



**EUROPORT
BUSINESS
SCHOOL**



Student Handbook

YEAR 1

Cohort 2014-2018

**International Business
Management Studies**

Rotterdam Campus

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Welcome

Our mission at the IBMS department, EuroPort Business School is:

'to ensure and enable all stakeholders including business community nationally and internationally to realize their full potential. We choreograph our mission by architecting innovative methods to transform the way our core stakeholders acquire, communicate and utilize the knowledge, skills, ethics and attitudes in work place. As we aim to strive for quality through by operating locally across the nation we are committed to partnering responsibly to advance social and economic well-being for people nationwide. We at the EPBS are devoted to our role and responsibilities as a global corporate citizen. EPBS perpetually seeks sustainably innovative methods to employ its resources and core competencies to create opportunities for more people worldwide.'

EuroPort Business School

Contact information

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Preface

Dear EuroPort Business School students,

This is your student handbook of your study programme at EuroPort Business School for the **academic year 2014-2015 of Cohort 2014-2018**. For all of you, based on our experience, it will be an exciting and challenging year.

During this economic turmoil the demand for highly qualified personnel is even higher. Due to globalization and those countries entertaining it have created many opportunities and are presenting themselves to those who have an international career in mind. IBMS, EuroPort Business School enables it.

We do so by architecting our study program which offers education consisting of four pillars:

1. knowledge-driven,
2. hands-on driven,
3. student-driven, and
4. coaching.

Throughout the students' tenure at EuroPort Business School the programs are aimed to elevate the students' knowledge level. It is important that this knowledge is relevant for the future profession and that the knowledge is transferred to know-how. The relevancy of the second component is highlight through ensuring that our students execute their knowledge in all stages of the study. For example in the first year this is achieved through group projects, country visits, guest lectures, and internship/placement. Internship/placement is a pivotal part of our program which runs throughout the academic career of the student at IBMS, EPBS. This is same for the last two pillars - student-driven, and coaching takes place throughout the academic.

At EuroPort Business School all this is designed from an international angle. We think it is very important that our students' gain international experience through internship programs and/or an international placement. Students registered at EPBS are of diverse background. The working (i.e., the study) language of instruction is English and several lecturers have a foreign background. This does not only result in linguistic diversity, but also cultural diversity. Capacity to work with and respect various cultures is a primary condition for successful international entrepreneurship. EPBS campus ensures this.

Although the study programs are quite tough requiring devotion and discipline, they are very interesting. A study load of twenty-seven (27) contact hours per week is a minimum requisite, particularly in the initial years. In addition, students not only obtain part of their knowledge by means of studying the required literature individually but also through other means such as doing their assignments both in groups and individually.

During your study you are bound to meet new acquaintance and construct a lucrative network for you future career, this can only be achieved through being social and open. At EuroPort Business School we believe that studying should and can be fun as well.

For the students the administrative Office at each campus is available for questions and remarks every day. We - staff, lecturers, and management - of the EuroPort Business School stand ready to make your **academic year 2014-2015** a successful year.

We wish everyone a fruitful year of study.

The EPBS Team

1 INTRODUCTION

The Executive Board of EuroPort Business School wishes all its students a successful tenure at the Rotterdam campus. Studying successfully adds to the pleasure with which you spend your study time, and vice versa. If it is clear to the students what they can expect from us, this will enhance the study environment. This Student Handbook aims to contribute to this clarity.

1.1 Student Handbook

1.1.1. Effect and Title

This Student Handbook takes effects as from **1 September 2014**. The regulations contained in this Handbook apply to those students who have been registered with us since that date. The regulations stated in this handbook specifically apply only to students following the study program at the EuroPort Business School. Changes in the regulations cannot adversely affect students who were registered prior to 1 September 2014. The Student Handbook may be referred to as the 'Student Handbook year 1, 2014'.

2 Contents of the Student Handbook

This part of the Student Handbook specifically applies to the Institute and describes the rights and obligations of students registered with us and also contain, in as far as relevant in this context, the ensuing obligations of the EuroPort Business School.

The rights and obligations of the students are based on:

- ✚ the laws and regulations applicable to the students, in particular the Higher Education and Research Act (WHW);
- ✚ the decisions made by the Executive Board, including this Student Handbook;
- ✚ the Education and Examination regulations of the study program;
- ✚ the decisions made by the management of the Institute;
- ✚ the decisions made by the Examination Board and the examiners of the study program.

Anything not covered in this Student Handbook the Executive Board decision will be final.

2.1 Registration

2.1.1. Rights and Obligations ensuing from or laid down by law

Being enrolled as a student in the IBMS, EuroPort Business School's program gives at least the following privilege:

- ✚ Taking part in the IBMS education program offered by EuroPort Business School.
- ✚ Access to (preliminary) examinations within the academic program. The process and scheme is laid down in the Education and Examination Regulations.
- ✚ Access to the building in Rotterdam, unless deemed not required by the executive board, due to emerging reasons not known yet.
- ✚ Use of educational facilities in the Rotterdam campus.
- ✚ Supervision of the study as described in the Education and Examination Regulations.
- ✚ The possibility to conclude the study program within a reasonable period of time at EPBS, or another institution of higher education in the case that the Minister of Education or EPBS decides to discontinue the study program.
- ✚ Actively take part in the student's council.

Registration as a student with a given study program implies at least the following obligations:

- ✚ Participation in practical exercises insofar they have been made compulsory in the Education and Examination Regulations.
- ✚ Proper behaviour in accordance with the regulations set by EPBS.
- ✚ Behaviour in accordance with safety requirements in the spaces in which this is necessary.

2.1.2. Termination of Registration

A student registers for an entire academic program. Termination of registration in the course of the academic year with restitution of tuition fees is only possible in specific cases.

In the case of termination of registration during the academic year we kindly request you to read the general condition first and act accordingly. A copy of general condition can be downloaded from the website.

2.1.3. Tuition and Examination Fees

One of the conditions for registration is the payment of tuition fees including examination fees for registered students.

If a student makes unauthorized use of educational facilities, EPBS reserves its right to report this to the Public Prosecutor.

2.1.4. Legal Protection

The student may appeal against decisions in individual cases concerning subjects mentioned in this chapter concerning admission, with the Exam Board.

2.2 House Rules and Disciplinary Measures

2.2.1. General

If a student behaves in such a manner that seriously damages or threatens EPBS or members of its community, the Executive Board may terminate the registration or deny re-registration. This is also possible if such behaviour seems realistically imminent. Such behaviour also includes committing or having committed a crime which has an effect on EPBS or on one or more members of its community.

The Executive Board will consult the management of the Institute involved for advice about the decision it intends to make.

Deregistration or refusal to re-register as described above will not be imposed until the student has been given the opportunity to be heard. At this hearing the student may invoke the assistance of an advisor or counsel and may have himself represented by an authorized representative.

A decision as meant in this article must be a motivated decision. The decision is conveyed to the student as soon as possible, but in any case in writing within two weeks after the decision has been made. The student may appeal against the decision as meant in this article with Appeal Board.

2.2.2. Internal Regulations

In order to safeguard the proper course of events within EuroPort Business School the Executive Board may issue regulations to students and take measures. These measures always include:

a) Change of Address

The student is responsible for supplying EPBS with the correct personal data. Any changes in the postal address should be reported as soon as possible to the administrative department EuroPort Business School.

b) Working Conditions and Safety Regulations

The student must obey to the prevailing regulations and stipulations concerning working conditions and safety regulations in the buildings and on the premises of EuroPort Business School.

c) Environmental Regulations

The student must behave in accordance with the instructions from the personnel concerning a clean environment in the buildings and on the premises of EuroPort Business School.

d) The Use of Mobile Communication and Information Equipment or Devices/Computer Facilities

The student must obey to the instructions from the personnel concerning the use of sound players and mobile communication and information equipment, including mobile telephones.

In using these equipment's, devices, and computer facilities owned by EPBS or third parties, the student must exercise due care. In the case of loss, destruction or damage caused by the student to these equipment's or materials, the ensuing costs will be recovered from the person responsible for the damage, destruction or loss.

e) Copyright

The student is obliged to obey to the instructions concerning the copying of copyrighted materials, including software. Any claims lodged with EuroPort Business School as a result of an infringement on copyright will be charged to the student concerned. The copyright of reports, papers, theses, etc., produced by the student lies with the student, unless agreed differently. The work produced by students may be checked by means of fraud detection programs and will become part of the databases used by such programs.





f) Use of Buildings

The student is to use the buildings of EPBS and the equipment present therein in accordance with the purpose of these buildings.

g) Identification

All students present on the premises or in the buildings of EPBS must be able to identify themselves at the request of management or authorized personnel.

The Institute's management, the director of the facilities department or the student's administrative staff may issue additional instructions, either orally or in writing, or take measures applying to those who are registered with EPBS in any way. This can be done with regard to:

-  the proper course of events within the cluster;
-  facilities provided by EPBS;
-  reporting of illness;
-  other house rules considered necessary.

These instructions or measures cannot be in contradiction with the regulations issued by the Executive Board.

Everyone who is present on the premise of EPBS and is registered at the Rotterdam campus as a student must obey to the regulations given in the above paragraphs of this section.

In the case of violation of the regulations given in the above paragraphs of this section, the Executive Board or the Institute's management may take the necessary measures towards the perpetrator. These measures are: a warning; denial of access to the building and premises of EPBS for the duration of not more than one year.

A measure as meant in the above paragraph of this section is not imposed by the Executive Board or the Institute's management until the perpetrator has been given the opportunity to be heard. At this hearing the student may invoke the assistance of an advisor or counsel and may have himself represented by an authorized representative.

A decision to impose measures as meant in the above paragraph of this section must be a motivated decision. The decision is conveyed by the Executive Board or the Institute's management to the student in writing within two weeks after the day on which the decision has been made.

The student may appeal against the decision as meant in this section with the Appeal Board.

2.2.3. Protection of Personal Data (Privacy)

A. Access to Examination Products

Without prior consent of the student examination products - including answers to examination questions - cannot be accessed by other persons than the personnel of the institution who must have access on the basis of their position. An exception to this regulation is made for theses and other public work.

B. Reports to the Privacy Protection Officer

EPBS will indicate in which situations personal data are processed: which data, for which purposes and who is authorized to access the data. These reports are made to the Privacy Protection Officer of EPBS and are laid down in writing. This applies to at least the following processes:

- ✚ Personnel administration;
- ✚ Salary administration;
- ✚ Student administration;
- ✚ Administration of amounts payable and receivable;
- ✚ Filing of documents;
- ✚ Document management (processing of post);
- ✚ Network systems;
- ✚ Computer systems (including e-mail and internet use);
- ✚ Communication equipment (telephone, mobile telephones);
- ✚ Other internal management;
- ✚ Alumni;
- ✚ Communication files (such as distribution lists, etc.)

Students and personnel have a right to access to these reports, which can be done e.g. at the Institute administration offices and at the student counselors' offices.

C. Rights of the Students Regarding Privacy Legislation

The Protection of Privacy Act assigns a number of rights to "those involved" and also provides the possibility to exercise these rights. These rights are:

- ✚ The right of inspection: one may ask if the organization processes the data of the person involved.
- ✚ The right to request correction of the data, include additional data, remove data or to make them unavailable to others if they are incorrect, incomplete or irrelevant.
- ✚ (In certain cases) The right to objection because of special personal circumstances.

Requests as described above can be directed at the Executive Board. One could also turn to the so-called counselor. Per report it is indicated who this counselor is.

D. Protocol Computer Use / Use of E-mail and Internet

Reports in the context of the Protection of Privacy Act are also made for the use of computers, e-mail and internet.

In addition to the importance of privacy protection there is also the importance of responsible and correct use these facilities and necessity for EPBS to monitor and stimulate this correct use.

2.2.4. Regulations concerning safety, health and well-being

1. EuroPort Business School conducts a policy for the protection of the safety, health and well-being of the students, staff members and other persons present at the campus of the EPBS. This policy is conducted pursuant to the regulations of the Working Conditions Act and the Working Conditions Guideline for Education.

2. Students have at least the following rights

- ✚ the right to information and education concerning the risks connected to the study or professional practice
- ✚ the right to information about safety precautions and means of protections;
- ✚ the right to discuss safety and health risks with lecturers or members of management;
- ✚ the right to refuse a study assignment if continuation of the assignment would entail imminent danger
- ✚ the right to report problem areas to lecturers or members of management;
- ✚ the right to a smoke-free study environment.

2.3 Legal Protection Regulations

2.3.1. Complaints and appeal based on or by law

Regulations Examination Board and Examiners:

A student may appeal against decisions made by the Examination Board and the Examiners in writing with the body (Examination Board or the Examiners) that has made the decision. See Regulations Examination Boards and Examiners.

Regulations Board of Appeal:

The Board of Appeal is an independent body as stipulated by the Higher Education and Research Act. The Board of Appeal decides in cases of exclusion on the appeals lodged by students against such decisions as:

- ✚ decisions resulting in rejection on the basis of a binding study recommendation (see sections 7.8b and 7.9 of the Higher Education and Research Act);
- ✚ decisions made by the Examination Board and the Examiners; decisions made with regard to registration.

For an exhaustive description of the possibilities to appeal the reader is referred to the Regulations Examination Boards and Examiners. The person making the appeal (the plaintiff) is to adhere to the procedures as defined in the procedural regulations for making appeals.

2.3.2. Additional Procedures Implemented by University Management

Complaints regulation Procedures in regard to 'Discrimination', 'Harassment', 'Bullying', 'Tormenting', 'Aggression' and 'Violence'.

Anyone who is confronted with discrimination, harassment, bullying, tormenting, aggression and violence may contact any staff, lecturer, or management or file a complaint with the student's committee. The complaint may be filed until three years after the confrontation.

The student or group of students may also address the Executive Board in writing. The Executive Board can investigate the complaint, both for content and procedure.

2.4 Student Information Systems

2.4.1. E-mail

You will receive a school e-mail address in a letter sent to you by the administration. EPBS will only send e-mail to school e-mail addresses. It is your responsibility to check it regularly.

Note: Important information or (last minute) changes may be communicated by school email. You are responsible for having read an e-mail when it was sent to your school e-mail account and we therefore recommend **to check your school e-mail frequently**. Should you have problems with your e-mail account, please inform the administration immediately.

Please keep in mind that, if you are not officially registered at EPBS or you have not yet paid the tuition fee, you may be denied access to school facilities, such as e-mail.

2.5 Student facilities

EuroPort Business School students' have the right to use the following facilities. For all facilities it applies that it should be clearly indicated which opening hours and consultation hours apply for these facilities.

2.5.1. Student Counseling

Student may use the services of the student counselor. The student counselors give advice, support and information to students who have questions about:

- ✚ study and study problems (study delay, study planning, study options, etc.)
- ✚ study financing, financial support;
- ✚ personal matters and problems;
- ✚ filing complaints, appeals, etc.

EuroPort Business School has made arrangements to protect students against discrimination, harassment, bullying, tormenting, aggression or violence. To this effect a complaints procedure has been drawn up.

Students who are confronted with one or more of these problems may turn to the counselor. The student counselor safeguards the confidentiality of the information given by a student asking for advice. For more information contact the student's administration.

2.5.2. Insurance

Students should have their own liability insurance. Only in those cases in which the student's own insurance does not provide, an appeal can be made to the liability insurance of EPBS. This also applies to the students doing their placements outside. At all times the student should have his/her own liability and health insurance.

3 EuroPort Business School Organization

3.1 International Office

The International Office of EPBS supports the study program of EPBS. Student administration, schedules and information supply are its central tasks. For all information students can go to the International Office.

3.2 Organization IBMS

3.2.1. Operational Management

The operational management of the study program lies in the hands of the IBMS program manager who is the first contact person for students, lecturers and external contacts.

3.2.2. IBMS Management Team

The IBMS Management Team comprises of:

- ✚ Program Manager
- ✚ Assistant Program Manager
- ✚ Administrative staff

3.2.3. (Education and) Examination Board

The Education and Examination Board is responsible for a proper course of things during the examination periods of the study program and sees to the correct application of the education and examination regulations.

The Examination Board is also responsible for implementing and maintaining exam programs and acts accordingly in case adjustments are required.

3.2.4. Exam Advisory Committee (Test Committee)

The exam advisory committee is responsible for the evaluations of exams, re-sits, assignments, and projects of the IBMS curriculum. The task of the committee is advisory and thus advises the course director on topics concerning the evaluation of the IBMS program.

3.2.5. Studying with a Disability

EuroPort Business School has special arrangements for disabled students. The arrangement is geared to each individual student. For example: students with dyslexia or dyscalculia get longer examination time. Students who have hand co-ordination difficulties can take exams on a computer; students with other physical restrictions get the facilities that they realistically need.

The procedure is that the student in question has to put his/her request in writing and address it to the program manager. So, having a disability does not have to affect the success in your studies.

3.2.6. The Business Advisory Board of IBMS

In order to stay in contact with the professional practice and to be aware of the developments in the professional field, EuroPort Business School and IBMS are supported by an advisory board originating from the business community. The members of the advisory board hold management positions in internationally active companies.

4 EPBS Differentiators and structure of the study

The IBMS program of EPBS differentiates from other IBMS programs due to the specific profile focused on educating graduates with an EPBS profile.

The EPBS profile is characterised by:

- Global citizen
- Solution orientation
- International awareness

These three characteristics are typical for entrepreneurial Netherlands and Rotterdam in particular. Rotterdam is European port area and stands for international business, added value in international chains, logistics processes and knowledge of doing business in the various parts of the world. It comes to the understanding of others and responds to their needs/demand from multiple angles and understanding of the customer-specific circumstances and motives. Students at EPBS are trained with this Rotterdam profile.

EPBS has introduced these developments in its program through integration of versatility, solution orientation and international awareness as an integral part of the curriculum. These aspects are filled in the curriculum through:

- Business skills: formation and development of the entrepreneurial qualities of students
- Entrepreneurship and intrapreneurship: gaining skills to become good in its own functioning (in a positive sense) to be able to manifest
- Personal development: promoting independence, proactivity and networks via Personal Coaching
- Own initiative: projects and business cases, at the end of each Block
- References: (guest) lecturers who are entrepreneurs and are functioning as role models
- Internationalisation: foreign activities and case studies.

All programs is closely intertwined with the EPBS relevant market sectors. The EPBS ambition is translates into an explicit organizational model and associated personnel policy. The team of lecturers is strongly involved with the international developments in the various market sectors.

The IBMS program of EPBS, like all other programs, is executed on the basis of the EPBS core values, which translates into the EPBS learning environment.

The core values and the characteristics of the EPBS learning environment are presented in the table below.

