

# Semester 3 Module descriptors

## International Business

*2019-2020*  
*V0.1*



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## 1. Module Overview

An overview of all the module in semester 3, along with the amount of ECTS Credits and information about the type of assessment per module, can be found in table 1.

Table 1: Module Overview

Module	Period	ECTS Credits	Type of test	Weight	Individual or group assessment	Assessment scale	Minimum grade
Project 3a	3a	2	Report and defence	100%	Group and individual	1-10	5.5
Intercultural Proficiency Y2	3a	2	Exam	50%	Individual	1-10	5.5
			Coursework	50%	Individual	1-10	5.5
Law and Ethics 3	3a	3	Exam	100%	Individual	1-10	5.5
Business Research 3	3a	3	Exam	100%	Individual	1-10	5.5
Business IT Developments	3a	2	Coursework	100%	Group	1-10	5.5
Business Process Management 3	3a	3	Exam	60%	Individual	1-10	5.5
Project 3b	3b	2	Coursework	80%	Individual	1-10	5.5 <sup>1</sup>
			Report	20%	Group	1-10	5.5 <sup>1</sup>
FHMM Elective  Choose one of the following: 1. Concept Development 2. Neuromarketing 3. Regional Branding 4. Retail Marketing 5. Smart Marketing	3b	2	1. Exam	100%	Individual	1-10	5.5
			2. Exam	100%	Individual	1-10	5.5
			3. Report	100%	Individual	1-10	5.5
			4. Exam	100%	Individual	1-10	5.5
			5. Report	100%	Individual	1-10	5.5
International Marketing	3b	4	Exam	40%	Individual	1-10	5.5 <sup>1</sup>
			Coursework 1	40%	Group	1-10	5.5 <sup>1</sup>
			Coursework 2	20%	Group	1-10	5.5 <sup>1</sup>
Financial Accounting	3b	3	Exam	66.67%	Individual	1-10	5.5
			Coursework	33.33%	Group	1-10	5.5
Business Communication 5	3b	2	Exam	20%	Individual	1-10	5.5 <sup>1</sup>
			Coursework	80%	Individual	1-10	5.5 <sup>1</sup>
The Practice of Management Consulting	3b	2	Exam	50%	Individual	1-10	5.5
			Coursework	50%	Group	1-10	5.5

<sup>1</sup> The ECTS will not be given out in Progress until all elements have been graded and the final grade is a 5.5 or higher.

## 2. Module Descriptors

In this section detailed descriptions are given about the modules taught in semester 3, including student workload, learning outcomes and literature to be studied.

### 2.1 Project 3a

<b>Academic Year</b>	2019-2020
<b>Educational Program</b>	International Business
<b>Module Name</b>	Project 3a
<b>Module Code</b>	In the Schedule: PROJ In PROGRESS:
<b>Position in the Curriculum</b>	Semester 3, Period A
<b>Total Number of Credits and Study Hours</b>	2 ECTSs: 56 study hours Contact hours: 4 hours Self-Study hours: 52 hours
<b>Link to Other Module(s) in the Curriculum</b>	Link to all other subjects
<b>Course Coordinator</b>	R. Boon and M. Mambwe
<b>Lecturer(s)</b>	T. Terwee, B. van de Kerkhof, S. van den Berg, P. Stadhouders, I. van Mensvoort, Y. Wang, S. O'seasnain
<b>Program Learning Outcome (PLO)</b>	<p><b>NP IB Framework Theme:</b></p> <p>Ways of Working – Collaboration – WW6 and WWX2:</p> <ul style="list-style-type: none"> <li>• <i>Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.</i></li> <li>• <i>Coordinate the activities in a project, focusing on its goals, while maintaining effective and balanced relationships.</i></li> </ul> <p>Ways of Working – Management of Information as Digital Citizen – WW7:</p> <p><i>Produce management information from various data sources in an international business environment.</i></p> <p>Ways of Working – International Business Communication – WW4:</p> <p><i>Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.</i></p> <p>Living in the World – Personal &amp; Professional Development – LWX4:</p> <p><i>Manage one's tasks, even in stressful situations and modify one's behaviour or professional product by valuing feedback while maintaining focus on goals.</i></p> <p>Living in the World – Intercultural Proficiency - LW12:</p> <p><i>Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.</i></p> <p>Working and Management Tools – Marketing &amp; Sales – TWM15:</p> <p><i>Develop a well-founded marketing plan to support the creation of value for international customers.</i></p>
<b>Module Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• You can plan, organise, execute and evaluate a research project based on a project plan including: result-orientation, milestone planning, designated team roles &amp; rules and a selected B2C market segment that fit the project requirements.</li> <li>• You can plan, organise, execute and analyze relevant sources and data on the selected market segment (desk research).</li> <li>• You can explain the strategic value of customer journey mapping for a company of the interviewee (see below) in the selected market segment based on the desk research results.</li> <li>• You can explain the main customer journey map elements, including: design, scope, personas, touchpoints and (internal) process inventory on the selected market segment based on the desk research results.</li> </ul>



