



International Business (IB)

Semester Handbook: Semester 3

Spring Semester, 2021





Dear IB Student,

We are delighted to welcome you to Fontys International Business School and to the third semester of your IB studies.

This handbook is designed to give you a quick overview of the modules and their learning outcomes (learning goals) in semester 3. The lecturers and coaches will provide you with full and detailed information in each of the modules during contact hours and on the module sites. Sources for further information are also indicated in this document (see the links on page 3).

We look forward to working with you in semester 3.

With best regards,

Wouter Josso
IB Program Manager

Chantal Teeuwen
Assistant Program Manager

Rob van Dun
Semester Coordinator



1 Overview of year two of the Main Phase

The two years of study after the *Propaedeutic Phase* (semester 1 and 2) is referred to as the *Main Phase* and consists of semesters 3 to 6. Similar to the first year of studies, semester 3 and 4 center around one main project, whilst the Startup Factory project spans the entire year. In addition to those projects, a range of separate modules is offered. These are described in the next section.

The main projects in semester 3 and 4 count for 15 ECs, meaning that the workload in the projects increases significantly compared to the workload in the projects of semester 1 and 2. In contrast to the first year of studies, where much of the content and input for the projects was provided to students by means of content courses, the students themselves are now required to attain the content themselves and then apply it within the projects. This didactic approach requires students to proactively inform themselves of alternative tools and theories and apply the ones they consider the most relevant.

The content of semester 3 further builds on the knowledge attained during the first semester project and – consequently – mostly has an external focus. It deals with macro- and micro-environmental analyses, understanding potential customers and building a marketing strategy that creates value for those customers as well as for the company of their choice. Semester 4 – on the other hand – focuses on internal processes and enhances the student's understanding of operations, supply chain, human resources and finance.

Module Overview

Main Phase Module	European Credits (ECs)	Grading
MM1 – Develop your Business	15	0,1 – 10 (5.5 = pass)
SUF1 – Start up Factory I	5	BEH (pass) / NB (fail)
MM3 – Market Intelligence I	2	0,1 – 10 (5.5 = pass)
MM4 – Effective Communication Skills III	3	0,1 – 10 (5.5 = pass)
MM5 – Additional Language III	2	0,1 – 10 (5.5 = pass)
MM6 – Personal and Professional Development III	3	BEH (pass) / NB(fail)

Further information is available in the official 2020-2021 *Teaching and Examination Regulations* under this link [TER](#)

Annual Calendar

For an overview of the academic calendar i. g. lesson weeks, exam weeks, holidays, and other important calendar items check the [annual calendar](#).

Testing Overview

Module	Testing Form (s)	Weighing %
MM1	Group assessment: • Presentation (video)	50%
	Individual assessment: • Oral defence	50%
SUF1	Group assessment: • Presentation (video)	50%
	Individual assessment: • Portfolio Presentation	50%
MM3	Written assessment	100%
MM4	Presentation (video)	100%
MM5 / Dutch	Oral assessment	100%
MM5 / Spanish	Oral assessment	100%
MM5 / German	Oral assessment	100%
MM6	Portfolio	100%

2 Quick guide to Semester Modules

MM1 Develop your Business

Progress Code	MM1IE19
Module Type	Project
Course Coordinator	Rob van Dun (DUNR02)
Project Coaches	Christina de Borst (BORC02) Rob van Dun (DUNR02) Peter Hatzfeld (HATP02) Martina Possberg (POSM02) Victor Ogunsola (OGUV01)

Program and Module Learning Outcomes (PLO's and MLO's)