EPBS Core values	EPBS Learning environment
Intensive interactions	<ul style="list-style-type: none"> ▪ Small groups ▪ Lecturers with business experience ▪ Working together & group activities
Student-focused	<ul style="list-style-type: none"> ▪ Personal approach ▪ Intensive coaching ▪ Attention for individual ambitions
Competencies oriented	<ul style="list-style-type: none"> ▪ Integration of knowledge, skills and practice ▪ Learning by doing ▪ Learning assignments
Multicultural	<ul style="list-style-type: none"> ▪ Market oriented ▪ Cross cultural ▪ Working with people from different cultures
International	<ul style="list-style-type: none"> ▪ International standards & quality ▪ Integration of international trends & developments ▪ International activities

EPBS Core values and Learning environment

4.1 Propaedeutic Phase

4.2.1. Deficiencies

Non-EU students should have an IELTS¹ score of at least 6.0. Students who do not meet this requirement will not be admitted to the IBMS program of EuroPort Business School. There is also a deficit course for students without Economics in their schooling. In order to be eligible to be admitted to the IBMS program at EPBS, students must pass the EPBS Economics exam.

4.2.2. Professional Fields

IBMS graduates will be eligible for an international field of professions. Positions an IBMS graduate can aim for are for example, in financial management, marketing, and or logistics management. Extensive and frequent travels are one of the many aspects which will embrace an IBMS student. That is one of the reason IBMS program, EuroPort Business School is perfectly designed for this aspects by requiring their students to go an internship each academic year.

4.2.3. Career Perspective



Globalization and deregulation have made it necessary for all markets, be it sales, buyers, or even labor to have an internationalized structural element in their strategic planning. We are in an era where all businesses are faced with this challenge of "Internationalization". This justifies and documents the myriad career opportunities IBMS students will come across in their career after completion of the IBMS program EuroPort Business School is offering.

4.2.4. Civil Effect

This was one of the many reason for the introduction of, in the Netherlands, the Bachelor-Master system as of 1st September 2002 allowing people/businesses in other countries to get a better understanding and harmonization of education throughout the universe. This once again justifies the myriad career opportunities and the possibilities of developing your academic career in foreign countries. Finally, 'The European Credit Transfer System' [ECTS] also adds to cementing a better understanding abroad.

4.2.5. Program 1st year

The DNA of the Bachelor's program, which is of 240 ECTS, is as follows:

-  the foundation or also known as propaedeutic phase of 60 ECTS, and
-  the main phase [2nd, 3rd, and 4th year] a total of 180 ECTS.

Once all examinations related to the foundation year/propaedeutic phase have been passed, the foundation/propaedeutic certificate/diploma will be awarded. This certificate/diploma will gives access to the post-propaedeutic phase or the main phase. It is a must, in order to avoid expulsion, to have acquired 40 ECTS in the first four blocks and passed all foundation/propaedeutic year subjects of before the start of the 9th block.

¹ International English Language Testing System - For more information visit www.ielts.org

4.2.6. Structure of foundation year [1st year]

The first year will be structured in 4 blocks. The design of each block is as follow:

Block 1 – 'Broaden Your Horizon' – 17.5 ECTS

Block 2 – 'The Marketing Manager' – 17.5 ECTS

Block 3 – 'The International Manager' – 17.5 ECTS

Block 4 – 'The Communication Manager' – 7.5 ECTS

During the first 4 blocks parallel and supporting languages courses will be taught which will be worth 2.5 ECTS. Students who pass all subjects of the first 3 blocks before starting the 4th block will be allowed to follow the fast track program.

After the 4th block fast track students go an Internship for 10 weeks in total [i.e., 420 hours] and write a report. This will be worth 15 ECTS. You will be required to write two separate assignments worth in total 5 ECTS.

The normal track students [i.e., those students who have not passed all subjects of the first three blocks before the start of the 4th block] will go on an internship for 10 weeks. This internship will take place in the 5th block [i.e., the first block of the second year]. They will be required to write an internship report [15 ECTS].

4.2 Main Phase

The post-propaedeutic or main phase of the study program directly follows the propaedeutic phase. The main focus is on developing and enriching the student's professional and academic career. It is a two tier level. The first tier concerns with the preparation for the professional field and the second tier the graduation period.

4.3.1. Further Studies

For students seeking to continue their studies to achieve a 'Bachelor', EPBS can do so with the diploma acquired at EPBS. Of course certain institute look for the student's 'Grade Point Average' also known and termed as 'GPA'.

4.3.2. Placement Abroad

During the course of studies each student will be required to do an internship abroad. This can be either in the 1st and 2nd or 3rd internship. A detailed internship guideline is available which spells out in detail what is expected of you during your internship.

The pre-requisites for the 1st internship are:

1. The student should have acquired a minimum of 40 ECTS
2. The student should himself/herself be responsible in finding a suitable placement.
3. The student should only start on his/her internship after achieving a written approval from placement coordinator.
4. The student should fulfill all the conditions set in the internship guide.

4.3.3. Final Thesis Assignment

In the final year of their studies, the IBMS student is supposed to complete his/her thesis assignment. The students themselves are responsible for obtaining a suitable placement. The assignment proposal always requires approval before the placement period starts.

5 Study Progress

5.1 Admission to the Phases of the Study Programme

5.1.1. Negative Binding Study Recommendation

In order to continue to the main phase a student should comply to the below mentioned:

- ✚ After his/her first year of study (i.e., one academic year), should have acquired a minimum of 40 ECTS out of the total 60 ECTS of the first four blocks. If a student is unable to acquire the 40 ECTS then he/she will receive a negative binding study advice. Meaning the student will not be allowed to continue the IBMS program at EPBS.
- ✚ If the student has acquired the required minimum but not the required total 60 ECTS of the first year [i.e., first four blocks] he/she will be allowed to proceed further for another one year study [i.e., 4 more blocks of the second academic year] to complete the required total of 60 ECTS belonging to the first year. Failing to do so the student will get a negative binding advice. Meaning the student will not be allowed to continue the IBMS program at EPBS. Please note that ECTS acquired from the Main phase will not be counted towards the required total of 60 ECTS belonging to the first year.

5.1.2. Pre-requisites for the 1st Placement (Orientation Internship)

A student is eligible to do the placement provided he/she has passed the foundation year and acquired a total of 40 ECTS. This will be their 1st internship/placement and will take place at the beginning of 5th block of the first year or the student should have completed his 1st internship before the start of the 6th block [i.e., the 2nd block in the 2nd year]. The fast track student should have finished 10 weeks of internship before the start of the start of the 2nd year.

5.1.3. Pre-requisites for the 2nd Placement (Participation Internship)

A student is eligible to go on his/her 2nd placement provided he/she has acquired (1) his/her foundation year certificate, (2) has acquired a minimum of 110 ECTS.

5.1.4. Pre-requisites for the 3rd Placement (Integration Internship)

Students can only register after having obtained 150 ECTS credits, having passed their placement and having followed the courses in all previous semesters.

5.1.5. Pre-requisites for Thesis Programme

A student can only start on his/her dissertation/thesis if he/she has passed the foundation year and has acquired a total of 180 ECTS from the main phase.

5.2 Order of the Modules

5.2.1. Credits and Study Load

EPBS applies the system called the European Credit Transfer System, (ECTS) in its IBMS program. The credits reflect the total amount of effort in time an average student needs to put on a subject. One ECTS equals a study effort of 28 hours.

The study has been architected in such a way that you can obtain an Bachelors of Business Administration Degree after having acquired a total of 240 ECTS in the form of 60 ECTS in the foundation year and 180 ECTS in the main phase.

5.2.2. Exemptions

Exemptions are granted by or on behalf of the Examination Board of the study programme.

A student can request for exemptions by submitting a formal request to examencommissie@epbs.nl. The e-mail must mention the following attachments:

- the certified description of the subject matter / modules;
- the certified results of the (preliminary) examination. Each application is considered individually.

6 The IBMS program

1.6.1. Foundation year

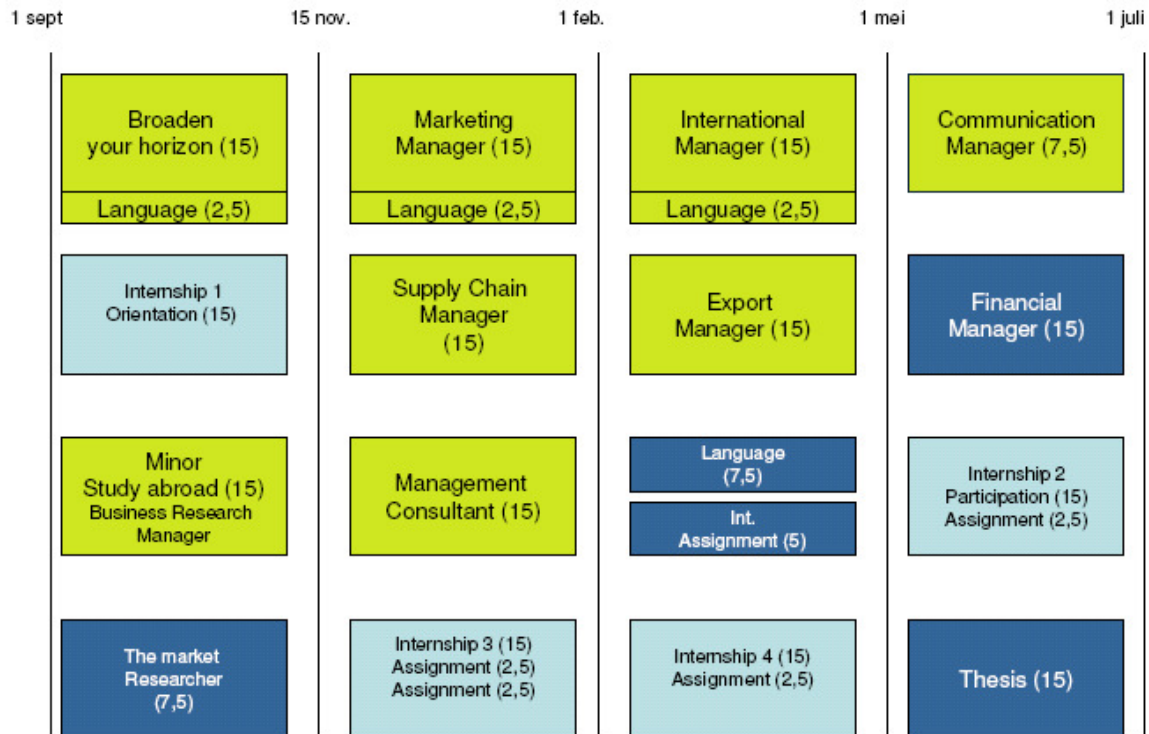
The first year consists of 4 blocks. The first year consists of 4 themes and (supporting) Languages Spanish and English.

Block 1 Theme – Broaden your Horizon Languages	15 ECTS 2,5 ECTS	10 weeks
Block 2 Theme – The Marketing Manager Languages	15 ECTS 2,5 ECTS	10 weeks
Block 3 Theme – The International Manager Languages	15 ECTS 2,5 ECTS	10 weeks
Block 4 Theme – The Communication Manager	7,5 ECTS	10 weeks

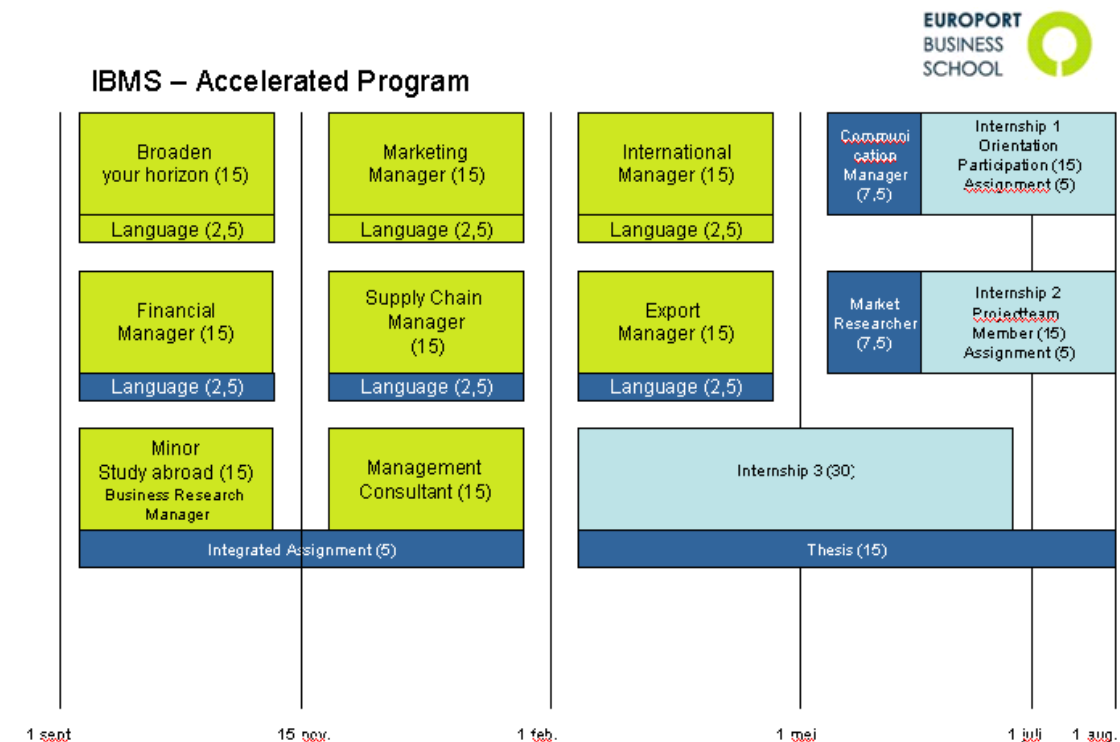
6.2 The Foundation/propaedeutic certificate

The Foundation/propaedeutic certificate will be awarded after fulfilling all the requirements and achieving 60 ECTS credits in the foundation year.

6.3 Total program overview



6.4 Total program overview Accelerated Track



7 Plagiarism

7.1 Plagiarism Defined

Plagiarism is defined as the work (e.g., text, figures, ideas, or conceptual structure, whether verbatim or not) created by another person or persons is used and presented as one's own creation, unless the source of each quotation or piece of borrowed material is acknowledged with an appropriate citation. Encouraging or assisting another person to commit plagiarism is a form of improper collusion and may attract the same penalties.

7.2 Penalties

Plagiarism is an offence at EPBS. In the academic context, you can be expelled from your school in addition to being questioned before the School Board on your inappropriate conduct. In the business context, you can be sued or prosecuted for using material that did not originate from you, nor acknowledges the work of another.

First Offence: You will receive an official warning from the school and an automatic FAIL for the specified assessment. Your enrolment will be reviewed by the Board of Examiner.

Second Offence: Your status as a student will be reviewed.

7.3 How to avoid copying, plagiarizing and cribbing

- ✚ Whenever you copy more than a few words from any source, you must acknowledge that source by putting the direct quote (verbatim) in quotation marks and citing the name of the author and date of publication in parentheses (brackets). Full details must be provided in your bibliography and examples of the Harvard style are provided in Section 10: Academic Referencing.
- ✚ If you copy a diagram, statistical table, map, etc., you must acknowledge the source. The reference is usually cited below the diagram or graphic. Full details of your sources must be included in your bibliography.
- ✚ Whenever you paraphrase or use the ideas of an author you should acknowledge him/her by citing them in the text and bibliography.
- ✚ Students are encouraged to co-operate, but collusion is a form of cheating. Students may use any sources (fully referenced) other than the assignments of fellow students. Group work assignments should include guidelines for any individual and whole-group sections.

7.4 EPBS Policy on Academic Referencing

During your studies you will often refer to work produced and written by someone else. You need to document that you have some idea of what has been written on the subject previously, but absolutely must not pretend the ideas are yours - this is called plagiarism or cheating. A formal system of referencing is necessary to:

- ✚ Acknowledge the work of other writers and researchers
- ✚ Demonstrate the body of knowledge on which you have based your work
- ✚ Enable other researchers to trace your sources easily and lead them on to further information.

When you are searching the literature on your chosen subject, it is important to save or note down precisely all the details of the references to sources that you find. If you don't do this, you may not be able to trace accurately the sources you need and you will have additional work when you need to list these references in your bibliography. If you follow the formulas on these web pages, it will ensure that you include all the relevant facts for each reference, whether it is a reference to a journal article, book, video, web site or other source.

7.5 Getting Started

To create a reference list you will need, for each item you include, the following information:

- ✚ **Book:** author or editor; year of publication; title; edition; place of publication and publisher
- ✚ **Journal article:** author; year of publication; title of article; journal title; volume/issue number; page numbers of the article
- ✚ **Electronic information:** author/editor; year of publication; article title; journal title; web URL, /name of database; date accessed

7.6 For all citations:

- ✚ Use the specific punctuation, layout and abbreviations given
- ✚ Alphabetize your list of citations by author/editor surname
- ✚ If no author is given, start with the title
- ✚ If more than one entry for an author put in date of publication order
- ✚ If no date of publication is available, use (undated) or (no date) instead of the date -showing you haven't just forgotten to include the date

7.7 Book with one author

Author's last name, First and Second Initial. (Year) Title italic. Place of publication: Publishing company.

Example: McDonagh, S. (2001) *Why are we Deaf to the Cry of the Earth*. Dublin: Veritas.

7.8 Book with an editor

Editor's last name, First and Second Initial. (Ed.). (Year) Title italic. Place of publication: Publishing company.

Example: O'Riordan, T. (Ed.). (2001) *Globalism, Localism and Identity*. London: Earthscan.
http://www.ucd.ie/library/students/information_skills/harvard.html - top%23top

7.9 Chapter in an edited book

Author's last name, First and Second Initial. (Year) 'Chapter title'. In: Editor's(s) name and initials. ed(s). *Book title*. Place of publication: Publishing company.

Example: Rose, H. (2000) 'Risk, Trust and Scepticism in the Age of the New Genetics'. In: Adam, B. et al. eds. *Risk Society and Beyond*. London: Sage.

7.10 Journal article - print

Author's last name, First and Second Initial. (Year) 'Article title'. *Journal title*, Volume number (Part):page numbers.

Example: Tovey, H. (2002) 'Risk, Morality, and the Sociology of Animals - Reflections of the Foot and Mouth Outbreak in Ireland'. *Irish Journal of Sociology*, 11 (1):23-42.

7.11 Electronic article

Electronic article Author's last name, First and Second Initial. (Year) Article title. *Journal title* [Internet], Date of publication, Volume(issue), page numbers. Available from: <internet address> [Accessed date].

Example: Hawke, J. L. et al, Genetic influences on reading difficulties in boys and girls: the Colorado twin study (2006). *Dyslexia*. [Internet]. Available from:
<http://www3.interscience.wiley.com/cgi-bin/fulltext/112098736/PDFSTART> [Accessed 10 February 2006].

7.12 Newspaper article

Author's last name, First and Second Initial. (Year) Article title. *Newspaper title*, date, page numbers.

Example: O'Dea, W. (2006) Irish role in battlegroup concept will help to bolster UN. *Irish Times*, 10 January, p.16.

