



# **International Business (IB)**

## **Semester Handbook: Semester 3**

Fall Semester 2023





Dear IB Student,

We are delighted to welcome you to Fontys International Business School and 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,

Chantal Teeuwen  
IB Program Manager

Ioana Grosu  
Assistant Program Managers

Ronald Jansen  
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. Both projects and separate modules 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 microenvironmental 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 – Business 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 2023-2024 *Teaching and Examination Regulations* (TER) under this link [TER](#)

### Annual Calendar

For an overview of the academic calendar (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	50%
	Individual assessment: • Oral defence	50%
SUF1	Group assessment: • Presentation (video)	50%
	Individual assessment: • Portfolio Presentation	50%
MM3	Written assessment	100%
MM4	Presentation	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	MM1IE22
Module Type	Project
Course Coordinator	Ronald Jansen (JANR36)
Project Coaches	Martina Possberg (POSM02) Ronald Jansen (JANR36) Christo Stander (STAC10) Alina Panek (PANA01)

### 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 justify their choices of methods and critically reflect on data, insights and conclusions.
Ways of Thinking 2 (WT2)	Innovation & Creativity	Create innovative ideas in a changing business environment in a systematic fashion	Students generate innovative ideas based on the changes within the organization and the environment.
Ways of Thinking 3 (WT3)	International Business Awareness	Analyze patterns in global macroeconomic factors and policies that drive international trade and business development.	Students 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.	Students communicate his/her 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.	Students demonstrate effective use of project management tools and demonstrates effective collaboration within the team.
Ways of Working 7 (WW7)	Management of Information as Digital Citizen	Produce management information from various data sources in an international business environment.	Students 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.	Students 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.	Students can elaborate on the coherence of the different components of a marketing plan, including marketing channels and user experience, for an international customer.

Domain	Domain Category	PLO's	MLO's
Tools for Working & Management 17 (TWM17)	Marketing & Sales	Incorporate developments of the digital landscape in a marketing strategy.	Students can elaborate on the coherence of the different components of digital marketing tools, including digital marketing channels and user experience.
Tools for Working & Management 20 (TWM20)	Operations & Supply Chain Management	Evaluate the operations processes within and between organisations.	Students can elaborate on and assess operational performance of a specific operational process or multiple interlinking operational processes within an organisation or between organisations against the corporate supply chain goals.
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.	Students apply the different steps of the research cycle and demonstrate the ability to choose research methods that are appropriate to the research aims and objectives.

**This is the knowledge/skill you will acquire:**

As part of a project group you will assume the role of Junior Consultant. Your assignment will be to advise your client on business development for market entry with a specific product in a specific country.

During the process you will learn how to conduct external analyses, segment markets, target a specific potential customer segment, position 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.

An essential characteristic of this MM1 project is that the skills you acquire in MM3 and MM4 are directly integrated into the program. This means that we expect you to base your advice on validated data from reliable sources and that we place much emphasis on effective formats to structure and communicate your insights.

The flow of the project is structured in a number of phases, which we will refer to as "insights". At the end of each Insight your team should be able to present their insights, according to a structured format.

There are 6 phases that are all crucial and can vary in length and intensity:

- 1: Client Insight
- 2: Country Insight
- 3: Customer & Partner Insight
- 4: Marketing & Sales Insight
- 5: Operations Insight
- 6: Integration

The aspect of Sustainability will not be a separate phase but needs to be explicitly addressed in all insights throughout the project.

The emphasis of the entire MM1 project is on the pro-active attitude of students to determine what knowledge, frameworks, models and methods they need to produce a high quality advice to their client. Recommended literature will be listed and coaches will provide knowledge feeds for example in the form of presentations.

**This is what you will deliver:**

Student teams are required to present their insights and updates on their progress and development to their peers (co-team) and to their coaches at least 3 times during the semester. These moments will be planned by 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.

The student co-teams will assume the role of “key employees of client company” to attend these presentations as well for further learning and additional critical feedback.