Domain	Domain Category	PLO's	MLO's
Ways of Thinking 1 (WT1)	Critical Thinking	Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately	Students can justify their choices of methods.
Ways of Thinking 2 (WT2)	Innovation & Creativity	Create innovative ideas in a changing business environment in a systematic fashion	Student generates innovative ideas based on the changes within the organization/ environment.
Ways of Thinking 3 (WT3)	International Business Awareness	Analyze patterns in global macroeconomic factors and policies that drive international trade and business development.	Student is able to interpret the effects of macro-environmental factors on decision making.
Ways of Working 4 (WW4)	International Business Communication	Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.	Student is able to communicate his findings in a coherent manner, using appropriate business English.
Ways of Working 6 (WW6)	Collaboration	Collaborate effectively with different kinds of stakeholders in different cultural, organizational and political landscapes to contribute to achieving agreed goals.	Student evaluates the use of project management tools.
Ways of Working 7 (WW7)	Management of Information as Digital Citizen	Produce management information from various data sources in an international business environment.	Student is able to generate relevant data using reliable databases and resources.
Living in the World 14 (LW14)	Intercultural Proficiency	Assess the effect of cultural differences upon organisational behaviour and strategic choices.	Student is able to assess the effect of cultural differences on strategic choices.
Tools for Working & Management 15 (TWM15)	Marketing & Sales	Develop a well-founded marketing plan to support the creation of value for international customers.	Student identifies customer demand. Student can justify marketing choices based on value creation, for the customer and organization.
Tools for Working & Management 17 (TWM17)	Marketing & Sales	Incorporate developments of the digital landscape in a marketing strategy.	Students can integrate digital marketing within their marketing strategy.

Domain	Domain Category	PLO's	MLO's
Tools for Working & Management 20 (TWM20)	Operations & Supply Chain Management	Evaluate the operations processes within and between organisations.	Student can create a rudimentary supply chain design.
Tools for Working & Management 24 (TWM24)	Business Research	Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.	Student can justify the choice of research methods for collecting data, in view of the business problem.

This is the knowledge/skill you will acquire:

As part of a project group you will learn how to conduct external analyses, segmenting markets, targeting a specific potential customer, positioning a company to achieve a competitive advantage, define a marketing strategy and mix, create a business case and draft the operations necessary to successfully enter a new market.

Focus topics of the project per phase and assignment:

Phase 1: project management

Phase 2: trend analysis, macro-analysis, industry analysis

Phase 3: country selection (criteria), market segmentation

Phase 4: defining target groups, value proposition, marketing strategy, marketing mix

Phase 5: budget planning, scenario-building, marketing plan

Phase 6: operations design, inbound and outbound logistics

Phase 7: presentation skills.

This is what you will deliver:

At regular intervals during the semester student teams are required to deliver updates on their progress and development to their coaches. Coaches will then assume the role of critical expert and provide students with feedback that will help them improve their sub-deliverables and decision-making. At the end of the semester students are evaluated on the basis of three deliverables which are the basis for assessment:

Group Presentation (video) (50%) in which student teams present their business cases, either for an existing product in a new market, or a new product in an existing market. This video presentation lasts 20 minutes in which students have to convince the assessors of the merit of their business case. After the presentation, the assessors have a 20 minute question round. This is a group grade.

Oral Defence (50%) Whereas the group presentation focuses on the decisions made within the project and the merit of the actual deliverable, the oral defence focuses on the individual student's application of the theories, tools and methods used throughout the project. They are required to justify why they have used certain theories and/or models under which conditions. This is an individual grade.

Grading

N.B. In order to complete this course, students need to pass both separate assessments. In case of an insufficient grade, the following options are available to students:

Group presentation, a repair with a maximum grade of 5.5;

Oral defence: a retake with a maximum grade of 10.

This is how to do it:

The project *Develop your Business* challenges the students to critically examine which theories and tools are necessary to complete the separate analyses and steps within the process. Due to the fact that there are no content courses, students are required to learn by themselves and find the data, theories and models by themselves. That means that every student team may make use of completely different theories and models, as they see fit. Coaches will support students by means of asking reflective questions and providing them with feedback by means of formative assessment. Both deliverables (assessment items) are the result of working together as a team for an extensive period of time, developing a business case for a product/market combination. The project entails 15 ECs which means that students are expected to put in 448 study-hours reading, preparing, meeting, researching, discussing, assessing, visualizing and conceptualizing. Part of this time is spent during so-called project blocks, which are scheduled periods of time for group project work under coach supervision.

Within this project, students assume the role of business developer, with a clear focus on growth. They are required to find a new product/market combination for an existing non-fictional company. Their goal is to develop a business case that will enable the company to grow further and seize business opportunities.

