

**University of  
Applied Sciences**



**Windesheim**

Specifications of courses

**International Business Studies 2**

**Doing Business in the World**

**Autumn semester**



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## 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 (HBO01)<br>Creativity and complexity and action (HBO05)<br>Multidisciplinary integration (HBO02)<br>Problem-oriented working (HBO06)<br>Transfer and broad employability (HBO04)<br>Scientific application and research (HBO03)   |
| EC's                          | 4   |
| Domain                        | BMR   |
| Education                     | International Business and Languages  |
| Level                         | Advanced  |
| Objective                     | <ul style="list-style-type: none"> <li>- The student can evaluate the performance of an internationally operating company from the perspective of various stakeholders</li> <li>- The student can gather and systematically organise information about the international business context</li> <li>- The student can identify trends and issues that are important to the company</li> <li>- The student can appraise how the company deals with the identified trends and issues</li> <li>- The student is able to present the information</li> </ul>  |
| Educational content           | <p>During the project the student executes the following tasks:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Analysis of the international environment of the company (also using the stakeholder approach)</li> <li>- Identification of trends and issues that are relevant to the company (whereby students distinguish between regional and global trends and issues)</li> <li>- Appraisal of how the company deals with the identified trends and issues in order to keep its stakeholders happy.</li> </ul> |
| Teaching aids                 | Standard  |
| Teaching methods              | Project group work  |
| Supervisory activity          | <p>The tutor:</p> <ul style="list-style-type: none"> <li>- supports students in drawing up of the project plan and the collaboration contract</li> <li>- gives intermediary feedback on half-products and on the process</li> <li>- examines and evaluates the professional products that students deliver</li> </ul>   |
| <b>Final mark - project 1</b> |   |
| 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  |

## 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                      | Global Trends and Issues   |
| Target group                             | Fulltime regular   |
| EC's                                     | 3  |
| Domain                                   | BMR  |
| Education                                | International Business and Languages   |
| Level                                    | Advanced   |
| Objective                                | <ul style="list-style-type: none"> <li>- Students learn what trends and issues are, how they develop and how they can be monitored and managed.</li> <li>- The student knows what trends and issues are, how they develop and how they can be monitored and managed</li> <li>- 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).</li> <li>- The student can, making use of the DESTEP / PESTEL model, describe the main relevant trends and issues for the future sustainability of the multinational company of the project, illustrate how these trends and issues developed, which stakeholders are involved in what way.</li> </ul> |
| Educational content                      | <p>During the lectures, the following topics and issues will be covered:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Global challenges at the beginning the Twenty-First Century: Demographic, Economic, Social, Technological, Ecological and Political.</li> </ul>  |
| Teaching aids                            | Standard   |
| Teaching methods                         | <p>Interactive teaching</p> <p>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.</p> <p>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.</p>   |
| Supervisory activity                     | Teaching and coaching  |
| <b>Assignment</b>                        |  |
| Testname                                 | Assignment   |
| Test description                         | <ul style="list-style-type: none"> <li>- Essay/Report</li> <li>- Presentation</li> <li>- Interview expert</li> <li>- Develop questions</li> </ul>  |
| <b>Scenario-based Strategic Planning</b> |  |
| Titel                                    | Scenario-based Strategic Planning  |
| Learning material carrier                | Study book   |
| Identification                           | ISBN: 978-3-658-02874-9; ebook: 978-3-658-02875-6  |
| Author                                   | Schwenker Burkhard, etal   |

|                         |  |                        |               |
|-------------------------|--|------------------------|---------------|
| Publisher               | Springer Gabler                                |                        |               |
| Location of publication | Wiesbaden                                      |                        |               |
| Year of publication     | Latest version                                 |                        |               |
| Print                   | Latest version                                 |                        |               |
| Price                   | € 45,00  |                        |               |
| Location                | Zwolle   |                        |               |
| <b>Judgment</b>         |  |                        |               |
| 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)                          |                        |               |
| <b>Sub assessment</b>   |  |                        |               |
| <b>Assignment</b>       | <b>Gradingdomain</b>                           | <b>Caesura</b>         | <b>Weight</b> |
| Assignment              | Fail to Pass                                   | Higher or equal to 5.5 | 1.0           |