At the end of the semester students are assessed on their group work (50% of grade) and on their individual mastery of subject matter and application (50% of grade).

Group Deliverable and Grade (50%)

Each group hands in the following before or at the deadline published during the semester:

- The group’s presentation-deck (PowerPoint or other suitable format) that will be used for the group’s live delivery of the presentation.
- Detail backup report, incl. research brief
- Project Management Report

*Presentation*

This presentation lasts maximum 30 minutes in which students have to convince the assessors of the merit of their business case. Student teams present their business development strategy for market entry of their client into a specific country and/or industry. The group presentation will reflect students’ learning in the aspects of Marketing, Business Intelligence and Effective Communication.

The content of the presentation will be a concrete actionable advice to the client, based on actionable insights developed from validated data gathered from reliable sources.

After the presentation, the assessors have a 20 minute question round.

*Backup Report*

This document contains the research brief based on which relevant data were gathered and insights produced. This document is content oriented.

The handout also contains further underlying detail justification of the summary advise presented, back-up slides and references or links to all sources used.

A detail specification of requirements will be provided during the first weeks of the semester.

*Project Management Report*

The Project Management Report is process oriented, reflecting the functioning of the team, the way of working and the process of learning. The records of the (peer) feedback sessions are an example of input to this document.

A detail specification of requirements will be provided during the first weeks of the semester.

The above deliverables are all an integral part of the group assessment.

All members of the team will be awarded the **group grade**.

Oral Individual Exam and Grade (50%)

Whereas the group presentation focuses on the decisions made within the project and the merit of the actual deliverable, the oral individual exam focuses on the individual student’s application of the theories, tools, methods, etc. used throughout the semester to another fictive case presented during the assessment.

Students are required to demonstrate understanding and application of theories, models, methods, etc. for a fictive case. They need to justify their choices and make clear under which conditions they choices are relevant.

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 and retake 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.

Students are required to pro-actively define the questions they need to ask to develop their advice to the client. They will look for appropriate 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. Coaches will also offer content (knowledge, methods, tooling, etc.) “on demand” through in person workshops and/or online sources.

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 spend during so called project blocks, which are scheduled periods of time for group project work under coach supervision.

**SUF1 StartUp Factory I**

Progress Code	SUF1IE22
Module Type	Project
Course Coordinator	Christo Stander (STAC10)

**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 ideas for product and/or service development.
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 can collaborate in a multidisciplinary team.
Living in the World 8 (LW8)	Personal and Professional Development	Express reflections on his personal development with the aim of personal growth.	<ul style="list-style-type: none"> <li>• Student portrays an entrepreneurial attitude.</li> <li>• Student shows empathy for customer/client.</li> </ul>
Living in the World 9 (LW9)	Personal and Professional Development	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.	Student shows agility and adaptability to ambiguous situations.
Tools for Working and Management 15 (TWM15)	Marketing & Sales	Develop a well-founded marketing plan to support the creation of value for international customers.	Students can elaborate on the coherence of the different components of a marketing plan, including marketing channels and user experience, for an international customer.
Tools for Working and Management 18 (TWM18)	Finance & Accounting	Evaluate financial performance	Students contrast different financial outcomes to determine a course of action.

**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 Start-up 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 universities in Africa.
- **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,** where you will develop and use a serious game to solve a real life problem that a company has.

Within the StartUp Factory, we emulate the business environment and processes that are very

common among contemporary start-ups. 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 five 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	MM3IE22
Module Type	Lectures
Course Coordinator	Niklas Meisel (MEIN05)
Lecturers	2A/B: Niklas Meisel (MEIN05) 2C/D: Irmgard Peterek (PETI01)

**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 demonstrates competence in data collection, organization, and transformation, alongside a critical evaluation of their own work, resulting in a well-founded conclusion.
Ways of Working 7 (WW7)	Management of Information as Digital Citizen	Produce management information from various data sources in an international business environment.	Student demonstrates the ability to establish meaningful connections, interpret, and appraise a multitude of viewpoints and data points, thereby generating actionable insights.
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 demonstrates that they can create a fitting research design, that incorporates all relevant methodological items, in order to solve a business problem, using either qualitative or quantitative data analysis.

