

Course Manual

ELEC (Propaedeutic Learning Arrangement PLA14)

Business English I

ProgRESS-code	ELECPLA14
Course Coördinator	Monika Sobiech
Lectures involved	Monika Sobiech
Institute	Fontys International Business School
Study programme	ELEC
Academic year	2025– 2026
Study phase / level	Foundation year / level 1: main phase competent
Study load / ECTS	2 credits / 56 hrs
Competences	AC1, FC1

Brief description

The main objective of this learning arrangement is to promote and improve communication skills in English of ELEC students. As good practical knowledge of English has become one of the key requirements of contemporary business world, it is important that ELEC students can communicate in this language. By completing this course the students will prove then that they can communicate (speak and write) in English at B2 level in accordance with the European Framework of Reference for Languages.

The course outcome is focused on two main tasks, a business meeting, and a business negotiation. During the classes the students will be involved in a variety of communicative activities that will help them improve communication skills and prepare to deliver the satisfying final outcomes. Variety of didactic approaches, such as discussions, simulations of business meeting and negotiations, collaborative tasks and presentations will help the students to achieve this goal. Additionally, by promoting students centered learning, which gives the students more responsibility and control of the learning process, the students will eventually become more active and self-assured while performing communicative tasks.

Overview of competences in this LA

Competence number	Competence name
AC1	Cooperation and communication
FC1	Operating in an international, globalising environment

Course goal in relation to the competence profile

AC1: The student is able to cooperate and communicate adequately within an organisation and within organisation models

Students develop professional communication competencies and collaborative skills essential for success in dynamic business environments. Through progressive, experiential learning, students master both individual and team-based professional capabilities.

Core Competencies: Students demonstrate proficiency in strategic business communication, adapting their verbal and non-verbal communication styles to achieve specific objectives across diverse organizational contexts. They exhibit effective cooperation skills, including collaborative problem-solving, consensus-building decision-making, and productive group dynamics management.

Learning Activities & Skill Development: Students engage in scaffolded practical experiences designed to simulate real-world business scenarios:

- **Business simulations** that replicate complex organizational challenges and stakeholder interactions
- **Negotiation exercises** developing persuasion, compromise, and win-win solution strategies
- **Professional meetings facilitation** including agenda management, conflict resolution, and action planning
- **Digital communication proficiency** using modern business platforms and virtual collaboration tools

Example: Students will hold a business meeting (simulation).

FC1: The student is able to communicate properly within and outside the organisation, considering dynamic, international and globalizing environment.

Students develop advanced communication competencies for effective interaction within globalized, multicultural business environments. They master cross-cultural communication strategies and international negotiation skills essential for global business success.

Core Competencies: Students demonstrate cultural intelligence and adaptive communication skills when engaging with international stakeholders across diverse business contexts. They exhibit professional negotiation mastery, including preparation strategies, persuasion techniques, conflict resolution, and deal-making approaches appropriate for global business environments.

Learning Activities & Skill Development: Students engage in comprehensive negotiation training designed for international business environments:

- **Cross-cultural communication analysis** exploring cultural dimensions, negotiation styles across different regions
- **International business case studies** requiring analysis and negotiation of complex, globally-relevant scenarios
- **Negotiation preparation techniques** including stakeholder analysis, BATNA development, and strategic planning
- **Persuasion and influence strategies** developing verbal and non-verbal communication skills for effective negotiation outcomes
- **Conflict resolution methods** managing disagreements and finding mutually beneficial solutions across cultural boundaries
- **Cultural adaptation strategies** adjusting negotiation approaches for various international business contexts and stakeholder groups

Assessment & Cultural Competency: Students participate in multi-party international business negotiations, receiving feedback on preparation quality, communication effectiveness, cultural sensitivity, and negotiation outcomes. Performance is evaluated through self-assessment, peer evaluation, and instructor assessment using professional negotiation standards.

Example: Students will prepare a business negotiation.

