



International Business (IB)

Semester Handbook: Semester 4

Fall Semester 2023





Dear IB Student,

We are delighted to welcome you to Fontys International Business School and the fourth 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 4. 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 4.

With best regards,

Chantal Teeuwen
IB Program Manager

Anja Dokuzlar/Ioana Grosu
Assistant Program Managers

Roeland Meijers
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 centre 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
MM7 – Drive your Business	15	0,1 – 10 (5.5 = pass)
SUF2 – Startup Factory II	5	0,1 – 10 (5.5 = pass)
MM8 – Business Intelligence II	3	0,1 – 10 (5.5 = pass)
MM9 – Effective Communication Skills IV	2	0,1 – 10 (5.5 = pass)
MM10 – Additional Language IV	3	0,1 – 10 (5.5 = pass)
MM11 – Personal and Professional Development IV	2	BEH (pass) / NB(fail)

Further information is available in the official 2022-2023 *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 %
MM7	Group assessment: Risk Mitigation Report	50%
	Individual assessment: Individual Oral assessment	50%
SUF2	Group assessment: Presentation (video)	50%
	Individual assessment: Portfolio Presentation	50%
MM8	Written assessment	100%
MM9	Portfolio	100%
MM10 / Dutch	Oral assessment	100%
MM10 / Spanish	Oral assessment	100%
MM10 / German	Oral assessment	100%
MM11	Portfolio	100%

2 Quick guide to Semester Modules

MM7 Drive your Business

Progress Code	MM7IE21	
Module Type	Project	
Course Coordinator	Roeland Meijers	
Project Coaches Roeland Meijers, Daniel Piegeler	Workshops Roeland Meijers, Daniel Piegeler, André Diedrichs, Cristina de Borst, Chantal Teeuwen	

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

Depending on the type of assessment and the goal of the assessment within this module, MLO's may differ per assessment. Please check the assessment forms) for further details on the MLO's and the way these MLO's are assessed, on Canvas <https://canvas.fontys.nl/courses/18519>

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	Develop an integrated, multi-disciplinal approach to address the changing business environment in a professional written report
Ways of working 6 (WW6)	Collaboration	Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals	Evaluate collaborative attitude and ability, when working with different kinds of stakeholders in different group projects, while managing own project.
Ways of working 7 (WW7)	Management of Information as Digital Citizen	Produce management information from various data sources in an international business environment.	The students obtain and assess relevant business and management information from various data sources within a multi-national business environment.
Living in the world 14 (LW14)	Intercultural Proficiency	Assess the effect of cultural differences upon organisational behaviour and strategic choices.	Students identify differences in local national culture(s) and organisation's corporate culture, and appraise the effects of these on the organisational behaviour
Tools for Working & Management 18 (TWM18)	Finance & Accounting	Evaluate financial performance of the organisation from different stakeholders' perspectives.	Students contrast different financial outcomes to determine a course of action.
Tools for Working & Management 19 (TWM19)	Finance & Accounting	Recommend financing possibilities in a dynamic international environment.	Students determine the risk of a company by deducing its cost of capital
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 21 (TWM21)	Operations & Supply Chain Management	Manage operations processes within and between organisations.	Students can elaborate on and analyse the alignment in interlinking processes within an supply chain from a organisation's perspective on an tactical level.

Domain	Domain Category	PLO's	MLO's
Tools for Working & Management 22 (TWM22)	Organisation & People	Draft the strategic cycle of part(s) of the organisation (process and content).	Students apply the most suitable model, theory or method based on the strategic cycle of a company (internal and external environment, financial perspective).
Tools for Working & Management 23 (TWM23)	Organisation & People	Assess the impact of change on the organisation.	Students explain how change efforts connect to an organization's business strategy and apply the strategic choices of an organization by using fitting theories and models.
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:

After completing this course students will be able to:

- Evaluate a company's performance based on the strategic goals and corporate standards of a parent company, by:
 - deducing company financial value(s) by means of fitting valuation methods;
 - assessing the company's supply chain and operations structure and performance;
 - identifying differences in local culture and corporate culture;
 - appraising the cultural effects on the organisational behaviour.
- Propose best options for improvements within the acquired company to increase the parent company's shareholder value, while (A) meeting the parent company's strategic goals and standards and (B) meeting future performance requirements as described by a business case, by:
 - examining adequacy of various financing options to meet proposed changes, while mitigating financial risk and change requirements;
 - prioritizing the potential areas of improvement within the supply chain, based on fitting metrics;
 - appraising organisational and managerial activities needed to trigger the desired change, incorporating all stakeholders' interests;
 - examining and assessing the people aspects of a proposed change in the local organisation.

