Written portfolio: reflection, conne | ection skills and theory to com | petences | |
| Form of test | Skill assignment | | | |
| | | | | |
| Assessment | | | | |
| Testname | Assessment | | | |
| Test description | Practical exam: assessment on no | Practical exam: assessment on negociation/conflict resolution skills | | |
| Form of test | Skill assignment | | | |
| Evidence of end level | No | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 0.5 | |
| Assessment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR European Public Afairs

| Course code | BDKmlR.EPA | | | |
|------------------------|---|---|--------|--|
| Study Unit description | IR European Public Affairs | | | |
| Course name | IR European Public Affairs | | | |
| English course name | European Public Affairs | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | During this course you will learn how to conduct online market research. We will mainly focus on This course aims to give the student a thorough understanding of the decision making processes in the European Union and the interests and goals of the various players therein: EU-institutions, governments of member states and non-member states, experts and lobby groups. S/He will be able to analyse the position of these stakeholders in relation current affairs and legislative initiatives in the EU. S/He will also develop the skills to be able to negotiate effectively in bilateral and multilateral settings. | | | |
| Educational content | The formal and informal decision making processes in the EU and the various stakeholders will be explained and analysed. Negotiation and diplomacy techniques will be practised, as well as the writing of a diplomatic paper and a Public Affairs Advisory Report. | | | |
| Teaching aids | None | | | |
| Teaching methods | Interactive lectures and practice | | | |
| Supervisory activity | Coaching and feedback | | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Form of test | \ \ | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Asssignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR Intercultural Communication

| Course code | BDKmIR.ICC |
|-------------------------|--|
| Study Unit description | IR Intercultural Communication |
| Course name | IR Intercultural Communication |
| English course name | Intercultural Communication |
| Target group | Fulltime regular |
| Competences | TC1 Problem recognition (BM.TC01) |
| Competences | GC6 Communicating (BM.GC06) |
| | GC8 Professionalization (BM.GC08) |
| | GC5 Collaborate / networks (BM.GC05) |
| | GC1 Methodical acting (BM.GC01) |
| EC's | 2 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced |
| Objective | Attitude: Cognitive (knowledge, understanding, applying and considering) |
| Objective | You have knowledge, understanding etc. |
| | Tourismoniougo, unacrotamanig etc. |
| | - You explain the fundamentals of cross cultural interaction within cultures |
| | - You actively gain insights on models of (national) culture and describe them (Hall, |
| | Kluckhohn, Trompenaars and GLOBE) |
| | - You know how to bridge cultures by using Trompenaars' reconciliation method |
| | - You assess what is cultural competence from a theoretical point of view and your |
| | own |
| | - You describe cultural influences on and of trust and power which have an impact on |
| | meetings and negotiations. |
| | - You can apply the factors relevant for working in multicultural teams and leadership |
| | |
| | Attitude: Affective (Sensitivity and Evaluation) |
| | You show cultural competence: meaning |
| | |
| | - You show an open mind |
| | - You show a willingness to interact with people with a variety of cultures and |
| | backgrounds |
| | - You accept and respect differences, however stand your ground (do not let others |
| | overstep your boundaries) and make your expectations clear in that regard. |
| | Augusta ta ta da cara |
| | Attitude: behavioral |
| | |
| | - You show a willingness to work with other students (listening, sharing, etc.) |
| Educational content | Follows |
| Teaching aids | N@tschool; information, slides,hand-outs |
| . caoming alao | Course manual/guide |
| | Literature |
| Teaching methods | (Interactive) Classes |
| . sustaining intentions | Workshops |
| Supervisory activity | Lecturing |
| Capervisory detrivity | Providing feedback & assessment |
| | . To training To Cabacon & Abbotooment |



| Written exam | | | |
|---------------------------|--|---------------------------------|-------------------------------|
| Testname | Written exam | | |
| Test description | Essay questions about subject matter | | |
| Form of test | Written test / exam | | |
| 1 01111 01 1001 | Tritten teet, exam | | |
| Workshop | | | |
| Testname | Workshop | | |
| Test description | A team of two student organise ac | ctivities (small workshop) abou | ut the subjects in class that |
| | week. Also integration of one of t | | |
| Form of test | Oral test / exam | <u> </u> | · |
| | | | |
| Various hand-outs at | | | |
| N@tschool | | | |
| Titel | Various hand-outs at N@tschool | | |
| Learning material | Online | | |
| carrier | | | |
| | | | |
| Intercultural Sensitivity | | | |
| Titel | Intercultural Sensitivity | | |
| Learning material | Book | | |
| carrier | | | |
| Identification | 9789023255550 | | |
| Author | Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma | | |
| Publisher | Royal Van Gorcum | | |
| Location of publication | Assen | | |
| Year of publication | 2017 | | |
| Edition | Fourth | | |
| Price | € 21,99 | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 3.0 |
| Workshop | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IR European Policy Law

| Course code | BDKmIR.EPL | | | |
|--------------------------|---|------------------------|--------|--|
| Study Unit description | IR European Policy Law | | | |
| Course name | IR European Policy Law | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | These lectures provide students with a solid introduction to the European Union, European laws and regulations, comprehensive European law enforcement, etc. Equally, students will gain insight into the European single market. As both European law and European political reality are changing every day, lectures will focus on topical developments 'as they happen'. Using this knowledge students will be able to develop their own vision with regard to European laws and regulations, applying this to their subsequent country/sector. Students: - will gain comprehensive knowledge of European rules and regulations - will be equipped to form a supported opinion on the mechanisms of the European institutions - will be able to incorporate European legislation into a practical project. | | | |
| Educational content | After an introduction into international public law, the students will learn how the European Union works: what are the most important institutions, how is Union law made, what is the effect of it and how can you claim your European rights? The student also get a closer look at the Union laws regarding the single market and competition. | | | |
| Teaching aids | Materials will be provided through | | | |
| | Interactive lectures and discussion on current affairs | | | |
| Teaching methods | Interactive lectures and discussion on current affairs Coaching and feedback | | | |
| Supervisory activity | Coaching and reedback | | | |
| Evom | | | | |
| Exam | Evam | | | |
| Testname Form of test | Exam Written test / exam | | | |
| Location | Zwolle | | | |
| | | | | |
| Main language | English | | | |
| Ludamont | | | | |
| Judgment | 1+- 10 1 d | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | | Higher or equal to 5.5 | | |
| Counting result | Highest | 10 1 1 | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



IR Professional English

| BDKmlR.PE |
|---|
| IR Professional English |
| IR Professional English |
| Fulltime regular |
| 4 |
| BMR |
| Bedrijfskunde MER |
| Advanced |
| Students will acquire practical knowledge of business English, to be applied in a political and economic setting. English proficiency entails proper negotiating and report writing skills in English. During block 1 lectures focus on English oral proficiency, whereas block 2 teaches students to apply grammar and register correctly, preparing students to independently and concertedly write a business report. During this block students will learn to correctly interact in business settings. Oral and negotiation skills will be explained and subsequently practised, preparing students for the final 'conference'. Students will acquire a proper English or American accent and will be able to identify business etiquette practices. In addition, students will be assisted in writing the country/sector analysis and consultancy report. These lectures will enable you to take your Business English skills to a higher level! |
| Students will acquire practical knowledge of business English, to be applied in a political and economic setting. English proficiency entails proper negotiating and report writing skills in English. During block 1 lectures focus on English oral proficiency, whereas block 2 teaches students to apply grammar and register correctly, preparing students to independently and concertedly write a business report. During this block students will learn to correctly interact in business settings. Oral and negotiation skills will be explained and subsequently practised, preparing students for the final 'conference'. Students will acquire a proper English or American accent and will be able to identify business etiquette practices. In addition, students will be assisted in writing the country/sector analysis and consultancy report. These lectures will enable you to take your Business English skills to a higher level! |
| None |
| Coaching and training |
| Interactive lectures |
| |
| |
| Essay (block 1) |
| Skill assignment |
| |
| |
| |
| |
| Language Portfolio (block 2) |
| |
| Language Portfolio (block 2) Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| |
| |
| |
| |

| Presentation: | | | |
|----------------------|--|------------------------|--------|
| Conference (block 2) | | | |
| Testname | Presentation: Conference (bloc | ck 2) | |
| Test description | Oral test / exam | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Essay (block 1) | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Language Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| (block 2) | | | |
| Presentation: | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Conference (block 1) | | | |
| Presentation: | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Conference (block 2) | | | |