	<ul style="list-style-type: none"> <li>You can plan, organise, execute and analyse an in-depth (Skype) interview with a marketing manager (or other relevant business professional), with two of his/her customers and with two of his/her potential customers (field research).</li> <li>You can analyse, compare and evaluate the key findings of both desk and field research and build the customer journey map (CJM First Version) using the results on the main customer journey map elements (see above).</li> <li>You can brainstorm and investigate actionable insights and tactical customer journey process improvements for the selected company and market segment based on these key findings and put these in an improved customer journey map (CJM Final Version).</li> </ul>
<b>Lesson Plan</b>	<p>Week 1: Briefing on the project, incl. additional learning materials, team composition and roles, target market selection, project plan and planning.</p> <p>Week 2 and 3: Questionnaire design, inviting respondents and data gathering.</p> <p>Week 4: Inviting respondents, data gathering and analysis.</p> <p>Week 5: Data gathering, analysis and CJM First Version ('current journey').</p> <p>Week 6: Actionable insights and tactical customer journey process improvements.</p> <p>Week 7: CJM Final Version ('improved journey') and recommendations for continuous improvement.</p>
<b>Teaching Method</b>	<p>You actively work on this project in a team of a maximum of five students of at least three different nationalities. Each team is guided by an expert in a weekly team meeting. The expert will give you advice on your project, feedback on your progress and grade your deliverables.</p>
<b>Literature</b>	<ul style="list-style-type: none"> <li>Cooking Up a Winning Customer journey map (Touchpoint Dashboard Whitepaper). This Whitepaper explains the steps that are the backbone of this project in more detail.</li> <li>Customer journey mapping Toolkit (PPT doc.), including tools on:             <ul style="list-style-type: none"> <li>Project planning;</li> <li>General research;</li> <li>Segmentation and targeting;</li> <li>Customer closeness;</li> <li>Customer journey mapping;</li> <li>Measuring the experience;</li> <li>Action and evaluation.</li> </ul> </li> <li>Ten Essentials of Customer Journey Mapping: <a href="http://www.delmarresearch.com/marketing-technology/the-ten-essentials-of-customer-journey-mapping-defined/">http://www.delmarresearch.com/marketing-technology/the-ten-essentials-of-customer-journey-mapping-defined/</a></li> <li>The working of customer journey mapping: <a href="https://www.tandemseven.com/journey-mapping/5-ways-customer-journey-mapping-can-transform-business/">https://www.tandemseven.com/journey-mapping/5-ways-customer-journey-mapping-can-transform-business/</a></li> <li>The Truth About Customer Experience: <a href="https://hbr.org/2013/09/the-truth-about-customer-experience">https://hbr.org/2013/09/the-truth-about-customer-experience</a></li> <li>Webinar on customer journey mapping: <a href="https://www.youtube.com/watch?v=7VvXm6M-7GE">https://www.youtube.com/watch?v=7VvXm6M-7GE</a></li> <li><a href="http://www.mindtools.com">www.mindtools.com</a> for selecting your preferred brainstorming technique(s) and team presentation tips.</li> </ul>
<b>Assessment and Passing Criteria</b>	<p>This project consists of the following five intermediate products for marking:</p> <ul style="list-style-type: none"> <li>Approved Project Plan (based on a fixed format). The project plan accounts for 10% of the final individual grade.</li> <li>CJM First Version including results of data gathering (desk and field research) and analysis). This product accounts for 40% of the final individual grade.</li> <li>CJM Final Version (including actionable insights, tactical customer journey process improvements and recommendations for continuous improvement). This product accounts for 20% of the final individual grade.</li> <li>Project team presentation final results. This product accounts for 15% of the final individual grade.</li> <li>Proof of the following 12 skills based on a 360 degree peer-2-peer evaluation in week 3 of the project and week 7 (so, held twice): working in teams, project planning, priority (time) management, data gathering, giving and receiving feedback, question development, interviewing, decision making, problem solving, brainstorming, presentation skills, report writing skills. This product accounts for 15% of your final grade.</li> </ul> <p>You pass Project 3a if your combined (the 5 marking elements above) final individual grade is 5.5 or higher.</p>

## 2.2 Intercultural Proficiency Y2

<b>Academic Year</b>	2019-2020
<b>Educational Program</b>	International Business
<b>Module Name</b>	Intercultural Proficiency Y2
<b>Module Code</b>	In the Schedule: IP In PROGRESS:
<b>Position in the Curriculum</b>	Semester 3, Period A
<b>Total Number of Credits and Study Hours</b>	2 ECTSs: 56 study hours Contact hours: 16 hours Self-Study hours: 40 hours
<b>Link to Other Module(s) in the Curriculum</b>	Business Communications
<b>Course Coordinator</b>	S. Dieteren
<b>Lecturer(s)</b>	S. Dieteren and H. Beumkes
<b>Program Learning Outcome (PLO)</b>	<p><b>NP IB Framework Theme:</b> Living in the World – Intercultural Proficiency - LW11, LW12, LW13, and LW14:</p> <ul style="list-style-type: none"> <li>• <i>Mitigate the pitfalls of differences in business and social contexts.</i></li> <li>• <i>Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.</i></li> <li>• <i>Use appropriate verbal and non-verbal communication in an intercultural setting.</i></li> <li>• <i>Assess the effect of cultural differences upon organisational behaviour and strategic choices.</i></li> </ul>
<b>Module Learning Outcomes</b>	<p>In year 1 we focused on the fundamentals ( cognitive and affective domain) in the two didactic domains. In year 2 we are going into more depth regarding the two domains plus a new domain will be added: psychomotor domain. Successful completion of the course helps you to develop the following competencies.</p> <ol style="list-style-type: none"> <li>1. Cognitive domain Gaining insight into: <ul style="list-style-type: none"> <li>• the knowledge and comprehension of contemporary theories on intercultural management. Continuation of semester 2 content.</li> <li>• the knowledge of the norms and values of one's native cultures.</li> <li>• the awareness of different styles and meanings of verbal and non-verbal communication.</li> <li>• the ability to analyse what influence culture has on one's behaviour and that of others.</li> </ul> </li> <li>2. Affective domain Creating: <ul style="list-style-type: none"> <li>• The recognition of cultural influences in a learning and professional environment.</li> <li>• The curiosity about, sensitivity to and appreciation of cultural differences and their influences on intercultural interaction.</li> <li>• The ability to effectively function in a learning and working environment with people from different cultural backgrounds.</li> <li>• The ability and willingness to operate in a professional environment in a foreign culture and/or in an interculturally operating professional environment.</li> <li>• The ability and willingness to build commitment, and respectfully and strategically deal with people and institutions from other cultures.</li> <li>• The ability and willingness to effectively operate within an intercultural team irrespective of the role one assumes.</li> <li>• The ability and willingness to reflect on own behaviour and that of others from an intercultural perspective and take strategic action accordingly.</li> <li>• The ability and willingness to make use of the benefits of cultural influences and to mitigate the pitfalls of these influences.</li> </ul> </li> <li>3. Psychomotor domain <ul style="list-style-type: none"> <li>• Learn how to interpret intercultural context and make strategic use of the interpretation.</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>Learn how to interpret and make strategic use of verbal and non-verbal communication from an intercultural perspective.</li> </ul>
<b>Lesson Plan</b>	<ul style="list-style-type: none"> <li>Intro class – explaining the basics &amp; structure of class</li> <li>Eight PBL sessions:                      Lesson 1: Post discussion: Communicating – Pre-discussion: Evaluating                      Lesson 2: Post discussion: Evaluating – Pre-discussion: Persuading                      Lesson 3: Post discussion: Persuading – Pre-discussion: Leading                      Before 4th class: Mini Quiz: Chapter 1 -3 (10%)                      Lesson 4: Post discussion: Leading – Pre-discussion: Deciding                      Lesson 5: Post discussion: Deciding – Pre-discussion: Trusting                      Lesson 6: Post discussion: Trusting – Pre-discussion: Disagreeing                      Lesson 7: Post discussion Disagreeing – Pre-discussion: Scheduling                      Before 8th class: Mini Quiz: Chapter 4 – 7 (10%)                      Lesson 8: Post discussion: Scheduling – Discussion final assessment: homework research &amp; prep essay</li> <li>Final class – final assessment: mini-essay: reflection on course &amp; explaining the 8 scales. (30%)</li> </ul>
<b>Teaching Method</b>	Interactive lessons with a short explanation of concepts, followed by exercises and interactive applications of those concepts.
<b>Literature</b>	<ul style="list-style-type: none"> <li>Meyer, E. (2015). <i>The Culture Map: Decoding how people think, lead, and get things done across cultures</i>. New York: Public Affairs.</li> <li>Browaeyns, M.J. and Price, R. (2015). <i>Understanding Cross-Cultural Management</i> (3rd edition). Essex, UK: Pearson – Financial Times/Prentice Hall. (the book is also used in semester 1 year 1)</li> <li>Handouts in class</li> </ul>
<b>Assessment and Passing Criteria</b>	<p>You will be assessed on:</p> <ul style="list-style-type: none"> <li>An exam (50%)</li> <li>Coursework (50%)</li> </ul> <p>You pass this module if your final grade is 5.5 or higher.</p>