## Business skills and professional English

|                        |  |
|------------------------|--|
| Course code            | IBLmIBS1.EN  |
| Study Unit description | IBLmIBS1 Business Skills and Professional English  |
| Course name            | IBS1 Business Skills and Professional English  |
| English course name    | Business Skills and Professional English   |
| Target group           | Fulltime regular   |
| Competences            | Broad professionalization (HBO01)<br>Creativity and complexity and action (HBO05)<br>Multidisciplinary integration (HBO02)<br>Problem-oriented working (HBO06)   |
| EC's                   | 2  |
| Domain                 | BMR  |
| Education              | International Business   |
| Level                  | Intermediate and Advanced  |
| Objective              | Students will gain an understanding of building and giving various types of (professional) presentations and actively practice and monitor their progress during a series of interactive sessions in small student groups with a maximum of teacher involvement.   |
| Educational content    | During the interactive sessions, students will practice various types of professional presentations and use peer and expert feedback to improve both their language skills as well as their professional skills. Students may formulate specific learning objectives derived from previous experiences and receive feedback. |
| Teaching aids          | Standard   |
| Teaching methods       | Learning by doing  |
| Supervisory activity   | Teacher and peer feedback  |
| <b>Final mark</b>      | Portfolio: pass or fail; 1-10 grade for a final video presentation   |
| Testname               | Portfolio and video documentation  |
| Test description       | Document (portfolio)   |
| Form of test           | Collection of various presentations in portfolio   |
| Evidence of end level  | No   |

## International Logistics

|                               |   |
|-------------------------------|---|
| <b>Course code</b>            | IBLmIBS2.IL   |
| <b>Study Unit description</b> | IBLmIBS2.IL   |
| <b>Course name</b>            | International Logistics   |
| <b>English course name</b>    | International Logistics   |
| <b>Target group</b>           | Fulltime regular  |
| <b>Competences</b>            | Broad professionalization (HBO01)<br>Creativity and complexity and action (HBO05)<br>Multidisciplinary integration (HBO02)<br>Problem-oriented working (HBO06)<br>Transfer and broad employability (HBO04)<br>Scientific application and research (HBO03)   |
| <b>EC's</b>                   | 3   |
| <b>Domain</b>                 | BMR   |
| <b>Education</b>              | International Business  |
| <b>Level</b>                  | Advanced  |
| <b>Objective</b>              | Companies expand business internationally to increase income, to cut costs, to lower their risk profile and to learn new things. While doing so, these companies incur many challenges. In this course we will look at the broader logistical impact of the decisions companies make. We will analyze these challenges and learn how to deal to with these.             |
| <b>Educational content</b>    | <ul style="list-style-type: none"> <li>- Culture and what it means for doing business internationally.</li> <li>- Logistics and customs.</li> <li>- Different ways to export goods and the risks and liabilities for the involved parties</li> <li>- Market entry, payment and credit insurance.</li> <li>- Ethical behavior in an international environment</li> </ul> |
| <b>Teaching aids</b>          | Standard  |
| <b>Teaching methods</b>       | <ul style="list-style-type: none"> <li>- Interactive lectures</li> <li>- Cases</li> </ul>   |
| <b>Supervisory activity</b>   | Teacher feedback  |
|                               |   |
| <b>Final mark</b>             | 1-10, caesura higher or equal to 5.5.   |
| <b>Testname</b>               | Export plan   |
| <b>Test description</b>       | You will write a plan in which you export a product of your choice. You will take logical steps, include appropriate logistical concepts, conduct a risk analysis and make sound decisions.   |
| <b>Form of test</b>           | Document  |
| <b>Evidence of end level</b>  | No  |

## 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              | <p>After having finalized this module the student is capable to:</p> <ul style="list-style-type: none"> <li>- identify basic structures of international organisations;</li> <li>- recognise different instruments for the design of an organisational and the definition of an organisational strategy;</li> <li>- recognize the relationship between theories, models and organizational aspects in the practice of the daily business;</li> <li>- show insight in the structural and cultural aspects of intercultural cooperation;</li> <li>- explain the different aspect of decision making in organisations (incl. the basic tools to support decisions);</li> <li>- understand organizational processes related to change and innovation.</li> </ul> |
| 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 and decision making 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.  |
| <b>Project Work</b>    |  |
| 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   |
| <b>Written exam</b>    |  |
| Testname               | Written exam   |
| Test description       | The exam consists open questions   |
| Form of test           | Written exam   |
| Evidence of end level  | No   |



|   |  |                        |               |
|---|--|------------------------|---------------|
| <b>Organisation and Management, an international approach</b> |  |                        |               |
| <b>Titel</b>  | Handbook Organisation and Management, a practical approach |                        |               |
| <b>Learning material carrier</b>                              | Study book   |                        |               |
| <b>Identification</b>   | 9789001895648  |                        |               |
| <b>Author</b>   | Marcus and van Dam   |                        |               |
| <b>Publisher</b>  | Noordhoff uitgevers – Groningen/Houten                     |                        |               |
| <b>Location of publication</b>                                | Groningen/Utrecht  |                        |               |
| <b>Year of publication</b>                                    | 2019   |                        |               |
| <b>Edtion</b>   | 4th  |                        |               |
| <b>Price</b>  | Around € 80,00 at studystore.nl                            |                        |               |
| <b>Location</b>   | Zwolle   |                        |               |
| <b>Judgment</b>   |  |                        |               |
| <b>Gradingdomain</b>  | 1 to 10, 1 dec.  |                        |               |
| <b>Caesura</b>  | Higher or equal to 5.5                                     |                        |               |
| <b>Counting result</b>  | Highest  |                        |               |
| <b>Calculation method</b>                                     | Weighted average and all tests are 'Completed'             |                        |               |
| <b>Rounding</b>   | Floor (rounding down)                                      |                        |               |
| <b>Sub assessment</b>   |  |                        |               |
| <b>Sub assessment</b>   | <b>Gradingdomain</b>                                       | <b>Caesura</b>         | <b>Weight</b> |
| 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           |