IR Professional Development

| Course code | BDKmIR.PD | | | |
|------------------------|---|---|---|--|
| Study Unit description | IR Professional Development | | | |
| Course name | IR Professional Development | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | Ÿ | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | As this elective is aimed at providi starting international diplomat, it is competencies and meet their pers are stimulated to e.g. join conferer Windesheim International Week. Sproof of all the activities they have | s vital that students work indiv conal goals. As part of this 2 EC nces, bilateral meetings and ca ctudents are required to compil | idually to attain these CTS programme, students an fulfil duties during the le a portfolio containing | |
| Educational content | proof of all the activities they have performed during the course of this elective. As this elective is aimed at providing students with the right set of competencies to be a starting international diplomat, it is vital that students work individually to attain these competencies and meet their personal goals. As part of this 2 ECTS programme, students are stimulated to e.g. join conferences, bilateral meetings and can fulfil duties during the Windesheim International Week. Students are required to compile a portfolio containing proof of all the activities they have performed during the course of this elective. | | | |
| Teaching aids | N.a. | 1 3 | | |
| Teaching methods | Individual learning path | | | |
| Supervisory activity | None | | | |
| | | | | |
| Portfolio | | | | |
| Testname | Portfolio | | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | |
| Location | Zwolle | , | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Portfolio | Fail to Pass | Higher or equal to 5.5 | 1.0 | |
| | | | | |



IR Critical Thinking

| Course code | BDKmlR.CT | | | |
|------------------------|---|------------------------|--------|--|
| Study Unit description | IR Critical Thinking | | | |
| Course name | IR Critical Thinking | | | |
| English course name | Critical Thinking | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | Analysing and researching: Critical Thinking: use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately. | | | |
| | Creating and producing: Innovation business environment. | • | | |
| Educational content | Learning and innovation skills increasingly are 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 future. Hence this course focuses on different techniques for creativity and critical thinking. | | | |
| Teaching aids | None | | | |
| Teaching methods | Follows | | | |
| Supervisory activity | Interactive lecures and continous assessment. | | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are | e 'Completed' | | |
| Rounding | Floor (rounding down) | Floor (rounding down) | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| | | | | |



IR Project 2: Global Affairs

| Course code | BDKmlR.PRJ2 |
|------------------------|--|
| Study Unit description | IR Project 2: Global Affairs |
| Course name | IR Project 2: Global Affairs |
| English course name | Global Affairs |
| Target group | Fulltime regular |
| Competences | GC6 Communicating (BM.GC06) |
| | GC7 Responsible trading (BM.GC07) |
| | GC8 Professionalization (BM.GC08) |
| | GC3 Advising (BM.GC03) |
| | GC5 Collaborate / networks (BM.GC05) |
| EC's | 4 |
| Domain | BMR |
| Education | Bedrijfskunde MER |
| Level | Advanced |
| Objective | Students will acquire profound knowledge of economic and political relations at the global level and the increased role of non-governmental actors, transnational networks, corporations and individuals. They will gain insight in lobbyist and focus group power and influence. This block will be concluded by participating in a global conference in which students will represent a national government, an IGO, NGO or other stakeholder. During this conference a number of subjects, will be tackled, depending on the students' input and linked to current affairs,. In preparation for the conference students are asked to write an extensive position paper (conditional). |
| Educational content | During the weekly project meetings, the roles will be allocated and students will prepare for the conference. |
| Teaching aids | None |
| Teaching methods | Interactive lectures and practice |
| Supervisory activity | Coaching and feedback |
| | |
| Assignment | |
| Testname | Assignment |
| Test description | Students will be assessed based on their negotiating and lobbying skills, as well as their conflict resolution skills. All this will be taking place during the conference day. |
| Form of test | Skill assignment |
| | |
| Assignment: | |
| (conditional) position | |
| paper | |
| Testname | Assignment: (conditional) position paper |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Location | Zwolle |
| Main language | English |

| Judgment | | | |
|------------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Assignment: | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| (conditional) position | | | |
| paper | | | |



IR Global Public Affairs

| Course code | BDKmIR.GPA | | | |
|------------------------|--|---|--------|--|
| Study Unit description | IR Global Public Affairs | | | |
| Course name | IR Global Public Affairs | | | |
| English course name | Global Public Affairs | | | |
| Target group | Fulltime regular | | | |
| Competences | GC6 Communicating (BM.GC06) | | | |
| | GC8 Professionalization (BM.GC0) | 8) | | |
| | GC2 Switching and connecting (BN | M.GC02) | | |
| | GC3 Advising (BM.GC03) | · | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | In the Global Public Affairs course | | | |
| | are discussed with the students. V | | | |
| | scenario planning to develop a nui | | | |
| | blocks in the international political | | | |
| | also forms the basis for a paper to | | | |
| | | between Global Public Affairs and the Project Global Conference. | | |
| Educational content | In the Global Public Affairs course | | | |
| | | are discussed with the students. With the knowledge that the students gain, they will use | | |
| | scenario planning to develop a number of future scenarios for the position of coalition blocks in the international political and economic playing field. The outcome of this exercise | | | |
| | | | | |
| | also forms the basis for a paper to | | | |
| | between Global Public Affairs and | the Project Global Conference | | |
| Teaching aids | None | | | |
| Teaching methods | Lectures and workshops | | | |
| Supervisory activity | Coaching and feedback | | | |
| Assimonsort | T | | | |
| Assignment | A | | | |
| Testname | Assignment | 1 | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| ludamont | | | | |
| Judgment Gradingdomain | 1 to 10 1 doo | | | |
| Caesura | 1 to 10, 1 dec. | | | |
| Counting result | Higher or equal to 5.5 Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| Rounding | 1 1001 (10ullullig dowll) | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Assignment | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Assignment | T to To, T dec. | riigilei oi equal to 5.5 | 1.0 | |



IR International Relations

| Course code | BDKmIR.IR | | |
|------------------------|--|------------------------|--------|
| Study Unit description | IR International Relations | | |
| Course name | IR International Relations | | |
| English course name | International Relations | | |
| Target group | Fulltime regular | | |
| EC's | 2 | | |
| Domain | BMR | | |
| Education | Bedrijfskunde MER | | |
| Level | Advanced | | |
| Objective | The student is able to define the relationships among the world's state governments and the connection of those relationships with other actors (such as international organisations and multinational corporations) and with geographic and historical influences, by applying various IR-theories and -principles. | | |
| Educational content | We live in an increasingly interconnected world. In this course we will examine the relationships between countries, and the role of other actors on the world's stage, from a political, economic and cultural viewpoint. Topics such as security, trade and business, human rights, global poverty and the environment may be examined. We will apply the various theories related to IR to current world affairs. | | |
| Teaching aids | None | | |
| Teaching methods | Interactive lectures | | |
| Supervisory activity | Feedback on exercises and presentation | | |
| | | | |
| Presentation | | | |
| Testname | Presentation | | |
| Form of test | Oral test / exam | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



IR International Business Law

| Course code | BDKmlR.IBL | | | |
|------------------------|---|---------|---------------------------|--|
| Study Unit description | IR International Business Law | | | |
| Course name | IR International Business Law | | | |
| English course name | International Business Law | | | |
| Target group | Fulltime regular | | | |
| EC's | 2 | | | |
| Domain | BMR | | | |
| Education | Bedrijfskunde MER | | | |
| Level | Advanced | | | |
| Objective | The course aims to give students an understanding as well as practical knowledge of the legal problems arising in the area of international business, and to equip them with the skills needed to prevent and tackle these problems. | | | |
| Educational content | After an introduction into international legal issues in international trade a | | vill learn what the major | |
| | A strong focus will be on the ability to apply a number of treaties and EU-Regulations to international business cases, such as the UNCISG (contracts of sale), CMR (contracts of carriage), Brussels I (rules on jurisdiction) and Rome I (rules on the applicable law). | | | |
| | Other subjects include the Incoterms; various modes to enter a new market: the difference between agency, distribution, franchising and employment; and international payments: the cheque, the draft and the letter of credit. | | | |
| Teaching aids | None | | | |
| Teaching methods | Interactive lectures | | | |
| Supervisory activity | Feedback on exercises | | | |
| | | | | |
| Assignment | | | | |
| Testname | Assignment | | | |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | i iooi (iouiiuiig uowii) | | | |
| , and the second | Troor (rounding down) | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |



Cross departmental modules

Windesheim and the Netherlands

| Course code | EN-IN-WNID.XX.01 |
|------------------------|--|
| Study Unit description | EN-IN-WNID.XX.01 |
| Course name | Introduction module of Windesheim and Netherlands in an international context. |
| Target group | No specific target group |
| EC's | 2 |
| Domain | BE |
| Education | - LVO 2nd Gr. Geography |
| | - LVO 2nd Gr. General economy |
| | - LVO 2nd Gr. Business Economics |
| | - LVO 2nd Gr. Biology |
| | - LVO 2nd Gr. German |
| | - LVO 2nd Gr. English |
| | - LVO 2nd Gr. French |
| | - LVO 2nd Gr. History |
| | - LVO 2nd Gr. Healthcare and Welfare |
| | - LVO 2nd Gr. Religion |
| | - LVO 2nd Gr. Physics - LVO 2nd Gr. Dutch |
| | - LVO 2nd Gr. Dutch - LVO 2nd Gr. Chemistry |
| | - LVO 2nd Gr. Criefficity - LVO 2nd Gr. Technical vocational education |
| | - LVO 2nd Gr. Nethingal vocational education |
| Level | Basic = NLQF 4+ |
| Objective | - To learn about organisational structures in the Netherlands |
| | - To learn about specific national features of the Netherlands |
| | - To learn about aspects of Dutch cuisine |
| | - To learn more about typical aspects of Dutch identity |
| | - To learn more about specific aspects of Dutch cultural/historical heritage |
| | - To get an international perspective on above mentioned themes by comparing them |
| | with student's home country (and learn -as a side effect- as well about these |
| | themes in other (European) countries) |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English: |
| | |
| | - Student is able to understand explanations |
| | - Student is able to take part in group discussions |
| | - Student is able to write a report |
| Educational contact | On a mine skin med a skun se kun se in skin skin med a |
| Educational content | Organisational structures in the Netherlands: educational system, infrastrucure of the city centre and municipal political system. |
| | the city centre and municipal political system - Specific national features:language, foklore and geography |
| | - Aspects of Dutch cuisine: habits on dinner time, traditional dishes/preferences and |
| | cultural and historical influences on the cuisine |
| | - 1 typical aspect of the Dutch identity (depending on the season): 'Sinterklaas' or ice |
| | skating |
| | - Specific aspects of Dutch/historical heritage: visiting places of historic interest and |
| | related background information |
| Teaching aids | Module description on blackboard |
| | Information to be found on internet |
| | Suggestion of book |
| | |



| | To. 1 | | | |
|-------------------------|--|--|--------------------------------|--|
| Teaching methods | Student's activities | | | |
| | Be present at and take part in: | | | |
| | - Presentations of guest speakers | | | |
| | - Excursions | | | |
| | - Meetings providing background information related to the topics of the activitities | | | |
| | - Group discussions | | | |
| | | | | |
| Supervisory activity | Activities of the International Office | e and lecturers: | | |
| | Organising presentations | of guest speakers; | | |
| | - Leading excursions; | | | |
| | Provinding specific inform | Provinding specific information related to the topics of the activities; | | |
| | Organising group discuss | ions and sharing of knowledge | about the themes | |
| | mentioned in the education | onal information. | | |
| | | | | |
| | Note: This module is a joint effort | of our International Office, resp | oonsible for the activities as | |
| | such, and lecturers, responsible for | | | |
| | the written reports. | , , , , , , , , , , , , , , , , , , , | , | |
| | | | | |
| Portfolio | | | | |
| Testname | Portfolio | | | |
| Form of test | Porfolio: | | | |
| . 5/111 61 1661 | Consisting of written reports desc | ribing the activities: | | |
| | - Related to the information | found on internet about the su | ibject and/or | |
| | - Information found in the re | | abject and, or | |
| | | pects of student's home count | rv | |
| | - Compared with similar as | pects of student's nome count | ı y | |
| | Final report: | | | |
| | - A reflection report about the overall experience and lessons learned with respect to | | | |
| | student's studies or future | | ons learned with respect to | |
| | Student's studies of future | : JOD | | |
| The Dutch I presume | | | | |
| Titel | The Dutch I presume | | | |
| | The Dutch I presume | | | |
| Learning material | Book | | | |
| carrier | 100110700054404 | | | |
| Identification | ISBN 97890854101 | | | |
| Author | Martijn de Rooi | | | |
| Publisher | Nilsson & Lamm | | | |
| Location of publication | Weesp | | | |
| Year of publication | 2005 | | | |
| Edition | First | | | |
| Price | € 14,95 | | | |
| Note | Recommended, not required | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English English | | | |
| widin language | Liigiioii | | | |
| ludament | | | | |
| Judgment Cradingdomain | 14. 10.1 1 | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |
| | | | | |



Dutch Language Introduction

| Course code | EN-IN-DLID.XX.11 | | |
|------------------------|---|--|--|
| Study Unit description | EN-IN-DLID.XX.11 | | |
| Course name | Dutch Language Introduction | | |
| English course name | Introduction to the Dutch language | | |
| Target group | No specific target group | | |
| EC's | 3 | | |
| Domain | BE | | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education | | |
| | | | |
| 1 1 | - LVO 2nd Gr. Math | | |
| Level Objective | Basic = NLQF 4+ - Understanding basic vocabulary: words (Dutch - English) | | |
| | Use of basic vocabulary: words (English - Dutch) Understanding basic vocabulary: small sentences (Dutch - English) Use of basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in a simple conversations | | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: | | |
| | Student understands oral and written instructions Student is able to compare Dutch grammar with English grammar Student is able to take part in group discussions | | |
| Educational content | Topics: To meet someone and social talk at a party To ask for information and get information, sending an e-mail and making a call How to get there by tram and what time is it Where do you go and what have you done In the supermarket and at a party In a restaurant | | |
| | Grammar: - Conjugation of verb and word order - Alphabet and spelling rules - Frequent irregular verbs in present tense, question words and plural - Negation and perfect tense - Demonstrative pronouns and possessive nouns - Adjective and use of er and daar | | |
| Teaching aids | Book Weekly planning at Blackboard Hand-outs during the lessons | | |



| Teaching methods | Student's activities: - Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods - Students use vocabulary, functional phrases and grammar in classroom in simple dialogues - Students repeat and memorize at home vocabulary, functional phrases and grammar - Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and the practical assignments | | |
|---------------------------|---|--|--|
| Supervisory activity | Lecturers activities In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students are activated to practise by means of different methods with their fellow students. | | |
| Even | | | |
| Exam Testname | Exam | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | |
| Form or test | The exam condicte of a parto, a written and i ordi part. | | |
| See literature on BB | | | |
| | See literature on BB | | |
| Titel | Zwolle | | |
| Location | | | |
| Main language | English | | |
| ludament | | | |
| Judgment Cradingdomain | 1 +0 10 1 doo | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| Outhornoon | Ora din adamatin | | |
| Sub assessment | Gradingdomain Caesura Weight | | |
| Exam | 1 to 10, 1 dec. Higher or equal to 5.5 100.0 | | |



Dutch Language Intermediate

| Course code | EN-IN-DLIM.XX.01 |
|------------------------|--|
| Study Unit description | EN-IN-DLIM.XX.01 |
| Course name | Dutch Language Intermediate |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Understanding intermediate basic vocabulary: words (Dutch - English) Use of intermediate basic vocabulary: words (English - Dutch) Understanding intermediate basic vocabulary: small sentences (Dutch - English) Use of intermediate basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in simple conversations |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions |
| Educational content | Topics: - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to |
| Teaching aids | - use of all Book Weekly planning Hand-outs during the lessons |



| Teaching methods | Student's activities: - Students practice vocabulary, functional phrases and grammar in classroom by means of different kinds of activating methods - Students use vocabulary, functional phrases and grammar in classroom in simple dialogues - Students repeat and memorize at home vocabulary, functional phrases and grammar - Students practice vocabulary, functional phrases and grammar at home by doing | | |
|----------------------|---|------------------------|--------|
| Supervisory activity | the exercises from the course book and practical assignments Lecturers activities In classroom the basic vocabulary, functional phrases and grammar as referred to in the educational content is introduced, attention is paid to the pronunciation and the students | | |
| | are activated to practice by means | | |
| Ever | | | |
| Exam Testname | Exam | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | |
| 1 OIIII OI LESL | The exam condicts of a parts, a written and i ordi part. | | |
| See literature on BB | | | |
| Titel | See literature on BB | | |
| Practical action | Skill lessons | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Society 1

| Course code | EN-IN-DSID.XX.17 |
|----------------------|---|
| Course name | Dutch Society 1 |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | EN |
| Type of VOE | Supportive |
| Level | Basic = NLQF 4+ |
| Objective | Knowledge - Student has knowledge of: |
| | - Dutch history |
| | - Dutch surroundings/environment |
| | - Dutch politics |
| | - Dutch economy |
| | |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | - To cooperate in small international groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English - Student is able: |
| | |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| | |
| Educational content | The module Dutch Society 1 aims at acquiring -in an international setting- knowledge about Dutch history, politics, surroundings and economics and applying this knowledge in a fieldtrip to the city of Delft. |
| Teaching aids | Book |
| 3 | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| | |
| Teaching methods | Student's activities |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations, there will be discussions about the topics mentioned in the educational |
| | content. In the preparation of classroom activities hours of self study are included. |
| Supervisory activity | Lecturers activities |
| | |
| | The lecturer will guide the students through the theory and organise group activity. |
| _ | |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| | |
| See literature on BB | |
| Titel | See literature on BB |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Dutch Society 2

| Course code | EN-IN-DSIM.XX.17 |
|----------------------|--|
| Course name | Dutch Society 2 |
| English course name | Dutch society, intermediate |
| EC's | 3 |
| Domain | BE |
| Target group | Fulltime regular |
| Objective | Knowledge - Student has knowledge of: |
| | |
| | - The Dutch legal system |
| | - The Dutch multicultural society |
| | - Dutch traditions of tolerance |
| | - The Dutch in foreign eyes |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | - To cooperate in small intercultural groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| 3 | Knowledge of English - Student is able: |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| | |
| Educational content | The module Dutch Society 2 aims at acquiring - in an international setting - knowledge |
| | about the Dutch legal system, the Dutch multicultural society, the Dutch in foreign eyes, |
| | Dutch traditions of tolerance and water. During this module students will apply their |
| - 1: :: | knowledge about water in a fieldtrip to Zwolle and surroundings. |
| Teaching aids | Book |
| | Powerpoint presentations Internet links |
| | Fieldtrip |
| Teaching methods | Student's activities |
| readining methods | oldderif o dolfyllied |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations. There will be discussions about the topics mentioned in the educational |
| | content. There will be an excursion. In the preparation of classroom activities hours of |
| | selfstudy are included. |
| Supervisory activity | Lecturers activities |
| | |
| | The lectures will be partly theoretical, but mostly interactive through group assignments and |
| | discussions. The lecturer will guide the students in their assignments and activities. |
| Evam | |
| Exam Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| . cot accomption | 7.1. THE COLOR DUDGE OF THE COLOR OF THE COL |
| See literature on BB | |
| Titel | See literature on BB |
| | |



| Judgment | | | |
|--------------------|--|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 |