The project is split-up in seven phases, each having their own sub-deliverables, key questions and content topics. These are to be found in the Project Blueprint and the assignments. At the end of every phase, students are stimulated to plan meetings with their coaches to receive valuable feedback. Ultimately, those feedback meetings result in the student teams:

- a. being able to move on to the next phase,
- b. moving on whilst simultaneously improving the last phase, or
- c. to fix the last phase before being able to move on.

For a detailed planning, please refer to the Project Blueprint which is available online.

SUF1 Startup Factory I

Progress Code	SUF1IE19
Module Type	Project
Course Coordinator	Rob van Dun (DUNR02)
Project Coaches (depending on choice for project)	Marco van Lier (LIEM12) Paul Wabike (WABP) Alex Ioan (IOAA01) Nicole Hesen (HESN01) Victor Ogunsula (OGUV01) Eugene Ikejamba (IKEE01)

Program and Module Learning Outcomes (PLO's and MLO's)

Domain	Domain Category	PLO's	MLO's
Ways of Thinking 2 (WT2)	Innovation & Creativity	Create innovative ideas in a changing business environment in a systematic fashion	Student generates innovative and creative ideas for product and/or service development.
Ways of Thinking 3 (WT3)	International Business Awareness	Analyze patterns in global macroeconomic factors and policies that drive international trade and business development.	Student conducts internal and external analyses to identify and justify business opportunities.
Ways of Working 6 (WW6)	Collaboration	Collaborate effectively with different kinds of stakeholders in different cultural, organizational and political landscapes to contribute to achieving agreed goals.	Student describes the focus on tasks and participation, dependability and shared responsibility. Listening, questioning and discussing
Living in the World 8 (LW8)	Personal and Professional Development	Express reflections on his personal development with the aim of personal growth.	Student describes himself in terms of personal identity, strengths and weaknesses and personal development as group member.
Tools for Working & Management 15 (TWM15)	Marketing & Sales	Develop a well-founded marketing plan to support the creation of value for international customers.	Student develops a marketing strategy. / constructs and implements a marketing and sales plan.
Tools for Working & Management 18 (TWM18)	Finance & Accounting	Evaluate financial performance of the organisation from different stakeholders' perspectives.	Justify decision making with financial and economic information.

This is the knowledge /skill you will acquire:

The Startup Factory is a year-long simulation focusing on collaboration, creativity and the fostering of so-called 21st century skills within a contemporary setting. Within this innovation project, students form interdisciplinary teams of six students from the four different study courses within FIBS. These teams will develop a variety of deliverables, which is based on their choice for one of the following projects:

- **Entrepreneurship:** this project enables students to develop their own meaningful innovation according to Lean Startup methods and principles;
- **X-Lab:** a hybrid learning environment in which students work on real business challenges provided by local entrepreneurs and companies from different industries;

- Social Enterprise, with its mantra “doing well by doing good”, where students aim at creating positive impact. This project is run in cooperation with our partner university in Zambia;
- Commercial Film, where students are in charge of producing their own documentaries about a variety of contemporary topics that are relevant to local businesses.
- GameLab: students in this project will develop a serious game for a local business partner or for themselves. They do this with the help of a series of workshops and trainings specifically on serious gaming.

Within the Startup Factory, we emulate the business environment and processes that are very common among contemporary startups. In order for those, and the Startup Factories to succeed, they adopt the processes and principles known as design thinking and outcome driven innovation. These processes, unsurprisingly, aim to create meaningful innovations that customers understand, are willing to buy and that do a specific job for them better than competing solutions.

The Startup Factory covers specific learning goals for students of all four study courses involved. Students can:

- Generate innovative ideas for product and/or service development (MLO1).
- Conduct internal and external analyses to identify business opportunities (MLO2).
- Justify decision-making with financial/economic information (MLO3).
- Develop strategic scenarios that create value for stakeholders (MLO4).
- Collaborate in a multidisciplinary team (MLO5).
- Show agility and adaptability to ambiguous situations (MLO6).
- Portray an entrepreneurial attitude (MLO7).
- Show empathy for customer/client (MLO8).