## Intercultural Competence and Diversity Management

|                               |   |
|-------------------------------|---|
| <b>Course code</b>            | IBLmIBS1.IC   |
| <b>Study Unit description</b> | IBLmIBS1 Intercultural Competence and diversity management  |
| <b>Course name</b>            | IBS1 Intercultural Competence and diversity management  |
| <b>English course name</b>    | Intercultural Competence and diversity management   |
| <b>Target group</b>           | Fulltime regular  |
| <b>Competences</b>            | <ul style="list-style-type: none"> <li>- Broad professionalization (HBO01)</li> <li>- Creativity and complexity and action (HBO05)</li> <li>- Multidisciplinary integration (HBO02)</li> <li>- Problem-oriented working (HBO06)</li> <li>- Transfer and broad employability (HBO04)</li> <li>- Scientific application and research (HBO03)</li> </ul>   |
| <b>EC's</b>                   | 2   |
| <b>Domain</b>                 | BMR   |
| <b>Education</b>              | International Business and Languages  |
| <b>Level</b>                  | Advanced  |
| <b>Objective</b>              | <p>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 &amp; communication will most probably end in well meant approaches, but no concrete results. In this module, explicit attention is given to how to define as well as develop these essential 21st century skills</p> <p>Students actively map their current state of Intercultural Development by means of the Intercultural Readiness Check and develop an action plan on which they base a number of activities that explicitly help strengthen their intercultural skills. Also, by means of group projects and activities, the theme of diversity will be discussed and applied.</p> |
| <b>Educational content</b>    | <p>Students complete the Intercultural Readiness Check and receive an extensive feedback report that helps them to develop the action plan, in which they focus on certain facets more in particular.</p> <p>In joint activities with local and international students, students actively develop their chosen facets as well as diversity management skills.</p> <p>In a 5 step online training tool. Students will actively practice and monitor their intercultural development by means of role play training</p> <p>Students report back on their progress by means of a portfolio.</p>  |
| <b>Teaching aids</b>          | <p>The Intercultural Readiness Check, provided.</p> <p>Articles and cases, provided.</p> <p>Traintool Intercultural effectiveness, provided.</p>  |
| <b>Teaching methods</b>       | Group collaboration activities, peer and teacher feedback   |
| <b>Supervisory activity</b>   | <p>Tutor</p> <ul style="list-style-type: none"> <li>- Supports students in creating understanding of the IRC profile and action plan</li> <li>- Gives intermediary feedback on half-products and on the process</li> <li>- Examines and evaluates the professional products that students deliver</li> <li>- facilitates group works and and activities</li> </ul>  |
|                               |   |
| <b>Report part 1</b>          |   |
| <b>Testname</b>               | Report part 1   |



|                      |  |
|----------------------|--|
| Form of test         | Reflection report  |
| <b>Report part 2</b> |  |
| Testname             | Report part 2  |
| Form of test         | Portfolio document (project documentation, internship report, thesis, portfolio) |
| <b>Judgment</b>      |  |
| 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)  |

## 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 (HBO10)   |
| LEEC's  | 2  |
| Domain  | BMR  |
| Education   | Accountancy<br>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.<br><br>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   | <ul style="list-style-type: none"> <li>- The nature of ethical problems and moral dilemmas in international business.</li> <li>- Classical moral theories to resolve moral dilemmas (consequentialism and deontology)</li> <li>- Stakeholdermanagement and stakeholder analysis method</li> <li>- Pluralism, cultural diversity and the ethical problem of relativism and universalism.</li> </ul> |
| Teaching aids   | Self study: blended learning Silverpoint to obtain knowledge and insight   |
| Teaching methods  | Workshops to learn how to write an advisory report   |
| Supervisory activity  | 4 workshops to accompany students to write advisory reports  |
| <b>Advisory report business ethics</b>                                      |  |
| 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   |
| <b>Reader Ethical problems and moral dilemmas in international business</b> |  |
| Reader Ethical problems and moral dilemmas in international business        | Provided by teacher  |
| 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   |

