

## **BODY OF KNOWLEGDE AND SKILLS**



### **BUSINESS ADMINISTRATION - ENTREPRENEURSHIP**

#### **Bachelor of Business Administration**

## Inhoud

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## Body of Knowledge

A person responsible for an enterprise must determine policy and strategy, take the right course, take responsibility for crucial decisions and engage and inspire people.

This means that the programme must not only provide factual knowledge, but rather must work on the correct professional attitude and particularly must instill a systematic and interdisciplinary view of an organisation/the enterprise. This allows the future entrepreneur, director, or manager to timely signal, analyse and solve problems and opportunities. He must be able to oversee the consequences of a decision, to indicate what this means to the organisation, including the processes, the employees and finances. Only when he masters these skills will he be able to proactively respond to this, initiate the right steps and particularly make the right choices. That is, he must be able to display a helicopter view as well as the capability to intelligently switch between the various fields of entrepreneurship and to develop all facets of the enterprise and business, to translate these into concepts and business models and be able to start an enterprise. ICBS focuses on the SME, family companies and business succession. This means that the student must be able to analyse the market and the environment, and opportunities and threats and have insight into the specific dynamics. As the person bearing (partial) responsibility for the existence of the enterprise, he/she must be able to contribute to the further development of the enterprise and he/she must be able to recognise and utilise opportunities.

This concretely means that the person with a business administration training by ICBS

- can look at the enterprise and its problems in an integral way
- comprehends the complex and multidisciplinary professional environment
- is able to analyse the 'actual situation' in order to determine the 'target situation' (cause and effect)
- is able to invent possible solutions and can convince a team to realise the solutions
- is able to clearly determine the accompanying risks
- is able to translate ideas into concepts and to innovate
- is not afraid to make (responsible!) decisions
- is able to closely scrutinise his performance and actions and must be able to adjust if necessary.

In doing so, he is able to predict what a change in a certain field means for all facets of the enterprise, he can methodically approach problems and issues, set a diagnosis of what the necessary changes entail and comprehend what obstacles (such as resistance in the specific situation) must be systematically addressed in order to successfully implement these changes and record this in the correct plans.

This requires skills in the field of creativity, leadership and entrepreneurial skills, discipline and goal-orientation, power of persuasion (proper verbal and written expressive and presentation skills) and the skills to negotiate and persevere. The management of an enterprise must be able to critically look at its own skills and functioning in diverse professional situations and, where necessary, make adjustments through self-reflection. This also includes that the management critically looks back to and learns from mistakes made and at the same time retains its focus on the future and future opportunities.

Entrepreneurship starts with a good idea, a plan and the actual execution. From a business-administrative perspective, this means that students must be able to develop ideas, must be able to elaborate on these with a plan and by means of the right instruments and tools and must research the feasibility as well as be able to indicate what this means for every aspect of the enterprise (the

organisation). The business administrative of ICBS also has commercial knowledge and a commercial sense. He knows how to profile an enterprise in the market and is able to see and utilise opportunities. He is not purely led by his ideas and enthusiasm, but is able to research the opportunities and risks by means of the correct methods and instruments based on his knowledge and arrive at reliable statements regarding the feasibility of a (market) idea. In doing so, he is able to indicate what consequences the realisation of the idea has for the organisation (including financially). In practice, this particularly concerns starting an enterprise or business succession or company takeovers.

In order to make the right decisions and also properly execute the intended, the management must anticipate the economic, legal and political environment and consumer behaviour on the one hand, and permanently focus on, for instance, the efficiency in the organisation (think of the financing, the systems and processes, the personnel) and market influencing on the other hand. It is important that management knows what information is required and that they timely acquire the correct information for the governance of the organisation.

When making decisions, an organisation's context plays a crucial role. The business administrative must be able to place issues within the greater perspective. Depending on the type of organisation and the actual situation and the view the management has of the development of the enterprise, an individual solution must be found for every issue that is tuned to the specific situation. The business administrative must systematically and by means of the right instruments (methods, theories) be able to analyse problems in the complex and multidisciplinary environment, determine the 'actual situation' in order to determine which steps lead to the intended 'target situation'. Subsequently, he must determine what policy must be developed if the enterprise is to follow a certain strategy and what consequences this has for the whole of the organisation (finances, processes, personnel, stakeholders).