7.13 Page on a Website

Webpage author's last name, First and Second Initial. (Year) **Article title** [Internet], edition if available eg. update or version 4.1. Place of publication, Publisher if ascertainable. Available from: <internet address> [Accessed Date]

Example: Kelly, M. et al (2004) **Environmental Attitudes and Behaviours: Ireland in Comparative European Perspective** [Internet] Dublin Social Science Research Centre, University College Dublin Available from: <http://www.ucd.ie/environ/home.htm> [Accessed 8 February 2006]

7.14 Website

Website name. (Year) **Website** [Internet] .Place of publication, Publisher if ascertainable. Available from: <internet address> [Accessed Date]

Example: International Tourism Partnership (2004) **International Tourism Partnership** (ITP) [Internet] London, ITP Available from: <<http://www.internationaltourismpartnership.org/>> [Accessed 8 February 2006]

7.15 More Examples

[Guide to Harvard Referencing](http://www.leedsmet.ac.uk/lskills/open/sfl/content/harvard/index.html), by Learning Support Services, Leeds Metropolitan University. Useful resource guide for citing for official publications and audio visual materials

(<http://www.leedsmet.ac.uk/lskills/open/sfl/content/harvard/index.html>)

[Harvard referencing](http://library.curtin.edu.au/research_and_information_skills/referencing/harvard.pdf), Curtin University of Technology. Modified version of Harvard, based of Snooks & Co. (rev). 2002, Style manual: For authors, editors and printers, 6th ed. (http://library.curtin.edu.au/research_and_information_skills/referencing/harvard.pdf)

[More examples](http://essential.tbs.bcu.ac.uk/harvard.html) at the UCE Business School, *Essential* WebPages (<http://essential.tbs.bcu.ac.uk/harvard.html>)

Theme:

"Broaden your Horizon"

Reward:
17.5 ECTS



Theme Description	Broaden Your Horizon
Block	Term 1; Week 1 through 10
EPBS Educational Program Concept	Knowledge, Hands-on, Student, and Coaching Driven
ECTS	15
Study Load – 10 Weeks at School	
Lectures	105 hours [i.e., 15 hours/week @ 3 hours/day]
In class Assignments/workshop/project	105 hours [i.e., 15 hours/week @ 3 hours/day]
Study Load – 10 Weeks at Home	
Self-study/Home work - weekday	105 hours [i.e., 13 hours/week @ 2.6 hours/day]
Self-study/Home work - weekends	105 hours [i.e., 13 hours/weekend @ 6.5 hours/day]

1 Introduction to the central theme: "Broaden your Horizon"

Welcome to EuroPort Business School. In the very first term, new students are introduced to a new concept of learning, and simultaneously meet new fellow students that come from a wide range of backgrounds. Therefore "Broaden your Horizon" is the theme chosen for this term. This theme encompasses a creation and widening of perspectives in view of career possibilities and methods of learning and development, all in the light of studying in a culturally rich study environment with international allure. Making acquaintance and actively learning about one's cultural background, making contact with new people, together with the basic principles of economics and international business form the main objective of term 1. Another important element in term 1 is the development of (business) communication skills in English. After term one, students should literally have broadened their horizon by knowing about new people in their immediate surroundings and should be completely familiar with the EPBS way of working, its code of conduct and assessment. Moreover students should have learned the basic academic and professional skills required for obtaining their bachelors degree.

2 Assessment Blueprint

In this term you are covering the basic levels of the following competencies on:

-  P1 International Business Awareness
-  P2 Intercultural Adaptability
-  P3 International Strategic Vision development
-  P4 Organisational Policy Development
-  P6 International Marketing
-  P8 International Financial and Management Accounting and Financial Management
-  G1 Leadership
-  G2 Co-operation
-  G3 Communication
-  G4 Analysing and Information Processing
-  G5 Creative Problem Solving
-  G6 Planning and Organising
-  G7 learning and self-development

3 The “Broaden Your Horizons” Courses

Students are required to attend and study seven key courses, some workshops, complete a project and assess their professional development during this term. These courses related to the IBMS competences include Principles of Marketing 1, Cross Cultural Communication, Economics, International Business and Management Accounting 1. English and Spanish fall under the language module component. Also a Business Case, a Project and Personal Development are part of this term. The successful completion of these courses will entitle the student to achieve 17.5 ECTS at the end of this term.

Successful completion of the below mentioned components will give the students the following ECTS

- a) Personal Development – 2 ECTS
- b) Project – 4 ECTS
- c) Language modules – 2.5 ECTS
- d) Knowledge Assessments:
 - Cross Cultural Communication – 1 ECTS
 - Economics 1 – 1 ECTS
 - Management Accounting 1 – 1 ECTS
 - International Business 1 – 1 ECTS
 - Principles of Marketing 1 – 1 ECTS
- e) Business Case Assessment – 4 ECTS









But how are you graded and to earn these ECTS points? The distribution of these assessments is outlined below.

4 Personal Development

The assessment of Personal Development has a prominent place in the assessment model of International Business and Management Studies. In EuroPort Business School’s view, you need to become an ambitious professional with attractive international career perspectives. The most effective way to do this, in three years, is to adopt the PDCA (i.e., Plan, Do, Check and Act) cycle. This will be in the form of developing and expanding a (career) network, explore personal strengths and weaknesses, reflect on performances, develop ambition, make plans for improvement and develop the desire to excel.

Personal Development is a continuous individual assessment which will take place every term. You will receive intensive coaching, one-on-one career counseling sessions and workshops during your term. Furthermore, your class attendance will play a pivotal role to gauge your progress. Students failing to attend classes will hardly develop professional skills. The credit points are awarded only to the students able to prove that he/she has progressed in personal skills, knowledge, ethics and attitude.

For term 1, students should work on the following essentials throughout the term “Broaden Your Horizon”:

-  Introduction
-  Personal Development trip to the Ardennen
-  Personal SWOT (Coaching sessions)
-  Curriculum Vitae (During English)
-  Personal Motivation Statement (During English)
-  Personal Development Plan (Coaching sessions)
-  Project report + feedback
-  Microsoft Office Skills

Successful completion of these essentials, along with satisfactory class attendance will entitle students to 2 ECTS points.

5 Project Assessment during the Term

Part of your total assessment for this term is the Project. You take part in a group of 2 to 3 students that is confronted with a complex project assignment. Your project assignment will involve a real-time business scenario. The idea is that you are collectively fulfilling the assignment by first making a Plan of Action, divide tasks and responsibilities and then starting off with adopting the right research methodology (i.e., Primary and Secondary research). After collecting all required information and analyzing it you will be creating strategic options and then concluding based on your objectives which strategic option is best to meet your objective. All should end up in a solid document (digital and hard-copy) which you will defend.

Every week, Project sessions are planned in your timetable. These sessions must be used to assemble and conduct a professional meeting in which you discuss each other's work, make important decisions and brainstorm on a variety of project issues. In these sessions a Project coach will be present to measure your progress in professionalism and effectiveness, and, in some cases, the Project Coach can/will steer/intervene when group process gets meandered.

This is but a small overview of what is expected from you regarding the Project. For detail information please refer to the Syllabus for Project. Successful completion (pass minimum) of this project will entitle students to 4 ECTS points.






You will have two opportunities to hand in your Project. The first opportunity is during the Project Week. If you do not hand in your Project in time or the result is insufficient, you can hand in the Project in the Resit Week. If you don't hand in your Project in time your Project Group will not receive feedback from the teacher.

6 Knowledge Assessment

To be in line with the Dublin descriptors students will be given individual assignments and written exams during the term. These are aimed to test your understanding and knowledge on the subject matter which you study during the term. You will receive ECTS for each exam passed.

Should a student fail one of the written knowledge exams, the ECTS for that course will not be granted. You are permitted to take only 1 re-sit/subject/per term. So per term, students have two chances to pass a test or complete an assignment satisfactory. After the end of the term, students may take only one more re-sit for that subject per academic year.

The knowledge and understanding of the following subjects will be assessed during this term:

-  Cross Cultural Communication
-  Economics 1
-  Management Accounting 1
-  International Business 1
-  Principles of Marketing 1

Students are advised to refer to the Course Syllabi for details on the knowledge assessments for each subject.

7 Business Case

Not only do we want students to understand and acquire knowledge, it is critical to the educational philosophy of EPBS that students are capable of executing the understanding and acquired knowledge in a business context. Business case studies and examinations not only make it possible to execute the understanding and acquired knowledge of the subject matter but also ensure a holistic approach.

Business case studies are much like business games in that they present a slice of real time business life. These cases are usually about real people, organizations and emerging issues (even though the names may sometimes be disguised for property reasons). Business Case studies ensure students the opportunity to participate in real time decision making that managers need to deal with in a variety of real time emerging issues.

The case-study examination is an individual 'open book' written examination. Textbooks are permitted for use since in professional practice, you will consult handbooks and literature when resolving issues. You will be allowed to bring certain text books into the examination..

Journals, annotated books, lecture notes and other books are not permitted;

How to prepare for the case-study assessment?






No matter what type of case you are dealing with, a common approach will help you to prepare successfully passing for this type of assessment. First of all, you cannot prepare for a case-study assessment by learning your books and notes by heart a day or two before the examination. The case-study assessment is about showing that you understand the subject materials offered in the term and that you can apply them in various (practical) contexts. It is not about showing that you can reproduce knowledge.

The best preparation for the case-study assessment is going to class, doing the assignments and keeping up with the assigned reading. This way you will learn to grasp the subject material and you won't need extensive preparation right before the examination. The only thing you will have to do is:

- Print and begin with a quick scanning of the case. This will give you an *understanding* of the organisation as a whole rather than in vacuum if you start analysing each section in detail. You should first extract an understanding of the organisation, some impressions of what could be the problem. Read the case-text at home (will be published a week before the examination);
- Try to 'anticipate' what the questions or assignments corresponding with the case-text will be, based on the assessment indicators below and the classes you attended;
- Then a more careful second reading of the case will enable you to critically analyze the business problem and a methodology to execute your knowhow, skills in solving the business problem;
- Look up concepts taught in different module classes you think might be able to help you solve the business problem;
- Highlight passages in the case-text that you consider important, so that you will be able to find them quickly during the examination;
- Don't forget to carefully read appendices. Often crucial numeric information is presented and you know: where there's numeric information you will be asked to do something with it in the test!
- Mark or highlight passages or chapters in your books that you deem important for the case-study, so that you will be able to find what you need quickly during the examination. This way you also rekindle your knowledge and understanding of the subject's matters.

- Just before the examination: carefully re-read the case-text, so that you don't waste too much time reading the case during the examination and start answering the questions.

For this term, an integrated Business Case Assessment is designated for the following subjects;

-  Cross Cultural Communication
-  Economics 1
-  Management Accounting 1
-  International Business 1
-  International Marketing 1

8 Grading and Report

At the end of each academic year students will receive a grade sheet outlining marks and ECTS's received. A sample of the grade sheet is depicted below: (schema aanpassen studiepunten per vak?)

Term 1:	Broaden your Horizon		
Code	Description	Final Grade	ECTS
PD1	Professional Development term 1		
	Grade	P	2
PD1A	Attendance	P	
PD1B	Meet the coach 1&2	P	
PD1C	Introduction trip: Ardennen	P	
PR1	Project term 1		
	Grade	70	4
PR1A	Product	70	
PR1B	Presentation	70	
PR1C	Process	70	
LN1	Language Term 1		
	Grade	73	2,5
LN1A	English	84	
LN2B	Spanish	63	
		0	
KN1	Knowledge Assessment term 1		
	Grade	68	5
KN1A	International Business 1	66	1
KN1B	Principles of Marketing 1	75	1
KN1C	Principles of Economics 1	79	1
KN1D	Management Accounting 1	57	1
KN1E	Cross Cultural Communication	61	1
BU1	Business Case term1		4
	Grade	76	
BU1A	Business Case	76	

8.1. In general

You will get in the end one mark for the knowledge assessment, one mark for the business cases and one mark for the project.

8.2. Knowledge test assessment

The individual marks should be at least 55 out of 100. If an individual result is below 55, a re-sit is mandatory. If your individual result is 55 or more for instance 58, you are allowed to

improve your result by a re-sit, BUT be careful if you join a re-sit, *your original mark will not count anymore. Your new result is leading.*

We also adopt the regular Dutch marking system, so if your **un**-weighted average in the end is 5.5, your mark will be a rounded to a 6 (six).

8.3. Business Case assessment

Your mark for the cases is an **un**-weighted average of the individual parts. The individual marks should be at least 55 out of 100. If an individual result is below 55, a re-sit is mandatory. If your individual result is 55 or more for instance 58, you are allowed to improve your result by a re-sit, BUT be careful if you join a re-sit, *your original mark will not count anymore. Your new result is leading.*



We also adopt the regular Dutch marking system, so if the **un**-weighted average at the end is 5.5 or above 5.5 but below 6, your mark will be a rounded to a 6 (six).

If you have any questions regarding the above mentioned grading system please do not hesitate to contact the student's administration.

9 Student Attendance

9.1 Class Attendance




Class attendance is mandatory. You are required to attend a minimum of 80% of classes. This applies to all students. Failing to do so can have negative ramification and delay your process of finishing your term on time. Class attendance is valid if you fulfill the below mentioned rule:

-  You are on time in class for the lesson.
-  You actively contribute to in-class discussions and activities.

If you are too late, you will have to wait till the break. You are absent for the period till you are allowed to enter the classroom.

For international students, this is important to remember for your residence permit. Should your attendance fall below the 80% threshold, your residence status is immediately jeopardized and the school will proceed with the cancellation of your residence permit.

Students failing to attend 80% of the class face the below mentioned consequences:

-  Will not be allowed to do their regular exam,
-  Risk the chance of not being allowed to attend classes,
-  May be asked to re-do the class all over again.

9.2 Absentee

A student is classified as being absent if he/she:


- Fails to arrive to class at all
- Arrives to the class too late
- Leaves the class before the class is finished

You will be registered as absent for the period that you were absent with a minimum of 1 hour.

Students must advise EPBS if they expect to be absent from class. In the first instance, it is professional to advise the teacher. Students can also phone the Rotterdam campus ((010) 201 123 20) and inform the student's administration.

9.3 Absentee Concessions

Students often use an array of excuses for their absence. However there are also times when a student has a sincere reason for being absent from classes. Therefore though EPBS has a strict policy regarding attendance we do make concessions for students in the following situation:

-  The student was ill and can provide a doctor's certificate to verify the student's circumstances.

- ✚ The student provides an official document that explains that the absence is in accordance to the official absent arrangements of the Dutch Law *Arbeid & Zorg*.

9.4 Late Arrivals

Students are expected to be prompt in arriving at class on time. Otherwise, students risk being excluded from the class. EPBS applies a street-wise approach to tardiness. If you arrive for a job interview late, it puts you in a very poor position. If you arrive late for an elevator pitch to a group of venture capitalists, you will be shown the door. Students showing habitual promptness have little trouble with internships, job interviews and business careers.

9.5 Professional conduct

Students are expected to conduct themselves in a professional manner. This entails:

- ✚ Preparing for class
- ✚ Completing class activities
- ✚ Contributing constructively in class
- ✚ Attending all group meetings
- ✚ Attending all client meetings and presentations
- ✚ Contributing to all group assessments

You are business students, so ensure that you epitomize the punctual and diligent student that will transform into an impressive business professional. Therefore you may wish to consider smart casual or casual business attire for class attendance. Furthermore, full business attire is expected of all students when attending Client meetings and Presentations.



Furthermore, you are attending class to learn. Learning does not occur by turning up to class and listening alone. Please show your diligence and sincerity to this course by bringing your textbook to each and every class, together with a notepad and writing tools in order to scribe your notes and ideas. Students turning up to class otherwise are wasting their, class mates, and the teaching staff's time.

Principles of Economics 1

Lecturer	Roland Knoppe
When:	Term 1 Broaden Your Horizon
ECTS	1

Course description

The topic(s) this module disseminates is a must for all IBMS students. After realizing that a society's resources are not abundant enough to permit everyone to have as much as he or she would like, the student learns how markets can work to allocate society's scarce resources in efficient ways. In free markets laws of supply and demand provide key information for business people to know what to produce and how much of it to produce. Private property, money, and capital markets help to ensure that a market system works. Business is all about buying and selling, but a manager should know how sales revenues will change if the price changes. Otherwise pricing policy may be flawed. Elasticity is thus a key business concept. A manager has to decide how much to produce and for such decisions knowledge of production and costs is required. A manager has to employ such economic resources as labor and capital, so he needs a rational framework to help make decisions that maximize shareholder value. An important part of the knowledge of the markets will be the understanding of the time dimension in the market mechanism.

The students will discover how governments may intervene in market processes with subsidies, taxation or direct interventions, and what effects these interventions have on the price, the quantity produced and the efficiency of the markets.

The students will get to know the theoretical framework of the 'rational' decisions of consumers and producers. For the demand site the marginal utility theory and the indifference analysis will be central. For the supply side we will make a survey through the different market forms and see how the rational producers takes its decisions and what the consequences will be on the short and on the long run.

Course Format

The course is a 10 week block style course and is based on a "community of learners" model. Each member of the classroom is an important participant and contributor in creating a classroom community of learners. The nature of the course content calls for lecture and demands that students commit to a great deal of reading and memorization. Informed discussion, lecture, case examples and case analyses, and experiential and interactive approaches provide a platform for cooperative learning. Small and large group work, role-playing, one-to-one exercises, and student presentations are utilized. Videos and other audio-visuals may also be used if found necessary to enhance learning.

Course Objective

Knowledge Objective – Through active participation in the course, the students will gain knowledge of:

1. The way market economies function.
2. The determination of prices and quantities by the forces of supply and demand.
3. The possible response of demand and supply to price changes and income changes.
4. The rational framework for making decisions to maximize profits or minimize losses.
5. The theoretical framework of demand: marginal utility theory and indifference analysis.
6. The different market forms and the consequences of the market form on price, quantity and efficiency.
7. The connection between the theoretical knowledge of markets and everyday economic behaviour and news.

Competence Objective – Through active participation in the course, the students will gain ability to:

1. Analyze recent developments in relevant field of interest.
2. Analyze and interpret recent developments in the society and business.

3. Identifying more thoroughly the degree of complexity of rapidly integration world and acts accordingly to those aspects of globalization which are more significant for business.
4. Able and willing to present a good configured report in an enthusiastic way.
5. Execute the knowledge in a more socially responsible way keeping in mind the significance of protecting scarce resources and its impact on the environment.
6. Analyze, formulate, select, and judge various scenarios.

Key Performance Indicators:

1. Successfully applying newly acquired knowledge in Project and Business Case.
2. Successfully applying newly acquired knowledge in an exam
3. In this course in Class assignments will be given. This in Class assignment will have a formative character, although you must pass at 80% of the assignments to get entrance to the exam.

More specific competencies in the external project:

The ability to (a) analyze and interpret the demand and supply role in the international arena(b) to value and accept the need for analyzing, designing, selecting, and judging various course of business action in a most socially responsible way (c) act in accordance with the set governmental standards concerning scarce resources.

Successful accomplishment of the course knowledge and competence objectives will be evidence through informed class participation in discussion, experiential exercises, group work, case analyses, exams, oral presentations, written work, and the culminating class project.

Relation with other modules:

Since the course is based on 'community of learners' model it is indirectly related to all other modules of the theme 'Broaden Your Horizon' and more directly related to (a) International business module and management accounting.