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

## International Business Case Competition

|                        |  |
|------------------------|--|
| Course code            | IBLmIBS2.BCC   |
| Study Unit description | IBLmIBS2 Business Case Competition   |
| Course name            | IBS2 International Business Case Competition   |
| English course name    | International Business Case Competition  |
| Target group           | Fulltime regular   |
| Competences            | Broad professionalization (HBO01)<br>Creativity and complexity and action (HBO05)<br>Multidisciplinary integration (HBO02)<br>Problem-oriented working (HBO06)<br>Transfer and broad employability (HBO04)<br>Scientific application and research (HBO03)  |
| EC's                   | 3  |
| Domain                 | BMR  |
| Education              | International Business   |
| Level                  | Advanced   |
| Objective              | Students are trained to be skilled at solving complex business cases in collaboration in teams and in a competitive environment.   |
| Educational content    | In a series of training sessions, students will receive various forms of expert coaching in order to work towards successfully solving Harvard style business cases. Students will have the opportunity to subscribe to a competition format once they have formed a committed team and depending on the opportunities offered by Windesheim as well as partners. Next to developing skills in analysing and diagnosing, students will also be trained in formulating advice and how to convincingly present their ideas. Lastly, attention will be paid to writing style and building professional reports. |
| Teaching aids          | Standard   |
| Teaching methods       | Coaching   |
| Supervisory activity   | Teacher feedback   |
|                        |  |
| Final mark             | 1-10, caesura higher or equal to 5.5.  |
| Testname               | Report   |
| Test description       | Business case advisory report  |
| Form of test           | Document   |
| Evidence of end level  | No   |

## WH - Family Business Workshop

|                         |   |
|-------------------------|---|
| Course code             | WH.MI.MPGW  |
| Study Unit description  | WH1920 - 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)<br>WH.LO2 - Power to Act (WH.LO2)<br>WH.LO5 - Innovator (WH.LO5)   |
| EC's                    | 5   |
| Domain                  | BMR   |
| Education               | Global Project and Change Management  |
| Level                   | Advanced  |
| Objective               | <p>CO1 1. Identify the key dimensions of the business, family and ownership systems that define the field of family business and understand the prevalence and economic contribution of family businesses in the world;</p> <p>CO2. 2. Know, evaluate and apply theories and/or models in the field of family businesses, including strategic management, governance, succession, change and value creation and relationships and conflicts in the family business;</p> <p>CO3. 3. Recognize the root cause of challenges in family businesses while showing solid analysis techniques, creative problem-solving skills combined with detailed and realistic recommendation formulation;</p> <p>CO4. 4. Present your recommendation in the role of consulting professionals.</p>  |
| Educational content     | <p>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.</p> <p>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.</p> |
| Teaching aids           | N.a.  |
| Teaching methods        | Coaching on the job, peer interaction and feedback  |
| Supervisory activity    | Coaching and feedback   |
| <b>Group Assignment</b> |   |
| Testname                | Group Assignment  |

|                                     |  |                        |               |
|-------------------------------------|--|------------------------|---------------|
| <b>Individual Assignment</b>        |  |                        |               |
| Testname                            | Individual Assignment                          |                        |               |
| <b>Managing the Family Business</b> |  |                        |               |
| Titel                               | Managing the Family Business                   |                        |               |
| Learning material carrier           | Book   |                        |               |
| Author                              | Zelweger                                       |                        |               |
| Publisher                           | Edward Elgar Publishing                        |                        |               |
| Year of publication                 | 2017   |                        |               |
| <b>Family Business</b>              |  |                        |               |
| Titel                               | Family Business                                |                        |               |
| Learning material carrier           | Book   |                        |               |
| Author                              | Gils, van A. & Helvert-Beugels, J.             |                        |               |
| Year of publication                 | 2016   |                        |               |
| Location                            | Zwolle   |                        |               |
| Main language                       | English  |                        |               |
| <b>Judgment</b>                     |  |                        |               |
| 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)                          |                        |               |
| <b>Sub assessment</b>               |  |                        |               |
|                                     | <b>Gradingdomain</b>                           | <b>Caesura</b>         | <b>Weight</b> |
| 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          |