## 2.3 Law and Ethics 3

<b>Academic Year</b>	2019-2020
<b>Educational Program</b>	International Business
<b>Module Name</b>	Law and Ethics 3
<b>Module Code</b>	In the Schedule: L&E In PROGRESS:
<b>Position in the Curriculum</b>	Semester 3, Period A
<b>Total Number of Credits and Study Hours</b>	3 ECTS: 84 study hours Contact hours: 24 hours Self-Study hours: 60 hours
<b>Link to Other Module(s) in the Curriculum</b>	BPM3
<b>Course Coordinator</b>	B. Wernaart
<b>Lecturer(s)</b>	B. Wernaart and T. van Oosterhout
<b>Program Learning Outcome (PLO)</b>	<p><b>NP IB Framework Theme:</b> Ways of Thinking – International Business Awareness – WTX1: <i>Make legal statements supported by legal arguments and be familiar with different aspects regarding European and International Law.</i></p> <p>Living in the World – Intercultural Proficiency - LW10 and LWX5:</p> <ul style="list-style-type: none"> <li>• <i>Formulate one's own position concerning ethical and social responsibility in a professional environment.</i></li> <li>• <i>Assess the effect of changes in society's ecological and social needs on the sustainability of the organisation's business model.</i></li> </ul>
<b>Module Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• You are able to analyse, evaluate and recommend on business law in the context of cross-border trade.</li> <li>• You are able to adequately apply comparative legal methods in the context of cross-border trade.</li> <li>• You are able to find, read and interpret relevant legal sources in the context of cross-border trade.</li> <li>• You are able to recognise, analyse and reflect on ethical dilemmas in an international business context.</li> <li>• You are knowledgeable of the main ethical issues and arguments that come with globalisation.</li> <li>• You are knowledgeable of methods to implement ethics in a company, and are able to reflect on those.</li> </ul>
<b>Lesson Plan</b>	<p>Lesson 1: International Economic Cooperation (forms and organization) Lesson 2: International Economic Cooperation (content) Lesson 3: Comparative Privacy Law Lesson 4: Comparative Labour Law Lesson 5: International Private Law (fora and jurisdiction) Lesson 6: International Litigation Lesson 7: Comparative Business Case Study Lesson 8: Discussion Legal Methods in Coursework Lesson 9: Accountability and Ethics Lesson 10: Internal and External Cost-Accounting and Ethics Lesson 11: Cultural Diversity and Ethics Lesson 12: Globalisation and Ethics</p>
<b>Teaching Method</b>	Lessons, case studies and discussion
<b>Literature</b>	<ul style="list-style-type: none"> <li>• Wernaart, B. (2016). International Law and Business, a global introduction. Noordhoff Uitgevers ISBN 978-9001871574</li> <li>• Articles on the semester 3 portal.</li> </ul>
<b>Assessment and Passing Criteria</b>	<p>You will be assessed on a written closed book exam with a combination of open and closed questions and an essay.</p> <p>You pass this module if your grade is 5.5 or higher.</p>