Course goals in relation to language skills

Speaking B2 level	
Spoken interaction	Spoken Production
<p>I can take an active part in discussion in business contexts, accounting for and sustaining my views. I can respond to questions and expand on responses. I can sustain a peer-peer discussion based on a business related situation, using relevant functional language and strategies to express opinions and justify decision. I can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</p> <p>I can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.</p> <p>I can construct a chain of reasoned argument.</p> <p>I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options</p>	<p>I can present clear, detailed descriptions on a wide range of subjects related to the field of business.</p> <p>I am able to prepare and deliver a short piece of extended speech on a business-related topic, using a prompt which contains a question and a couple of supporting ideas.</p> <p>I can communicate complex information and advice on the full range of matters related to their occupational role.</p> <p>I can communicate detailed information reliably.</p> <p>I can give a clear, detailed description of how to carry out a procedure.</p>

[illegible]

Examination

Please indicate

Examination form (written, oral, report, other) in L8 and in the examination weeks at the end of the semester	<ul style="list-style-type: none"> - Recorded business meeting (apprx: 40 minutes) - Recorded business negotiation (apprx: 10 minutes)
Duration of examination in hours of ... minutes in L8 and in the examination weeks at the end of the semester	<ul style="list-style-type: none"> - N.a.
Examination period (in L8 and in the examination weeks at the end of the semester)	<ul style="list-style-type: none"> - To be agreed with the teacher End semester 1
What will be examined? (in L8 and in the examination weeks at the end of the semester)	<ul style="list-style-type: none"> - Communication skills
Specific examination criteria (in L8 and in the examination weeks at the end of the semester)	

The content of the test of this LA is always related to the learning goals described in this Course Manual.

The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

Re-examination

<ul style="list-style-type: none"> - Business meeting / business negotiation

Programme

This semester consists of 16 education weeks.

Week schedule

Self-study: Please indicate the number of hours p/w students have to spend on this LA. Also indicate what exactly they have to prepare or refer to reader / site if this information is given there.

LW	Subject	Contact hours	Self-study
L1	Introduction meetings – getting to know each other	1,5	2
L2	Structure and small talk	1,5	2
L3	Meeting participation	1,5	2
L4	Meeting brainstorming and evaluating	1,5	2
L5	Case analysis	1,5	2
L6	Meeting preparation	1,5	2
L7	Practice meeting I	1,5	2
L8	Practice meeting II	1,5	2
L1	Negotiation skills – introduction stage	1,5	2
L2	Negotiation skills – exploration stage	1,5	2
L3	Negotiation skills – bargaining stage	1,5	2
L4	Practice	1,5	2
L5	Negotiation skills – closing	1,5	2
L6	Negotiation skills - simulation	1,5	2
L7	Practice	1,5	2
E			
E			
RE			

More information can be found on the FIBS calendar.

Studyprogramme calendar:

Portal.fontys.nl/FIBS/Schedule [see link](#)

FIBS calendars:

<https://connect.fontys.nl/instituten/fibs/Schedules/Pages/default.aspx>

Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Note: Please leave footnotes with regard to types of hours relevant to this LA. Please delete types of hours and footnotes not relevant to this LA.

Please account for the hours, therefore:

Indicate how the number of study load hours (i.e. 140) is divided.

Mention under “Number of hours” hours of 60 minutes)

Type of study load hours	Number of hours (60 minutes)
Lectures ¹	22,5
Tutorials ²	
Consultation hours ³	
Group work	
Project	
Self-study ⁴	30
Examination	3,5
Other	
Total	

Registration for tests

If students want to take part in tests belonging to an LA then they are obliged, by means of ProgRESS, to register for these tests. They must also register themselves when an LA is not concluded with a written exam or when students are exempted from an exam. **Students who have not registered themselves are unable to receive marks or grades in ProgRESS.**

Plagiarism and fraud

In higher education, plagiarism is (ethically) unacceptable. It is considered fraud. FIBS uses software programmes to detect and locate plagiarism. For further information, please see information article 37 of the OER 2013-2014, the booklet “Hoofdpijnen Auteursrecht”, and a note on plagiarism (<http://www.fontys.nl/FacilitairBedrijf/auteursrecht.en.plagiaat.43612.htm>).

¹ Lectures have a maximum of 90 students.

² Tutorials are lectures for a group of maximum 30 students.

³ Consultation hours are individual meeting hours with a tutor.

⁴ Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

Quality assurance

This learning arrangement shall be evaluated as of the end of the semester. At this time, an email shall be sent to you. By clicking on the hyperlink contained, the evaluation sheet may be accessed. Please place your remarks or proposals for improvement for this LA within this web based evaluation sheet. The Quality Coordinator will then analyse the evaluation sheets. On the basis of these analyses, adaptations will be made in order to improve the LA. For any other remarks or proposals, please feel free to contact the quality assurance team of FIBS at fibs-quality@fontys.nl.

Standard text in case of improvements after last evaluation (followed by list of relevant measurements /changes):

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

[List of relevant measurements/changes]

Standard text in case of good review and/or no relevant changes:

The evaluations show that the LA is properly assessed and for that reason there are generally no changes being made.