NB. all while executing applied research, in accordance with Business research guidelines.

This is what you will deliver:

This 15 EC credit project will be assessed by two different tests:

- 1) Written report, group test @ 50% of the MM7 grade. A written report, called Risk Mitigation Report, of a maximum 20,000 words (core content, or chapters 1 to last) outlining a plan how to:
 - Align the local company's organizational structures, activities, standards and operations with the corporate strategy and standards, taking local (business) culture and situation in account;
 - Meet the requirements of the forecasted sales, demand, requirements or tender in terms of timely deliveries at the expected or agreed upon price for the next years;
 - Adjust the supply chain and operations where necessary in order to meet (highest level of) demand in planned years of the project. This adjustment can include reallocation of inbound flows, expansion of production or assembly to create sufficient output and restructuring of the necessary distribution structure;
 - Integrate all of these activities into one integral risk mitigation plan in which all activities are detailed and assessed. The plan details company's organizational structures, activities, standards and operations and returns of these activities, but also outlines their risk, and measures taken to mitigate these risks;

- This all while NOT allowing for additional investments outside the ones found in the case, but still making sure the outcome of the integral plan adds to the MNC shareholder value and adheres to the corporate strategy.

NB. The report is subject to a number of requirements to be met in order to be assessed on its content. Failing to meet any of these minimum requirements will result in an 1.1 grade in Gradework and in Progress, showing that the report was not up to standard to be assessed:

- The report is written according to the most actual report writing guidelines given during the Effective Communication Skills modules in semesters 1 to 4. Details on how to write a sufficient report can be found in the “Report writing guidelines”, to be found as document on the current MM7 Canvas and MS teams-site;
 - The structure of the report reflects the (secondary) research that has been executed. The report contains the elements as introduced by the Business research modules, in the form of the research briefing;
 - The referencing and sourcing is done according to the APA6 or 7 standards: The report does hardly contain references, quotes or other types of citations without proper referencing or sourcing. A proper and complete literature list is part of the report. Use of AI tools require a so called AI logbook, to be included in the appendices;
 - The report contains at least following:
 - Supportive documentation to justify the use of chosen models, theories and/or concepts;
 - Supportive data for analyses like cultural analysis and financial analysis;
 - Supportive data and supportive documentation regarding presented plans to adjust sourcing, purchasing, production or assembly (capacity) and distribution (requirement) in financial terms, supply chain terms, management and organizational terms in the context of corporate and national culture;
 - Supportive documentation on Risk analysis and mitigation, including a change management plan;
 - Project Management Evaluation and (self-)reflection:
 - The students execute the research project with help of a project management tool of their choice. In the Project Management Evaluation (PME) both team and individuals will reflect on the tool, the way of operating as a team and on the individual role and contribution;
 - The PME will also contain peer assessment forms and individual notes on every feedback round on these peer assessments. The latter to support the individual reflection in the report;
 - In addition the PME will contain detailed notes on each of the formative feedback sessions, and a description of adjustments and changes made and activities undertaken to incorporate this feedback.
- 2) Oral defence, individual test @ 50% of the MM7 grade. Each individual student will be questioned for 20 minutes by two assessors on any of the topics of the project. These question and answer sessions will be done in pairs or triplets of students, lasting either 40 or 60 minutes. The level required is the level of application and analysis:
- Each student is able to discuss, assess and apply multiple theories, models, key concepts and/or methods related to any of the topics relevant to the project. The students can be presented with any kind of relevant cases to apply his or her knowhow, next to the case of the project itself;
 - To prepare the students will be presented with 15 statements, of which a selection will be discussed during the oral exam. The statements are published at least 14 days in advance of the oral exam by means of MM7 Canvas and MS team sites;
 - To prepare for this the students will be offered a trial exam of 10 minutes.

This is how to do it:

The fourth semester project MM7 “Drive your business” is focussed on adapting your business to changes in market and business environment. To do this the students will be presented a business case which they have to research as a team of 6 to 7 students. The teams have to research what the impact is of changes or adaptations necessary from a financial, organisational and managerial, cultural, supply chain and operational perspective. Each team forms the management team (MT) of the local organisation, either related, newly acquired or already owned for several years by a foreign company (FC). The MT needs to develop a fully integrated tactical plan to allow the local organisation to fulfil the requirements of a multi-year agreement. The final deliverable needs to address the set up or the changes needed in order to align the local organisation with the FC standards, values and requirements, as the FC act as the primary source for financial and organisational support. The proposed plan needs to outline how to execute the agreement by organising the local operations, mitigating local requirements and meeting principal’s values, while mitigating the different risks resulting by the proposed best options for the different aspects of the operations. The driving question behind the business case will be “How to best organise the operations to meet to the FC’s standards and values while executing the project?”