## 2.4 Business Research 3

<b>Academic Year</b>	2019-2020
<b>Educational Program</b>	International Business
<b>Module Name</b>	Business Research 3
<b>Module Code</b>	In the Schedule: BR-3 In PROGRESS:
<b>Position in the Curriculum</b>	Semester 3, Period A
<b>Total Number of Credits and Study Hours</b>	3 ECTSs: 84 study hours Contact hours: 34 hours Self-Study hours: 50 hours
<b>Link to Other Module(s) in the Curriculum</b>	Business Research 1 and 2
<b>Course Coordinator</b>	N. Kwanjai
<b>Lecturer(s)</b>	N. Kwanjai, J. Aarts and B. van de Kerkhof
<b>Program Learning Outcome (PLO)</b>	<b>NP IB Framework Theme:</b> Working and Management Tools – Business Research – TWM24: <i>Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.</i>
<b>Module Learning Outcomes</b>	The ability to apply knowledge and competence from Business Research 1 and Business Research 2 to 1) analyse and 2) critically review, the rigor and validity of a variety of research studies in topics related to contemporary international business problems.
<b>Lesson Plan</b>	Seventeen lessons, each of two lesson hours (= 34 lessons hours in total): Week 1: Introduction Session Week 1 to 8: two lessons per week.
<b>Teaching Method</b>	Interactive learning in a class room, supported by self-study. Lessons involve team and plenary discussion and debate, based on three research reports, one each of QT, QL and MIXED methodologies.
<b>Literature</b>	•
<b>Assessment and Passing Criteria</b>	You will be assessed on a written closed book exam with open questions, based on a set of research reports.  You pass this module if your grade is 5.5 or higher.

## 2.5 Business IT Developments

<b>Academic Year</b>	2019-2020
<b>Educational Program</b>	International Business
<b>Module Name</b>	Business IT Developments
<b>Module Code</b>	In the Schedule: IT In PROGRESS:
<b>Position in the Curriculum</b>	Semester 3, Period B
<b>Total Number of Credits and Study Hours</b>	2 ECTSs: 56 study hours Contact hours: 16 hours Self-Study hours: 40 hours
<b>Link to Other Module(s) in the Curriculum</b>	Micro business environment 1
<b>Course Coordinator</b>	S. Grevink and T. Terwee
<b>Lecturer(s)</b>	
<b>Program Learning Outcome (PLO)</b>	<b>NP IB Framework Theme:</b>
<b>Module Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Ability to explain the business model of a company.</li> <li>• Ability to assess the impact of major business developments/key trends on the business model.</li> <li>• Ability to design business models and apply the taught theory.</li> <li>• Ability to evaluate and assess the business model using an environmental scan.</li> <li>• Ability to understand the concept of business model innovation.</li> <li>• Ability to formulate a new/improved business model based on major business trends.</li> </ul>
<b>Lesson Plan</b>	<p>Lesson 1: Introduction – Business Model Canvas: insight in how to build a business model</p> <p>Lesson 2: Business Model Canvas: 9 building blocks + workshop</p> <p>Lesson 3: Patterns: insight in similar characteristics, arrangements and behaviors of business models</p> <p>Lesson 4: Value Proposition Design + workshop BMC chosen company</p> <p>Lesson 5: Design: techniques and tools that help to design innovative business models + Trends: insight in how to create a useful value proposition</p> <p>Lesson 6: Strategy: business model in its environment</p> <p>Lesson 7: Innovation: techniques to stimulate and assess innovations + Workshop Business Model Innovation</p> <p>Lesson 8: Wrap up and consultancy</p>
<b>Teaching Method</b>	<p>Separate from the classes there will be three guest lectures in the first 6 weeks about digital trends.</p> <p>Lessons and guest lectures provide the students with the information and skills they need to innovate a business model of an existing company.</p>
<b>Literature</b>	<p>Mandatory:</p> <ul style="list-style-type: none"> <li>• Osterwalder, A. &amp; Pigneur, Y. (2010). <i>Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers</i>. Wiley.</li> </ul> <p>Literature that will be used during the course:</p> <ul style="list-style-type: none"> <li>• Osterwalder, A., Pigneur, Y., Bernarda, G., &amp; Smith, A. (2014). <i>Value Proposition Design</i>. Wiley.</li> <li>• Van Der Pijl, P., Lokitz, J., &amp; Solomon, L. (2016). <i>Design a better business</i>. Wiley.</li> <li>• Van Wulfen, G. (2016). <i>The innovation maze</i>. Amsterdam: BIS Publishers.</li> <li>• Several relevant articles.</li> </ul>
<b>Assessment and Passing Criteria</b>	<p>You will be assessed on coursework.</p> <p>You pass this module if your grade is 5.5 or higher.</p>

## 2.6 Business Process Management 3

<b>Academic Year</b>	2019-2020
<b>Educational Program</b>	International Business
<b>Module Name</b>	Business Process Management 3
<b>Module Code</b>	In the Schedule: BPM-3 In PROGRESS:
<b>Position in the Curriculum</b>	Semester 3, Period A
<b>Total Number of Credits and Study Hours</b>	3 ECTSs: 84 study hours Contact hours: 16 hours Self-Study hours: 70 hours
<b>Link to Other Module(s) in the Curriculum</b>	The Practice of Management Consulting, Process Management 1 and 2
<b>Course Coordinator</b>	J. Sakwe
<b>Lecturer(s)</b>	J. Sakwe and S. O'Seasnain
<b>Program Learning Outcome (PLO)</b>	<b>NP IB Framework Theme:</b> Ways of Working – Management of Information as Digital Citizen – WWX3: <i>Distinguish business IT and High Tech trends to enhance business success</i> Working and Management Tools – Marketing & Sales – TWM20, TWM21, TWX7 and TWM22: <i>Evaluate operations processes within and between organisations.</i> <i>Manage operations process within and between organisations.</i> <i>Analyse value chains and assess and develop innovative value chain approaches.</i> <i>Draft the strategic cycle of part(s) of the organisation (process and content).</i>
<b>Module Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students can explain supply chains and operations in detail.</li> <li>• Students will learn in detail the practical language and approaches used by companies working in transport, storage, and LSP's in general.</li> <li>• Students can explain SC planning decisions used in different supply chains objectives.</li> <li>• Students will understand how to use some typical supply chain improvement tools.</li> </ul>
<b>Lesson Plan</b>	Lesson 1: Types of supply chains inventory structures Lesson 2: Supply chain planning and control; Modality Lesson 3: Inventory management Lesson 4: Fabrication techniques (turning, milling, ...); cellular manufacturing Lesson 5: Storage locations and warehouse inventories; ordering strategies Lesson 6: Regulations and incoterms Lesson 7: Future developments Lesson 8: Guest Speaker
<b>Teaching Method</b>	Class lectures and cases
<b>Literature</b>	Introduction to Operations and Supply Chain Management, 4th edition, ISBN: 9781292093420 by Cecil C. Bozarth and Robert B. Handfield published by Pearson Education 2015 plus additional handouts.
<b>Assessment and Passing Criteria</b>	You will be assessed on a written closed book exam with multiple choice questions.  You pass this module if your grade is 5.5 or higher.