The business administrative must

- possess the right analysis instruments in order to diagnose problems and issues in their mutual coherence and determine what this means for the management of the organisation
- be able to choose the right analysis instruments for a problem in order to clarify the problem
- be able to draw the right conclusions in order to arrive at the right (and substantiated) solutions
- be able to translate the whole into plans
- be able to determine what must be changed and what this means for the various facets of the enterprise as well as the enterprise as a whole

## **Coherence with the programme ICBS**

### **Year 1**

In year 1, the student starts with the module **Organisation Principles 1**. The student learns what an organisation is and what questions has to be handled by the management. Additionally, the topics are discussed that form the basis for making decisions in the future, from the perspective of entrepreneurship and business succession and as a manager. The student is introduced to the relevant functional fields **Marketing, Finance, Logistic Processes and HRM**. Additionally, he learns how to approach an issue in a **project-based way**.

Within the programme of ICBS, a firm foundation is created in one of the functional fields, with an eye to the necessary commercial applications: **Marketing**. After all, an enterprise that is unable to properly tune its product to the market, cannot find or create its target group and does not have a good strategy in doing so will not be viable. What type of marketing suits a certain type of enterprise,

what consequences does the choice of a certain marketing policy or strategy have for the entire enterprise? How do you make this enterprise into a success?

Additionally, the basic disciplines that are typical for business administration are discussed:

**Economy, Business Economy and Entrepreneurial Law** from a business-administrative angle.

Through the core module **Research Methods 1** in the first year, the student learns to look at management problems in a more methodological way. This supporting module is aimed at recognising and describing a problem according to a structured systematic in order to subsequently arrive at a focused approach for the solution via a correct analysis.

Additionally, the modules **Management Skills** in each year work on skills to acquire insight into the student's own behavior and to know how you can influence your own behavior and that of others from leadership perspective. The accompanying communicative aspects are also discussed.

For support, the module **English Communication Skills (1-5)** is given in all years of the programme where business skills, (research)reporting skills, presentations, debate and the language register are trained and practiced. Flanking, the students follow a **Business Communication** module every year to become familiar with Dutch language and business culture.

In the **Quick Scan** (end of first semester) and the project Social entrepreneur/business abroad (end of 2<sup>nd</sup> semester), the student learns to integrate the acquired knowledge and skills. He does not only look at how the theory takes shape in practice, but also what his own role in this process is and he experiences what persevering in an idea and contributing to an entrepreneurial objective means and what influence the various cultures will have on doing business.

The module **Study and Career Skills (SCS)** is an additional module in all years.

It is closely related to the Management Skills module. Where the Management Skills module concerns behavioural and managerial components in the role of manager, the SCS module is aimed at the approach to study behaviour and study planning (development of learning skills) and personal development to arrive at a professional attitude and job perspectives.

## Year 2

In year 2, follow-up modules are included that further build on year 1. Now, actions, as a manager or entrepreneur, making choices, anticipating situations, strategic decisions and the future of the enterprise are the most important subjects.

From the approach of year 1 (where the student gets acquainted with the matter and concentrates on describing situations and gaining insight into WHAT is going on) the question is now being looked at more: what does this mean as a manager or entrepreneur, how to influence various situations and how do you deal with it as a future (middle) manager.

The student learns to collect and interpret relevant data and seek substantiation: what you need to know to achieve a balanced judgment on the basis of which you can make decisions. The **Organization** topic focuses on how organizations should adapt to internal and external factors and what a business strategy actually is. It zooms in on the **quality management** topic and the meaningful processes in the organization and the information a manager needs to steer for quality, effectiveness and efficiency. In the **Supply Chain management 2** module, special "entrepreneurship with information" is discussed.

On the **financial** side –is being looked at what financial and economic conditions mean for the organisation and the actions as a manager/entrepreneur. The **Business Accountancy** module has also been added as support.

**Marketing:** Was the first year focused on the operationalisation of the marketing policy already adopted by others, the second year has its focus on how to establish marketing policy and the task of a product manager/marketing manager and strategic topics.

As support, the skills line responds to this in the **Sales Skills** module. This is not primarily about product sales and not at all about the 'fast sales'. As a manager, entrepreneur or director you are the face of the company and it is about trust, binding and interest.