## Teaching assistant French

|                        |  |                        |        |
|------------------------|--|------------------------|--------|
| Course code            | IBLmIBS.PD2  |                        |        |
| Study Unit description | IBLmIBS.PD2 Professional Development 2   |                        |        |
| 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 Languages   |                        |        |
| Level                  | Advanced   |                        |        |
| Objective              | For native French speakers only: To share language skills with IB students and develop leadership skills while teaching  |                        |        |
| Educational content    | The French native speaking student will support and contribute to teaching activities in language skills.<br><br>Student will align with teacher how the the teaching assistance my take place |                        |        |
| Teaching aids          | Lecturing materials, assignments, ELO  |                        |        |
| Teaching methods       | Online, group and individual coaching  |                        |        |
| Supervisory activity   | Teacher will closely monitor the student assistants performance and progress by organising 3-weekly meetings with the students, apart from teaching hours                                      |                        |        |
| <b>Learning report</b> |  |                        |        |
| 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   |                        |        |
| <b>Judgment</b>        |  |                        |        |
| 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)  |                        |        |
| <b>Sub assessment</b>  |  |                        |        |
| Learning report        | Gradingdomain  | Caesura                | Weight |
|                        | Very poor to excellent   | Higher or equal to 5.5 | 1.0    |

## Teaching assistant German

|                        |  |                        |        |
|------------------------|--|------------------------|--------|
| 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: Language teaching assistance German for International Business   |                        |        |
| Target group           | Fulltime regular   |                        |        |
| Competences            | Broad professionalization (HB001)  |                        |        |
| EC's                   | 3  |                        |        |
| Domain                 | BMR  |                        |        |
| Education              | International Business and Languages   |                        |        |
| Level                  | Advanced   |                        |        |
| Objective              | For the native German speaking student: to share language skills with IB students and develop leadership skills while teaching   |                        |        |
| Educational content    | <p>The native German speaking student will support and contribute to teaching activities in language skills.</p> <p>Student will align with teacher how the the teaching assistance may take place</p> |                        |        |
| 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-weekly meetings with the students, apart from teaching hours  |                        |        |
| <b>Learning report</b> |  |                        |        |
| 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   |                        |        |
| <b>Judgment</b>        |  |                        |        |
| 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)  |                        |        |
| <b>Sub assessment</b>  |  |                        |        |
| Learning report        | Gradingdomain  | Caesura                | Weight |
|                        | Very poor to excellent   | Higher or equal to 5.5 | 1.0    |

## 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            | <p>Basic qualification for management positions (HBO09)<br/>         Awareness of social responsibility (HBO10)<br/>         Broad professionalization (HBO01)<br/>         Thinking and acting methodically and reflectively (HBO07)<br/>         Multidisciplinary integration (HBO02)<br/>         Problem-oriented working (HBO06)</p>   |
| LEEC's                 | 4  |
| Domain                 | BMR  |
| Education              | International Business and Languages   |
| Level                  | Advanced   |
| Objective              | <p>The student is able to:</p> <ul style="list-style-type: none"> <li>- analyse the strategy of a multinational. This analysis makes use of the analysis carried out in the first part of the project (period 3).</li> <li>- assess and describe the reputation of the multinational from the perspective of different stakeholders (shareholders, employees, customers, media, suppliers/competitors, public authorities, government organisations)</li> <li>- 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.</li> <li>- develop a short (3 minutes) film (YouTube quality) which communicates the essence of the new strategy of the multinational to stakeholders.</li> <li>- present the recommendations to the Board of Directors of the multinational (in this case the project lecturers).</li> <li>- work effectively in a multicultural project team</li> </ul>  |
| Educational content    | <p>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 :</p> <ol style="list-style-type: none"> <li>1. the Profit, People, Planet triangle</li> <li>2. The SWOT analysis</li> <li>3. Confrontation matrix</li> <li>4. SFA (Suitability, feasibility, acceptability) selection model</li> <li>5. the business canvas model of Osterwalder</li> <li>6. the value proposition model</li> </ol> <p>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.<br/>         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).</p> |
| Teaching aids          | Standard, powerpoint   |
| Teaching methods       | Group work with final presentation of group report   |
| Supervisory activity   | <p>The tutor/teacher:</p> <ul style="list-style-type: none"> <li>- Facilitates students in drafting project plan</li> <li>- Provides lectures</li> <li>- Provides feedback during the project on products and process.</li> </ul>  |

|  |   |                        |               |
|--|---|------------------------|---------------|
|  | - Performs assessment of the students work  |                        |               |
| <b>Final mark - project 2</b>                                    |   |                        |               |
| Testname   | Final mark - project 2  |                        |               |
| Test description   | Analyse and advisory report, movie corporate story, final presentation and individual defence and process |                        |               |
| <b>Reliable internet resources, annual reports, company info</b> |   |                        |               |
| Titel  | Reliable internet resources, annual reports, company info   |                        |               |
| Learning material carrier  | Online  |                        |               |
| Identification   | Internet  |                        |               |
| Location   | Zwolle  |                        |               |
| Main language  | English   |                        |               |
| <b>Judgment</b>  |   |                        |               |
| 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)   |                        |               |
| <b>Sub assessment</b>  | <b>Gradingdomain</b>  | <b>Caesura</b>         | <b>Weight</b> |
| Final mark - project 2   | 1 to 10, 1 dec.   | Higher or equal to 5.5 | 1.0           |