## 2.7 Project 3b

<b>Academic Year</b>	2019-2020
<b>Educational Program</b>	International Business
<b>Module Name</b>	Project 3b
<b>Module Code</b>	In the Schedule: PROJ In PROGRESS:
<b>Position in the Curriculum</b>	Semester 3, Period B
<b>Total Number of Credits and Study Hours</b>	2 ECTSs: 56 study hours Contact hours: 16 hours Self-Study hours: 40 hours
<b>Link to Other Module(s) in the Curriculum</b>	All other subjects
<b>Course Coordinator</b>	M. Mambwe & S. Grevink
<b>Lecturer(s)</b>	
<b>Program Learning Outcome (PLO)</b>	<b>NP IB Framework Theme:</b>
<b>Module Learning Outcomes</b>	TBA
<b>Lesson Plan</b>	TBA
<b>Teaching Method</b>	TBA
<b>Literature</b>	TBA
<b>Assessment and Passing Criteria</b>	TBA

## 2.8 Elective

Students choose one of the following five electives:

<b>Academic year</b>	2019-2020
<b>Educational program</b>	International Business
<b>Module name</b>	Concept Design
<b>Position in the Curriculum</b>	Semester 3, Period B
<b>Total Number of Credits and Study Hours</b>	2 ECTSs: 56 study hours Contact hours: 16 hours Self-Study hours: 40 hours
<b>Teacher(s)</b>	J. van Deursen and G. Dilweg
<b>Learning outcomes</b>	<p>This course is all about creating experiences, based on a concept. In 8 weeks, we'll take you on a journey of inspiring concepts in the field of leisure, retail and business. You'll learn what a concept is, how to create one and how to translate it into an experience.</p> <p>You will develop the following competencies in the domestic domains:</p> <p>Cognitive domain:</p> <ul style="list-style-type: none"> <li>• Gain insight in the history of the experience economy.</li> <li>• Learn what the importance is of a vision for creating concepts and companies.</li> <li>• Understand the relevance of values for creating concepts and companies.</li> <li>• The knowledge how to create a value fit between a company and a consumer.</li> <li>• The knowledge about definitions of the term: concept.</li> <li>• The awareness and elements how to create a strong concept.</li> <li>• The knowledge about creating an experience, based on a concept.</li> </ul> <p>Affective domain:</p> <ul style="list-style-type: none"> <li>• The curiosity about, sensitivity to and appreciation of concepts in society.</li> <li>• The ability to create a strong concept.</li> <li>• The ability to design an experience, supported by instruments, based on a concept.</li> </ul>
<b>Content per lesson</b>	<p>Lesson 1: We live in a theme park! The rise of the experience economy.</p> <p>Lesson 2: What's the value? Values and vision in a network society.</p> <p>Lesson 3: Concept &amp; Creation. What is a concept and how can I create one?</p> <p>Lesson 4: Everything needs to be an experience.</p> <p>Lesson 5: What are elements of an experience and how can I become director of an experience?</p> <p>Lesson 6: 'Once upon a time...'. The power of storytelling in and theming the experience.</p> <p>Lesson 7: Living the concept. How to keep a concept alive?</p> <p>Lesson 8: Looking back and forward in the field of concept development.</p>
<b>Teaching method(s)</b>	Interactive lessons and discussion of theories. Accompanied by exercises and interactive applications of theories.
<b>Literature</b>	Crucq-Toffolo, G. and Knitel, S. (2016). <i>Concept Code</i> . Amsterdam: BIS Publishers.
<b>Assessment and minimum score</b>	<p>You will be assessed on a written closed book exam with multiple choice questions.</p> <p>You pass this module if your grade is 5.5 or higher.</p>

<b>Academic year</b>	2019-2020
<b>Educational program</b>	International Business
<b>Module name</b>	Neuromarketing
<b>Position in the Curriculum</b>	Semester 3, Period B
<b>Total Number of Credits and Study Hours</b>	2 ECTSs: 56 study hours Contact hours: 14 hours Self-Study hours: 42 hours
<b>Teacher(s)</b>	E. van Zeeland
<b>Learning outcomes</b>	Neuromarketing is the application of neuroscientific methods to analyze and understand human behaviour in relation to markets and marketing exchanges (Lee et al, 2007). Within the new and exciting field of neuromarketing scientists measure the response of the human nervous system (the brains and the rest of the body) to marketing stimuli. In doing so, we learn what works and what does not, and we learn why that is the case. Within this course we pay specific attention to the topics branding, advertising, innovation and ethics.
<b>Content per lesson</b>	Lesson 1: An introduction to neuromarketing Lesson 2: The why behind neuromarketing: economic psychology Lesson 3: The nervous system and neuro-research Lesson 4: Neuromarketing and branding Lesson 5: Neuromarketing and advertising Lesson 6: Neuromarketing and innovations Lesson 7: Neuromarketing and ethics
<b>Teaching method(s)</b>	Every week we will discuss a scientific article (see outline below) and we will relate this to other studies and practical examples.
<b>Literature</b>	Will be provided on the portal.
<b>Assessment and minimum score</b>	You will be assessed on a written closed book exam with mostly open and some multiple choice questions.  You pass this module if your grade is 5.5 or higher.