Intercultural Awareness

| Couroo oodo | BS.IOE.IA |
|--|---|
| Course code Study Unit description | Intercultural Awareness |
| | |
| Course name | Intercultural Awareness |
| English course name | Intercultural Awareness |
| Target group | Fulltime regular |
| Competences | Basic qualification for management positions (HB009) Social communication skills (HB008) |
| EC's | 3 |
| Domain | BMR |
| Education | International Business and Languages |
| Level | Advanced |
| Objective Educational content | Students are able to explain the importance of culture and to see culture from different viewpoints Students are able to reflect on their own attitude towards cultural differences and they can explain how this influences their way of looking at other cultures Students are able to explain relevant aspects of a culture of another country in the world different from their own culture and country and relate this to at least five different theoretical concepts studied during the lessons Students gain direct experience of working in an intercultural context in the educational setting, they reflect on this experience and learn how they react on cultural differences Students learn about different ways of conflict handling in different cultures The concept of culture Attitudes towards cultural differences |
| Teaching aids | The concept of stereotyping Cultural analysis using different models and theories Verbal and non-verbal aspects of intercultural communication Implications of cultural differences when living and working cross-borders N@tschool |
| | PowerPoint presentations Internet links The studyguide Literature |
| Teaching methods Supervisory activity | Lectures Presentations Case work Team work Interactive Lectures |
| Supervisory detrivity | THE COURT COURTS |
| Participation | |
| Testname | Participation |
| Test description | 1. 'Free style' presentation |
| | - students prepare and perform a personal presentation about their culture focussing on the non tangible aspects 2. Team evaluation country analysis - students compare and evaluate working together in a team in a windesheim setting with |
| | their home university for an assignment 3. Attendance (80%) |
| Form of test | Skill assignment |



| Presentation | |
|---------------------------|---|
| Testname | Presentation |
| Test description | Students will be assessed on: |
| rest description | Students will be assessed on. |
| | Structuring the presentation |
| | 1. Structuring the presentation |
| | 2. Contents of the presentation |
| | - Introduction |
| | - General facts; size, population, religion etc. |
| | - The onion diagram: application |
| | - Choice of at least three models of culture |
| | Hofstede: dimensions, scores and their consequence |
| | Trompenaars: interpretation of dilemmas (give examples) |
| | Hall: low or high context with examples |
| | Notions of business etiquette or etiquette in your field of expertise; concepts of |
| | power, space and time |
| | - Remarkable cultural behaviours/rituals/values |
| | - Conclusion with whether or not you would like to live there and why (not) |
| | |
| | 3. Presentation skills |
| | 1 A band out of the procentation will out maitted on FLO (inlevene durable) |
| | 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) |
| | 5. A written individual evaluation of teamwork will be submitted on ELO |
| Form of test | Written test / exam |
| roilli of test | Whiteh lest / exam |
| Written exam | |
| Titel | Written exam |
| Test description | The exam consists of 50 Multiple Choice questions based on the content of the book Sana Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. Besides that there will be questions on the topics dealt with in the lectures. |
| Form of test | Oral test / exam |
| T OHIT OF LEST | Ordi (CSC) CAdili |
| Intercultural Sensitivity | |
| Titel | Intercultural Sensitivity |
| Learning material | Book |
| carrier | |
| Identification | ISBN 9 789023 251330 |
| Author | Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma |
| Publisher | Royal Van Gorcum |
| Location of publication | Assen |
| Year of publication | 2014 |
| Edition | Third |
| Price | € 16,50 |
| | |
| Titel | Guide to Cross-Cultural Communication |
| Learning material | Book |
| carrier | |
| Identification | ISBN: 0-13-049784 |
| Author | Sana Reynolds and Deborah Valentine |
| Publisher | Prentice Hall Series in Advanced Business Communication |
| Year of publication | 2004 |
| Location | Zwolle |
| Main language | English |
| | |



| Judgment | | | |
|--------------------|--------------------------------|------------------------|--------|
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests | s are 'Completed' | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |



Drama and Improvisation

| Course code | EN-IN-DRIM.XX.01 |
|------------------------|--|
| Study Unit description | EN-IN-DRIM.XX.01 |
| Course name | Drama and Improvisation |
| English course name | Drama and Improvisation |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Students can demonstrate the 5 basic concepts of dramatical design/form Students can demonstrate suitable and clear body language Students can demonstrate credible emotions Students can demonstrate suitable energies and apply difference in tempi Students can consciously design a basic mise-en-scène and effectively choose suitable props and clothing Students can apply and demonstrate the Aristotelian construction of scenes |
| Required knowledge | Pre-condition for entering the module General - Approval and inclusion of EN-IN-DRIM in the Learning Agreement supplied by the home university - There are not subject related pre-conditions in effect Knowledge of English - Student is able to understand explanations - Student is able to read and write in English |
| Educational content | The module is centered around improving the following areas: |
| Educational Content | - Gaining self confidence relating to presenting for a group - Improving concentration - Enhancing verbal and non-verbal communication - Improving improvisation skills and creativity therein In order to improve these areas, students work on recognizing, applying and practicing the following skills in class: - I: The 5 basis concepts of dramatical design/form - II: Body language - III: Tempi - IV: Strenghten, weaken and enhance emotions |
| Teaching aids | - V: Improvising (accepting, blocking, creativity) Improvisation hand-out on blackboard |



| Teaching methods | Students activities: - Be present at the presentations of drama theory - Take part in the group assignments | | |
|-----------------------------|--|------------------------|--------|
| Supervisory activity | Lecturers activities: Lecturers will mostly be interactive through group assignments and partly theoretical through short presentations of drama theory. | | |
| | | | |
| Presentation and assignment | | | |
| Testname | Presentation and assignment | | |
| Test description | Final presentation: - There will be a final presentation in which the students show that they can apply the objectives related to the topics of the lessons. Final assignment: - There will be a final assignment in which the students show that they can relate the educational content to their future profession. | | |
| Practical action | Skill lessons | | |
| Location | Zwolle | | |
| Main language | English | | |
| | | | |
| Judgment | | | |
| Gradingdomain | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | | |
| Counting result | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | |
| | | | |
| Sub assessment | Gradingdomain | Caesura | Weight |
| Presentation and | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 |
| assignment | | | |



Specifications of courses Spring Journalism

Going Constructive



Index

| Going Constructive - Practice | . 2 |
|--|-----|
| Going Constructive - Communication Science | •4 |
| Going Constructive - English | .6 |
| Cross departmental modules | . 7 |
| Windesheim and the Netherlands | 8. |
| Dutch Language Introduction | 10 |
| Dutch Language Intermediate | 12 |
| Dutch Society 1 | 14 |
| Dutch Society 2 | 16 |
| Intercultural Awareness | 18 |
| Drama and Improvisation | 21 |