**This is the knowledge/skill you will acquire:**

The purpose of this course is to give you the skills to become a junior consultant (JCO) by turning information to actionable insights in a strategic way. As a JC you will consult your client on a market entry strategy in a new country. MM3 will provide you with the tools you need in order to substantiate your work in the MM1 project. You will have weekly lectures to gain new knowledge on various topics that directly relate to the different parts of your team's market entry strategy.

**This is what you will deliver:**

You will deliver an individual document. For this assignment, you will elaborate on one part of your final MM1 deliverable. You will cover each phase from data gathering to the final recommendation and cover the complete data transformation process, while critically reflecting on it. Your hand-in will cover the following items:

- Data gathering
- Data transformation & analysis
- Interpretation
- Critical Appraisal.

**This is how to do it:**

You will accomplish this by completing the formative assignments, quizzes, attending the lecture, and actively getting feedback from your classmates and coaches.

**MM4 Effective Communication Skills III**

Progress Code	MM4IE22
Module Type	Tutorials
Learning Line / Course Coordinator	Caroline Jacobs (JACC02)
Lecturers	2A/B: Caroline Jacobs (JACC02) 2C/D: Ioana Grosu- (GROI07)

**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.	Student can present a business topic to an (un)informed audience in a structured and convincing manner at an advanced level of English, supported by a visualisation tool.
Living in the World 13 (LW13)	Intercultural Proficiency	Use appropriate verbal and non-verbal communication in an intercultural setting	Student can apply verbal and non-verbal communication channels while taking cross-cultural differences in consideration.

**This is the knowledge/skill you will acquire:**

After completing this course students will be able to:

- apply the (non)verbal communication channels persuasively and effectively;
- consider cultural differences while communicating with an intercultural audience;
- execute a presentation in a structured and coherent manner;
- motivate and justify choices orally;
- support audience by demonstrating and analysing suitable facts and figures in a visualisation.

**This is what you will deliver:**

The final assessment of MM4 is an integrated assessment in the final assessment of the MM1 project. Students will be individually assessed based on their personal contribution in the final group presentation of MM1.

**This how to do it:**

Effective Communication Skills III & IV is a longitudinal module which runs over semester 3 & 4, supporting the projects of the main phase. Effective Communication III (MM4) focuses on the skills needed to effectively communicate during the project MM1.

The contents covered during this semester are team communication in an intercultural business setting, how to give effective and structured presentations and how to argue and justify choices made supported by a visualisation. Acquiring these skills will not only support you to pass the final assessment of MM1 and MM4, but these skills will also be valuable during your complete study career as well as for your future professional career.

In order to master these skills, a theoretical basis, regular practice and feedback is offered. In addition, you are asked to apply and train your intercultural communication and presentation skills during the MM1 project sessions. The module is delivered as a weekly interactive hands-on tutorial of 90 minutes.

**MM5 Additional Language / Dutch III**

Progress Code	MM5IE22-D
Module Type	Tutorials
Course Coordinator Dutch for German students	Andreas Grün (GRUA01)
Course Coordinator Dutch for international students	Andreas Grün (GRUA01)
Lecturers Dutch for German students	Andreas Grün (GRUA01)
Lecturers Dutch for international students	David Harder (HARD02)

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

Domain	Domain Category	PLO's	MLO's at level B1
Ways of Working 5 (WW5)	International Business Communication	Students can use one or two additional languages to facilitate international business.	<ul style="list-style-type: none"> <li>• Student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Student can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</li> <li>• Student can produce simple connected text on topics which are familiar or of personal interest.</li> </ul>