<b>Academic year</b>	2019-2020
<b>Educational program</b>	International Business
<b>Module name</b>	Regional Branding
<b>Position in the Curriculum</b>	Semester 3, Period B
<b>Total Number of Credits and Study Hours</b>	2 ECTSs: 56 study hours Contact hours: 16 hours Self-Study hours: 40 hours
<b>Teacher(s)</b>	L. Reid and S. O'Seasnáin
<b>Learning outcomes</b>	<p>This course focuses on measuring, building and managing the reputation of economic regions or cities, using the application of corporate marketing concepts and techniques. At the end of this course, students understand, apply, analyse and evaluate their:</p> <ol style="list-style-type: none"> <li>1. Develop a productive network within a region.</li> <li>2. Understand how to attract tourism and investment capital.</li> <li>3. Know how to develop a stakeholder plan to entice professionals to work in the region.</li> <li>4. Identify a regional branding strategy.</li> <li>5. Verify successful implementation of the regional branding strategy.</li> </ol>
<b>Content per lesson</b>	<p>The course is designed as follows:</p> <ol style="list-style-type: none"> <li>1. Masterclass in regional branding. Indexes, case studies, success stories.</li> <li>2. Expert seminar with industry and regional experts.</li> <li>3. Branding workshop based on a student-selected region (or city).</li> <li>4. Use case workshop on Singapore.</li> <li>5. Presentations from students on chosen regions and report with reflection.</li> </ol>
<b>Teaching method(s)</b>	Classes are a combination of classical lessons, workshops, case studies and expert seminars.
<b>Literature</b>	Digital teaching material and content, including various PDF articles, online presentations, white papers, presentations and reports posted to the portal.
<b>Assessment and minimum score</b>	<p>You will be assessed on:</p> <ol style="list-style-type: none"> <li>1. Presentation of an actual case. This computed mark is 50% of the final individual mark.</li> <li>2. The other 50% of the final mark is a group report.</li> </ol> <p>Students pass this module when the individual mark is at least a 5.5 for each of both elements.</p>

<b>Academic year</b>	2019-2020
<b>Educational program</b>	International Business
<b>Module name</b>	Regional Branding
<b>Position in the Curriculum</b>	Semester 3, Period B
<b>Total Number of Credits and Study Hours</b>	2 ECTSs: 56 study hours Contact hours: 16 hours Self-Study hours: 40 hours
<b>Student workload</b>	Attending classes: 16 hours Preparation to classes: 10 hours Studying literature: 28 hours Taking the examination: 2 hours
<b>Teacher(s)</b>	Ruud Scherpenhuizen and Mark Sars
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• The student has insight in and knowledge of the retail marketing mix.</li> <li>• The student is capable of indicating what choices retail organisations made regarding the retail mix.</li> </ul>
<b>Content per lesson</b>	<p>Lesson 1: Kick off retail marketing mix (6.1, 6.7, 11.1, 11.5, 14.3) What's going on in retail? (chapter 4)</p> <p>Lesson 2: Public or target group (chapter 15)</p> <p>Lesson 3: Presentation (chapter 22)</p> <p>Lesson 4: Personnel (chapter 20)</p> <p>Lesson 5: Physical distribution (chapter 21) &amp; Location of the establishment (chapter 17)</p> <p>Lesson 6: Product or product range (chapter 16)</p> <p>Lesson 7: Price (chapter 18) &amp; Promotion (chapter 19)</p> <p>Lesson 8: Applying the retail marketing mix to a case study</p>
<b>Teaching method(s)</b>	Interactive lessons with a short explanation of concepts, followed by exercises and interactive applications of those concepts.
<b>Literature</b>	Quix, F. W., & van der Kind, R. P. (2016). Retailmarketing. Noordhoff Uitgevers.
<b>Assessment and minimum score</b>	<p>You will be assessed on a written closed book exam.</p> <p>You pass this module if your grade is 5.5 or higher.</p>



Academic year	2018 -2019
Educational program	CE
Module Name	Smart Marketing
Number of ECTS credits:	2
Student workload:	Attending classes: 8 hours Studying and writing/creating: 50 hours
Teacher(s):	Bart Wernaart <a href="mailto:b.wernaart@fontys.nl">b.wernaart@fontys.nl</a> Eveline van Zeeland <a href="mailto:e.vanzeelandvanderholst@fontys.nl">e.vanzeelandvanderholst@fontys.nl</a>
Learning objective(s):	<p>Smart Marketing is the marketing of products and services in an era in which everyone and everything is digitally connected to each other. This connectedness is creating new opportunities but also new challenges. This course is about understanding the magnitude and impact of these opportunities and challenges.</p> <p>The specific learning objectives are:</p> <ul style="list-style-type: none"> <li>- The student understands how smart marketing differentiates from 'traditional' marketing;</li> <li>- The student can describe issues, opportunities and challenges related to smart marketing;</li> <li>- The student understands the impact of connectedness on the field of marketing specifically and on society in general;</li> <li>- The student is able to ask the right questions with respect to smart marketing and to critically assess the current developments;</li> <li>- The student is able to present his thoughts on a subtopic regarding smart marketing, by writing a column or article or by visualising ideas and information in an infographic.</li> </ul>
Content per lesson:	<ol style="list-style-type: none"> <li>1. Introduction and topic selection (together in class)</li> <li>2. presenting your ideas about your selected topic (digitally, no class)</li> <li>3. Guest lecture on visualization and infographics (together in class)</li> <li>4. First feedback round on your column/infographic/article (digitally, no class)</li> <li>5. Guest lecture on writing a column or small article (together in class)</li> <li>6. Second feedback round on your column/infographic/article (digitally, no class)</li> <li>7. Presentations of your work, feedback in class (together in class)</li> <li>8. Submitting the final version of your product (column/infographic/article)</li> </ol>
Teaching method(s):	Interactive lessons, guest lectures and digital guidance.
Literature:	Verhoef, P. et al (2017). Consumer connectivity in a complex, technology-enabled, and mobile-oriented world with smart products. <i>Journal of Interactive Marketing</i> , 40, 1-8
Assessment and minimum score:	<p>You can choose one of the following products that will be assessed:</p> <ul style="list-style-type: none"> <li>- a column on your topic (2 pages)</li> <li>- an infographic on your topic (2 pages)</li> <li>- an article on your topic (± 4 pages), that you may write together with one other student (both will get the same grade)</li> </ul> <p>You pass the course when your product is graded with at least a 5,5. Product that are graded with at least a 5,5 will be combined and published in an Ebook Smart Marketing.</p>