The teams will meet during rostered timeslot (block of 3 clock hours) during the fourth semester on campus, as much as possible. The teams are required to have an attendance rate of over 85% during the weekly project blocks. The teams are advised to extend the mandatory attendance rate to all project activities, both on campus and online by adding this element to the project team’s rules of conduct. It is each team’s responsibility to be able to show proof of the attendance of each individual team member during each of the project blocks for the full semester. During these project blocks two to three coaches are present to support the students and teams in their efforts. The students will receive a project outline, describing recommended main activities, timeframes, deliverables and deadlines. The students furthermore are presented with all kind of supportive material through their MM7 MS Teams site and Canvas, through workshops and through Padlets. This material, being power points, documents, links, MOOC and other video’s, articles and/or books, functions as a starting point for the students to begin their research. Much additional secondary research done by the individual teams will provide additional material to be discussed and debated within the teams. Where asked for by the students, additional topic-specific workshops will be arranged for by the project coordinator and coaches.

The individual students are required to participate in the workshops related to the project and are also required to participate in any other activities organised with the project. These activities can include seminars and presentations, company visits and special week such as the Week-Of-The-International-Student. This WOTIS week will be held in LW10, the week of the 14th of November. During this week no MM7 Project activities are planned. This WOTIS-week is mandatory for all 4th semester students, as it is part of the individual students PPD course. Missing out on (part of) this week will require the individual student to undertake alternative PPD activities in order to meet the PPD requirements. The alternative activities need to be discussed with and approved by the student’s PPD coach.

The performance of each individual team member and the team as a whole will be evaluated on a 4-weekly basis, by means of the Peer Evaluation Forms and mandatory feedback rounds. These mandatory P.E. feedback rounds need to be prepared beforehand, so the meeting allows for discussion on the content and behaviour, rather than it being informative. The P.E. feedback round requires the attendance of at least one of the coaches. After the P.E. feedback round minutes of the feedback round will be forwarded by the team to all team members and to all coaches. P.E. forms and minutes are mandatory part of the Project Management Evaluation. Students are advised that any major corrective actions towards one or more team members (like assigning additional tasks to outbalance underperformance or expelling a team member from the team) cannot be taken by the team itself. Were it comes to corrective action, students have to follow the procedure as described

by the most current Semester project - expulsion procedure.pdf document. Corrective actions, like handing out yellow cards, can be proposed to the coaches, in writing. The coaches will take the proposal in to account, and will formalise the corrective action towards one or more team members. Actions taken by the team without consulting with the coaches and without the coaches' approval will exclude the whole team from handing in the Risk Mitigation Report.

Redoing the MM7 project (older cohorts)

The MM7 project "Drive your business" is a project based on on-campus education, allowing students to follow classes and other activities in Venlo, in our class- and project-rooms. This requires active participation and a attendance of more than 85% during project blocks. The project teams are advised to extend this 85% attendance obligation to all team meetings and activities, by means of their teams rules of conduct. However, online attendance is possible, under strict limitations; As the online individual will miss out on much what is happening in the team due to the limitations of online participation, the online participation is only allowed if a student is doing his/her minor abroad or is doing his/her internship in company outside of the Netherlands.

From a PPD standpoint doing the MM7 group work (which has a workload of 20 hours per student per week) next to a regular semester, major project, a minor or an internship is also ill advised, as these each have a workload up to 40 hours on their own. This would mean that the student's workload is often 60 hours per week or even more. Experiences from the past have shown that the success rate then is very low and that the workload often negatively influence the rest of the project's team. The student's PPD coach therefore will usually advise to split the workload over more time, accepting a limited delay in your study progress. To redo the MM7 project next to another major project, internship or minor therefore requires involvement of your PPD coach.