Domain	Domain Category	PLO's	MLO's at level A2
Ways of Working 5 (WW5)	International Business Communication	Students can use one or two additional languages to facilitate international business.	<ul style="list-style-type: none"> <li>• Student can understand sentences and frequently used expressions related to areas of most immediate relevance.</li> <li>• Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>• Student can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</li> </ul>

**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:**

Level A2-B1 – German students (German speaking students):

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

Level A2 – International students (students who have a native language other than German):

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	MM5IE22-S
Module Type	Tutorials
Course Coordinator	Estela Aguilera Nogales (AGUE01)
Lecturers	Estela Aguilera Nogales (AGUE01)

**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.	<ul style="list-style-type: none"> <li>• Student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Student can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</li> <li>• Student can produce simple connected text on topics which are familiar or of personal interest.</li> </ul>

**This is the knowledge/skill you will acquire:**

At the end of the **THIRD** semester, you will be able to reach **level A2.1** in Spanish, as defined by the *Common European Framework of Languages* (CEFR), focusing on all four language skills emphasizing *speaking* and *listening* skills.

This is a language course for university students: you will learn how to communicate in Spanish in an educational environment.

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:**

Final Grading	Weighting
Oral assessment	70% (Grade 1-10)
Written exam	30% (Grade 1-10)

This module will be tested with two individual assessments:

- Written assessment in class in lesson week 10 with a duration of 60 minutes (30% of grade).
- Oral assessment at the end of the semester (70% of grade) with a duration of 10 minutes, including verbal feedback, at the end of the semester. The oral assessment will take place during the examination weeks, and it consists of responding to questions, having a dialogue, and describing someone or something, based on a picture.
- To pass this module, you need to pass both parts with at least 5.5 points.
- Failure to pass one of the parts means that the course cannot be passed and you will need to retake the part that you did not pass.
- Each semester you have two opportunities to take each of these exams.

**This is how to do it:**

This Spanish course enables you to communicate and interact in a Spanish university context. Exercises and activities that reflect daily and educational situations will be practiced, using a communicative approach. Vocabulary and grammar will be taught within a task-based context. Some cultural aspects will be highlighted to facilitate the educational communication in several common situations.

The course will be delivered in interactive sessions of 1,5 hours a week and you are expected to spend at least 3 hours per week on self-study. You are highly recommended to attend class, (at least 80% of the lessons), to prepare for class, doing the exercises recommended in class and participate actively in class, as the pace of the sessions is high.

**MM5 Additional Language / German III**

Progress Code	MM5IE22-G
Module Type	Tutorials
Language Coordinator	David Harder (HARD02)
Lecturers	Jaqueline Lümmen (LUMJ02)

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

Domain	Domain Category	PLO's	MLO's at level B1
Ways of Working 5 (WW5)	International Business Communication	Students can use one or two additional languages to facilitate international business.	<ul style="list-style-type: none"> <li>• Student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Student can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</li> <li>• Student can produce simple connected text on topics which are familiar or of personal interest.</li> </ul>

Domain	Domain Category	PLO's	MLO's at level A2
Ways of Working 5 (WW5)	International Business Communication	Students can use one or two additional languages to facilitate international business.	<ul style="list-style-type: none"> <li>• Student can understand sentences and frequently used expressions related to areas of most immediate relevance.</li> <li>• Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>• Student can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</li> </ul>

**This is the knowledge /skill you will acquire:**

**Dutch students:** At the end of the **THIRD** semester you will be able to reach level **B1 Beginners** in German, as defined by the *Common European Framework of Languages* (CEFR), focusing on all four language 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.

**International students:** At the end of the **THIRD** semester you will be able to reach level **A2 Beginners** in German, as defined by the *Common European Framework of Languages* (CEFR), focusing on all four language 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.

NOTE

To take part in the oral exam, you'll first have to sit a written test in lesson week 9 of the semester in which the other three language skills (listening, reading and writing) will be formatively assessed. This means that you won't get a grade on this test, but you will have to take it to be allowed to participate in the oral exam.