Going Constructive - Practice

| Course code | JNmGC.PR |
|------------------------|---|
| Study Unit description | Going Constructive - Practice |
| Course name | Going Constructive - Practice |
| English course name | Going Constructive - Practice |
| Target group | Fulltime regular |
| Competences | HBO standard 1: Obtaining a solid theoretical basis (HBO001) |
| | HBO standard 2: Acquiring investigative capacity (HBO002) |
| | HBO standard 3: Have sufficient professional craftsmanship (HBO003) |
| | HBO standard 4: Develop professional ethics and social orientation (HBO004) |
| EC's | 20 |
| Domain | BMR |
| Education | Journalism |
| Level | Advanced |
| Objective | - You have discovered and experimented with constructive elements |
| | You have applied constructive elements in professional products |
| | - You have built a platform in order to create a community around a subject or theme |
| | - You are able to work in an international, cross-media and multidisciplinary editorial |
| | setting |
| | - You have formulated and achieved three learning objectives of your own, based on |
| | the professional profile of your journalism, media or communication study |
| Educational content | In the practice course, you will be working in a lab-like learning experience on a platform |
| | that uses constructive elements of journalism. You will learn how to create compelling |
| | content in a chosen societal theme, with the help of a variety of constructive angles, frames |
| | and methods. And you will discover how to engage your audience in new ways. |
| Teaching aids | Laptop |
| Teaching methods | Practicum |
| Supervisory activity | Lectures and individual coaching |
| | |
| Assessment of Team | |
| Product | |
| Testname | Assessment of Team Product |
| Test description | Your contribution to the team will be evaluated in a general assessment of the team's |
| | output. |
| Form of test | Product (Photo or film of project / product) |
| Evidence of end level | No |
| | |
| Portfolio | |
| Testname | Portfolio |
| Test description | Summative feedback (final evaluation) will be given in the form of an evaluation of a |
| | portfolio containing individual professional products and a reflection. |
| Form of test | Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | No |

| From Mirrors to Movers: Five Elements of Positive Psychology in Constructive Journalism From Mirrors to Movers: Five Elements of Positive Psychology in Constructive Journalism Titel From Mirrors to Movers: Five Elements of Positive Psychology in Constructive Journalism Learning material Carrier Book Identification ISBN-10: 1514777495 Author Cathrine Gyldensted Publisher Group Publishing Location of publication Zp. Year of publication First Float First Price € 25,00 Factfulness. Ten Feacts Reasons We're Wrong About the World - and Why Things Are Better Than You Think Titel Factfulness. Ten Reasons We're Wrong About the World - and Why Things Are Better Than You Think Titel Factfulness. Ten Reasons We're Wrong About the World - and Why Things Are Better Than You Think Titel Factfulness. Ten Reasons We're Wrong About the World - and Why Things Are Better Than You Think Titel Factfulness. Ten Reasons We're Wrong About the World - and Why Things Are Better Than You Think Titel Factfulness. Ten Reasons We're Wrong About the World - and Why Things Are Better Than You Think Titel Factfulness. Ten Reasons We're W | Francis Minners de | T | | | |
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| Why Things Are Better Than You Think Factfulness. Ten Reasons We're Wrong About the World - and Why Things Are Better Than You Think Learning material carrier Book Identification ISBN 978-1-250-10781-7 Author Hans Rosling, Anna Roslin Rönnlund, Ola Rosling Publisher Flatiron Books Location of publication New York Year of publication 2018 Edition First Price € 25,80 Sequentiality - Propaedeutic in Journalism, Media or Communication study - English Level B1 (European framework of languages) Practical action Skill lessons Location Zwolle Main language English Judgment Gradingdomain Gradingdomain 1 to 10, 1 dec. Caesura Highest Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team Higher or equal to 5.5 1.0 | | | | | |
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| Publisher Flatiron Books Location of publication New York Year of publication 2018 Edition First Price € 25,80 Sequentiality - Propaedeutic in Journalism, Media or Communication study | | | nd. Ola Rosling | | |
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| Price € 25,80 Sequentiality - Propaedeutic in Journalism, Media or Communication study - English Level B1 (European framework of languages) Practical action Skill lessons Location Zwolle Main language English Judgment Gradingdomain 1 to 10, 1 dec. Caesura Higher or equal to 5.5 Counting result Highest Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | | | |
| Sequentiality - Propaedeutic in Journalism, Media or Communication study - English Level B1 (European framework of languages) Practical action Skill lessons Location Zwolle Main language English Judgment Gradingdomain 1 to 10, 1 dec. Caesura Higher or equal to 5.5 Counting result Highest Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Assessment of Team Product Pro | Price | | | | |
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| Practical action Skill lessons Location Zwolle Main language English Judgment Gradingdomain 1 to 10, 1 dec. Caesura Higher or equal to 5.5 Counting result Highest Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team Product Higher or equal to 5.5 1.0 | | | | , | |
| Location Zwolle Main language English Judgment Gradingdomain 1 to 10, 1 dec. Caesura Higher or equal to 5.5 Counting result Highest Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team Product Higher or equal to 5.5 1.0 | Practical action | | 3 3 / | | |
| Main language English Judgment Gradingdomain 1 to 10, 1 dec. Caesura Higher or equal to 5.5 Counting result Highest Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team Product 1 to 10, 1 dec. Higher or equal to 5.5 | | Zwolle | | | |
| Judgment Gradingdomain 1 to 10, 1 dec. Caesura Higher or equal to 5.5 Counting result Highest Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team Product Higher or equal to 5.5 1.0 | | | | | |
| Gradingdomain 1 to 10, 1 dec. Caesura Higher or equal to 5.5 Counting result Highest Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team Product Higher or equal to 5.5 1.0 | | | | | |
| Gradingdomain 1 to 10, 1 dec. Caesura Higher or equal to 5.5 Counting result Highest Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team Product Higher or equal to 5.5 1.0 | Judgment | | | | |
| Caesura Higher or equal to 5.5 Counting result Highest Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team Product Higher or equal to 5.5 The counting to 5.5 Higher or equal to 5.5 The counting result Higher or equal to 5.5 | | 1 to 10, 1 dec. | | | |
| Counting result Highest Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team Product Higher or equal to 5.5 1.0 | | | | | |
| Calculation method Weighted average and all tests are 'Completed' Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team Product 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | | | |
| Rounding Floor (rounding down) Sub assessment Gradingdomain Caesura Weight Assessment of Team Product Higher or equal to 5.5 1.0 | | | | | |
| Sub assessment Gradingdomain Caesura Weight Assessment of Team Product Higher or equal to 5.5 1.0 | | | | | |
| Assessment of Team Product 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | , in the second second | | | | |
| Assessment of Team Product 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | Sub assessment | Gradingdomain | Caesura | Weight | |
| Product | | | | | |
| | | · | | | |
| | | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



Going Constructive - Communication Science

| Course code | JNmGC.CS | | |
|------------------------|---|--|--|
| Study Unit description | Going Constructive - Communication Science | | |
| Course name | Going Constructive - Communication Science | | |
| English course name | Going Constructive - Communication Science | | |
| Target group | Fulltime regular | | |
| Competences | News Gathering and Research (JN001) | | |
| | Public focus and accountability (JN003) | | |
| | Reflection and research (JN005) | | |
| | Learning outcome 1.4 International orientation (JOULK004) | | |
| | Learning outcome 1.5 Journalistic professional (JOULK005) | | |
| | Learning outcome 3.1 Constructive elements (JOULK011) | | |
| | Learning outcome 4.2 Innovation and renewal (JOULK014) | | |
| | Learning outcome 5.1 Vision on journalism (JOULK015) | | |
| | Learning outcome 5.2 Professional ethics (JOULK016) | | |
| | HBO standard 1: Obtaining a solid theoretical basis (HBO001) | | |
| | HBO standard 2: Acquiring investigative capacity (HBO002) | | |
| | HBO standard 4: Develop professional ethics and social orientation (HBO004) | | |
| EC's | 5 | | |
| Domain | BMR | | |
| Education | Journalism | | |
| Level | Advanced | | |
| Objective | - You have acquired knowledge on the theoretical background and historical | | |
| | development of constructive journalism | | |
| | - You are able to apply theoretical knowledge on constructive journalism in the | | |
| | analysis of journalistic practices | | |
| | - You have developed a vision and you have contributed to the debate on | | |
| | constructive journalism | | |
| Educational content | An overview of theoretical developments in constructive journalism, the origins of this | | |
| | concept and the inspiration sources of the elements shaping constructive journalism. | | |
| | Besides that, you analyze how these elements are used in media practice. | | |
| Teaching aids | Laptop | | |
| Teaching methods | Wk 1 - 7: Lectures | | |
| | Wk 8-14: Consultation-hours | | |
| Supervisory activity | Wk 1 - 7: Lectures | | |
| | Wk 8 - 14: Individual coaching | | |
| | | | |
| Essay | | | |
| Testname | Essay | | |
| Test description | Summative feedback (final evaluation) will be given on an essay that contains your view on | | |
| 1 200 0000.10001 | constructive journalism. In addition to the essay, you will write an analysis of a constructive | | |
| | journalistic practice. | | |
| Form of test | Skill assignment | | |
| Evidence of end level | No No | | |
| Endonoc of challever | | | |
| Analysis | | | |
| Testname | Analysis | | |
| Test description | In small groups an empirical analysis of constructive elements in the news is carried out | | |
| rest description | based on the available theory. | | |
| Form of test | Skill assignment | | |
| | | | |
| Evidence of end level | No | | |



| Sequentiality | Propaedeutic in Journalism, Media or Communication study, English Level B1 (European framework of languages). For Windesheim Journalism students: Propaedeutic certificate completed and M3, moon differentiation and M4 Journalism followed. | | | |
|--------------------|--|--|--------|--|
| Location | Zwolle | | | |
| Main language | English | | | |
| | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | Highest | | |
| Calculation method | Weighted average and all t | Weighted average and all tests are 'Completed' | | |
| Rounding | Floor (rounding down) | | | |
| | · · · · · · · · · · · · · · · · · · · | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Essay | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |
| Analysis | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | |



Going Constructive - English

| Course code | JNmGC.ENG |
|-------------------------------------|--|
| Study Unit description | Going Constructive - English |
| Course name | Going Constructive - English |
| English course name | Going Constructive - English |
| Target group | Fulltime regular |
| Competences | HBO standard 1: Obtaining a solid theoretical basis (HBO001) |
| | HBO standard 2: Acquiring investigative capacity (HBO002) |
| | HBO standard 3: Have sufficient professional craftsmanship (HBO003) |
| | HBO standard 4: Develop professional ethics and social orientation (HBO004) |
| EC's | 5 |
| Domain | BMR |
| Education | Journalism |
| Level | Advanced |
| Objective | - You have produced content in the English language |
| | You have discussed and performed editorial tasks in the English language |
| | You have an advanced level of English proficiency for speaking and writing |
| | (European framework of languages, level B2) |
| Educational content | In the English course, you will train your writing, speaking and editorial skills in English by |
| | working with your own and each other's content for the Practice course. |
| Teaching aids | Laptop |
| Teaching methods | Practicum |
| Supervisory activity | Lectures and individual coaching |
| | |
| Portfolio English Level | |
| B2 (writing and | |
| speaking) | |
| Testname | Portfolio English Level B2 (writing and speaking) |
| Test description | On the first day of the course, you will make a diagnostic test of English Level B2 Entry |
| | (reading/listening/writing). At the end of period 1, an evalution will be carried out at level B2 |
| | The second of th |
| | of your active skills in writing and speaking. This will be in the form of a portfolio, consisting |
| | of professional products with feedback by your peers and of your feedback on the |
| | of professional products with feedback by your peers and of your feedback on the professional products of your peers). At the end of period 2, there will be a second chance if |
| | of professional products with feedback by your peers and of your feedback on the professional products of your peers). At the end of period 2, there will be a second chance if you haven't passed the first evaluation. In the course, there will be more emphasis on |
| Form of toot | of professional products with feedback by your peers and of your feedback on the professional products of your peers). At the end of period 2, there will be a second chance if you haven't passed the first evaluation. In the course, there will be more emphasis on writing and editing skills in period 2. |
| Form of test | of professional products with feedback by your peers and of your feedback on the professional products of your peers). At the end of period 2, there will be a second chance if you haven't passed the first evaluation. In the course, there will be more emphasis on writing and editing skills in period 2. Document (Project documentation, Internship report, Graduation thesis, Portfolio) |
| Evidence of end level | of professional products with feedback by your peers and of your feedback on the professional products of your peers). At the end of period 2, there will be a second chance if you haven't passed the first evaluation. In the course, there will be more emphasis on writing and editing skills in period 2. Document (Project documentation, Internship report, Graduation thesis, Portfolio) No |
| | of professional products with feedback by your peers and of your feedback on the professional products of your peers). At the end of period 2, there will be a second chance if you haven't passed the first evaluation. In the course, there will be more emphasis on writing and editing skills in period 2. Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Propaedeutic in Journalism, Media or Communication study, English Level B1 |
| Evidence of end level | of professional products with feedback by your peers and of your feedback on the professional products of your peers). At the end of period 2, there will be a second chance if you haven't passed the first evaluation. In the course, there will be more emphasis on writing and editing skills in period 2. Document (Project documentation, Internship report, Graduation thesis, Portfolio) No Propaedeutic in Journalism, Media or Communication study, English Level B1 (European framework of languages) |
| Evidence of end level | of professional products with feedback by your peers and of your feedback on the professional products of your peers). At the end of period 2, there will be a second chance if you haven't passed the first evaluation. In the course, there will be more emphasis on writing and editing skills in period 2. Document (Project documentation, Internship report, Graduation thesis, Portfolio) No - Propaedeutic in Journalism, Media or Communication study, English Level B1 (European framework of languages) - For Windesheim journalism students: Propedeause completed + M3, moon |
| Evidence of end level Sequentiality | of professional products with feedback by your peers and of your feedback on the professional products of your peers). At the end of period 2, there will be a second chance if you haven't passed the first evaluation. In the course, there will be more emphasis on writing and editing skills in period 2. Document (Project documentation, Internship report, Graduation thesis, Portfolio) No - Propaedeutic in Journalism, Media or Communication study, English Level B1 (European framework of languages) - For Windesheim journalism students: Propedeause completed + M3, moon differentiation and M4 journalism followed. |
| Evidence of end level | of professional products with feedback by your peers and of your feedback on the professional products of your peers). At the end of period 2, there will be a second chance if you haven't passed the first evaluation. In the course, there will be more emphasis on writing and editing skills in period 2. Document (Project documentation, Internship report, Graduation thesis, Portfolio) No - Propaedeutic in Journalism, Media or Communication study, English Level B1 (European framework of languages) - For Windesheim journalism students: Propedeause completed + M3, moon |



| Judgment | | | | |
|-------------------------|--|------------------------|--------|--|
| Gradingdomain | 1 to 10, 1 dec. | | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Portfolio English Level | 1 to 10, 1 dec. Higher or equal to 5.5 1.0 | | | |
| B2 (writing and | | | | |
| speaking) | | | | |



Cross departmental modules

Windesheim and the Netherlands

| Course code | EN-IN-WNID.XX.01 | | |
|------------------------|--|--|--|
| Study Unit description | EN-IN-WNID.XX.01 | | |
| Course name | Introduction module of Windesheim and Netherlands in an international context. | | |
| Target group | No specific target group | | |
| EC's | 2 | | |
| Domain | BE | | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Religion LVO 2nd Gr. Religion LVO 2nd Gr. Physics LVO 2nd Gr. Chemistry LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math | | |
| Laval | Basic = NLQF 4+ | | |
| Level Objective | To learn about organisational structures in the Netherlands To learn about specific national features of the Netherlands To learn about aspects of Dutch cuisine To learn more about typical aspects of Dutch identity To learn more about specific aspects of Dutch cultural/historical heritage To get an international perspective on above mentioned themes by comparing them with student's home country (and learn -as a side effect- as well about these themes in other (European) countries) | | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: - Student is able to understand explanations - Student is able to take part in group discussions - Student is able to write a report | | |
| Educational content | Organisational structures in the Netherlands: educational system, infrastrucure of the city centre and municipal political system Specific national features:language, foklore and geography Aspects of Dutch cuisine: habits on dinner time, traditional dishes/preferences and cultural and historical influences on the cuisine 1 typical aspect of the Dutch identity (depending on the season): 'Sinterklaas' or ice skating Specific aspects of Dutch/historical heritage: visiting places of historic interest and related background information | | |
| Teaching aids | Module description on blackboard Information to be found on internet Suggestion of book | | |



| | Total distribution | | | |
|-------------------------|--|-----------------------------------|--------------------------------|--|
| Teaching methods | Student's activities | | | |
| | Be present at and take part in: | | | |
| | - Presentations of guest sp | eakers | | |
| | - Excursions | | | |
| | | round information related to th | ne topics of the activitities | |
| | Group discussions | | | |
| | | | | |
| Supervisory activity | Activities of the International Office | e and lecturers: | | |
| | Organising presentations | of guest speakers; | | |
| | - Leading excursions; | | | |
| | Provinding specific information related to the topics of the activities; | | | |
| | - Organising group discussions and sharing of knowledge about the themes | | | |
| | mentioned in the educational information. | | | |
| | | | | |
| | Note: This module is a joint effort | of our International Office, resp | oonsible for the activities as | |
| | such, and lecturers, responsible fo | | | |
| | the written reports. | • | , | |
| | | | | |
| Portfolio | | | | |
| Testname | Portfolio | | | |
| Form of test | Porfolio: | | | |
| 1 om or test | Consisting of written reports desc | rihing the activities. | | |
| | - Related to the information | found on internet about the su | ibject and/or | |
| | - Information found in the re | | abject and/or | |
| | | | rv | |
| | - Compared with similar aspects of student's home country | | | |
| | Final report: | | | |
| | - A reflection report about the overall experience and lessons learned with respect to | | | |
| | student's studies or future | | ons learned with respect to | |
| | Student's studies of future | : JOD | | |
| The Dutch I presume | | | | |
| Titel | The Dutch I presume | | | |
| | The Dutch I presume Book | | | |
| Learning material | BOOK | | | |
| carrier | 100110700054404 | | | |
| Identification | ISBN 97890854101 | | | |
| Author | Martijn de Rooi | | | |
| Publisher | Nilsson & Lamm | | | |
| Location of publication | Weesp | | | |
| Year of publication | 2005 | | | |
| Edition | First | | | |
| Price | € 14,95 | | | |
| Note | Recommended, not required | | | |
| Practical action | Skill lessons | | | |
| Location | Zwolle | | | |
| Main language | English | | | |
| an language | | | | |
| Judgment | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | |
| | • | | | |
| Caesura | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | |
| Portfolio | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |
| | | | | |