Link to IBMS competencies

P1.1 International Business Awareness	G2. Co-operation
P4.1 Organisational Policy development	G3. Communication
P6.1 International marketing	G4. Analyzing and information processing
P8.1-2 International Accounting and Financial Management	

End qualification of EPBS graduate

EPBS.1 – International oriented generalist	EPBS.5 – International orientation
EPBS.2 – Inter-cultural difference awareness	EPBS.10 – Team player
EPBS.3 – Develop international strategies	EPBS.15 – Self-development and criticism

Course Expectation

Participation

This is a seminar style course that is based in a community classroom of learners' model. As such, the course requires your commitment to full participation in all the learning modalities. The following are some of the fundamental expectations that will help us become successful:

1. You attend class.
2. You are on time and you do not leave early.
3. You turn off cell phones.
4. You read the assigned readings and use critical and analytical thinking skills while doing so.
5. You listen with openness and thoughtfulness to others.
6. You share your ideas, thoughts, experiences, and practice using professional terms and language while doing so.
7. You commit yourself to learning and dedicate enough time outside of class to complete readings and assignments.

Attendance: Your participation is critical and more importantly, as a member of a classroom community of learners your attendance and informed participation is vital.




Written assignments: All assignments must be typed and follow standard format. Please use 12-point font. Written assignments are graded on content (thoroughness, clarity, completeness, application of theory and course/reading content, and depth), and style and organization (grammar, spelling, editing, cohesion, clarity, creativity), and bibliographic resources. All assignments are to be handed in on time; late papers will have reduced scores. Always keep a copy of all assignments you hand in.

Teaching method

Work methods	Total study hours per period
Lecture	18 hours
Self-study	8 hours
Assignment(s)	2 hours








Assessments

Due to the nature of the course content you will be assessed on two components – (1) Exam, and (2) In class Project/assignment. Each component will contribute toward the final grade. The contribution of each component will be as follows:

1. **Exam** – Will be in written form and held centrally. Re-sits will also be held centrally. First-sit exam will held end of each block during the exam period. For more information refer to exam schedule. Re-sits exam will be held after the results of the first-sit exam are published. Please refer to the re-sit exam schedule for more information. Your Knowledge and understanding of the contents and topics in the course will be measured. Duration of the exam will be 120 minutes and it will weigh 100% of the overall score. The exam will be in the form of a combination of Case study, and situational questions to evaluate the knowledge, understanding, and judgment making capabilities of you. Please refer to the class schedule and the literature for exam material.
2. **In class assignment** - Will be in typed form and held de-centrally. This in class assignment will have a formative character, although you must pass at least 80% of the assignments to get entrance to the exam. This will take place continuously in class. Failing to submit the project/assignment on time will reduce your score. You will be measured on your executing, and making judgment capabilities. Please note the following in class project/assignment submission guideline:
 -  Submit on time – the project/assignment will be assessed against 100%
 -  Submit in class project/assignment 1 day late – the project/assignment will be assessed against 80%
 -  Submit in class project/assignment later than 1 day but within a week – the project/assignment will be assessed against 60%

- Submit in class project/assignment after 1 week – the project/assignment will be assessed against 40%. Note: Submitting after 1 week will always be a fail. So you will have to re-do a new assignment in the next block. The same project/assignment submission guideline applies.

Required Texts

	Title/Subject	: Economics 8th Edition
	Type	: Book
	Author/s	: John Sloman & Alison Wride
	Publisher	: Pearson
	ISBN	: 978-0-273-76312-3
	Year	: 2013
	Mandatory	: Yes

Course Grading

1. Knowledge test [central written exam]	: 100%
2. Class room assignments/projects	: <u>Pass%</u>
Total	: 100%

Lesson Schedule Economics I

Lesson Schedule	Topics	Key words	Literature
Economics I Week			
1	Introducing Economics Demand, supply and elasticity Price and output determination Government intervention	Price mechanism Determination of demand and supply Minimum price Maximum price	Ch 1. Introduction Ch 2. Supply and Demand
2	Indirect taxes Government rejection of market allocation Agricultural economic policy The time dimension	The concept of elasticity Indirect taxation Shifts of supply and demand curve by state intervention	Ch 3. Markets in action
3	Marginal utility theory Risk and uncertainty Indifference analysis	Total and marginal utility Diminishing marginal utility Budget line Indifference curve Optimum combination	Ch 4. Background to demand
4	Long- and short-run cost curves Revenue and revenue curves Maximum profit analysis	Fixed and variable costs Average costs Total, average and marginal revenue Profit maximization	Ch 5. Background to supply
5	Features of the market Perfect competition Monopoly Contestable markets	Supply and demand in a market with perfect competition. Supply and demand in a market with a monopoly.	Ch 6. Profit Maximising under Perfect Competition and Monopoly
6	Imperfect competition Monopolistic competition and oligopoly	Price setting in monopolistic competition Price setting in oligopoly Game theory	Ch 7. Profit Maximising under Imperfect Competition

Cartels
Price discrimination

7

Connection economic
theory with the practice

Connection between
behaviour as a business
manager and the micro
economic framework

Ch 1-6 overview,
Presentation by
students of different
markets.

Assignment Rubric

	Poor [4 points]	Fair [6 points]	Good [7 points]	Excellent [10 points]
Content & Development [60%]	<ol style="list-style-type: none"> Does not answer questions. Content is incomplete Does not reference any course readings; Major points are not clear and/or persuasive 	<ol style="list-style-type: none"> Partially answers question; Content is not comprehensive and /or persuasive. Minimal reference to course readings Major points are addressed, but not well supported. Research is inadequate or does not address course concepts. Content is inconsistent with regard to purpose and clarity of thought. 	<ol style="list-style-type: none"> Answers question adequately. Content is comprehensive, and accurate; Good reference to course readings; Major points are stated clearly and are generally supported. Research is adequate, timely (not ancient) and addresses course concepts. Content and purpose of the writing are clear. 	<ol style="list-style-type: none"> Content is comprehensive, accurate, and persuasive. Course readings play comprehensive role in making points/developing arguments. Major points are stated clearly and are well supported. Research is excellent, timely (incorporates news/current events) and addresses course concepts. Content and purpose of the writing are clear.
Organization & Structure [20%]	<ol style="list-style-type: none"> Organization and structure detract from the message of the writer. Introduction and/or conclusion is missing. Paragraphs are disjointed and lack transition of thoughts. 	<ol style="list-style-type: none"> Structure of the paper is not easy to follow. Introduction is missing or, if provided, does not preview major points. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper. 	<ol style="list-style-type: none"> Structure of the paper is clear and easy to follow. Introduction provides sufficient background on the topic. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper. 	<ol style="list-style-type: none"> Structure of the paper is clear, easy to follow and interesting to read. Introduction provides an abundance in background information on the topic and previews major points. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper and is impacting on its final message.
Format [10%]	<ol style="list-style-type: none"> Paper lacks many elements of correct formatting. Citations and references are not provided. Paper is inadequate and/or excessive in length. 	<ol style="list-style-type: none"> Paper follows most guidelines. Paper provides reference list, with some errors or omissions. Paper is over/ under word length. 	<ol style="list-style-type: none"> Paper follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment. 	<ol style="list-style-type: none"> Paper consistently follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment.
Grammar, Punctuation, & Spelling [10%]	<ol style="list-style-type: none"> Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone. 	<ol style="list-style-type: none"> Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone. 	<ol style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is generally clear and precise; sentences display some varied structure. 	<ol style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.

Exam Rubric

	Beginning [4 points]	Approaching [6 points]	Meeting [7 points]	Exceeding [10 points]
Content & Development [60%]	1. Content is incomplete or fails to address any of the components of the question presented. 2. Content completely fails to provide any factual information and lacks accuracy. 3. Content's purpose is completely unclear. 4. Understanding the intention of the message requires major effort from the reader.	1. Content attempts to address some components of the question presented. 2. Content contains several significant factual errors or inaccuracies. 3. Content purpose is evident, but lacks clarity. 4. Understanding the intention of the message requires some effort from the reader.	1. Content addresses the majority of the components of the question presented. 2. Contains factual information and while accurate, lacks depth. 3. Content and purpose of the writing are clear most of the time. 4. Understanding the intention of the message requires little effort from the reader.	1. Content completely addresses the components of the question presented. 2. Content is free from factual errors, inaccuracies and demonstrates analysis beyond ability to recall information. 3. Content and purpose of the writing are clear. 4. Understanding the intention of the message requires no effort from the reader.
Organization & Structure [20%]	1. Content completely fails to attack the question. 2. Content lacks logical flow and is completely disorganized.	1. Content attempts to attack the components. 2. Content presents logical flow, lacks organization.	1. Content attacks most of the components. 2. Content attempts both an organized and logical approach.	1. Content attacks all of the components. 2. Content presents both an organized and logical approach.
Grammar, Punctuation, & Spelling [10%]	1. Content contains significant grammar mistakes interfering with content. 2. Too many spelling mistakes that make it difficult to understand. 3. There is no punctuation which makes the message confusing.	1. Grammar mistakes interfere with meaning most of the time. 2. Spelling mistakes obscure the meaning of the message. 3. Lack of punctuation makes the message quite confusing.	1. Contains more than 3 grammar mistakes, however, they do not really interfere in understanding the message. 2. More than three spelling mistakes, however, they do not obscure the meaning of the word. 3. More than two punctuation mistakes or omissions, however, they do not interfere much in the meaning.	1. Contains a maximum of 3 grammar mistakes which do not really interfere in understanding the message. 2. A maximum of three spelling mistakes which do not obscure the meaning of the word. 3. A maximum of two punctuation mistakes or omissions which do not interfere with the meaning.
Word choice [10%]	1. Content reflects inability to demonstrate entry level language usage and completely strains the reader's ability to understand content.	1. Content reflects entry-level language usage but strains the reader's ability to understand content.	1. Content attempts language usage but at times appears strained or awkward but content is still understandable.	1. Content reflects appropriate level language usage with no challenge to the reader's ability understand.

Management Accounting 1

Lecturer	Marcel Heere
When:	Term 1 Broaden Your Horizon
ECTS	1

Course description

This course in accounting is intended as the stepping stone course for students with no previous training in accounting or business. This course recognizes the fact that the students taking the first accounting course are business and management majors rather than accounting majors. This module therefore is to disseminate information for decision making throughout a student's career.

This module is navigated to address the principles, practices and the basic skills which are frequently employed within an organization through offering an introduction to the fundamentals of management accounting. It enables and entertains managers to realize the pre-requisite skills needed in making salient and successful decisions. This module touches topics such as cost accounting terminology, job costing, process costing, activity-based costing, activity-based management, cost-volume-profit analysis, budgeting, standard costing, variance analysis, responsibility accounting, variable costing, transfer pricing, and decision making. The module creates awareness of different costs for different intent. Practical tools like budgeted and real costs, income statements and break even calculations will be touched.

Course Format

The course is a 10 week block style course and is based on a "community of learners" model. Each member of the classroom is an important participant and contributor in creating a classroom community of learners. The nature of the course content calls for lecture and demands that students commit to a great deal of reading and memorization. Informed discussion, lecture, case examples and case analyses, and experiential and interactive approaches provide a platform for cooperative learning. Small and large group work, role-playing, one-to-one exercises, and student presentations are utilized. Videos and other audio-visuals may also be used if found necessary to enhance learning.

Course Objective

Knowledge Objective – Through active participation in the course, the students will gain knowledge to:

1. Use terminology appropriately.
2. Use costing systems that are commonly utilized for different purposes.
3. Use basic financial accounting concepts and techniques.
4. Apply cost relationships for analysis.
5. Understand a financial statement and annual reports.
6. Use standard costs and performance measures.
7. Correctly utilize costs in pricing and decisions making.

Competence Objective – Through active participation in the course, the students will gain ability to:

1. Analyze recent developments in relevant field of interest.
2. Analyze and interpret recent developments in the society and business.
3. Apply the various approaches used to classify costs.
4. Able and willing to present a good configured job order cost card and compute a job order's product unit cost.
5. Execute the product flow and the cost flow in a process costing system.
6. Distinguish between value-adding and non-value adding activities, and describe process value analysis.
7. Compute a breakeven point in units of output and in sales dollars, and prepare a breakeven graph.
8. Prepare a cash budget.

Key Performance Indicators:

1. Successfully applying newly acquired knowledge in Project and Business Case.
2. Successfully applying newly acquired knowledge in an exam.
3. In this course in class assignments will be given. This in class assignment will have a formative character, although you must pass at 80% of the assignments to get entrance to the exam.

Relation with other modules:

Since the course is based on the 'community of learners' model it is indirectly related to all other modules of the theme 'Broaden Your Horizon' and more directly related to Economics.

Link to IBMS competencies

P1.1 International Business Awareness	G2. Co-operation
P4.1 Organisational Policy development	G3. Communication
P8.1-2 International Accounting and Financial Management	G4. Analysing and information processing

End qualification of EPBS graduate

EPBS.8 – Financial aspect of business operations	EPBS.15 – Self-development and criticism
EPBS.10 – Team player	EPBS.16 – Trustworthy professional

Course Expectation

Participation

This is a seminar style course that is based on a community classroom of learners' model. As such, the course requires your commitment to full participation in all the learning modalities. The following are some of the fundamental expectations that will help us become successful:

1. You attend class.
2. You are on time and you do not leave early.
3. You turn off cell phones.
4. You read the assigned readings and use critical and analytical thinking skills while doing so.
6. You listen with openness and thoughtfulness to others.
7. You share your ideas, thoughts, experiences, and practice using professional terms and language while doing so.
8. You commit yourself to learning and dedicate enough time outside of class to complete readings and assignments.

Attendance: Your participation is critical and more importantly, as a member of a classroom community of learners your attendance and informed participation is vital.

Written assignments: All assignments must be typed and follow standard format. Please use 12-point font. Written assignments are graded on content (thoroughness, clarity, completeness, application of theory and course/reading content, and depth), and style and organization (grammar, spelling, editing, cohesion, clarity, creativity), and bibliographic resources. All assignments are to be handed in on time; late papers will have reduced scores. Always keep a copy of all assignments you hand in.

Teaching method

Work methods	Total study hours per period
Lecture	18 hours
Self-study	8 hours
Assignment(s)	2 hours

Assessments

Due to the nature of the course content you will be assessed on two components – (1) Exam, and (2) In class Project/assignment. Each component will contribute toward the final grade. The contribution of each component will be as follows:

3. **Exam** – Will be in written form and held centrally. Re-sits will also be held centrally. First-sit exam will be held end of each block during the exam period. For more information refer to exam schedule. Re-sit exams will be held after the results of the first-sit exam are published. Please refer to the re-sit exam schedule for more information. Your knowledge and understanding of the contents and topics in the course will be measured. Duration of the exam will be 120 minutes and it will weigh 100% of the overall score. The exam will be in the form of a combination of Case study, and situational questions to evaluate the knowledge, understanding, and judgment making capabilities of you. Please refer to the class schedule and the literature for exam material.
4. **In class assignment** - Will be in typed form and held de-centrally. This in class assignment will have a formative character, although you must pass at least 80% of the assignments to get entrance to the exam. This will take place continuously in class. Failing to submit the project/assignment on time will reduce your score. You will be measured on your executing, and making judgment capabilities. Please note the following in class project/assignment submission guideline:
 - ✚ Submit on time – the project/assignment will be assessed against 100%
 - ✚ Submit in class project/assignment 1 day late – the project/assignment will be assessed against 80%
 - ✚ Submit in class project/assignment later than 1 day but within a week – the project/assignment will be assessed against 60%
 - ✚ Submit in class project/assignment after 1 week – the project/assignment will be assessed against 40%. Note: Submitting after 1 week will always be a fail. So you will have to re-do a new assignment in the next block. The same project/assignment submission guideline applies.

Required Texts

✚ Title/Subject	: Introduction to Management Accounting Global Edition, 16/E
✚ Type	: Book
✚ Author/s	: Charles T. Horngren
✚ Publisher	: Prentice-Hall
✚ ISBN	: 9780136102656
✚ Year	: 2013
✚ Mandatory	: Yes

Course Grading

Knowledge test [central written exam]	: 100%
Class room assignments/projects	: <u>Pass%</u>
Total	: 100%

Lesson Schedule

Week	Chapters
1	Chapter 1 (Managerial Accounting, The Business Organization and Professional Ethics) Chapter 2 (Introduction to Cost behavior and Cost-Volume-Profit Relationships)
2	Chapter 3 (Measurement of Cost Behavior)
3	Chapter 5 (Relevant Information for Decision Making with a Focus on Pricing Decisions)
4	Chapter 6 (Relevant Information for Decision Making with a Focus on Operational Decisions)
5	Chapter 15 (Basis Accounting: Concepts, Techniques and Conventions)
6	Chapter 15 (Basis Accounting: Concepts, Techniques and Conventions) Chapter 16 (Understanding Corporate Annual Reports: Basic Financial Statements)
7	Chapter 16 Chapter 16 (Understanding Corporate Annual Reports: Basic Financial Statements)

Assignment Rubric

	Poor [4 points]	Fair [6 points]	Good [7 points]	Excellent [10 points]
Content & Development [60%]	<ol style="list-style-type: none"> Does not answer questions. Content is incomplete Does not reference any course readings; Major points are not clear and/or persuasive 	<ol style="list-style-type: none"> Partially answers question; Content is not comprehensive and /or persuasive. Minimal reference to course readings Major points are addressed, but not well supported. Research is inadequate or does not address course concepts. Content is inconsistent with regard to purpose and clarity of thought. 	<ol style="list-style-type: none"> Answers question adequately. Content is comprehensive, and accurate; Good reference to course readings; Major points are stated clearly and are generally supported. Research is adequate, timely (not ancient) and addresses course concepts. Content and purpose of the writing are clear. 	<ol style="list-style-type: none"> Content is comprehensive, accurate, and persuasive. Course readings play comprehensive role in making points/developing arguments. Major points are stated clearly and are well supported. Research is excellent, timely (incorporates news/current events) and addresses course concepts. Content and purpose of the writing are clear.
Organization & Structure [20%]	<ol style="list-style-type: none"> Organization and structure detract from the message of the writer. Introduction and/or conclusion is missing. Paragraphs are disjointed and lack transition of thoughts. 	<ol style="list-style-type: none"> Structure of the paper is not easy to follow. Introduction is missing or, if provided, does not preview major points. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper. 	<ol style="list-style-type: none"> Structure of the paper is clear and easy to follow. Introduction provides sufficient background on the topic. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper. 	<ol style="list-style-type: none"> Structure of the paper is clear, easy to follow and interesting to read. Introduction provides an abundance in background information on the topic and previews major points. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper and is impacting on its final message.
Format [10%]	<ol style="list-style-type: none"> Paper lacks many elements of correct formatting. Citations and references are not provided. Paper is inadequate and/or excessive in length. 	<ol style="list-style-type: none"> Paper follows most guidelines. Paper provides reference list, with some errors or omissions. Paper is over/ under word length. 	<ol style="list-style-type: none"> Paper follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment. 	<ol style="list-style-type: none"> Paper consistently follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment.
Grammar, Punctuation, & Spelling [10%]	<ol style="list-style-type: none"> Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone. 	<ol style="list-style-type: none"> Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone. 	<ol style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is generally clear and precise; sentences display some varied structure. 	<ol style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.