If a student wants to make use of this online participation, the student has to present the course coordinator with proof of 1. of his/her active internship or minor abroad and 2. of the student's discussion with his/her PPD coach, including the advice given by the PPD coach on this specific matter. This needs to be emailed to the course coordinator Mr. Roeland Meijers (r.meijers@fontys.nl) before the start of LW1. Once starting the project work, the online student needs to make clear to the team how he/she will ensure active participation and sufficient involvement and quality of work while working remote. This specific commitment from the online student will be part of the team's rules of conduct/psychological contract when starting the project. The online student also needs to meet more general requirements such as >85% attendance during the project blocks. Meeting the agreed upon contract requirements will be closely monitored by all involved, i.e. the individual online student, the remainder of the team and the project coaches.

SUF2 Startup Factory II

Progress Code	SUF2IE21
Module Type	Project
Course Coordinator	Christo Stander (STAC10)

For more information please refer to the Semester 3 Handbook.

MM8 Business Intelligence II

Progress Code	MM8IE20F
Module Type	Lectures
Course Coordinator	Jack Keulers (KEUJ01)
Lecturers	<i>Lectures/Tutorials:</i> Niklas Meisel (MEIN05)

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	The student can form a well-motivated decision by applying decision modelling tools and methods, such as the Analytical Hierarchy Process.
Ways of Working 7 (WW7)	Management of Information as Digital Citizen	Produce management information from various data sources in an international business environment.	<ul style="list-style-type: none"> • Student can judge business opportunities related to innovative trends in IT. • Student can build a model for a business problem and analyse it using data analytics.
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:

“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.

In the previous semester you learned about Business Intelligence and its applications to outside data sources, such as economic data. Now, you will continue your endeavour deeper into the application of Business Intelligence based on internal data sources.

To do so, you will acquire data mining skills using the data mining software Disco. Here, you have the chance to examine and analyse real data of multiple business cases. You will learn how organisations make decisions under consideration of multiple criteria, and you will learn how to visualize your data using various tools.

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 questions (Multiple choice) on the course. Moreover, 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:

The better you participate during class, the better prepared you are for the final exam. Every week first there will be a central lecture on one of the topics at hand. During a separately scheduled tutorial, each group will be given the opportunity to practice the theory presented.

MM9 Effective Communication Skills IV

Progress Code	MM9IE21
Module Type	Tutorials
Learning Line Coordinator	Caroline Jacobs (JACC02)
Lecturers	Caroline Jacobs (JACC02)

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.	<ul style="list-style-type: none"> • Student can negotiate favourable terms for all parties involved in a negotiation to ensure a durable business relationship. • Student can write a report in accordance with the IB Report Guide for an (un)informed audience at an advanced level of English. • Student can condense a large amount of information to the most important facts in a structured and professional manner. • Student can motivate and justify choices made, while supporting them with facts and figures.
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 work effectively with someone from a different (business) culture.
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.
Tools for Working and Management (TWM16)	Marketing and Sales	Use appropriate sales techniques in support of durable customer relationships	Students apply integrated tasks using sales techniques in a constructed or simple authentic environment by adopting predefined processes and theory.

This is the knowledge /skill you will acquire:

After completing this course students will be able to:

- negotiate favourable terms for all parties involved to ensure a durable business relationship;
- work effectively with someone from a different (business) culture;
- condense a large amount of information to the most important facts in a structured and professional manner;
- write reports in accordance to the IB Report Guide;
- motivate and justify choices made and back these up with facts and figures.

This is what you will deliver:

Students will have to deliver an individual portfolio at the end of the semester which will count as 100% of their individual grade. The final portfolio consists of the following products:

Portfolio	Weighting
Negotiation	Pass/Fail
Given peer feedback on negotiation	Pass/Fail
Received peer feedback on negotiation	Pass/Fail
Writing Portfolio	Grade 1-10

This is how to do it:

Effective Communication IV (MM9) focuses on the skills needed to effectively collaborate in an intercultural (project) team and report writing skills.

The contents covered during this semester are negotiation, intercultural awareness in the workplace, report writing and how to argue and justify choices in an oral defence. Acquiring these skills will not only support you to pass the final assessment of MM9 and MM7, 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 and regular practice is needed. The theoretical basis is provided in class and will be available online. In addition, you are asked to train your intercultural awareness and writing skills by means of self-study / practice in order to focus on the application of these skills in class. During the weekly hands-on tutorials you will receive feedback on your negotiation skills, intercultural awareness, writing skills and preparation for the oral defence in order to improve these. You receive three formative assessment opportunities to hand in your MM7 report chapters. This way you receive feedback on the written MM7 Risk Mitigation Report. Handing in and working with the feedback will strongly improve your final deliverable for MM7.

The module is delivered as a weekly interactive hands-on tutorial of 90 minutes.