Dutch Language Introduction

| Course code | EN-IN-DLID.XX.11 | | |
|------------------------|---|--|--|
| Study Unit description | EN-IN-DLID.XX.11 | | |
| Course name | Dutch Language Introduction | | |
| English course name | Introduction to the Dutch language | | |
| Target group | No specific target group | | |
| EC's | 3 | | |
| Domain | BE | | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry | | |
| | - LVO 2nd Gr. Technical vocational education | | |
| | - LVO 2nd Gr. Math | | |
| Level | Basic = NLQF 4+ | | |
| Objective | Understanding basic vocabulary: words (Dutch - English) Use of basic vocabulary: words (English - Dutch) Understanding basic vocabulary: small sentences (Dutch - English) Use of basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in a simple conversations | | |
| Required knowledge | Pre-condition for entering the module Knowledge of English: | | |
| | Student understands oral and written instructions Student is able to compare Dutch grammar with English grammar Student is able to take part in group discussions | | |
| Educational content | Topics: To meet someone and social talk at a party To ask for information and get information, sending an e-mail and making a call How to get there by tram and what time is it Where do you go and what have you done In the supermarket and at a party In a restaurant | | |
| | Grammar: - Conjugation of verb and word order - Alphabet and spelling rules - Frequent irregular verbs in present tense, question words and plural - Negation and perfect tense - Demonstrative pronouns and possessive nouns - Adjective and use of er and daar | | |
| Teaching aids | Book Weekly planning at Blackboard Hand-outs during the lessons | | |



| The solution of the solution | Student's activities: | | | | |
|------------------------------|--|--|--------------------|--|--|
| Teaching methods | - Student's activities Student's practice vocabulary, functional phrases and grammar in classroom by | | | | |
| | means of different kinds of activating methods | | | | |
| | - Students use vocabulary, functional phrases and grammar in classroom in simple | | | | |
| | dialogues | | | | |
| | - Students repeat and memorize at home vocabulary, functional phrases and | | | | |
| | grammar | | | | |
| | | ordanic practice recubulary, randrenar privaces and grammar at nome by denig | | | |
| | the exercises from the co | urse book and the practical as | signments | | |
| Supervisory activity | Lecturers activities | | | | |
| | In alcourage the basis vessbulen | . f | | | |
| | In classroom the basic vocabulary educational content is introduced | | | | |
| | are activated to practise by mean | | | | |
| | are delivated to produce by means | o or different methods with the | in renew stadents. | | |
| Exam | | | | | |
| Testname | Exam | | | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | | | |
| | | | | | |
| See literature on BB | Ocalitaryatura an DD | | | | |
| Titel | See literature on BB | | | | |
| Location | Zwolle | | | | |
| Main language | English | | | | |
| | | | | | |
| Judgment | 1. 10.1 | | | | |
| Gradingdomain | | 1 to 10, 1 dec. | | | |
| Caesura | · | Higher or equal to 5.5 | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | | |
| | | giioi oi oquai to oio | | | |



Dutch Language Intermediate

| Course code | EN-IN-DLIM.XX.01 |
|------------------------|--|
| Study Unit description | EN-IN-DLIM.XX.01 |
| Course name | Dutch Language Intermediate |
| Target group | No specific target group |
| EC's | 3 |
| Domain | BE |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Business Economics LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Healthcare and Welfare LVO 2nd Gr. Religion LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Technical vocational education LVO 2nd Gr. Math |
| Level | Basic = NLQF 4+ |
| Objective | Understanding intermediate basic vocabulary: words (Dutch - English) Use of intermediate basic vocabulary: words (English - Dutch) Understanding intermediate basic vocabulary: small sentences (Dutch - English) Use of intermediate basic vocabulary: small sentences (English - Dutch) Use of vocabulary and grammar in simple conversations |
| Required knowledge | Pre-condition for entering the module Knowledge of English - Student is able: - To understand instructions - To compare Dutch grammar with English grammar - To take part in group discussions |
| Educational content | Topics: - Talking about your hobby and reading an announcement for a concert - To the cinema, expressing and inquiring after agreement, disagreement - Shopping, asking about price, discussing what to buy - Shopping, offering and requesting assistance, expressing appreciation, regret or disappointment - Asking for directions and at the police station - Public buildings and rules at public area Grammar: - Use of the indefinite er - Imperfect tense - word order and compound sentences - use of to have and don't have to |
| Teaching aids | - use of all Book Weekly planning Hand-outs during the lessons |



| Teaching methods | Student's activities: | | | | |
|----------------------|---|---|-----------------------|--|--|
| Teaching methods | - Students practice vocabu | lary, functional phrases and gra | ammar in classroom by | | |
| | means of different kinds of activating methods | | | | |
| | - Students use vocabulary, functional phrases and grammar in classroom in simple | | | | |
| | dialogues | | | | |
| | Students repeat and memorize at home vocabulary, functional phrases and grammar Students practice vocabulary, functional phrases and grammar at home by doing the exercises from the course book and practical assignments | | | | |
| | | | | | |
| | | | | | |
| | the exercises from the co | urse book and practical assign | iments | | |
| Supervisory activity | Lecturers activities | | | | |
| | 1 | | | | |
| | In classroom the basic vocabulary | | | | |
| | educational content is introduced are activated to practice by means | | | | |
| | are activated to practice by means | s of different methods with the | il Tellow students. | | |
| Exam | | | | | |
| Testname | Exam | Fyam | | | |
| Form of test | The exam consists of 5 parts; 4 written and 1 oral part. | | | | |
| | 1 ' | · · | | | |
| See literature on BB | | | | | |
| Titel | See literature on BB | | | | |
| Practical action | Skill lessons | | | | |
| Location | Zwolle | | | | |
| Main language | English | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | | Higher or equal to 5.5 | | | |
| Counting result | <u> </u> | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| Out | | 0.0000000000000000000000000000000000000 | \\\\ - \! - \! - \! | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | | |



Dutch Society 1

| Course code | EN-IN-DSID.XX.17 |
|----------------------|---|
| Course name | Dutch Society 1 |
| Target group | Fulltime regular |
| EC's | 3 |
| Domain | EN |
| Type of VOE | Supportive |
| Level | Basic = NLQF 4+ |
| Objective | Knowledge - Student has knowledge of: |
| | |
| | - Dutch history |
| | - Dutch surroundings/environment |
| | - Dutch politics |
| | - Dutch economy |
| | 24.0 3333) |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | |
| | - To cooperate in small international groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| | Knowledge of English - Student is able: |
| | To understand the English instruction |
| | - To understand the English instruction |
| | To present in EnglishTo take part in discussions in English |
| | - To take part in discussions in English |
| Educational content | The module Dutch Society 1 aims at acquiring -in an international setting- knowledge about |
| Ladeational content | Dutch history, politics, surroundings and economics and applying this knowledge in a |
| | fieldtrip to the city of Delft. |
| Teaching aids | Book |
| Todoming and | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| | |
| Teaching methods | Student's activities |
| | |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations, there will be discussions about the topics mentioned in the educational |
| | content. In the preparation of classroom activities hours of self study are included. |
| Supervisory activity | Lecturers activities |
| | |
| | The lecturer will guide the students through the theory and organise group activity. |
| Faces | |
| Exam | F |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| 0 19 1 55 | |
| See literature on BB | |
| Titel | See literature on BB |



| Judgment | | | | |
|--------------------|--|------------------------|-------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | Highest | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Dutch Society 2

| Course code | EN-IN-DSIM.XX.17 |
|----------------------|---|
| Course name | Dutch Society 2 |
| English course name | Dutch society, intermediate |
| EC's | 3 |
| Domain | BE |
| Target group | Fulltime regular |
| Objective | Knowledge - Student has knowledge of: |
| | |
| | - The Dutch legal system |
| | - The Dutch multicultural society |
| | - Dutch traditions of tolerance |
| | - The Dutch in foreign eyes |
| | |
| | Skills (to be developed in relation to the above mentioned knowledge) - Student is able: |
| | , |
| | - To cooperate in small intercultural groups |
| | - To reflect on the cross-cultural differences |
| | |
| Required knowledge | Pre-condition for entering the module |
| 3 | Knowledge of English - Student is able: |
| | - To understand the English instruction |
| | - To present in English |
| | - To take part in discussions in English |
| | |
| Educational content | The module Dutch Society 2 aims at acquiring - in an international setting - knowledge |
| | about the Dutch legal system, the Dutch multicultural society, the Dutch in foreign eyes, |
| | Dutch traditions of tolerance and water. During this module students will apply their |
| | knowledge about water in a fieldtrip to Zwolle and surroundings. |
| Teaching aids | Book |
| | Powerpoint presentations |
| | Internet links |
| | Fieldtrip |
| Teaching methods | Student's activities |
| | |
| | In class after an introduction of the lecturer, students will exchange information and will |
| | give presentations. There will be discussions about the topics mentioned in the educational |
| | content. There will be an excursion. In the preparation of classroom activities hours of |
| Supervisory activity | selfstudy are included. Lecturers activities |
| Supervisory activity | Leoturers activities |
| | The lectures will be partly theoretical, but mostly interactive through group assignments and |
| | discussions. The lecturer will guide the students in their assignments and activities. |
| | galas and state and additional and additional |
| Exam | |
| Testname | Exam |
| Test description | An written exam based on the topics of the educational content |
| | |
| See literature on BB | |
| Titel | See literature on BB |
| | |



| Judgment | | | | |
|--------------------|--|------------------------|-------|--|
| Gradingdomain | 1 to 10, 1 dec. | 1 to 10, 1 dec. | | |
| Caesura | Higher or equal to 5.5 | Higher or equal to 5.5 | | |
| Counting result | Highest | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | |
| | | | | |
| Sub assessment | Gradingdomain Caesura Weight | | | |
| Exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 100.0 | |