Exam Rubric

	Beginning [4 points]	Approaching [6 points]	Meeting [7 points]	Exceeding [10 points]
Content & Development [60%]	1. Content is incomplete or fails to address any of the components of the question presented. 2. Content completely fails to provide any factual information and lacks accuracy. 3. Content's purpose is completely unclear. 4. Understanding the intention of the message requires major effort from the reader.	1. Content attempts to address some components of the question presented. 2. Content contains several significant factual errors or inaccuracies. 3. Content purpose is evident, but lacks clarity. 4. Understanding the intention of the message requires some effort from the reader.	1. Content addresses the majority of the components of the question presented. 2. Contains factual information and while accurate, lacks depth. 3. Content and purpose of the writing are clear most of the time. 4. Understanding the intention of the message requires little effort from the reader.	1. Content completely addresses the components of the question presented. 2. Content is free from factual errors, inaccuracies and demonstrates analysis beyond ability to recall information. 3. Content and purpose of the writing are clear. 4. Understanding the intention of the message requires no effort from the reader.
Organization & Structure [20%]	1. Content completely fails to attack the question. 2. Content lacks logical flow and is completely disorganized.	1. Content attempts to attack the components. 2. Content presents logical flow, lacks organization.	1. Content attacks most of the components. 2. Content attempts both an organized and logical approach.	1. Content attacks all of the components. 2. Content presents both an organized and logical approach.
Grammar, Punctuation, & Spelling [10%]	1. Content contains significant grammar mistakes interfering with content. 2. Too many spelling mistakes that make it difficult to understand. 3. There is no punctuation which makes the message confusing.	1. Grammar mistakes interfere with meaning most of the time. 2. Spelling mistakes obscure the meaning of the message. 3. Lack of punctuation makes the message quite confusing.	1. Contains more than 3 grammar mistakes, however, they do not really interfere in understanding the message. 2. More than three spelling mistakes, however, they do not obscure the meaning of the word. 3. More than two punctuation mistakes or omissions, however, they do not interfere much in the meaning.	1. Contains a maximum of 3 grammar mistakes which do not really interfere in understanding the message. 2. A maximum of three spelling mistakes which do not obscure the meaning of the word. 3. A maximum of two punctuation mistakes or omissions which do not interfere with the meaning.
Word choice [10%]	1. Content reflects inability to demonstrate entry level language usage and completely strains the reader's ability to understand content.	1. Content reflects entry-level language usage but strains the reader's ability to understand content.	1. Content attempts language usage but at times appears strained or awkward but content is still understandable.	1. Content reflects appropriate level language usage with no challenge to the reader's ability understand.

Cross Cultural Communication

Lecturer	Michiel Ouwehand
When:	Term 1 Broaden your Horizon
ECTS	1

Course description

Cross Cultural communication is a collaborative module that examines what constitutes 'effective' management across culture through the most appropriated method of communication. It is collaborative due to the involvement of the students. Cross Cultural Analysis develops a student's ability to understand why people may react in unexpected ways if they come from a different culture.

The weekly readings aim particular aspects of cultural awareness. Topics include, but not exclusively, power distance, collectivism, femininity, uncertainty avoidance, and long-term orientation. Working within the topics, students are required to illustrate aspects of management and communication in particular cultures based on their research and/or personal experiences. The aim of this module is to facilitate and prepare students for business assignment in the international arena. Course deliverables include active involvement in the class, weekly hands-on business games, and essay that explores some aspect of leadership across cultures. The ins and outs of intercultural and social skills; differences in body language in different cultures; development and come into being of cultural behaviours and rituals; current group phenomenon running right across all cultures; differences between individualism, collectivism and stereotypes; cognitive similarities and differences of cultural groups; consequences of social inequality, antecedents en consequences; transmission of own attitudes, misunderstandings, cultural suppositions in psychological interventions.

Course Format

The course is a 4 week block style course and is based on a "community of learners" model. Each member of the classroom is an important participant and contributor in creating a classroom community of learners. The nature of the course content calls for lecture and demands that students commit to a great deal of reading and memorization. Informed discussion, lecture, case examples and case analyses, and experiential and interactive approaches provide a platform for cooperative learning. Small and large group work, role-playing, one-to-one exercises, and student presentations are utilized. Videos and other audio-visuals may also be used if found necessary to enhance learning.

Course Objective

Knowledge Objective – Through active participation in the course, the students will gain knowledge of:

1. Appreciation of diversity and multiculturalism.
2. Cultures and customs of other nations.
3. The need to understand structures of cultural systems.
4. The importance to have an independent judgment on current related issues.
5. The strengths of different dimensions of cultural differences in approaches to space, time, equity, and hierarchy; understand and be able to identify these dimensions of cultural differences.
6. The need to develop one owns mental framework in relation to: (a) the layers of culture; (b) the key issues concerning different degrees of tolerance of cultural symbols.
7. Understanding the need to use in an adequate academic context key concepts such as cultural identity, multiculturalism, integration, assimilation, segregation, context and meaning etc.
8. Understanding impediments and roads to intercultural communication.
9. Development of an attitude of respect and appreciation of diversity.
10. Understanding of the debate about models of society and policies for different culture and migrant groups.

Competence Objective – Through active participation in the course, the students will gain ability to:

1. Apply management tools in co-operation with others.
2. Execute the key people management tools for motivating and leading people.
3. Contribute to the development and adjustment of international corporate strategy.
4. Identify cultural differences and similarities.
5. Recognize the value of international developments and understands and respects different cultures.
6. To adapt one's behavior to the standards in another culture.
7. Recognizing the inputs from many people and the imperativeness for these interactions to take place without conflict.
8. Being able to communicate acceptable methods to achieve consensus in such a way that chances of conflict is minimized.

Key Performance Indicators:

1. Successfully applying newly acquired knowledge in Project and Business Case.
2. Successfully applying newly acquired knowledge in an exam.
3. In this course in class assignments will be given. This in class assignment will have a formative character, although you must pass at 80% of the assignments to get entrance to the exam.

Relation with other modules:

Since the course is based on 'community of learners' model and the focus is on cultural communication this module will have relation with all other modules.

Link to IBMS competencies

P1.1 International Business Awareness	G1.1-3 Leadership
P2. 1-3 Intercultural Adaptability	G2.1-3 Cooperation
	G6.1-3 Planning and Organising

End qualification of EPBS graduate

EPBS.2 – Inter-cultural difference awareness	EPBS.15 – Self-development and criticism
EPBS.10 – Team player	

Course Expectation

Participation

This is a seminar style course that is based in a community classroom of learners' model. As such, the course requires your commitment to full participation in all the learning modalities. The following are some of the fundamental expectations that will help us become successful:

1. You attend class.
2. You are on time and you do not leave early.
3. You turn off cell phones and pagers.
4. You read the assigned readings and use critical and analytical thinking skills while doing so.
5. You come to each class with at least three points to discuss, share thoughts on, or ask questions about.
6. You listen with openness and thoughtfulness to others.
7. You share your ideas, thoughts, experiences, and practice using professional terms and language while doing so.
8. You commit yourself to learning and dedicate enough time outside of class to complete readings and assignments.

Attendance: Your participation is critical and more importantly, as a member of a classroom community of learners your attendance and informed participation is vital.

Written assignments: All assignments must be typed and follow standard format. Please use 12-point font. Written assignments are graded on content (thoroughness, clarity, completeness, application of theory and course/reading content, and depth), and style and organization (grammar, spelling, editing, cohesion, clarity, creativity), and bibliographic resources. All assignments are to be handed in on time; late papers will have reduced scores. Always keep a copy of all assignments you hand in.

Teaching method

Work methods	Total study hours per period
Lecture	12 hours
Self-study	14 hours
Assignment(s)	2 hours

Assessments

Due to the nature of the course content you will be assessed on two components – (1) Exam, and (2) In class Project/assignment. Each component will contribute toward the final grade. The contribution of each component will be as follows:

1. **Exam** – Will be in written form and held centrally. Re-sits will also be held centrally. First-sit exam will be held end of each block during the exam period. For more information refer to exam schedule. Re-sit exams will be held after the results of the first-sit exam are published. Please refer to the re-sit exam schedule for more information. Your knowledge and understanding of the contents and topics in the course will be measured. Duration of the exam will be 120 minutes and it will weigh 100% of the overall score. The exam will be in the form of a combination of Case study, and situational questions to evaluate the knowledge, understanding, and judgment making capabilities of you. Please refer to the class schedule and the literature for exam material.
2. **In class assignment** - Will be in typed form and held de-centrally. This in class assignment will have a formative character, although you must pass at least 80% of the assignments to get entrance to the exam. This will take place continuously in class. Failing to submit the project/assignment on time will reduce your score. You will be measured on your executing, and making judgment capabilities. Please note the following in class project/assignment submission guideline:
 - ✚ Submit on time – the project/assignment will be assessed against 100%
 - ✚ Submit in class project/assignment 1 day late – the project/assignment will be assessed against 80%
 - ✚ Submit in class project/assignment later than 1 day but within a week – the project/assignment will be assessed against 60%

- ✚ Submit in class project/assignment after 1 week – the project/assignment will be assessed against 40%. Note: Submitting after 1 week will always be a fail. So you will have to re-do a new assignment in the next block. The same project/assignment submission guideline applies.

Required Texts

✚ Title/Subject	: Cultures and Organizations, 3 rd edition
✚ Type	: Book
✚ Author/s	: Hofstede/Hofstede
✚ Publisher	: McGraw Hill
✚ ISBN	: 9780071664189
✚ Year	: 2010
✚ Mandatory	: Yes

Course Grading

1. Knowledge test [central written exam]	: 100%
2. Class room assignments/projects	: <u>Pass%</u>
Total	: 100%

Lesson Schedule

Week	Chapters
1	Chapter 1 The Rules of the Social Game Chapter 2 Studying Cultural Differences Chapter 3 More equal than others
2	Chapter 4 I, We and They Chapter 5 He, She and (S)he Chapter 6 What is Different is Dangerous
3	Chapter 7 Yesterday, Now or Later? Chapter 8 Light or Dark? Chapter 9 Pyramids, Machines, Market and Families: Organizing across Nations
4	Chapter 10 The Elephant and the Stork: Organizational Cultures Chapter 11: Intercultural Encounters Chapter 12: The Evolution of Cultures

Assignment Rubric

	Poor [4 points]	Fair [6 points]	Good [7 points]	Excellent [10 points]
Content & Development [60%]	<ol style="list-style-type: none"> Does not answer questions. Content is incomplete Does not reference any course readings; Major points are not clear and/or persuasive 	<ol style="list-style-type: none"> Partially answers question; Content is not comprehensive and /or persuasive. Minimal reference to course readings Major points are addressed, but not well supported. Research is inadequate or does not address course concepts. Content is inconsistent with regard to purpose and clarity of thought. 	<ol style="list-style-type: none"> Answers question adequately. Content is comprehensive, and accurate; Good reference to course readings; Major points are stated clearly and are generally supported. Research is adequate, timely (not ancient) and addresses course concepts. Content and purpose of the writing are clear. 	<ol style="list-style-type: none"> Content is comprehensive, accurate, and persuasive. Course readings play comprehensive role in making points/developing arguments. Major points are stated clearly and are well supported. Research is excellent, timely (incorporates news/current events) and addresses course concepts. Content and purpose of the writing are clear.
Organization & Structure [20%]	<ol style="list-style-type: none"> Organization and structure detract from the message of the writer. Introduction and/or conclusion is missing. Paragraphs are disjointed and lack transition of thoughts. 	<ol style="list-style-type: none"> Structure of the paper is not easy to follow. Introduction is missing or, if provided, does not preview major points. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper. 	<ol style="list-style-type: none"> Structure of the paper is clear and easy to follow. Introduction provides sufficient background on the topic. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper. 	<ol style="list-style-type: none"> Structure of the paper is clear, easy to follow and interesting to read. Introduction provides an abundance in background information on the topic and previews major points. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper and is impacting on its final message.
Format [10%]	<ol style="list-style-type: none"> Paper lacks many elements of correct formatting. Citations and references are not provided. Paper is inadequate and/or excessive in length. 	<ol style="list-style-type: none"> Paper follows most guidelines. Paper provides reference list, with some errors or omissions. Paper is over/ under word length. 	<ol style="list-style-type: none"> Paper follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment. 	<ol style="list-style-type: none"> Paper consistently follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment.
Grammar, Punctuation, & Spelling [10%]	<ol style="list-style-type: none"> Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone. 	<ol style="list-style-type: none"> Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone. 	<ol style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is generally clear and precise; sentences display some varied structure. 	<ol style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.

Exam Rubric

	Beginning [4 points]	Approaching [6 points]	Meeting [7 points]	Exceeding [10 points]
Content & Development [60%]	1. Content is incomplete or fails to address any of the components of the question presented. 2. Content completely fails to provide any factual information and lacks accuracy. 3. Content's purpose is completely unclear. 4. Understanding the intention of the message requires major effort from the reader.	1. Content attempts to address some components of the question presented. 2. Content contains several significant factual errors or inaccuracies. 3. Content purpose is evident, but lacks clarity. 4. Understanding the intention of the message requires some effort from the reader.	1. Content addresses the majority of the components of the question presented. 2. Contains factual information and while accurate, lacks depth. 3. Content and purpose of the writing are clear most of the time. 4. Understanding the intention of the message requires little effort from the reader.	1. Content completely addresses the components of the question presented. 2. Content is free from factual errors, inaccuracies and demonstrates analysis beyond ability to recall information. 3. Content and purpose of the writing are clear. 4. Understanding the intention of the message requires no effort from the reader.
Organization & Structure [20%]	1. Content completely fails to attack the question. 2. Content lacks logical flow and is completely disorganized.	1. Content attempts to attack the components. 2. Content presents logical flow, lacks organization.	1. Content attacks most of the components. 2. Content attempts both an organized and logical approach.	1. Content attacks all of the components. 2. Content presents both an organized and logical approach.
Grammar, Punctuation, & Spelling [10%]	1. Content contains significant grammar mistakes interfering with content. 2. Too many spelling mistakes that make it difficult to understand. 3. There is no punctuation which makes the message confusing.	1. Grammar mistakes interfere with meaning most of the time. 2. Spelling mistakes obscure the meaning of the message. 3. Lack of punctuation makes the message quite confusing.	1. Contains more than 3 grammar mistakes, however, they do not really interfere in understanding the message. 2. More than three spelling mistakes, however, they do not obscure the meaning of the word. 3. More than two punctuation mistakes or omissions, however, they do not interfere much in the meaning.	1. Contains a maximum of 3 grammar mistakes which do not really interfere in understanding the message. 2. A maximum of three spelling mistakes which do not obscure the meaning of the word. 3. A maximum of two punctuation mistakes or omissions which do not interfere with the meaning.
Word choice [10%]	1. Content reflects inability to demonstrate entry level language usage and completely strains the reader's ability to understand content.	1. Content reflects entry-level language usage but strains the reader's ability to understand content.	1. Content attempts language usage but at times appears strained or awkward but content is still understandable.	1. Content reflects appropriate level language usage with no challenge to the reader's ability understand.

International Business 1

Lecturer	Slobodan Bogovac
When:	Term 1 Broaden Your Horizon
ECTS	1

Course description

This module is concerned with the nature, the scope and the functioning of international business enterprises. The module synthesizes traditional and modern business concepts for trading and doing business across borders. Real world examples are discussed and case studies drawn from firms and industries located in various countries. Each class is infused with real-world discussion and underlying theory appears in the background where it belongs. Terminology is used consistently and theories are elucidated in direct and concise terms. This module describes conceptual material and specialized business activities in concrete straightforward terms and illustrates them appropriately. This module provides a unique organizing framework that helps students to understand how the elements of international business are related. It depicts a dynamic, integrated system that weaves together national business environments, the international business environment, and international management. It shows that characteristics of globalization (new technologies and falling barriers to trade and investment) are causing greater competition.

Course Format

The course is a 10 week block style course and is based on a “community of learners” model. Each member of the classroom is an important participant and contributor in creating a classroom community of learners. The nature of the course content calls for lecture and demands that students commit to a great deal of reading and memorization. Informed discussion, lecture, case examples and case analyses, and experiential and interactive approaches provide a platform for cooperative learning. Small and large group work, role-playing, one-to-one exercises, and student presentations are utilized. Videos and other audio-visuals may also be used if found necessary to enhance learning.

Course Objective

Knowledge Objective – Through active participation in the course, the students will gain knowledge of:

1. The terms “international business” and “multinational enterprise”
2. Understanding two primary ways in which international business occurs – trade and foreign direct investment
3. The impact of the triad on international trade and investment
4. The current state of world economies and the role of government and trade regulations in the conduct of international business
5. Understanding the internationalization process
6. Recognizing the role of triad-based MNEs in worldwide FDI and trade
7. Identifying the economic interrelationships among triad members
8. Explaining a number of frameworks that help identify important cultural differences

Competence Objective – Through active participation in the course, the students will gain ability to:

1. Providing recommendations for importer/exporter in entering and considering international ventures
2. Identifying critical trade relations and political relations that facilitate international trade
3. Evaluating the occurrence of international business – trade and foreign direct investment
4. Assessing the role of world economies and the role of government and trade regulation in the conduct of international business
5. Recognizing and identifying political factors behind international trade
6. Identify, compare and contrast major political and economic systems and note the linkage among them

7. Recognize the five major levels of economic integration and how each works
8. Describing the five major levels of economic integration and how each works

Key Performance Indicators:

1. Successfully applying newly acquired knowledge in Project and Business Case
2. Successfully applying newly acquired knowledge in an exam
3. In this course in Class assignments will be given. This in Class assignment will have a formative character, although you must pass at 80% of the assignments to get entrance to the exam.

Relation with other modules:

Since the course is based on 'community of learners' model it is indirectly related to all other modules of the theme 'Broaden Your Horizon' and more directly related to (a) Economics, (b) project management, (c) Management Accounting.

Link to IBMS competencies

P1.1 International Business Awareness	G2. Co-operation
P4.1 Organisational Policy development	G3. Communication
P2. 1-3 Intercultural Adaptability	G4. Analyzing and information processing

End qualification of EPBS graduate

EPBS.1 – International oriented generalist	EPBS.5 – International orientation
EPBS.2 – Inter-cultural difference awareness	EPBS.10 – Team player
EPBS.3 – Develop international strategies	EPBS.15 – Self-development and criticism

Course Expectation

Participation

This is a seminar style course that is based on a community classroom of learners' model. As such, the course requires your commitment to full participation in all the learning modalities. The following are some of the fundamental expectations that will help us become successful:

1. You attend class.
2. You are on time and you do not leave early.
3. You turn off cell phones and pagers.
4. You read the assigned readings and use critical and analytical thinking skills while doing so.
5. You come to each class with at least three points to discuss, share thoughts on, or ask questions about.
6. You listen with openness and thoughtfulness to others.
7. You share your ideas, thoughts, experiences, and practice using professional terms and language while doing so.
8. You commit yourself to learning and dedicate enough time outside of class to complete readings and assignments.