MM10 Additional Language / Dutch IV

Progress Code	MM10IE21-D
Module Type	Tutorials
Course Coordinator Dutch for German students	Andreas Grün (GRUA01)
Course Coordinator Dutch for international students	Annegreet Draaisma-Vader (DRAA01)
Lecturers Dutch for German students	Andreas Grün (GRUA01)
Lecturers Dutch for international students	David Harder

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

Domain	Domain Category	PLO's	MLO's at level B1 (German students)
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"> • Student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Student can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Student can produce simple connected text on topics which are familiar or of personal interest.

Domain	Domain Category	PLO's	MLO's at level A2 (International students)
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"> • Student can understand sentences and frequently used expressions related to areas of most immediate relevance. • Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Student can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

This is the knowledge/skill you will acquire:German students (German speaking students):

At the end of the **FOURTH** semester you will be able to reach level **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 every-day 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 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 three hours (180 minutes) per week on studying for this module.

MM10 Additional Language / Spanish IV

Progress Code	MM10IE21-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"> • Student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Student can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Student 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 **FOURTH** semester you will reach **level 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 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.

This is what you will deliver:

This module will be tested individually in an oral examination of 10 minutes (including verbal feedback) at the end of the semester. The oral assessment will take place during the 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: expressing agreement and disagreement, talking about advertising campaigns, visiting a trade fair, 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.

MM10 Additional Language / German IV

Progress Code	MM10IE21-G
Module Type	Tutorials
Course Coordinator	Jaqueline Lümmen (LUMJ02)
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"> • Student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Student can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Student can produce simple connected text on topics which are familiar or of personal interest.

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"> • Student can understand sentences and frequently used expressions related to areas of most immediate relevance. • Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Student can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

This is the knowledge /skill you will acquire:

Dutch (speaking) students: At the end of the **FOURTH** semester you will be able to reach level **B1 Advanced** 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 at the end of the semester; 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 oral examination week (please check annual calendar).

This is how to do it:

You will always attend classes.

You will be prepared, do your homework.

You will spend at least three hours (180 minutes) per week on studying for this module.

MM11 Personal & Professional Development IV

Progress Code	MM11IE21
Module Type	Personal Coaching, Tutorials and Workshops
Course Coordinators	Madeleine Goedhart (GOEM05) Khalid Raihan (RAIK01)
Coaches	IB2AF: Alina Panek (PANA01) IB2BF: 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.	<ul style="list-style-type: none"> Student can review professional identity, future ambitions and development goals by means of applying action steps to achieve these goals. Student can analyse 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 critically analyse 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 critically analyse various ways to mitigate pitfalls of cultural differences.
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 associate own initiatives from the perspective of studying or working in a country with different cultural backgrounds.
Living in the world 13 (LW13)	Intercultural Proficiency	Use appropriate verbal and non-verbal communication in an intercultural setting	Student can determine action steps to improve verbal and non-verbal communication in an intercultural setting.
Living in the world 14 (LW14)	Intercultural Proficiency	Assess the effect of cultural differences upon organisational behaviour and strategic choices.	Student can analyse the effect of cultural differences upon strategic choices.

This is the knowledge /skill you will acquire:

Welcome to the main phase of your *Journey*, and to the module *Personal and Professional Development IV*, 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.

You will prepare for the minor and the major work placement. There is some structure and guidance in what you will deliver, and you have to reach the performance indicators of the MM11 Journey portfolio at the end of semester 4, which are based on the MLOs mentioned above. This semester, you review your professional identity, you analyse your future ambitions and goals for year 2, and you will reflect on unfamiliar situations, your collaboration within the MM7 project and SUF2 and you review different 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.

This semester, you will have at least two individual talks with your coach, in which you discuss your self-development as well as your study progress.

Important! Please consult the Student Manual MM11 for more detailed information about the module, the MLOs and the specific performance indicators.

Also important! Mandatory participation during the Week-Of-The-International-Student in LW10, the week of the 14th of November.

The individual students are required to participate in the workshops, seminars and presentations, company visits during the Week-Of-The-International-Student. This WOTIS week will be held in LW10, the week of the 14th of November. During this week no MM7 Project activities or any other lessons are planned. This WOTIS-week is mandatory for all 4th semester students, as it is part of the individual students PPD course. Missing out on (part of) this week will require the individual student to undertake alternative PPD activities in order to meet the PPD requirements. The alternative activities need to be discussed with and approved by the student's PPD coach.

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 (MM11) will be used for these sessions, but it could also be necessary to meet at different moments.

Enjoy your Journey!