The four different types of Startup Factories all have their own Manuals and/or Handbooks. Please refer to those for more information.

This is what you will deliver:

The Startup Factory has two deliverables, an individual portfolio and a group presentation (video).

The group presentation (50% of the final grade) consists of a 15 minute recorded video that contains the main findings from all stages, backed up by all the information gathered throughout the entire project. It presents an *investment-ready* business model and product idea that has been validated by means of research.

The portfolio (presentation) (50% of the final grade) contains a virtualization of the individual’s progress on the associated four MLOs. The student may use peer evaluation to support in that visualization.

Both parts have to be passed complete this course. In case of an insufficient grade, the student has 1 repair opportunity to pass.

This is how to do it:

The Startup Factory project is tailored to fit the learning goals of four different study programs within the FIBS and to be run within a safe environment where students are allowed (or even encouraged) to *fail forward*. It is a bit of a cliché, but every bit true, failing is almost a necessity to succeed. Within this project, students are allowed to *fail*. Students are encouraged to fail, but do so forward, meaning that it’s not meant for them to go back all the way, but to learn from their mistakes and take a (slightly) different direction that will very likely prove more rewarding.

For more detailed information, please consult the respective online pages of the project.

MM3 Business Intelligence I

Progress Code	MM3IE19
Module Type	Lectures
Course Coordinator	Daniel Piegeler (PIED01)
Lecturers	Daniel Piegeler (PIED01)

Program and Module Learning Outcomes (PLO's and MLO's)

Domain	Domain Category	PLO's	MLO's
Ways of Thinking 1 (WT1)	Critical Thinking	Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately	Student is able to reach reasonable conclusions by interpreting findings from various data sources, and data subjected to relevant and valid statistical techniques, where possible with the use of appropriate it-tools.
Ways of Working 7 (WW7)	Management of Information as Digital Citizen	Produce management information from various data sources in an international business environment.	Student is able to apply software tools for displaying/developing management information. Student is able to compare and comment on the use and role of various existing information systems for decision support organization.
Tools for Working & Management 24 (TWM24)	Business Research	Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.	Student is able to distinguish between the commonly used terms and definitions in contemporary IT-systems; -roles; -departments; databases and such. Can derive relevant information from reading subject related literature or interviewing stakeholders in IT-processes and the application of such.

This is the knowledge/skill you will acquire:

“Data is the new oil” – Nowadays, with advancing technologies such as Web 4.0, organizations are generating increasing amounts of data. The question is: what do they do with all the data?

The overabundance of data has added a new layer of complexity in the way organizations make decisions. This is where Business Intelligence (BI) comes into place. BI is a global term for all processes, techniques and tools that support business decision making based on information technology. This course will enable you to understand Business Intelligence concepts, techniques and tools, and subsequently help you in making and/or preparing faster and more accurate decisions in a professional business environment.

You will endeavour into Business Intelligence on three analytic levels, from *describing*, *predicting* to *prescribing*. In Business Intelligence I, you will focus your practice on the first of the three analytical levels by performing descriptive statistics calculations and applying data visualization techniques.

This is what you will deliver:

At the end of the semester there will be a written exam. You will answer a number of closed and open questions on the course. You will need to prove your ability to think critically and perform business research by solving a limited case study.

This is how to do it:

By reading the book and participating during class you should be well prepared for the final exam.

MM4 Effective Communication Skills III

Progress Code	MM4IE19
Module Type	Tutorials
Course Coordinator	Jeroen Werner (WERJ02)
Lecturers	IB2AF/BF: Jeroen Werner (WERJ02) IB2CF/DF: Alina Panek (PANA01)

Program and Module Learning Outcomes (PLO's and MLO's)

Domain	Domain Category	PLO's	MLO's
Ways of Working 4 (WW4)	International Business Communication	Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.	Apply the 14 communication channels effectively.
Living in the World 12 (LW12)	Intercultural Proficiency	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.	Identify relevant cross-cultural aspects when doing Business. Display consideration for relevant cross-cultural aspects when doing business.
Living in the World 13 (LW13)	Intercultural Proficiency	Use appropriate verbal and non-verbal communication in an intercultural setting	Apply verbal and non-verbal communication in consideration of cross-cultural differences.
Tools for Working & Management 16 (TWM16)	Marketing & Sales	Use appropriate sales techniques in support of durable customer relationships.	Execute a sales pitch effectively and persuasively.