Attendance: Your participation is critical and more importantly, as a member of a classroom community of learners your attendance and informed participation is vital.

Written assignments: All assignments must be typed and follow standard format. Please use 12-point font. Written assignments are graded on content (thoroughness, clarity, completeness, application of theory and course/reading content, and depth), and style and organization (grammar, spelling, editing, cohesion, clarity, creativity), and bibliographic resources. All assignments are to be handed in on time; late papers will have reduced scores. Always keep a copy of all assignments you hand in.

Teaching method

Work methods	Total study hours per period
Lecture	18 hours
Self-study	10 hours
Assignment(s)	2 hours

Assessments

Due to the nature of the course content you will be assessed on two components – (1) Exam, and (2) In class Project/assignment. Each component will contribute toward the final grade. The contribution of each component will be as follows:

1. **Exam** – Will be in written form and held centrally. Re-sits will also be held centrally. First-sit exam will be held end of each block during the exam period. For more information refer to exam schedule. Re-sit exams will be held after the results of the first-sit exam are published. Please refer to the re-sit exam schedule for more information. Your knowledge and understanding of the contents and topics in the course will be measured. Duration of the exam will be 120 minutes and it will weigh 100% of the overall score. The exam will be in the form of a combination of Case study, and situational questions to evaluate the knowledge, understanding, and judgment making capabilities of you. Please refer to the class schedule and the literature for exam material.
2. **In class assignment** - Will be in typed form and held de-centrally. This in class assignment will have a formative character, although you must pass at least 80% of the assignments to get entrance to the exam. This will take place continuously in class. Failing to submit the project/assignment on time will reduce your score. You will be measured on your executing, and making judgment capabilities. Please note the following in class project/assignment submission guideline:
 - ✚ Submit on time – the project/assignment will be assessed against 100%
 - ✚ Submit in class project/assignment 1 day late – the project/assignment will be assessed against 80%
 - ✚ Submit in class project/assignment later than 1 day but within a week – the project/assignment will be assessed against 60%

- Submit in class project/assignment after 1 week – the project/assignment will be assessed against 40%. Note: Submitting after 1 week will always be a fail. So you will have to re-do a new assignment in the next block. The same project/assignment submission guideline applies.

Required Texts

Title/Subject	: Introduction International Business, 5th Edition.
Type	: Book
Authors	: Rugman & Collinson
Publisher	: Prentice-Hall
ISBN	: 9780273760979
Year	: 2012
Mandatory	: Yes

Course Grading

1. Knowledge test [central written exam]	: 100%
2. Class room assignments/projects	: <u>Pass%</u>
Total	: 100%

Lesson Schedule

Students are referred to the schedule below as a guide to reading, preparation and class activities each week.

Week	Activities	Assessments
Session 01	Lecture: International and Regional Strategy Recommended Reading Material: Chapter 1	
Session 02	Lecture: The Nature of MNC's Learning Activity: Discuss Week 2 Reading Article Recommended Reading Material: Chapter 2	
Session 03	Lecture: Strategies of MNC's – is the world flat? Learning Activity: Discuss Week 3 Reading Article Recommended Reading Material: Chapter 2	Tutor Marked Assignment
Session 04	Lecture: Foreign Direct Investment Learning Activity: Discuss Week 4 Reading Assignment Recommended Reading Material: Chapter 3	Mid-Term Test: 40 minutes in length, covering chapters 1, 2 & 3.
Session 05	Lecture: Triad MNE's Learning Activity: Fieldwork, data entry Discuss Week 5 Reading Assignment Recommended Reading Material: Chapter 3	
Session 06	Lecture: International Business Culture Learning Activity: Discuss Week 6 Reading Assignment Recommended Reading Material: Chapter 5	Tutor Marked Assignment

Assignment Rubric

	Poor [4 points]	Fair [6 points]	Good [7 points]	Excellent [10 points]
Content & Development [60%]	<ol style="list-style-type: none"> Does not answer questions. Content is incomplete Does not reference any course readings; Major points are not clear and/or persuasive 	<ol style="list-style-type: none"> Partially answers question; Content is not comprehensive and /or persuasive. Minimal reference to course readings Major points are addressed, but not well supported. Research is inadequate or does not address course concepts. Content is inconsistent with regard to purpose and clarity of thought. 	<ol style="list-style-type: none"> Answers question adequately. Content is comprehensive, and accurate; Good reference to course readings; Major points are stated clearly and are generally supported. Research is adequate, timely (not ancient) and addresses course concepts. Content and purpose of the writing are clear. 	<ol style="list-style-type: none"> Content is comprehensive, accurate, and persuasive. Course readings play comprehensive role in making points/developing arguments. Major points are stated clearly and are well supported. Research is excellent, timely (incorporates news/current events) and addresses course concepts. Content and purpose of the writing are clear.
Organization & Structure [20%]	<ol style="list-style-type: none"> Organization and structure detract from the message of the writer. Introduction and/or conclusion is missing. Paragraphs are disjointed and lack transition of thoughts. 	<ol style="list-style-type: none"> Structure of the paper is not easy to follow. Introduction is missing or, if provided, does not preview major points. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper. 	<ol style="list-style-type: none"> Structure of the paper is clear and easy to follow. Introduction provides sufficient background on the topic. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper. 	<ol style="list-style-type: none"> Structure of the paper is clear, easy to follow and interesting to read. Introduction provides an abundance in background information on the topic and previews major points. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper and is impacting on its final message.
Format [10%]	<ol style="list-style-type: none"> Paper lacks many elements of correct formatting. Citations and references are not provided. Paper is inadequate and/or excessive in length. 	<ol style="list-style-type: none"> Paper follows most guidelines. Paper provides reference list, with some errors or omissions. Paper is over/ under word length. 	<ol style="list-style-type: none"> Paper follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment. 	<ol style="list-style-type: none"> Paper consistently follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment.
Grammar, Punctuation, & Spelling [10%]	<ol style="list-style-type: none"> Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone. 	<ol style="list-style-type: none"> Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone. 	<ol style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is generally clear and precise; sentences display some varied structure. 	<ol style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.

Exam Rubric

	Beginning [4 points]	Approaching [6 points]	Meeting [7 points]	Exceeding [10 points]
Content & Development [60%]	1. Content is incomplete or fails to address any of the components of the question presented. 2. Content completely fails to provide any factual information and lacks accuracy. 3. Content's purpose is completely unclear. 4. Understanding the intention of the message requires major effort from the reader.	1. Content attempts to address some components of the question presented. 2. Content contains several significant factual errors or inaccuracies. 3. Content purpose is evident, but lacks clarity. 4. Understanding the intention of the message requires some effort from the reader.	1. Content addresses the majority of the components of the question presented. 2. Contains factual information and while accurate, lacks depth. 3. Content and purpose of the writing are clear most of the time. 4. Understanding the intention of the message requires little effort from the reader.	1. Content completely addresses the components of the question presented. 2. Content is free from factual errors, inaccuracies and demonstrates analysis beyond ability to recall information. 3. Content and purpose of the writing are clear. 4. Understanding the intention of the message requires no effort from the reader.
Organization & Structure [20%]	1. Content completely fails to attack the question. 2. Content lacks logical flow and is completely disorganized.	1. Content attempts to attack the components. 2. Content presents logical flow, lacks organization.	1. Content attacks most of the components. 2. Content attempts both an organized and logical approach.	1. Content attacks all of the components. 2. Content presents both an organized and logical approach.
Grammar, Punctuation, & Spelling [10%]	1. Content contains significant grammar mistakes interfering with content. 2. Too many spelling mistakes that make it difficult to understand. 3. There is no punctuation which makes the message confusing.	1. Grammar mistakes interfere with meaning most of the time. 2. Spelling mistakes obscure the meaning of the message. 3. Lack of punctuation makes the message quite confusing.	1. Contains more than 3 grammar mistakes, however, they do not really interfere in understanding the message. 2. More than three spelling mistakes, however, they do not obscure the meaning of the word. 3. More than two punctuation mistakes or omissions, however, they do not interfere much in the meaning.	1. Contains a maximum of 3 grammar mistakes which do not really interfere in understanding the message. 2. A maximum of three spelling mistakes which do not obscure the meaning of the word. 3. A maximum of two punctuation mistakes or omissions which do not interfere with the meaning.
Word choice [10%]	1. Content reflects inability to demonstrate entry level language usage and completely strains the reader's ability to understand content.	1. Content reflects entry-level language usage but strains the reader's ability to understand content.	1. Content attempts language usage but at times appears strained or awkward but content is still understandable.	1. Content reflects appropriate level language usage with no challenge to the reader's ability understand.

Principles of Marketing 1

Lecturer	Elias Crum
When:	Term 1 Broaden Your Horizon
ECTS	1

Course description

Understanding the marketing function is central to a successful business career. The market is ever changing and requires that the company respond by adapting its marketing activities to new situation. Market intelligence can identify and to some extent explain changing trends which allow the marketer to adapt the market plan. Though construction and implementation of the market plan is the core function of the marketer, but must be done within the restriction of limited company resources. As an introductory module to marketing 'Principles of Marketing' aims to expose the students to the fundamental marketing concepts being used within a range of industries, and a clear insight into how these concepts are being applied by practitioners in the real world. Introduction will be given to the marketing discipline through topics such as the marketing environment, strategic planning, global marketing, consumer behavior, B2B marketing, marketing research, product planning, competitive advantage, marketing services, marketing communication and channel management.

Course Format

The course is a 10 week block style course and is based on a "community of learners" model. Each member of the classroom is an important participant and contributor in creating a classroom community of learners. The nature of the course content calls for lecture and demands that students commit to a great deal of reading and memorization. Informed discussion, lecture, case examples and case analyses, and experiential and interactive approaches provide a platform for cooperative learning. Small and large group work, role-playing, one-to-one exercises, and student presentations are utilized. Videos and other audio-visuals may also be used if found necessary to enhance learning.

Course Objective

Knowledge Objective – Through active participation in the course, the students will gain knowledge of:

1. The marketing and its environment
2. The relationship between customers (buying behavior) and markets
3. The concept of product anatomy and product management
4. How companies evaluate and develop their business portfolios
5. The impacts of changes in the demographic and economic environments on marketing decisions
6. How companies identify attractive market segments and choose a market coverage strategy
7. What role marketing communication plays in the overall business process.
8. The importance of marketing channels and the need to build a very concrete relationship.

Competence Objective – Through active participation in the course, the students will gain competencies in:

1. Demonstrate knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and is typically at a level that, whilst supported by advanced literature, includes some aspect that will be informed by knowledge of the forefront of their field of study.
2. Apply their know-how and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
3. Gather, assess and interpret relevant data in order to provide judgments.

4. Demonstrate that they are capable of communicate information, ideas, problems and solutions to both experts and non-expert audiences.
5. Demonstrate that they have developed those learning skills that are required from them to continue to undertake further study with a high degree of autonomy.

Key Performance Indicators:

1. Successfully applying newly acquired knowledge in Project and Business Case.
2. Successfully applying newly acquired knowledge in an exam.
3. In this course in Class assignments will be given. This in Class assignment will have a formative character, although you must pass at 80% of the assignments to get entrance to the exam.

Relation to other Modules

Since the course is based on 'community of learners' model and the focus is on marketing this module will have relation (a) indirectly with all other modules of the theme "Broaden Your Horizon", and (b) directly to connected to all modules of the theme 'The Marketing Manager'.

Link to IBMS competencies

P1 International Business Awareness	G3.1-3 - Communication
P2 Intercultural Adaptability	G2.1-3 - Cooperation
P6 International Marketing	G4.1 - Analysing and information processing
	G6.1-3 - Planning and Organising

End qualification of EPBS graduate

EPBS.3 – Develop international strategies	EPBS.10 – Team player
EPBS.5 – International orientation	EPBS.12 – Set-up and execute applied research projects
EPBS.6 – Produce and implement (international) marketing/export plan	EPBS.15 – Self-development and criticism

Course Expectation

Participation

This is a seminar style course that is based in a community classroom of learners' model. As such, the course requires your commitment to full participation in all the learning modalities. The following are some of the fundamental expectations that will help us become successful:

1. You attend class.
2. You are on time and you do not leave early.
3. You turn off cell phones and pagers.
4. You read the assigned readings and use critical and analytical thinking skills while doing so.
5. You come to each class with at least three points to discuss, share thoughts on, or ask questions about.
6. You listen with openness and thoughtfulness to others.
7. You share your ideas, thoughts, experiences, and practice using professional terms and language while doing so.
8. You commit yourself to learning and dedicate enough time outside of class to complete readings and assignments.

Attendance: Your participation is critical and more importantly, as a member of a classroom community of learners your attendance and informed participation is vital.

Written assignments: All assignments must be typed and follow standard format. Please use 12-point font. Written assignments are graded on content (thoroughness, clarity, completeness, application of theory and course/reading content, and depth), and style and organization (grammar, spelling, editing, cohesion, clarity, creativity), and bibliographic resources. All assignments are to be handed in on time; late papers will have reduced scores. Always keep a copy of all assignments you hand in.

Teaching method

Work methods	Total study hours per period
Lecture	18 hours
Self-study	10 hours
Assignment(s)	2 hours

Assessments

Due to the nature of the course content you will be assessed on two components – (1) Exam, and (2) In class Project/assignment. Each component will contribute toward the final grade. The contribution of each component will be as follows:

1. **Exam** – Will be in written form and held centrally. Re-sits will also be held centrally. First-sit exam will held end of each block during the exam period. For more information refer to exam schedule. Re-sit exams will be held after the results of the first-sit exam are published. Please refer to the re-sit exam schedule for more information. Your knowledge and understanding of the contents and topics in the course will be measured. Duration of the exam will be 120 minutes and it will weigh 100% of the overall score. The exam will be in the form of a combination of Case study, and situational questions to evaluate the knowledge, understanding, and judgment making capabilities of you. Please refer to the class schedule and the literature for exam material.
2. **In class assignment** - Will be in typed form and held de-centrally. This in class assignment will have a formative character, although you must pass at least 80% of the assignments to get entrance to the exam. This will take place continuously in class. Failing to submit the project/assignment on time will reduce your score. You will be measured on your executing, and making judgment capabilities. Please note the following in class project/assignment submission guideline:
 - ✚ Submit on time – the project/assignment will be assessed against 100%
 - ✚ Submit in class project/assignment 1 day late – the project/assignment will be assessed against 80%
 - ✚ Submit in class project/assignment later than 1 day but within a week – the project/assignment will be assessed against 60%
 - ✚ Submit in class project/assignment after 1 week – the project/assignment will be assessed against 40%. Note: Submitting after 1 week will always be a fail. So you will have to re-do a new assignment in the next block. The same project/assignment submission guideline applies.

Required Texts

✚ Title/Subject	: Principles of Marketing 15 th edition
✚ Type	: Book
✚ Author/s	: Philip Kotler & Gary Armstrong
✚ Publisher	: Pearson / Prentice Hall
✚ ISBN	: 9780273786993
✚ Year	: 2014
✚ Mandatory	: Yes

Course Grading

1. Knowledge test [central written exam]	: 100%
2. Class room assignments/projects	: <u>Pass%</u>
Total	: 100%

Lesson Schedule

Please note this schedule is open to changes and if so a detailed lesson schedule will be distributed in the first week of class.

Week	Activities	Assessments
Session 01	Marketing Basics Case: Singapore Airlines: Styling a classy service" Chapter multiple choice questions Marketing & Society Case: The Co-operative Bank Chapter multiple choice questions	
Session 02	The Marketing Environment Case: Give me a Big Mac - but hold the beef" Chapter multiple choice questions Strategic Marketing Planning Case: Innocent drinks Exercise: SWOT analysis is "NuView" Chapter multiple choice questions The Global Marketplace Case: Oxford Instruments Chapter multiple choice questions	
Session 03	Consumer buying behaviour Case: Tyrrell's Potato chips Chapter multiple choice questions Business-to-business marketing Case: Reed Smith Chapter multiple choice questions Market Research Aspects Case: Bunny foot Chapter multiple choice questions	Tutor Marked Assignment
Session 04	Market Segmentation & Targeting Case: Stagecoach Chapter multiple choice questions Positioning Case: Michelin Tires Chapter multiple choice questions Building customer relationships Case: "AA" Chapter multiple choice questions	
Session 05	Creating competitive advantages Case: Livity Chapter multiple choice questions Products, brands, packaging, service Case: Proctor & Gamble: rushing to prevent rash Chapter multiple choice questions	
Session 06	Marketing Services Case: Radisson SAS Chapter multiple choice questions Pricing Considerations & Approaches Case: P&O Ferries Chapter multiple choice questions Integrated Marketing Communication Case: British Airways London Eye Chapter multiple choice questions	Tutor Marked Assignment
Session 07	Mass Communication Case: Pergo Flooring Chapter multiple choice questions Personal Selling & Sales Management Case: ZSL London Zoo Chapter multiple choice questions Managing Marketing channels Case: Ekinoks Chapter multiple choice questions	

Assignment Rubric

	Poor [4 points]	Fair [6 points]	Good [7 points]	Excellent [10 points]
Content & Development [60%]	<ol style="list-style-type: none"> Does not answer questions. Content is incomplete Does not reference any course readings; Major points are not clear and/or persuasive 	<ol style="list-style-type: none"> Partially answers question; Content is not comprehensive and /or persuasive. Minimal reference to course readings Major points are addressed, but not well supported. Research is inadequate or does not address course concepts. Content is inconsistent with regard to purpose and clarity of thought. 	<ol style="list-style-type: none"> Answers question adequately. Content is comprehensive, and accurate; Good reference to course readings; Major points are stated clearly and are generally supported. Research is adequate, timely (not ancient) and addresses course concepts. Content and purpose of the writing are clear. 	<ol style="list-style-type: none"> Content is comprehensive, accurate, and persuasive. Course readings play comprehensive role in making points/developing arguments. Major points are stated clearly and are well supported. Research is excellent, timely (incorporates news/current events) and addresses course concepts. Content and purpose of the writing are clear.
Organization & Structure [20%]	<ol style="list-style-type: none"> Organization and structure detract from the message of the writer. Introduction and/or conclusion is missing. Paragraphs are disjointed and lack transition of thoughts. 	<ol style="list-style-type: none"> Structure of the paper is not easy to follow. Introduction is missing or, if provided, does not preview major points. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper. 	<ol style="list-style-type: none"> Structure of the paper is clear and easy to follow. Introduction provides sufficient background on the topic. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper. 	<ol style="list-style-type: none"> Structure of the paper is clear, easy to follow and interesting to read. Introduction provides an abundance in background information on the topic and previews major points. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper and is impacting on its final message.
Format [10%]	<ol style="list-style-type: none"> Paper lacks many elements of correct formatting. Citations and references are not provided. Paper is inadequate and/or excessive in length. 	<ol style="list-style-type: none"> Paper follows most guidelines. Paper provides reference list, with some errors or omissions. Paper is over/ under word length. 	<ol style="list-style-type: none"> Paper follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment. 	<ol style="list-style-type: none"> Paper consistently follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment.
Grammar, Punctuation, & Spelling [10%]	<ol style="list-style-type: none"> Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone. 	<ol style="list-style-type: none"> Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone. 	<ol style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is generally clear and precise; sentences display some varied structure. 	<ol style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.