Intercultural Awareness

| Course code | BS.IOE.IA | | |
|--|---|--|--|
| Study Unit description | | | |
| | Intercultural Awareness | | |
| Course name | Intercultural Awareness | | |
| English course name | Intercultural Awareness | | |
| Target group | Fulltime regular | | |
| Competences | Basic qualification for management positions (HB009) Social communication skills (HB008) | | |
| EC's | 3 | | |
| Domain | BMR | | |
| Education | International Business and Languages | | |
| Level | Advanced | | |
| Objective Educational content | Students are able to explain the importance of culture and to see culture from different viewpoints Students are able to reflect on their own attitude towards cultural differences and they can explain how this influences their way of looking at other cultures Students are able to explain relevant aspects of a culture of another country in the world different from their own culture and country and relate this to at least five different theoretical concepts studied during the lessons Students gain direct experience of working in an intercultural context in the educational setting, they reflect on this experience and learn how they react on cultural differences Students learn about different ways of conflict handling in different cultures The concept of culture Attitudes towards cultural differences | | |
| Teaching aids | The concept of stereotyping Cultural analysis using different models and theories Verbal and non-verbal aspects of intercultural communication Implications of cultural differences when living and working cross-borders N@tschool | | |
| | PowerPoint presentations Internet links The studyguide Literature | | |
| Teaching methods Supervisory activity | Lectures Presentations Case work Team work Interactive Lectures | | |
| Supervisory detrivity | Interdedite Lectures | | |
| Participation | | | |
| Testname | Participation | | |
| Test description | 1. 'Free style' presentation | | |
| | students prepare and perform a personal presentation about their culture focussing on the non tangible aspects 2. Team evaluation country analysis | | |
| | - students compare and evaluate working together in a team in a windesheim setting with their home university for an assignment | | |
| | 3. Attendance (80%) | | |
| Form of test | Skill assignment | | |

| Presentation | | | | | |
|---------------------------|--|--|--|--|--|
| Testname | Presentation | | | | |
| Test description | Students will be assessed on: | | | | |
| ' | | | | | |
| | Structuring the presentation | | | | |
| | | | | | |
| | 2. Contents of the presentation | | | | |
| | - Introduction | | | | |
| | General facts; size, population, religion etc. The onion diagram: application | | | | |
| | | | | | |
| | - Choice of at least three models of culture | | | | |
| | Hofstede: dimensions, scores and their consequence | | | | |
| | Trompenaars: interpretation of dilemmas (give examples) | | | | |
| | > Hall: low or high context with examples | | | | |
| | Notions of business etiquette or etiquette in your field of expertise; concepts of power, space and time | | | | |
| | - Remarkable cultural behaviours/rituals/values | | | | |
| | - Conclusion with whether or not you would like to live there and why (not) | | | | |
| | Conclusion with whether of not you would like to live there and why (not) | | | | |
| | 3. Presentation skills | | | | |
| | | | | | |
| | 4. A hand-out of the presentation will submitted on ELO (inleveropdracht) | | | | |
| | | | | | |
| | 5. A written individual evaluation of teamwork will be submitted on ELO | | | | |
| Form of test | Written test / exam | | | | |
| Written ever | | | | | |
| Written exam Titel | Written exam | | | | |
| Test description | The exam consists of 50 Multiple Choice questions based on the content of the book Sana | | | | |
| rest description | Reynolds and Deborah Valentine Guide to Cross-Cultural Communication, internet links and | | | | |
| | information provided on ELO (or Cultural Sensitivity, Nunez etc.) as well as the study guide. | | | | |
| | Besides that there will be questions on the topics dealt with in the lectures. | | | | |
| Form of test | Oral test / exam | | | | |
| | | | | | |
| Intercultural Sensitivity | | | | | |
| Titel | Intercultural Sensitivity | | | | |
| Learning material | Book | | | | |
| carrier | IODN 0 700000 051000 | | | | |
| Identification | ISBN 9 789023 251330 Ir. Carlos Nunez, Drs. Raya Nunez Mahdi, Drs Laura Popma | | | | |
| Author Publisher | Royal Van Gorcum | | | | |
| Location of publication | Assen | | | | |
| Year of publication | 2014 | | | | |
| Edition | Third | | | | |
| Price | € 16,50 | | | | |
| | | | | | |
| Titel | Guide to Cross-Cultural Communication | | | | |
| Learning material | Book | | | | |
| carrier | | | | | |
| Identification | ISBN: 0-13-049784 | | | | |
| Author | Sana Reynolds and Deborah Valentine | | | | |
| Publisher | Prentice Hall Series in Advanced Business Communication | | | | |
| Year of publication | 2004 | | | | |
| | | | | | |
| Location Main language | Zwolle English | | | | |



| Judgment | | | | | |
|--------------------|--|------------------------|--------|--|--|
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | | | | |
| Calculation method | Weighted average and all tests are 'Completed' | | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Participation | Fail to Pass | Higher or equal to 5.5 | 0.0 | | |
| Presentation | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| Written exam | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |



Drama and Improvisation

| Course code | EN-IN-DRIM.XX.01 | | |
|------------------------|---|--|--|
| Study Unit description | EN-IN-DRIM.XX.01 | | |
| Course name | Drama and Improvisation | | |
| English course name | Drama and Improvisation | | |
| Target group | No specific target group | | |
| EC's | 3 | | |
| Domain | BE | | |
| Education | LVO 2nd Gr. Geography LVO 2nd Gr. Biology LVO 2nd Gr. German LVO 2nd Gr. English LVO 2nd Gr. French LVO 2nd Gr. History LVO 2nd Gr. Physics LVO 2nd Gr. Dutch LVO 2nd Gr. Chemistry LVO 2nd Gr. Math | | |
| Level | Basic = NLQF 4+ | | |
| Objective | Students can demonstrate the 5 basic concepts of dramatical design/form Students can demonstrate suitable and clear body language Students can demonstrate credible emotions Students can demonstrate suitable energies and apply difference in tempi Students can consciously design a basic mise-en-scène and effectively choose suitable props and clothing Students can apply and demonstrate the Aristotelian construction of scenes | | |
| Required knowledge | Pre-condition for entering the module General - Approval and inclusion of EN-IN-DRIM in the Learning Agreement supplied by the home university - There are not subject related pre-conditions in effect Knowledge of English - Student is able to understand explanations - Student is able to read and write in English | | |
| | | | |
| Educational content | The module is centered around improving the following areas: - Gaining self confidence relating to presenting for a group - Improving concentration - Enhancing verbal and non-verbal communication - Improving improvisation skills and creativity therein In order to improve these areas, students work on recognizing, applying and practicing the following skills in class: - I: The 5 basis concepts of dramatical design/form - II: Body language - III: Tempi - IV: Strenghten, weaken and enhance emotions | | |
| Teaching aids | - V: Improvising (accepting, blocking, creativity) Improvisation hand-out on blackboard | | |



| Teaching methods | Students activities: - Be present at the presentations of drama theory - Take part in the group assignments | | | | |
|-----------------------------|--|--|--------|--|--|
| Supervisory activity | Lecturers activities: Lecturers will mostly be interactive through group assignments and partly theoretical through short presentations of drama theory. | | | | |
| | | | | | |
| Presentation and assignment | | | | | |
| Testname | Presentation and assignment | | | | |
| Test description | Final presentation: - There will be a final presentation in which the students show that they can apply the objectives related to the topics of the lessons. Final assignment: - There will be a final assignment in which the students show that they can relate the educational content to their future profession. | | | | |
| Practical action | Skill lessons | | | | |
| Location | Zwolle | | | | |
| Main language | English | | | | |
| | | | | | |
| Judgment | | | | | |
| Gradingdomain | 1 to 10, 1 dec. | | | | |
| Caesura | Higher or equal to 5.5 | | | | |
| Counting result | Highest | Highest | | | |
| Calculation method | | Weighted average and all tests are 'Completed' | | | |
| Rounding | Floor (rounding down) | | | | |
| | | | | | |
| Sub assessment | Gradingdomain | Caesura | Weight | | |
| Presentation and | 1 to 10, 1 dec. | Higher or equal to 5.5 | 1.0 | | |
| assignment | | | | | |