This is the knowledge/skill you will acquire:

After completing this course students will be able to:

- apply the 14 communication channels effectively;
- apply verbal and non-verbal communication under consideration of relevant cross-cultural differences;
- execute a presentation effectively and persuasively.

This is what you will deliver:

The final assessment of MM4 is a presentation in a form to be determined. The content of the presentation will be linked to the MM1 project.

This how to do it:

Each weekly tutorial covers an aspect of what is expected in the final deliverable. Tutorials offer ample opportunity to practice and enhance presentation skills.

MM5 Additional Language / Dutch III

Progress Code	MM5IE19-D
Module Type	Tutorials
Course Coordinator Dutch for German students	Andreas Grün (GRUA01)
Course Coordinator Dutch for international students	Ilze Raath (RAAI02)
Lecturers Dutch for German students	Andreas Grün (GRUA01)
Lecturers Dutch for international students	Ilze Raath (RAAI02)

Program and Module Learning Outcomes (PLO's and MLO's)

Domain	Domain Category	PLO's	MLO's
Ways of Working 5 (WW5)	International Business Communication	Students can use one or two additional languages to facilitate international business.	In an additional language, student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest.

This is the knowledge/skill you will acquire:

German students (German speaking students):

At the end of the **THIRD** semester you will be able to reach level **A2-B1** in Dutch, as defined by the *Common European Framework of Languages (CEFR)*, emphasising *speaking* and *listening* skills. Please see table below.

Level B1 Common European Framework of Languages				
UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	Writing
Student can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Student can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	Students can understand texts that consist mainly of high frequency every-day or job-related language. Student can understand the description of events, feelings and wishes in personal letters.	Student can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Student can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	Students can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. Student can briefly give reasons and explanations for opinions and plans. Student can narrate a story or relate the plot of a book or film and describe my reactions.	Student can write simple connected text on topics which are familiar or of personal interest. Student can write personal letters describing experiences and impressions.

International students (Students who have a native language other than German):

At the end of the **FOURTH** semester you will be able to reach level **A2** in Dutch, as defined by the *Common European Framework of Languages* (CEFR), emphasising *speaking* and *listening* skills. Please see table below.

Level A2 Common European Framework of Languages				
UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	Writing
Student can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (i.e. very basic personal and familial information, shopping, local area, employment). Can catch the main point in short, clear, simple messages and announcements.	Student can read very short, simple texts. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.	Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Can handle very short social exchanges, even though he/she can't usually understand enough to keep the conversation going himself/herself.	Student can use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.	Student can write short, simple notes and messages relating to matters in areas of immediate need. Can write a very simple personal letter, for example thanking someone for something.

This is what you will deliver:

This module will be tested in an oral exam of 20 minutes (exam: 15 minutes + verbal feedback: 5 minutes), which will be done in pairs. However, every student will be assessed individually. The oral exam will take place during the regular examination weeks.

This is how to do it:

You will always attend classes.

You will be prepared, do your homework.

You will spend at least two and a half hours (150 minutes) per week on studying for this module.

MM5 Additional Language / Spanish III

Progress Code	MM5IE19-S
Module Type	Tutorials
Course Coordinator	Paloma Rico (RICP02)
Lecturers	Paloma Rico (RICP02)

Program and Module Learning Outcomes (PLO's and MLO's)

Domain	Domain Category	PLO's	MLO's
Ways of Working 5 (WW5)	International Business Communication	Students can use one or two additional languages to facilitate international business.	In an additional language, student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest.

This is the knowledge/skill you will acquire:

In this language course you learn how to communicate in Spanish in a business environment. At the end of the **THIRD** semester you will reach **level A2-B1** in Spanish, as defined by the *Common European Framework of Languages* (CEFR), emphasising *speaking* and *listening* skills. Please see table below. This is a language course for business purposes: you will learn how to communicate in Spanish in a professional environment.