Exam Rubric

	Beginning [4 points]	Approaching [6 points]	Meeting [7 points]	Exceeding [10 points]
Content & Development [60%]	1. Content is incomplete or fails to address any of the components of the question presented. 2. Content completely fails to provide any factual information and lacks accuracy. 3. Content's purpose is completely unclear. 4. Understanding the intention of the message requires major effort from the reader.	1. Content attempts to address some components of the question presented. 2. Content contains several significant factual errors or inaccuracies. 3. Content purpose is evident, but lacks clarity. 4. Understanding the intention of the message requires some effort from the reader.	1. Content addresses the majority of the components of the question presented. 2. Contains factual information and while accurate, lacks depth. 3. Content and purpose of the writing are clear most of the time. 4. Understanding the intention of the message requires little effort from the reader.	1. Content completely addresses the components of the question presented. 2. Content is free from factual errors, inaccuracies and demonstrates analysis beyond ability to recall information. 3. Content and purpose of the writing are clear. 4. Understanding the intention of the message requires no effort from the reader.
Organization & Structure [20%]	1. Content completely fails to attack the question. 2. Content lacks logical flow and is completely disorganized.	1. Content attempts to attack the components. 2. Content presents logical flow, lacks organization.	1. Content attacks most of the components. 2. Content attempts both an organized and logical approach.	1. Content attacks all of the components. 2. Content presents both an organized and logical approach.
Grammar, Punctuation, & Spelling [10%]	1. Content contains significant grammar mistakes interfering with content. 2. Too many spelling mistakes that make it difficult to understand. 3. There is no punctuation which makes the message confusing.	1. Grammar mistakes interfere with meaning most of the time. 2. Spelling mistakes obscure the meaning of the message. 3. Lack of punctuation makes the message quite confusing.	1. Contains more than 3 grammar mistakes, however, they do not really interfere in understanding the message. 2. More than three spelling mistakes, however, they do not obscure the meaning of the word. 3. More than two punctuation mistakes or omissions, however, they do not interfere much in the meaning.	1. Contains a maximum of 3 grammar mistakes which do not really interfere in understanding the message. 2. A maximum of three spelling mistakes which do not obscure the meaning of the word. 3. A maximum of two punctuation mistakes or omissions which do not interfere with the meaning.
Word choice [10%]	1. Content reflects inability to demonstrate entry level language usage and completely strains the reader's ability to understand content.	1. Content reflects entry-level language usage but strains the reader's ability to understand content.	1. Content attempts language usage but at times appears strained or awkward but content is still understandable.	1. Content reflects appropriate level language usage with no challenge to the reader's ability understand.

English 1

Lecturer	Margriet Langerak
When:	Term 1 Broaden Your Horizon
ECTS	1,25

Course description

This course is aimed at students preparing for a career in business. The main course components are:






- 1) Intermediate Market Leader Course Book (with DVD-ROM)
- 2) Intermediate Market Leader Practice File (with Audio CD)
- 3) Online Vocabulary Trainer (personalised and interactive).

The following areas are covered in order to improve communication skills:

1. The common problems of business grammar are reviewed.
2. Essential business vocabulary is presented and practised (words, phrases and collocations).
3. Authentic listening texts based on interviews with businesspeople will help improve listening skills.
4. Communication skills are trained by means of presentations, meetings and negotiations.
5. Cultural differences are focused on in the section "Working Across Cultures".
6. Students read relevant authentic texts from The Financial Times and other business sources.
7. Business writing is required in every lesson (email, fax, report, and action minutes).

Course format

The course is a 10 week block style course. The lessons contain the following:

-  Case studies
-  Roleplays
-  Discussions
-  Self-study: reading, vocabulary, writing, grammar
-  Watching interviews

Homework

One hour per week: revising the work that has been done so far / vocabulary.

Course Objectives

Knowledge Objective – Through active participation in the course, the students will gain knowledge of:

- Intermediate business English grammar
- Business English vocabulary (words, phrases, collocations)
- Useful phrases and formats for writing and speaking business English

Competence Objective – Through active participation in the course, the students will be able to:

- Use business English in speaking, listening, reading and writing
- Extract relevant information from written texts used for business communication
- Recognize the characteristics of different types of business English texts
- Understand relevant information in spoken English
- Evaluate their own progress in studying vocabulary

Relation with other modules:

The course is related to all other modules, as it deals with business communication and is concerned with topics taken from business and economics in general.

Link to IBMS competencies

Interpersonal competencies:	Business Communication
Intra-personal competencies:	Learning and self-development
Profession-related competencies:	International business competencies, International business awareness, Intercultural competency

Participation

This is a workshop style course. As such, the course requires your commitment to full participation in all the learning modalities. The following are some of the fundamental expectations that will help us become successful:

1. You attend class.
2. You are on time and you do not leave early.
3. You turn off cell phones and pagers.
4. You read the assigned readings and use critical and analytical thinking skills while doing so.
5. You listen with openness and thoughtfulness to others.
6. You share your ideas, thoughts, experiences, and practice using professional language while doing so.
7. You commit yourself to learning and dedicate enough time outside of class to complete readings and assignments.

Attendance: Your participation is critical and more importantly, as a member of a classroom community of learners your attendance and informed participation is vital.

Written assignments: All assignments must be typed and follow standard format. Please use 12-point font. Written assignments are graded on content (thoroughness, clarity, completeness, application of theory and course/reading content, and depth), and style and organization (grammar, spelling, editing, cohesion, clarity, creativity), and bibliographic resources. All assignments are to be handed in on time; late papers will have reduced scores. Always keep a copy of all assignments you hand in.

Teaching methods

Work methods	Total study hours per period
Lecture	18 hours
Self-study	10 hours
Assignment(s)	2 hours

Assessments

Due to the nature of the course content you will be assessed on two components – (1) Exam, and (2) In class Project/assignment. Each component will contribute toward the final grade. The contribution of each component will be as follows:

1. **Exam** – Will be in written form and held centrally. Re-sits will also be held centrally. First-sit exam will be held end of each block during the exam period. For more information refer to exam schedule. Re-sit exams will be held after the results of the first-sit exam are published. Please refer to the re-sit exam schedule for more information. Your knowledge and understanding of the contents and topics in the course will be measured. Duration of the exam will be 120 minutes and it will weigh 100% of the overall score. The exam will be in the form of a combination of Case study, and situational questions to evaluate the knowledge, understanding, and judgment making capabilities of you. Please refer to the class schedule and the literature for exam material.

2. **In class assignment** - Will be in typed form and held de-centrally. This in class assignment will have a formative character, although you must pass at least 80% of the assignments to get entrance to the exam. This will take place continuously in class. Failing to submit the project/assignment on time will reduce your score. You will be measured on your executing, and making judgment capabilities. Please note the following in class project/assignment submission guideline:

- ✚ Submit on time – the project/assignment will be assessed against 100%
- ✚ Submit in class project/assignment 1 day late – the project/assignment will be assessed against 80%
- ✚ Submit in class project/assignment later than 1 day but within a week – the project/assignment will be assessed against 60%
- ✚ Submit in class project/assignment after 1 week – the project/assignment will be assessed against 40%. Note: Submitting after 1 week will always be a fail. So you will have to re-do a new assignment in the next block. The same project/assignment submission guideline applies.

Required Texts

✚ Title/Subject	: Intermediate Market Leader Course Book, 3rd edition
✚ Type	: Book
✚ Author/s	: Philip Kotler & Gary Armstrong
✚ Publisher	: Pearson Longman
✚ ISBN	: 978-1-4082-3695-6
✚ Year	: 2014
✚ Mandatory	: Yes
✚ Title/Subject	: Intermediate Market Leader Practice File, 3rd edition
✚ Type	: Book
✚ Author/s	: Philip Kotler & Gary Armstrong
✚ Publisher	: Pearson Longman
✚ ISBN	: 978-1-4082-3696-3
✚ Year	: 2014
✚ Mandatory	: Yes
✚ Title/Subject	: Online Vocabulary Trainer:
✚ Type	: Website
✚ Author/s	: www.marketleader.vocabtrainer.net

Course Grading

Central written exam	: 100%
Class room assignments/projects	: <u>Pass%</u>
Total	: 100%

Lesson Schedule

The schedule will be provided in the first week

Assignment Rubric

	Poor [4 points]	Fair [6 points]	Good [7 points]	Excellent [10 points]
Content & Development [60%]	<ol style="list-style-type: none"> 1. Does not answer questions. 2. Content is incomplete 3. Does not reference any course readings; 4. Major points are not clear and/or persuasive 	<ol style="list-style-type: none"> 1. Partially answers question; 2. Content is not comprehensive and /or persuasive. 3. Minimal reference to course readings 4. Major points are addressed, but not well supported. 5. Research is inadequate or does not address course concepts. 6. Content is inconsistent with regard to purpose and clarity of thought. 	<ol style="list-style-type: none"> 1. Answers question adequately. Content is comprehensive, and accurate; Good reference to course readings; 2. Major points are stated clearly and are generally supported. 3. Research is adequate, timely (not ancient) and addresses course concepts. 4. Content and purpose of the writing are clear. 	<ol style="list-style-type: none"> 1. Content is comprehensive, accurate, and persuasive. 2. Course readings play comprehensive role in making points/developing arguments. 3. Major points are stated clearly and are well supported. 4. Research is excellent, timely (incorporates news/current events) and addresses course concepts. 5. Content and purpose of the writing are clear.
Organization & Structure [20%]	<ol style="list-style-type: none"> 1. Organization and structure detract from the message of the writer. 2. Introduction and/or conclusion is missing. 3. Paragraphs are disjointed and lack transition of thoughts. 	<ol style="list-style-type: none"> 1. Structure of the paper is not easy to follow. 2. Introduction is missing or, if provided, does not preview major points. 3. Paragraph transitions need improvement. 4. Conclusion is missing, or if provided, does not flow from the body of the paper. 	<ol style="list-style-type: none"> 1. Structure of the paper is clear and easy to follow. 2. Introduction provides sufficient background on the topic. 3. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. 4. Conclusion is logical and flows from the body of the paper. 	<ol style="list-style-type: none"> 1. Structure of the paper is clear, easy to follow and interesting to read. 2. Introduction provides an abundance in background information on the topic and previews major points. 3. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. 4. Conclusion is logical and flows from the body of the paper and is impacting on its final message.
Format [10%]	<ol style="list-style-type: none"> 1. Paper lacks many elements of correct formatting. 2. Citations and references are not provided. 3. Paper is inadequate and/or excessive in length. 	<ol style="list-style-type: none"> 1. Paper follows most guidelines. 2. Paper provides reference list, with some errors or omissions. 3. Paper is over/ under word length. 	<ol style="list-style-type: none"> 1. Paper follows designated guidelines. 2. Citations and references are used appropriately. 3. Paper is the appropriate length as described for the assignment. 	<ol style="list-style-type: none"> 1. Paper consistently follows designated guidelines. 2. Citations and references are used appropriately. 3. Paper is the appropriate length as described for the assignment.
Grammar, Punctuation, & Spelling [10%]	<ol style="list-style-type: none"> 1. Paper contains numerous grammatical, punctuation, and spelling errors. 2. Language uses jargon or conversational tone. 	<ol style="list-style-type: none"> 1. Paper contains few grammatical, punctuation and spelling errors. 2. Language lacks clarity or includes the use of some jargon or conversational tone. 	<ol style="list-style-type: none"> 1. Rules of grammar, usage, and punctuation are followed; spelling is correct. 2. Language is generally clear and precise; sentences display some varied structure. 	<ol style="list-style-type: none"> 1. Rules of grammar, usage, and punctuation are followed; 2. spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.

Exam Rubric

	Beginning [4 points]	Approaching [6 points]	Meeting [7 points]	Exceeding [10 points]
Content & Development [60%]	1. Content is incomplete or fails to address any of the components of the question presented. 2. Content completely fails to provide any factual information and lacks accuracy. 3. Content's purpose is completely unclear. 4. Understanding the intention of the message requires major effort from the reader.	1. Content attempts to address some components of the question presented. 2. Content contains several significant factual errors or inaccuracies. 3. Content purpose is evident, but lacks clarity. 4. Understanding the intention of the message requires some effort from the reader.	1. Content addresses the majority of the components of the question presented. 2. Contains factual information and while accurate, lacks depth. 3. Content and purpose of the writing are clear most of the time. 4. Understanding the intention of the message requires little effort from the reader.	1. Content completely addresses the components of the question presented. 2. Content is free from factual errors, inaccuracies and demonstrates analysis beyond ability to recall information. 3. Content and purpose of the writing are clear. 4. Understanding the intention of the message requires no effort from the reader.
Organization & Structure [20%]	1. Content completely fails to attack the question. 2. Content lacks logical flow and is completely disorganized.	1. Content attempts to attack the components. 2. Content presents logical flow, lacks organization.	1. Content attacks most of the components. 2. Content attempts both an organized and logical approach.	1. Content attacks all of the components. 2. Content presents both an organized and logical approach.
Grammar, Punctuation, & Spelling [10%]	1. Content contains significant grammar mistakes interfering with content. 2. Too many spelling mistakes that make it difficult to understand. 3. There is no punctuation which makes the message confusing.	1. Grammar mistakes interfere with meaning most of the time. 2. Spelling mistakes obscure the meaning of the message. 3. Lack of punctuation makes the message quite confusing.	1. Contains more than 3 grammar mistakes, however, they do not really interfere in understanding the message. 2. More than three spelling mistakes, however, they do not obscure the meaning of the word. 3. More than two punctuation mistakes or omissions, however, they do not interfere much in the meaning.	1. Contains a maximum of 3 grammar mistakes which do not really interfere in understanding the message. 2. A maximum of three spelling mistakes which do not obscure the meaning of the word. 3. A maximum of two punctuation mistakes or omissions which do not interfere with the meaning.
Word choice [10%]	1. Content reflects inability to demonstrate entry level language usage and completely strains the reader's ability to understand content.	1. Content reflects entry-level language usage but strains the reader's ability to understand content.	1. Content attempts language usage but at times appears strained or awkward but content is still understandable.	1. Content reflects appropriate level language usage with no challenge to the reader's ability understand.

Spanish 1

Lecturer:	Ms. A. Gonzalez
When:	Week 1-7 [Block 1]
Contact-hours:	21 contact hours (classes)
Study load:	Contact hours: 21 Self-learning hours: 14

Course description

The module has the double objective of introducing students to the Spanish language (general speaking, reading and writing rules) and also to the peculiarities of the language used in a Spanish- and international- business environment.

Additionally, the student will be introduced to the cultural aspects of international business relations.

The student will be provided with the tools necessary to work, communicate and interact in situations within companies operating in Spanish speaking countries.

Course format

The course is 10 week block and it is based on a "community of learners" model. A "community of learners" is a group of people who share common emotions, values and beliefs, and are actively engaged in learning together from each other. Informed discussion, lecture, case examples and case analyses, and experiential and interactive approaches provide a platform for this cooperative learning. Small and large group work, role playing, one-to-one exercises, and student presentations are used. Videos and other audio-visuals may also be used if found necessary to enhance learning.

The methodology and content of this course follow the Common European Framework of Reference for Languages. The student will perform tasks suitable to be included in a European Language Portfolio and which will favor learner's autonomy.

During the module, students will be asked to complete meaningful tasks using the target language: these tasks should have to be complete rather than accurate in their language use.

Course objectives

Knowledge and communicative objectives

After taking this introductory module and through an active participation on it, the student will gain knowledge of:

1. Giving and asking personal information about name, nationality, language skills, profession, address, telephone number, etc.
2. Giving and asking information about post and function of somebody within the organ gram of an enterprise at an elementary level
3. Giving and asking basic information about an enterprise (activities, products, etc.)
4. Understanding and using everyday expressions as well as simply phrases aimed to satisfy immediate needs in a professional environment at an elementary level
5. Understanding and reacting to other people's greetings
6. Interacting in a simple way provided the other person talks slowly and clearly and is prepared to help

Competence objectives

Through active participation in the course, the student will achieve competencies in:

1. Analyzing different communicating styles; dissecting original texts looking for main ideas
2. Transferring information from reading to writing
3. Summarizing. Writing a shortened report
4. Being able to use basic Spanish in conversations
5. Developing communication and intercultural skills to interact in the Spanish-speaking world of business relations

Language competences

The following levels of the European framework will be achieved in this module:

- i. Listening: A1-1
- ii. Speaking: A1-1
- iii. Reading: A1-1
- iv. Writing: A1

Contents of the course program

During this introductory module, the student will work with the first three chapters of the book *Colegas 1* (see the text listing at the end of this document) and Block 1 extra and support material (available on the EPBS' platform).

Each chapter of the book has a specific topic which forms a framework for the various words and structures presented. To end each chapter the students can demonstrate the acquired knowledge by means of a task.

Chapter 1. En clase de español (At the Spanish lesson)

Final task: Introducing oneself and getting to know fellow students.

Chapter 2. Datos personales (Personal details)

Final task: Making an address book with the personal details of all the students in the *group*.

Chapter 3. El mundo de la empresa (The business world)

Final task: Setting up a fictitious company, looking for partners and making an organogram of it.

Grammar content of the course:

"Presente de Indicativo": regular verbs.

"Presente de Indicativo", irregular verbs: ser, estar, tener, ir, poder, querer.

Grammatical gender

The articles

Relation with other tuition

Since the course is based on a "community of learners" model and the focus is on Spanish language, there will not be a direct relation with other modules.

Nevertheless, the module is open to give support in other aspects of business studies related to Spanish and in a cross-curricular way.

Course expectation





This is a seminar style course based in a community classroom of learners' model. As such, the course requires commitment to full participation in all the learning modalities. The followings are some of the fundamental expectations that will help the course to become successful:

1. *Attendance*: the student is expected to attend the lessons. Besides, he/she is expected to be on time and not to leave early.

2. *Electronic devices:* the student is expected to turn off cell phones and all kind of electronic devices such as tablets and media players. Computers should be off whenever they are not on use for the lesson.
3. *Homework:* homework will be checked in the course of the lesson. The student is expected to accomplish his homework weekly as well as to read the assigned readings. While doing so, he is also expected to use both critical and analytical skills.
4. *Self-study:* the student will be expected to prepare the lesson. This includes (a) learning the vocabulary at home and studying grammatical indications before every lesson and (b) doing the relevant exercises from the workbook after every lesson. This requires an amount of 21 self-study hours. On the other hand and in the context of a community classroom of learners, the learning will be benefited if thoughts, discussions and questions are handled during the lesson.
5. *Participation:* student's informed participation is essential. During the lesson, the student is expected to actively participate in the listening and talking exercises as well as to listen with openness and thoughtfulness to others. When sharing ideas, thoughts or experiences, he/she is also expected to do it by using professional terms and language.
6. *Written assignments:* Written assignments are graded on content (thoroughness, clarity, completeness, application of theory and course/reading content, and depth), style and organization (grammar, spelling, editing, cohesion, clarity, and creativity), and bibliographic resources (sources will always need to be acknowledged even when the information comes from the Internet).
After completion of each assignment the student should upload it to the EPBS platform.