## 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)<br>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              | <ul style="list-style-type: none"> <li>- The students understands the concepts of Sustainability and Marketing</li> <li>- The student is able to develop Sustainability Marketing Opportunities</li> <li>- The student is able to develop Sustainability Marketing Standards and Strategies</li> <li>- The student is able to develop a Sustainability Marketing Mix</li> <li>- The student has knowledge of the Future of Sustainability Marketing</li> </ul>  |
| Educational content    | <p>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</p> <p>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]</p> <p>The following topics will be covered in this module:</p> <p>PART I Understanding Sustainability and Marketing</p> <ol style="list-style-type: none"> <li>1 Marketing in the Twenty-First Century</li> <li>2 Framing Sustainability Marketing</li> </ol> <p>PART II Developing Sustainability Marketing Opportunities</p> <ol style="list-style-type: none"> <li>3 Socio-ecological Problems</li> <li>4 Sustainable Consumer Behaviour</li> </ol> <p>PART III Developing Sustainability Marketing Standards and Strategies</p> <ol style="list-style-type: none"> <li>5 Sustainability Marketing Values and Objectives</li> <li>6 Sustainability Marketing Strategies</li> </ol> <p>PART IV Developing the Sustainability Marketing Mix</p> <ol style="list-style-type: none"> <li>7 Customer Solutions</li> <li>8 Communications</li> <li>9 Customer Cost</li> </ol> <p>PART V Developing the Future of Sustainability Marketing</p> <ol style="list-style-type: none"> <li>11 Sustainability Marketing Transformations</li> <li>12 Reframing Sustainability Marketing</li> </ol> |
| Teaching aids          | Powerpoint<br>ELO<br>Literature   |
| Teaching methods       | Interactive teaching (lectures and seminars)  |
| Supervisory activity   | Teaching and coaching   |

|  |  |                        |               |
|--|--|------------------------|---------------|
| <b>Group Portfolio</b>   |  |                        |               |
| Testname   | Group portfolio  |                        |               |
| Test description   | Students deliver a portfolio with a set of assignments                 |                        |               |
| <b>Individual portfolio</b>                                    |  |                        |               |
| Testname   | Individual portfolio   |                        |               |
| Test description   | Students deliver an individual portfolio with assignments              |                        |               |
| Form of test   | Document (project documentation, internship report, thesis, portfolio) |                        |               |
| Evidence of level  | None   |                        |               |
| <b>Written exam</b>  |  |                        |               |
| Testname   | Written exam   |                        |               |
| Test description   | Multiple choice  |                        |               |
| <b>Sustainability Marketing: A Global Perspective (e-book)</b> |  |                        |               |
| Titel  | Sustainability Marketing: A Global Perspective (e-book)                |                        |               |
| Learning material carrier                                      | Digital media  |                        |               |
| Identification   | ISBN 978EUDTE00447   |                        |               |
| Author   | Frank-Martin Belz, Ken Peattie   |                        |               |
| Publisher  | Wiley Desktop Edition  |                        |               |
| Year of publication  | 2010   |                        |               |
| Price  | € 30,60  |                        |               |
| <b>Sustainability Marketing: A Global Perspective</b>          |  |                        |               |
| Titel  | Sustainability Marketing: A Global Perspective                         |                        |               |
| Learning material carrier                                      | Book   |                        |               |
| Identification   | ISBN 9781119966197   |                        |               |
| Author   | Frank-Martin Belz, Ken Peattie   |                        |               |
| Year of publication  | 2012   |                        |               |
| Price  | € 48,73  |                        |               |
| Location   | Zwolle   |                        |               |
| Main language  | Dutch  |                        |               |
| <b>Judgment</b>  |  |                        |               |
| 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)  |                        |               |
| <b>Sub assessment</b>  |  |                        |               |
|  | <b>Gradingdomain</b>   | <b>Caesura</b>         | <b>Weight</b> |
| Group Portfolio  | 1 to 10, 1 dec.  | Higher or equal to 5.5 | 1.0           |
| Individual Portfolio   | 1 to 10, 1 dec.  | Higher or equal to 5.5 | 1.0           |