## 2.9 International Marketing

<b>Academic Year</b>	2019-2020
<b>Educational Program</b>	International Business
<b>Module Name</b>	International Marketing
<b>Module Code</b>	In the Schedule: IM In PROGRESS:
<b>Position in the Curriculum</b>	Semester 3, Period B
<b>Total Number of Credits and Study Hours</b>	4 ECTSs: 112 study hours Contact hours: 25 hours Self-Study hours: 87 hours
<b>Link to Other Module(s) in the Curriculum</b>	Introduction to Marketing
<b>Course Coordinator</b>	J. Aarts
<b>Lecturer(s)</b>	J. Aarts, I. van Mensvoort and S. van den Berg
<b>Program Learning Outcome (PLO)</b>	<b>NP IB Framework Theme:</b> Working and Management Tools – Marketing & Sales - TWM15: <i>Develop a well-founded marketing plan to support the creation of value for international customers.</i>
<b>Module Learning Outcomes</b>	<ul style="list-style-type: none"> <li>You understand the role of marketing in an international firm.</li> <li>You are able to identify and analyse different ways of internationalising the company.</li> <li>You understand the different motives for internationalisation.</li> <li>You understand and are able to use the framework for an international marketing plan.</li> <li>You are able to assess the present position in foreign markets and the competitive strength of the company.</li> <li>You are able to conduct a market attractiveness analysis.</li> <li>You are able to draft and evaluate the international marketing strategy in terms of targeting and to set the value proposition.</li> <li>You are able to evaluate different modes of entry.</li> <li>You are able to draft and evaluate a marketing action plan.</li> <li>You are able to set up budgets and evaluate the financial implications of the marketing plan.</li> <li>You are able to explain the differences between B2C Marketing and B2B Marketing.</li> <li>You are able to explain the differences between products and services.</li> </ul>
<b>Lesson Plan</b>	Lesson 1: Introduction Workshop 1: The decision whether to internationalize Workshop 2: Deciding which markets to enter, part I Workshop 3: Deciding which markets to enter, part II Workshop 4: Market entry strategies, part I Workshop 5: Market entry strategies, part II Workshop 6: Designing the global marketing programme Workshop 7: Implementing and coordinating the global marketing programme
<b>Teaching Method</b>	One introductory lesson followed by seven workshops of three hours each. During these workshops, students work on writing an international marketing plan in teams of five students.
<b>Literature</b>	Hollensen, S. (2017). <i>Global Marketing</i> (7 <sup>th</sup> edition). Essex, UK: Pearson Education Limited.
<b>Assessment and Passing Criteria</b>	You will be assessed on three parts: <ul style="list-style-type: none"> <li>An exam with multiple choice questions (40%).</li> <li>Assignment 1: Writing an international marketing plan (40%).</li> <li>Assignment 2: Giving feedback on the international marketing plan written by another team (20%).</li> </ul> You pass the subject if your weighted average for all three parts and your grade for each part are all 5.5 or higher.

## 2.10 Financial Accounting

<b>Academic Year</b>	2019-2020
<b>Educational Program</b>	International Business
<b>Module Name</b>	Financial Accounting
<b>Module Code</b>	In the Schedule: FA In PROGRESS:
<b>Position in the Curriculum</b>	Semester 3, Period B
<b>Total Number of Credits and Study Hours</b>	3 ECTSs: 84 study hours Contact hours: 18 hours Self-Study hours: 66 hours
<b>Link to Other Module(s) in the Curriculum</b>	Finance & Accounting and Financial Management
<b>Course Coordinator</b>	E. Jansen
<b>Lecturer(s)</b>	E. Jansen, P. Stadhouders and B. Salcedo
<b>Program Learning Outcome (PLO)</b>	<b>NP IB Framework Theme:</b>
<b>Module Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding the accounting principles underlying annual reports.</li> <li>• Being able to perform a ratio analysis based on an annual report.</li> <li>• Being able to integrate VAT in the accounting statements.</li> <li>• Understanding and being able to work with inventory costing systems.</li> <li>• Being able to compose consolidated financial statements.</li> </ul>
<b>Lesson Plan</b>	<p>Lesson 1: Recap Financial Statements, General Introduction to Financial Accounting, Accounting Principles</p> <p>Lesson 2: Restructuring Equity, stock splits, dividends, share buy backs</p> <p>Lesson 3: Analyzing Annual Reports</p> <p>Lesson 4: International Accounting Regulation</p> <p>Lesson 5: VAT, Taxation</p> <p>Lesson 6: Inventory Costing Systems</p> <p>Lesson 7: Consolidation of Financial Statements</p> <p>Lesson 8: Consolidation of Financial Statements Continued</p> <p>Lesson 9: Q&amp;A and Finish any remaining Practice Assignments</p>
<b>Teaching Method</b>	Discussing and explaining core concepts, working on cases and assignments
<b>Literature</b>	<ul style="list-style-type: none"> <li>• Accounting &amp; Finance, a basic introduction: E. Jansen</li> <li>• Annual Report of McDonalds</li> <li>• Lecture Materials</li> </ul>
<b>Assessment and Passing Criteria</b>	<p>You will be assessed on:</p> <ul style="list-style-type: none"> <li>• A written exam with open questions (66.67%).</li> <li>• An analysis of Annual Report (33%)..</li> </ul> <p>You pass the subject if your weighted average for both parts and your grade for each part are all 5.5 or higher.</p>