Level B1 Common European Framework of Languages				
UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	Writing
Student can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Student can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	Students can understand texts that consist mainly of high frequency everyday or job-related language. Student can understand the description of events, feelings and wishes in personal letters.	Student can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Student can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	Students can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. Student can briefly give reasons and explanations for opinions and plans. Student can narrate a story or relate the plot of a book or film and describe my reactions.	Student can write simple connected text on topics which are familiar or of personal interest. Student can write personal letters describing experiences and impressions.

This is what you will deliver:

This module will be tested in an oral exam of 20 minutes (exam: 15 minutes + verbal feedback: 5 minutes), which will be done in pairs. However, every student will be assessed individually. The oral exam will take place during the regular examination weeks.

This is how to do it:

Spanish is the second most widely spoken language in the world and it is the official language in 21 countries.

The module enables you to communicate and interact in a business context and it will be delivered in interactive sessions with a main focus on listening and speaking. Grammar and vocabulary are taught within task-based contexts. Cultural aspects of Spain and Latin America will be shared with you as well.

Some examples of topics in this course: talk about past experiences, a visit to the doctor, money and bank transactions, etc.

The course will be delivered in interactive sessions of 1.5 hours a week and you are expected to spend at least 2.5 hours per week on self-study.

Learning a world language like Spanish is an added value to your development and curriculum and very useful when you decide to do your internship or minor in a Spanish speaking country.

MM5 Additional Language / German III

Progress Code	MM5IE19-G
Module Type	Tutorials
Course Coordinator	Annegreet Draaisma (DRAA01)
Lecturers	Annegreet Draaisma (DRAA01)

Program and Module Learning Outcomes (PLO's and MLO's)

Domain	Domain Category	PLO's	MLO's
Ways of Working 5 (WW5)	International Business Communication	Students can use one or two additional languages to facilitate international business.	In an additional language, student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest.

This is the knowledge /skill you will acquire:

At the end of the **THIRD** semester you will be able to reach level **A2-B1** in German, as defined by the *Common European Framework of Languages* (CEFR), emphasising *speaking* and *listening* skills. Please see table below.

Level B1 Common European Framework of Languages				
UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	Writing
Student can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Student can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	Students can understand texts that consist mainly of high frequency everyday or job-related language. Student can understand the description of events, feelings and wishes in personal letters.	Student can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Student can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	Students can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. Student can briefly give reasons and explanations for opinions and plans. Student can narrate a story or relate the plot of a book or film and describe my reactions.	Student can write simple connected text on topics which are familiar or of personal interest. Student can write personal letters describing experiences and impressions.

This is what you will deliver:

This module will be assessed through an oral exam. This oral exam will have a duration of 20 minutes and will be done in pairs. However, every student will be assessed individually. The oral exam will take place during the examination weeks.

This is how to do it:

You will always attend classes.

You will be prepared, do your homework.

You will spend at least two and a half hours (150 minutes) per week on studying for this module.

MM6 Personal & Professional Development III

Progress Code	MM6IE19
Module Type	Personal Coaching, Tutorials and Workshops
Course Coordinators	Madeleine Goedhart (GOEM05) Khalid Raihan (RAIK01)
Lecturers	IB2AF: Victor Ogunsola (OGUV01) IB2BF: Ilze Raath (RAAI02) IB2CF: Madeleine Goedhart (GOEM05) IB2DF: Linda Huskes (HUSL..)