**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	MM6IE22
Module Type	Personal Coaching, Tutorials and Workshops
Course Coordinators	Madeleine Goedhart (GOEM05) Khalid Raihan (RAIK01)
Lecturers	IB2A: Roeland Meijers (MEIR08) IB2B: Thom Dirks (DIRT04) IB2C: Silke Röttger (ROTS01) IB2D: Paul Scholey (SCHP07)

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

Domain	Domain Category	PLO's	MLO's
Living in the world 8 (LW8)	Personal and Professional Development	Express reflections on his personal development with the aim of personal growth.	Student can illustrate professional identity, future ambitions and development goals by means of applying action steps to achieve these goals. Student can demonstrate sufficient activities in line with set goals.
Living in the world 9 (LW9)	Personal and Professional Development	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.	Student can illustrate own performance in unfamiliar contexts in project environments.
Living in the World 10 (LW10)	Ethical & Social Responsibility	Formulate ones' own position concerning ethical and social responsibility in a professional environment.	Student can analyse own (general) position concerning moral and social responsibility.
Living in the world 11 (LW11)	Intercultural Proficiency	Mitigate the pitfalls of cultural differences in business and social contexts	Student can associate pitfalls with specific cultural differences by analysing how to mitigate these pitfalls.
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.	Student can critically analyse own initiatives when working with people from other countries and cultures.
Living in the world 13 (LW13)	Intercultural Proficiency	Use appropriate verbal and non-verbal communication in an intercultural setting	Student can critically analyse own examples of verbal and non-verbal communication in an intercultural setting.
Living in the world (LW14)	Intercultural Proficiency	Assess the effect of cultural differences upon organisational behaviour and strategic choices.	Student can identify the effect of cultural differences upon organizational behaviour.

**This is the knowledge /skill you will acquire:**

Welcome to the main phase of your *Journey*, and to the module *Personal and Professional Development III*, in which you may decide in which ways you will develop (within a certain bandwidth), as YOU are responsible for your own development.

Within this module you keep on actively working 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 and you keep track of your own progress, achievements and developments.

**This is what you will deliver:**

You keep on working on the *Journey portfolio* that you created in the first year, reflecting continuously on your personal and professional development. The portfolio will be assessed by your Journey coach in the regular examination weeks, and you have two chances (take and repair) to pass this module.

There is some structure and guidance in what you will deliver, and you have to reach the performance indicators for the MM6 Journey portfolio at the end of semester 3, which are based on the MLOs mentioned above. This semester, you define your professional identity, you redefine your future ambitions and goals for year 2, and you will reflect on unfamiliar situations, your collaboration within the MM1 project and SUF1 and you reflect on the competences connected to the intercultural self-analysis.

Next to writing reflections on the MLOs, you have a lot of influence and freedom over what you will deliver in this module. You will invest at least 20 hours in your personal development this semester by reading books and articles, watching documentaries, listening to podcasts and/or participating in online or offline training sessions. At least 14 hours of these hours must be invested in a training, courses or workshops. You reflect on these activities. Main indicators are that it should help you in your self-development and that you focus on your own needs.

An important element of your *Journey* is the *Giving back to society*-part. Every IB student invests at least 10 hours per semester in giving back to Fontys or in contributing to society in general. You reflect on these activities afterwards. Volunteering will broaden your horizon and it will help you in your growth as a person and professional.

**Two talks and two summaries**

This semester, you will have at least two individual talks with your coach, in which you discuss your self-development and your study progress. After every talk you write a summary of the topics and action points discussed.

Both summaries of the individual talks must be added in the portfolio.

**Important! Please consult the Student Manual MM6 for more detailed information about the module, the MLOs and the specific performance indicators.**

**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. However, 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. The reserved time in your schedule (MM6) will be used for these sessions, but it could also be necessary to meet at different moments.

Enjoy your Journey!