## Supply Chain Finance

|  |  |
|--|--|
| Course code  | IBLmIBS2.SCF   |
| Study Unit description   | IBLmIBS2 Supply Chain Finance  |
| Course name  | 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  | <p>In a globalizing economy, industrial value chains become more complex, spanning more countries and supply chain members than ever before. While flows of goods 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.</p> <p>In six lectures we will discuss the following subjects:</p> <ul style="list-style-type: none"> <li>Supply Chain Structure and Financial Processes</li> <li>Working Capital</li> <li>Working Capital Management</li> <li>Costs in the supply chain</li> <li>Supply Chain Risk and Control</li> <li>Supply Chain Finance Instruments</li> </ul> <p>In the last week of the course, you will learn how to apply all studied theory by means of a 2 day simulation game.</p> |
| Teaching aids  | Simulation game: The Cool Connection<br>E- learning modules  |
| Teaching methods   | Lectures<br>Classroom assignments<br>Simulation game   |
| Supervisory activity   | Lecturing<br>Coaching  |
| <b>Participation simulation game &amp; attendance lectures</b> |  |
| Testname   | Participation simulation game & attendance lectures  |
| Test description   | Participation in the simulation game is mandatory<br>Attendance of lectures needs to be at least 80%   |
| Evidence of end level  | No   |

|   |  |                        |               |
|---|--|------------------------|---------------|
| <b>Written exam</b>                                   |  |                        |               |
| Testname  | Written exam                                   |                        |               |
| Test description                                      | MC and open questions                          |                        |               |
| Form of test  | Written exam                                   |                        |               |
| Evidence of end level                                 | No   |                        |               |
| <b>Selection of articles, available on ELO</b>        |  |                        |               |
| Titel   | Selection of articles, available on ELO        |                        |               |
| Learning material carrier                             | Online   |                        |               |
| Author  | C. de Goeij                                    |                        |               |
| Publisher   | Windesheim                                     |                        |               |
| Price   | € 0,00   |                        |               |
| <b>Business Simulation Game (The Cool Connection)</b> |  |                        |               |
| Titel   | Business Simulation Game (The Cool Connection) |                        |               |
|   | Digital media                                  |                        |               |
| Price   | € 35,00  |                        |               |
| Location  | Zwolle   |                        |               |
| Main language   | English  |                        |               |
| <b>Judgment</b>                                       |  |                        |               |
| 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)                          |                        |               |
| <b>Sub assessment</b>                                 |  |                        |               |
|   | <b>Gradingdomain</b>                           | <b>Caesura</b>         | <b>Weight</b> |
| Participation simulation game & attendance lectures   | Fail to Pass                                   | Higher or equal to 5.5 | 0.0           |
| Written exam  | 1 to 10, 1 dec.                                | Higher or equal to 5.5 | 1.0           |



## Critical thinking (Open Your mind)

|                               |   |
|-------------------------------|---|
| <b>Course code</b>            | IBLmIBS2.OYM  |
| <b>Study Unit description</b> | IBLmIBS2 Open Your Mind 2019-2020   |
| <b>Course name</b>            | IBS2 Open Your Mind: Critical and creative thinking in education and business   |
| <b>English course name</b>    | Open Your Mind: Critical and creative thinking in education and business  |
| <b>Target group</b>           | Fulltime regular  |
| <b>Competences</b>            | Broad professionalization (HBO01)<br>Creativity and complexity and action (HBO05)<br>Multidisciplinary integration (HBO02)<br>Problem-oriented working (HBO06)<br>Transfer and broad employability (HBO04)<br>Scientific application and research (HBO03)   |
| <b>EC's</b>                   | 3   |
| <b>Domain</b>                 | BMR   |
| <b>Education</b>              | International Business  |
| <b>Level</b>                  | Advanced  |
| <b>Objective</b>              | <p>After the course students will know:</p> <ul style="list-style-type: none"> <li>• the difference between a fixed and growth mindset and what this means for their own learning</li> <li>• the basic critical thinking and creative thinking skills</li> </ul> <p>After the course students will be able to:</p> <ul style="list-style-type: none"> <li>• the basic professional writing skills</li> <li>• their own value as a future starting professional</li> </ul> <p>After the course students will be able to:</p> <ul style="list-style-type: none"> <li>• think critically about their own field of study and future profession</li> <li>• to be(come) creative in their own field of study and future profession.</li> <li>• write convincing, professional and creative texts in good English</li> </ul> <p>give a compelling presentation about a subject of choice..</p> |
| <b>Educational content</b>    | <ul style="list-style-type: none"> <li>• Critical thinking skills: critical reading, reasoning, structuring information, analysing, evaluating and judging</li> <li>• Writing skills for both creative and business writing: planning, formulating, editing and revising</li> <li>• Creative thinking skills: convergent and divergent thinking, thinking outside and inside the box.</li> </ul>  |
| <b>Teaching aids</b>          | Standard  |
| <b>Teaching methods</b>       | Interactive workshops   |
| <b>Supervisory activity</b>   | Teacher feedback  |
|                               |   |
| <b>Final mark</b>             |   |
| <b>Testname</b>               | Portfolio with class assignments  |
| <b>Test description</b>       | Students hand in their (digital) portfolio with class assignments   |
| <b>Form of test</b>           | Document  |
| <b>Evidence of end level</b>  | No  |



## International Branding and Marketing Across Cultures

No information yet.