Program and Module Learning Outcomes (PLO's and MLO's)

Domain	Domain Category	PLO's	MLO's
Ways of working (WW6)	Collaboration	Collaborate effectively with different kinds of stakeholders in different cultural, organizational and political landscapes to contribute to achieving agreed goals.	Evaluate ability to work effectively with group members in the main project of this semester.
Living in the world (LW8)	Personal and Professional Development	Express reflections on his personal development with the aim of personal growth.	Take ownership and responsibility of achieving and evaluating your personal development aims.
Living in the world (LW9)	Personal and Professional Development	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.	Analyse own response to an unfamiliar, or unexpectedly changing, business (project) environment.
Living in the World (LW10)	Ethical & Social Responsibility	Formulate ones' own position concerning ethical and social responsibility in a professional environment.	Formulate own position concerning moral and social responsibility.
Living in the world (LW11)	Intercultural Proficiency	Mitigate the pitfalls of cultural differences in business and social contexts	Assess the effect of cultural differences upon the behaviour within projects.
Living in the world (LW12)	Intercultural Proficiency	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.	Actively pursue working with people from other cultures.
Living in the world (LW14)	Intercultural Proficiency	Assess the effect of cultural differences upon organisational behaviour and strategic choices.	Assess the effect of cultural differences upon the behaviour within projects.

This is the knowledge /skill you will acquire:

Welcome to the module *Personal and Professional Development III*, also known as *the Journey!*

Within this module you are guided to actively work on improving key personal and professional competencies. Self-assessment, reflection and training, both in the study programme and outside of university, form an important basis for this module.

Here is the nice part: you decide in which ways you will develop, within a certain bandwidth..., and here is the challenging part (for some of you): YOU are responsible for your own development!

You keep track of your own progress, achievements and developments and you will be stimulated to create a *digital showcase portfolio*, which can be used as a *personal branding* tool.

This is what you will deliver:

You keep on working on your *Journey portfolio*, reflecting on your personal and professional development continuously. As mentioned in the previous section, you have a lot of influence on what you will deliver in this module. Main indicator is that it should help you in your self-development. We are partly going to assess the effort you put into this development, not just (the quality of) the output. Although there is a lot of freedom, there are still some milestones for the MM6 Journey portfolio at the end of semester 3.

Personal Development:

- You will write a personal introduction as a starting point of your journey in semester 3.
- You will define/adjust your *big dream* again and you will formulate (and later reflect on) your long term goals and short term goals for semester 3. You will evaluate your goals of semesters 1 and 2.
- You will reflect on unfamiliar contexts, experienced in the projects of MM1 and SUF, analyzing situations. You will reflect on the impact of Covid-19.
- You will invest at least 20 hours (target after semester 3: > 60 hours in total) in your personal development by reading books and articles, watching documentaries, listening to podcasts and/or participating in online or offline training sessions and you reflect on these activities. From these 20 hours, at least 14 hours have to be invested in online or offline training sessions and workshops.
- You will invest at least 10 hours (target after semester 3: > 30 hours in total) in *giving back to society* and you write a reflection afterwards.
- The invested time in your personal development (books, documentaries, etc.) and *giving back to society* needs to be registered in an Excel file that we created for you: *Investment Personal Development*. You need to collect *evidence* for the invested time, which you can share with peers and/or coach.

Professional Development:

- Collaboration: You include and reflect on peer feedback from MM1 and SUF and you add this feedback to the already received peer feedback in year 1 (PM1 & PM8) and you analyze all input so far, resulting in writing an evaluation of your current ability to collaborate. You formulate learning goals for semester 4 in the context of collaboration.
- Intercultural Self-Analysis: you include an Intercultural Self-Analysis, based on knowledge and experiences so far. Please consult the Student Manual MM6 for more detailed information about the predefined Module Learning Outcomes.
- You register your grades in the *Overview of modules and results* Excel file, so that you keep track of your study progress.
- You will have at least two individual talks with your coach, in which you discuss your self-development as well as your study progress. Your last individual talk will include checking together with your coach whether you met all the criteria.
- There are no big, unsolved negative signals about you.

So, there is some structure / guidance in what you will deliver. But if you read carefully, you will notice that a significant part of the content is not defined, which allows you to focus on your own needs.

This is how to do it:

To a large extent YOU decide and YOU are responsible. Of course, your coach will guide you and will be there for you. But just like in previous semesters, we will put you in control. We will be facilitating you by having some information available and helping you find your own answers. Group sessions in various sizes and various compositions, and individual talks will be a structural part of this module. In most cases, the reserved time in your schedule (MM06) will be used for this, but it could also be necessary to meet at different moments.