Assessments

Due to the nature of the course content you will be assessed on two components – (1) Exam, and (2) In class Project/assignment. Each component will contribute toward the final grade. The contribution of each component will be as follows:

1. **Exam** – Will be in written form and held centrally. Re-sits will also be held centrally. First-sit exam will be held end of each block during the exam period. For more information refer to exam schedule. Re-sit exams will be held after the results of the first-sit exam are published. Please refer to the re-sit exam schedule for more information. Your knowledge and understanding of the contents and topics in the course will be measured. Duration of the exam will be 120 minutes and it will weigh 100% of the overall score. The exam will be in the form of a combination of Case study, and situational questions to evaluate the knowledge, understanding, and judgment making capabilities of you. Please refer to the class schedule and the literature for exam material.
2. **In class assignment** - Will be in typed form and held de-centrally. This in class assignment will have a formative character, although you must pass at least 80% of the assignments to get entrance to the exam. This will take place continuously in class. Failing to submit the project/assignment on time will reduce your score. You will be measured on your executing, and making judgment capabilities. Please note the following in class project/assignment submission guideline:
 -  Submit on time – the project/assignment will be assessed against 100%
 -  Submit in class project/assignment 1 day late – the project/assignment will be assessed against 80%
 -  Submit in class project/assignment later than 1 day but within a week – the project/assignment will be assessed against 60%
 -  Submit in class project/assignment after 1 week – the project/assignment will be assessed against 40%. Note: Submitting after 1 week will always be a fail. So you will have to re-do a new assignment in the next block. The same project/assignment submission guideline applies.

Required Texts

✚ Title: Colegas 1, nueva edición. Libro del alumno
 ✚ Type: Book and audio-cd
 ✚ Authors: M. González, F. Martín, C. Rodrigo and E. Verdía
 ✚ Publisher: Difusión- Intertaal uitgeverij b.v.
 ✚ ISBN: 9789054517238
 ✚ Year: 2009
 ✚ Mandatory: Yes

✚ Title: Colegas 1, nueva edición. Cuaderno de ejercicios
 ✚ Type: Book and audio-cd
 ✚ Authors: J. Corpas and L. Martínez
 ✚ Publisher: Difusión-Intertaal
 ✚ ISBN: 9789054517245
 ✚ Year: 2009
 ✚ Mandatory: Yes

✚ Block 1 Extra and support material. Available on the Epbs' platform

Course Grading

Central written exam	: 100%
Class room assignments/projects	: <u>Pass%</u>
Total	: 100%

Lesson schedule

The schedule will be provided in the first week.

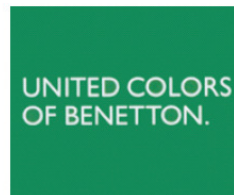
Project

Lecturer	Elias Crum
When:	Term 1 Broaden Your Horizon
ECTS	4

1. Context description 'The Apprentice'

This project intends to introduce the students to business organizations from the perspective of a newly hired employee. The students will develop a critical understanding of the various aspects of a business organization, such as its operations, organizational structure, management and its financial situation.

Most major international companies offer management traineeships for new graduates, or young high potential employees. You have just graduated from an IBMS course and you and your group members are selected to enroll into a management traineeship in one of the following major international companies.



The best way to quickly find your way in such a situation is to get to know the company. The initial objective of this traineeship is to familiarize you with all aspects of the company, its processes, products, organization and financial situation.

2. Link to Competences

- II.3. International Strategic Vision Development
- II.4. Business Processes & Change Management
- III.7. International Supply Chain Management
- III.8 International Finance & Accounting
- III.9. International Human Resource Management

3. Assignment

As trainees your job is to develop a new business manual so that future new employees are able to easily gain a complete view of the company.

By means of thorough research in this business manual you fully and extensively describe the internal organization of the whole company.

4. Critical Success Factors

Critical success factors are those factors and events that have a strong impact (negative or positive) on the achievement of the project result. These factors pertain to both 'content' (for example, legislation and regulations that change during the course of the project) and the 'process'.

Your project group is expected to formulate the content-related critical success factors.

Performance indicators & assessment criteria for the Business Manual

The student is able to:

1. draw up a project proposal, including problem definition, project objectives, data collection method and a time plan (incl. activities, milestones, sub and end products);
2. carry out the project as proposed in the research proposal and in collaboration with his group members;
3. present and explain the internal organization of the business (operations, organizational structure, management and financial situation) in a formal "business manual", written in own words (in perfect English), using the secondary data collected.

Performance indicators indicate the criteria that need to be met if client satisfaction is to be achieved. Performance indicators are directly related to the assessment criteria from the IT form. The client stipulates the following criteria in relation to the final result for the business manual:

- 1) Describe the organization structure
 - a. draw the organization chart
 - b. explain the chart
 - c. include SBU's in the chart and explanation (if applicable)
- 2) Describe the value chain of the company:
 - a. Describe purchasing, processing, distributing, retailing, warehousing, support activities (marketing, finance, HRM, etc)
 - b. Draw the value chain of the company
- 3) Describe the company's resources (hard & soft assets)
 - a. Identify assets from the balance sheets
 - b. Identify human capital
 - i. number of people employed
 - ii. categories of employees
 - c. identify special intangible assets that are a value to the organization (patents, good will, brands, etc)
 - i. purchased intangibles on balance sheets
 - ii. self created intangibles not on balance sheets
- 4) Describe the cultural aspects of the company
 - a. Define the cultural aspects of the company as perceived by yourself
 - b. Give evidence of the national background of the organization
 - i. Describe how the company adapts to the culture in the place of activity (if different from national background of company)
- 5) Describe the company's strategy, including primary and secondary goals
 - a. Identify the company's mission
 - b. Identify the company's vision
 - c. Identify the company's primary and secondary goals
- 6) Define the type of organization
 - a. Identify the legal form
 - b. Identify profit/non-profit
 - c. Identify Mintzberg typology
 - d. Identify national/multinational/international/global
- 7) Describe the management of information / channels and use of communications / information flows
 - a. Describe how the company communicates to or with the external market
 - i. What vehicles does the company use to communicate with stakeholders
 - ii. Deduce from evidence and relate back to company's choice of communication modus:
 - iii. what does the company communicate with stakeholders (message)

- 8) Describe the company's communication structure
 - a. Describe how the company has structured the information flow and systems (from operational review)
- 9) Describe the company's product portfolio
 - a. List what the company offers (clustered and linked logically)
 - b. List the company activities (on the market)
 - i. Location of activities
 - ii. activities involving production
 - iii. activities in the market place
- 10) Describe the company's business culture
 - a. Assess the business culture as perceived from evidence
 - i. Show the evidence that gives a feeling of the company/portray the culture (symbols, ads, colours etc) in the manual (1 or 2 pages)
 - b. Assess how the company values its employees from evidence (salaries, options, remuneration of directors, bonuses etc.)
- 11) Describe the budgeting process
 - a. List the criteria used to set budgets
 - i. When are budgets set?
 - ii. How often are budgets set?
 - b. Define the use of budgets
- 12) Describe HRM processes
 - a. Describe how the company recruits (channels, methods used to recruit) / how vacancies are made known (externally)
 - b. List the general recruitment criteria (criteria not linked to a specific position, but to company as a whole)
 - c. Describe how the company deals with:
 - i. Equality issues
 - ii. Fairness issues
 - iii. Discrimination issues
 - iv. Mobility issues
 - d. Define how a, b and c relate to the company's vision/mission
- 13) Describe the company's financial position (= summary of financial review)
 - a. List the operating result
 - i. Describe how these results were achieved
 - b. Define the financial burden (interest/debts)
 - c. Describe changes in the balance sheets
 - i. Explain how these changes were incurred
 - d. Describe changes in the cash position
 - i. explain how these changes were incurred
- 14) Describe the company's choices related to sustainability and social responsibility
 - a. Describe how the company defines how they apply sustainability to the firm's:
 - i. Strategy
 - ii. Operation
 - iii. Image
 - iv. Processes
 - b. Describe your perception of how the company 'gives back' to society
 - c. Assess the company's ethical awareness
 - i. Describe the company's whistle blower procedure

Assessment & examination format: Project Report, Group & Individual components, Presentation & Meetings.

Output

As a team you are to produce a well-presented business manual, containing all of the above-mentioned elements (no more than 15 pages, excl. appendices). The full group needs to justify this business manual in a defense to the Board of Directors. This means that each individual (team member) should have a complete command of the contents of the whole business manual.

3.6 Resources

Use a variety of resources:

- Corporate websites:
 - o www.TomTom.com
 - o www.bp.com
 - o www.benetton.com
 - o www.sony.com
- (Business) magazines:
 - o The Economist
 - o Harvard Business Review
 - o Financial Times
 - o and more
- Newspaper articles
 - o Search the website on newspaper articles in which your company is mentioned and discussed
- Topics covered in classes, seminars
- Study Books
- Annual reports
 - o To be found on the corporate websites
- Project Handbook IBMS students.

Workload

Successfully finishing the project will earn you the EC's (per student). That means each team member should invest approximately 140 hours in the project. That includes attending support tuition classes and project group meetings.

Deadline

The deadlines for the project in term 1, to be verified with project coach, are as follows:

Phase	Decision document	Deadline
1. Orientation phase	Initial paper	week 1 (Friday, 17h00)
2. Definition / design phase	Project plan / Action plan	week 2 (Friday, 17.00)
3. Production phase	Project archive	week 6 ,,
4. Final phase	Business Manual	week 7 (Friday, 17.00)
Defence to board of directors		week 8
Lessons Learned Reflection report		week 8/9 (Friday, 17.00)

Appendix 1: Self Evaluation Form project 1 IBMS – The apprentice

Student:

Group:

Project Coach:

Assessment (Satisfactory (score \geq 55) / Unsatisfactory (score < 55))

Score Areas	Max. Points
ATTITUDE	20
I treated my team members with respect	
I took over tasks from my team members where necessary	
I fulfilled all agreements made	
I felt responsible for the result	
I kept an open mind to the cultural backgrounds of the other group members and adjusted to cultural differences and similarities when appropriate	
MOTIVATION	15
I encouraged and motivated the team to contribute to the achievement of the team objectives	
I performed my own role in the project properly	
COMMUNICATION	10
I contributed to positive discussion during group meetings	
I came to each meeting well-prepared and brought the right paperwork	
As a chair (if applicable) I divided the speech time equally among the participants to the meetings	
As a chair (if applicable) I summarized all actions and main decisions made during the meeting	
As a chair (if applicable) I made clear agendas and distributed them on time	
As a minute-maker (if applicable) I made clear, concise minutes	
LEARNING ABILITY	10
I processed feedback from the project coach	
I processed feedback from team members.	
CONTRIBUTION TO END PRODUCT	20
I successfully showed I have a complete command of the contents of the whole business manual during the defense	
I contributed constructively to the end product.	
Evidenced by the opinion of the group during the evaluation session in Week 8.	
Evidenced by the project archive (minutes, action lists).	
CONTRIBUTION TO GROUP PROCESS	25
I was actively involved in the process	
I contributed constructively to the group process	
TOTAL POINTS	Max: 100

Signature Project Coach

.....

Appendix 2 "Group member" Evaluation Form project 1 IBMS The apprentice

Project group
Group members

Client
Project coach
Assessment Satisfactory (score \geq 55) / unsatisfactory (score < 55)

Assessment criteria	Max Score
Client	20
We won and retained the client's trust and confidence. In dealing with the client we applied our knowledge of the appropriate dress codes, etiquettes and codes of conduct We acted according to the values, norms and code of conduct as imposed on us by the culture of the client's organization	
External Environment	30
During the initiative and definition stages, we analyzed the project environment in depth, to the client's satisfaction.	
Work method	50
We put together a project plan in which the problem is clearly defined and the expected time needed, expected milestones and responsibilities within the team are clearly stated. When adjustment of the project plan or action plan was needed, we explained why the adjustment was necessary to the client and got his approval for the adjustment	
TOTAL SCORE	Max: 100

Signature Client

.....

Appendix 4: "Product" Evaluation Form project 1 IBMS – The apprentice

Project group
Group members

Project Coach
Assessment

Satisfactory (score \geq 55) / not
satisfactory (score < 55)

Score Areas

Score

Description of the organization

Max 20

Client's comments:

Description of organization characteristics

Max 20

Client's comments:

Organization processes

Max 20

Clients' comments:

Organization resources

Max 20

Client's comments:

General impression of Business Manual

Max 20

English: Spelling

English: Style

Structure: Lay out

Structure: Presentation (introduction, body, conclusion, summary, recommendations)

TOTAL SCORE

Max. 100

Business Case term 1

Lecturer	
When:	Term 1 Broaden Your Horizon
ECTS	See grading scheme theme

Course description

The case-study assessment is one of the assessment formats that can be used to measure student competency-development for each term. The case-study assessment can be used to assess problem-solving, knowledge development and knowledge application for each individual student. Case-study assessments have a relatively high reliability and are valid. As such, the case-study assessment is a perfect supplement to the project assessment (high reliability) and Knowledge exams (high validity).

A case-study assessment is a realistic description of a situation derived from professional practice and in which a number of (core) problems are evident. A case-study assessment tests your individual problem-solving skills, planning skills, analytical ability and the ability to recognise relationships.

Passing a case-study assessment demonstrates that you:

- are able to recognise a problem relevant to your profession,
- are able to study and analyse a professional situation,
- are able to resolve problems,

in a manner that complies with the standard for the professional group.

A case study is different to project-based tuition. In the projects you work in a group and there are open ends. Added to this, one or more problems need to be resolved and, as such, the resolution of problems is the objective. In a case-study assessment, the problem presented is a vehicle. By resolving the problem, you show that you have mastered the subject matter and developed an understanding of the material. A case-study assessment encompasses a number of disciplines and includes problems for which there may be a number of solutions/correct answers.

So, you will have to study a substantial amount of material to be able to pass a case-study assessment. Then again, passing the case-study assessment will earn you 4 credits per term!

Practical information

- A case-study assessment is a **written** examination;
- A case-study assessment is an 'open book' examination. In professional practice, you will be able to consult handbooks and literature when resolving issues, so this is also permitted during case-study assessments. You will be able to take certain books into the examination with you, i.e. those used within the support tuition for the term in question. Journals, annotated books, lecture notes and other books are not permitted;
- You will have two clock hours² to complete the case-study assessment. In order to ensure that you do not spend the full 2 clock hours reading the questions without answering them, the case-study text will be made available without the assessment questions at least 1 week before the examination date. The case study will be handed out again, with the assessment questions, during the examination.

How to prepare for the case-study assessment?

You cannot prepare for a case-study assessment by learning your books and notes by heart a day or two before the examination. The case-study assessment is about showing that you understand the subject materials offered in the term and that you can use them in various (practical) contexts. It is not about showing that you can reproduce knowledge. Hence, the best preparation for the case-study assessment is going to class, doing the assignments and






² Students with dyslexia and other language problems can apply for extended examination time. See the Study Guide with the Tuition and Examination Regulations.

keeping up with the assigned reading. That way you will learn to grasp the subject material and you won't need extensive preparation right before the examination.
Also, it is essential that you make use of the opportunity to practise during the modules with business cases. To prepare for the real Case Study Assessment, the only things you will have to do then are:

- Print and carefully read the case-text at home (will be published on Blackboard a week before the examination);
- Try to 'predict' what the questions or assignments corresponding with the case-text will be, based on the assessment indicators below and the classes you attended;
- Look up concepts you don't understand and translate them in your own words;
- Highlight passages in the case-text that you deem important, so that you will be able to find them quickly during the examination;
- Don't forget to carefully read appendices. Often crucial numeric information is presented and you know: where's there numeric information you will be asked to do something with it in the test!
- Mark or highlight passages or chapters in your books that you deem important for the case-study, so that you will be able to find what you need quickly during the examination. That way you also refresh your knowledge and understanding of the subject matters.
- Just before the examination: carefully re-read the case-text, so that you won't have to waste too much time reading during the examination but can go right to answering the questions.

Relation to other Modules

For this term, an integrated Business Case Assessment is designated for the following subjects;

-  Economics 1
-  Management Accounting 1
-  International Business 1
-  International Marketing 1
-  Cross Cultural Communication

Link to IBMS competencies

In term 1 you will be tested on your command of the competencies concerning

P1.1 International Business Awareness	G2.1-2 Co-operation
P4.1 Organisational Policy development	G3.1-2 Communication
P6.1 International marketing	G4.1 Analyzing and information processing
P8.1-2 International Accounting and Financial Management	G1.1-2 Leadership
P2.1-3 Intercultural Adaptability	G6.1-2 Planning and Organising
P6.1 International Marketing	

End qualification of EPBS graduate

EPBS.1 – International oriented generalist	EPBS.5 – International orientation
EPBS.2 – Inter-cultural difference awareness	EPBS.10 – Team player
EPBS.3 – Develop international strategies	EPBS.15 – Self-development and criticism
EPBS.8 – Financial aspect of business operations	EPBS.16 – Trustworthy professional
EPBS.6 – Produce and implement (international) marketing/export plan	

Assessment criteria

1. Apply the forces of supply and demand.
2. Know how important it is to know how responsive a products demand to price changes.
3. Apply the rational framework for making decisions to maximize profits or minimize losses.
4. Apply the theoretical framework of demand: marginal utility theory and indifference analysis.
5. Apply the different market forms and the consequences of the market form on price, quantity and efficiency.
6. Apply the use of costing systems that are commonly utilized for different purposes.
7. Apply different activity based management tools.
8. Apply cost relationships for analysis.
9. Prepare a master budget.
10. Use standard costs and performance measures.
11. Perform cost variance analysis.
12. Apply the use of costs in pricing and decisions making.
13. Apply the knowledge of cultures and customs of other nations.
14. Apply the understanding structures of cultural systems.
15. Judge independently on current related issues.
16. Apply the knowledge about strengths of different dimension of cultural differences in approaches to space, time, equity, and hierarchy; understand and be able to identify these dimensions of cultural differences.
17. Apply the knowledge about: (a) the layers of culture; (b) the key issues concerning different degrees of tolerance of cultural symbols.
18. Apply key concepts such as cultural identity, multiculturalism, integration, assimilation, segregation, context and meaning etc.
19. Apply the knowledge about models of society and policies for different culture and migrant groups.
20. Apply the terms "international business" and "multinational enterprise".
21. Apply the two primary ways in which international business occurs – trade and foreign direct investment.
22. Apply the frameworks that help identify important cultural differences.
23. Apply the knowledge about marketing and its environment.
24. Apply the knowledge of the relationship between customers (buying behavior) and markets.
25. Apply the concept of product anatomy and product management.
26. Evaluate and develop business portfolios.
27. Apply the knowledge of the impacts of changes in the demographic and economic environments on marketing decisions.
28. Apply the knowledge of identifying attractive market segments and choosing a market coverage strategy.
29. Apply marketing communication in the overall business process.