## 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)<br>Performance Management 2 (FC.LO3)   |                        |               |
| EC's                          | 3   |                        |               |
| Domain                        | BMR   |                        |               |
| Education                     | Finance and Control   |                        |               |
| Level                         | Advanced  |                        |               |
| Objective                     | Students improve their understanding of: <ul style="list-style-type: none"> <li>- Equity investments (valuation of stocks)</li> <li>- Foreign exchange markets (currency exchange rates, exchange rate risks)</li> <li>- Portfolio theory (asset allocation, portfolio design)</li> </ul> |                        |               |
| Educational content           | Students design an investment portfolio   |                        |               |
| Teaching aids                 | Finance   |                        |               |
| Teaching methods              | Projectgroups   |                        |               |
| Supervisory activity          | Projectsupport  |                        |               |
| Test                          |   |                        |               |
| <b>Process</b>                |   |                        |               |
| Testname                      | Process   |                        |               |
| <b>Written report (paper)</b> |   |                        |               |
| Testname                      | Written report (paper)  |                        |               |
| <b>None</b>                   |   |                        |               |
| Titel                         | None  |                        |               |
| Location                      | Zwolle  |                        |               |
| <b>Judgment</b>               |   |                        |               |
| 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)   |                        |               |
|                               |   |                        |               |
| <b>Sub assessment</b>         | <b>Gradingdomain</b>  | <b>Caesura</b>         | <b>Weight</b> |
| 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.L05)<br>Performance Management 2 (FC.L03)   |                        |               |
| 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: <ul style="list-style-type: none"> <li>- Cash flow</li> <li>- Networking capital</li> <li>- Ratios</li> <li>- Interest risk</li> <li>- Currency risk</li> </ul> |                        |               |
| Teaching aids  | Basic Calculator  |                        |               |
| Teaching methods   | Discussion about the problems   |                        |               |
| Supervisory activity   | Discussion about the text of Brealey Myers Marcus (Fundamentals of Corporate Finance) and discussion about the problems. The students should prepare the text in advance.               |                        |               |
| <b>Written exam</b>  |   |                        |               |
| Testname   | Written exam  |                        |               |
| <b>Brealey Myers Marcus: Fundamentals of Corporate Finance</b> |   |                        |               |
| Titel  | Brealey Myers Marcus: Fundamentals of Corporate Finance   |                        |               |
| Learning material carrier                                      | Study book  |                        |               |
| 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   |                        |               |
| <b>Judgment</b>  |   |                        |               |
| 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)   |                        |               |
| <b>Sub assessment</b>  |   |                        |               |
| Written exam   | <b>Gradingdomain</b>  | <b>Caesura</b>         | <b>Weight</b> |
|  | 1 to 10, 1 dec.   | Higher or equal to 5.5 | 1.0           |

### 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.L05)<br>Strategic Management (FC.L01)   |                        |        |
| EC's                           | 2   |                        |        |
| Domain                         | BMR   |                        |        |
| Education                      | Finance and Control   |                        |        |
| Level                          | Advanced  |                        |        |
| Objective                      | <p>The student masters the following concepts:</p> <ul style="list-style-type: none"> <li>- the circular flow</li> <li>- the Keynesian model</li> <li>- the concept of economic growth</li> <li>- the banking system</li> <li>- fiscal policy (IS-LM)</li> <li>- monetary policy (IS-LM)</li> </ul> |                        |        |
| Educational content            | The course provides a framework for analyzing the firm's financial environment.   |                        |        |
| Teaching aids                  | Book  |                        |        |
| Teaching methods               | Lectures/tutorial seminars (2 hours per week)   |                        |        |
| Supervisory activity           | Coaching  |                        |        |
| <b>Exam</b>                    |   |                        |        |
| Testname                       | Exam  |                        |        |
| Test description               | Written exam, multiple choice + open questions  |                        |        |
| Form of test                   | Written exam  |                        |        |
| <b>Principles of Economics</b> |   |                        |        |
| Titel                          | Principles of Economics   |                        |        |
| Learning material carrier      | Study book  |                        |        |
| Identification                 | ISBN 9780077132736  |                        |        |
| Author                         | McDowell  |                        |        |
| Publisher                      | McGraw Hill   |                        |        |
| Year of publication            | 2012  |                        |        |
| Location                       | Zwolle  |                        |        |
| Main language                  | English   |                        |        |
| <b>Judgment</b>                |   |                        |        |
| 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)   |                        |        |
| <b>Sub assessment</b>          |   |                        |        |
| Exam                           | Gradingdomain   | Caesura                | Weight |
|                                | 1 to 10, 1 dec.   | Higher or equal to 5.5 | 1.0    |