## 2.11 Business Communication 5

<b>Academic Year</b>	2019-2020
<b>Educational Program</b>	International Business
<b>Module Name</b>	Business Communication 5
<b>Module Code</b>	In the Schedule: BC-5 In PROGRESS:
<b>Position in the Curriculum</b>	Semester 3, Period B
<b>Total Number of Credits and Study Hours</b>	2 ECTSs: 56 study hours Contact hours: 28 hours Self-Study hours: 28 hours
<b>Link to Other Module(s) in the Curriculum</b>	Business communications 1-4
<b>Course Coordinator</b>	J. Brooks
<b>Lecturer(s)</b>	S. Dieteren and J. Brooks
<b>Program Learning Outcome (PLO)</b>	<b>NP IB Framework Theme:</b> Working and Management Tools – Business Research – TWM24: <i>Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.</i>
<b>Module Learning Outcomes</b>	You will revise topics from year 1: <ul style="list-style-type: none"> <li>• Essay writing/ The writing process.</li> <li>• How to write a narrative essay / How to write a comparative essay.</li> </ul> You will learn: <ul style="list-style-type: none"> <li>• How to write a process essay.</li> <li>• How to write a cause/effect essay.</li> <li>• How to write an argument essay.</li> <li>• How to make notes from texts and lectures.</li> <li>• How to speak and write persuasively.</li> <li>• The principles of story-telling.</li> <li>• To continue to develop vocabulary to a very advanced level, in order to express themselves with variety, clarity and precision.</li> <li>• How to create and deliver different types of presentation.</li> <li>• How to present data.</li> <li>• How to select appropriate presentation tools.</li> </ul>
<b>Lesson Plan</b>	In semesters 1 and 2, we focused mainly on reading and writing essays, presentations and writing a well-structured proposal and a one-page report; in semester 3, Period B we continue with extended writing, story-telling, note-making and vocabulary. <ul style="list-style-type: none"> <li>• Writing different types of essay – structure, choice of vocabulary, choice of tone based on purpose and audience</li> <li>• How to make notes when reading (extensive practice)</li> <li>• Critical reading and discussion of selected articles</li> <li>• Advanced Presentation techniques – Persuasive and informative presentations (both including some degree of story-telling)</li> <li>• Critical appraisal of a Presentation</li> <li>• Vocabulary and phrases used in presentations</li> <li>• Presenting data</li> <li>• Choice of support material (PowerPoint/Prezi/Poster nothing?)</li> </ul> Two workshops in week 4 cover Story-telling and Selecting source material.
<b>Teaching Method</b>	<ul style="list-style-type: none"> <li>• Interactive classes (6 x 2 x 2 hours per week – 2 hours writing, 2 hours presenting) and workshops (2 x 2 hours).</li> <li>• Supervising Business Communication 5 final assignments – two essays (from a choice of six different types) and an informative or a persuasive presentation.</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>• TBA</li> </ul>
<b>Assessment and Passing Criteria</b>	You will be assessed on: <ul style="list-style-type: none"> <li>• An exam (20%)</li> <li>• Coursework (80%)</li> </ul> You pass this module if your final grade is 5.5 or higher.

## 2.12 The Practice of Management Consulting

<b>Academic Year</b>	2019-2020
<b>Educational Program</b>	International Business
<b>Module Name</b>	The Practice of Management Consulting
<b>Module Code</b>	In the Schedule: MANCON In PROGRESS:
<b>Position in the Curriculum</b>	Semester 3, Period B
<b>Total Number of Credits and Study Hours</b>	2 ECTSs: 56 study hours Contact hours: 12 hours Self-Study hours: 44 hours
<b>Link to Other Module(s) in the Curriculum</b>	Intercultural Proficiency, Law & Ethics and Business IT Developments
<b>Course Coordinator</b>	T. Terwee
<b>Lecturer(s)</b>	T. Terwee, L. Reid & S. Grevink
<b>Program Learning Outcome (PLO)</b>	<b>NP IB Framework Theme:</b> Working and Management Tools – Organisation & People – TWM28 and TWM29: <i>Draft the strategic cycle of part(s) of the organisation (process and content).</i> <i>Assess the impact of change on the organisation.</i>
<b>Module Learning Outcomes</b>	As companies grow and change, there are always special projects necessary for achieving goals, compliance, or preparing for the next phase of business. This course is designed to introduce and develop students to and with the practices and non-technical skills which, when applied in practice, result in successful external or internal consulting projects and engagements.  After this module, you: <ul style="list-style-type: none"> <li>• Can explain the major consultant types and consulting roles and partnership,</li> <li>• Can explain the main goals and phases of the consulting process,</li> <li>• Are able to carry out effective contracting discussions and arrangements,</li> <li>• are able to see the signs of client resistance and deal with it,</li> <li>• are able to prepare a good consulting proposal,</li> <li>• are able to prepare and present effective business presentations.</li> </ul>
<b>Lesson Plan</b>	Lesson 1: The major consultant types and consulting roles and partnership, Lesson 2: The main goals and phases of the consulting process, Lesson 3: The ins and outs of contracting discussions and arrangements, Lesson 4: The signs of client resistance and strategies how to deal with it, Lesson 5: The goal, structure and content of a consulting proposal; Lesson 6: The preparation and execution of effective business presentations.
<b>Teaching Method</b>	Classes, team assignment, case study analysis and presentations.
<b>Literature</b>	"Flawless Consulting : A Guide to Getting Your Expertise Used", Peter Block, John Wiley And Sons Ltd, 3rd Edition, 2011
<b>Assessment and Passing Criteria</b>	The final individual grade is based on a weighted sum of two graded elements, as follows: 1. Team assignment grade (a team consists of min. 3, max. 4 students): (30% report, 20% presentation). The team assignment is graded on a 100-point scale. The grading ranges between 1-10. 2. Individual exam (50% of final individual grade). This (100 minutes' written closed book) exam is presented as a case study with open questions. The exam is graded on a 100-point scale. The grading ranges between 1-10.  You pass this module when the individual mark is at least a 5.5 for each of both graded elements and the combined weighted final mark is 5.5 or higher.