The 2nd year includes an **internship (Internship 1)**, where the student experiences what the theory means practical, which kind of practical issues a manager has to handle every day. De student participates in management support work processes, makes an organization scan and researches a business problem for which he will propose a solid solution.

### **Year 3**

The follow-up modules **Strategic Management and Change Management, Strategic HRM** build on the module Organisation Principles 2. The student now looks at the organisation from strategic issues and learns to design strategies, but also learns that making choices leads to changes that must be controlled, what this means for the organisation as a whole and how you must manage this. The students are also introduced to the **modern marketing challenges, the online developments and communication** and the student writes a **Strategic Marketing Plan** for an existing organisation.

Due to the digital disruption and the New Economy, existing business models are no longer functional and new forms need to be developed. This also means that there is a different way of thinking and acting. The module **Digital Transformation & Business development**, all digital and economic developments are discussed that influence the continued existence of an enterprise, from data control, systems to IT innovations and Business Models it is crucial for enterprises to respond to in a timely manner.

In the module **Corporate & Social Responsibility (CSR)**, the ethic aspect in modern entrepreneurship is discussed. There, companies are compared to the OESO guidelines and the student learns what it means for every enterprise and how it influences the choices you will have to make as a manager, entrepreneur or director. What political and ethical issues will you encounter?

With respect to the **financial - economic** side, it is considered what the financial-economic circumstances mean for the organisation and the actions as a manager/entrepreneur.

Additionally, the module **Financial Management** deals with what financial consequences decisions have and how (financially) responsible investment decisions are in certain circumstances, for instance.

Subsequently, in the module **Investment Plan**, he learns how to make a sound financial takeover plan and the accompanying financing plan is central so a critical financier can be convinced to finance an intended takeover.

Subsequently, the special aspect of business succession will be discussed in further detail. The module **Business Succession** elaborates on the special issues that play a role in the succession of a family business.

**In Research Methods 2**, the student further builds on his knowledge and skills regarding how you conduct sound research, what methods and techniques suit what type of research and how you professionally design and conduct a study and the analysis skills.

Flanking to all the modules runs the **project "Study Company"** in year 3. In a real live situation, a Pop up Store should be set up, run and closed. The students develop a Business idea, set up a business, run the business and close the business. What the students have learned so far in a protected environment, they now need to perform live real. Entrepreneurs are sideby with them as critical advisors.

## Year 4

The fourth year focuses on **Innovation Management, International Management, Risk Management and Corporate Governance** and the decisions that are crucial for the development of a responsible, healthy company. All the modules also place the aspects in the international context.

In the **Mergers & Aquisitions** module, the student is confronted with the financial, legal and cultural but also the strategic aspects that play with a takeover or merger. At the end of the module, the student can analyse the current financial position of an enterprise and know on the basis of which (financial) risks a takeover or merger is determined. Preparing the own (family) business for sale and taking over a company are situations that students of the training can face in the future.

The second part of year 4 includes the **Graduation Internship**, in which the student integrates all knowledge and skills, provides evidence for his professional attitude within the graduation organisation and conducts a business research. He is graduating with his theses.

## Appendix 5 OER

### MODULE MANUAL

#### Year 1 block 1

#### **O0001 Organization Principles 1, 3.5 EC**

In the modules Organization Principles, the basis is formed for the integral view of a company. Questions such as what does an organization look like, in what context does a business administrative operate, what type of managerial problems and what issues arise in an organization. What management areas exist and what must management find solutions for

The student learns to develop attention to the coherence between all facets of the company and how these are related. He is introduced to the various management roles and the management cycle and gets to know the organization as a developing and constantly changing system.

In Organization Principles 1, the governance issue of organizations is translated into five management functions (*strategic policy-making/planning, organising, leading, process management and evaluation/adjustment*). In this module, all functions are discussed on a basic level. Students must map what is going on, what the problem is, what the cause of it is and how it can be solved. Through assignments and cases, the management functions will be further discussed in their mutual coherence. The student acquires the necessary basic knowledge and practices in applying these in a changing context.

#### **Learning outcomes**

##### **The student can - with respect to processes**

1. define, typify and distinguish organization types on the basis of characteristics, describe and distinguish primary, supporting and managerial processes in organizations (Porter's value chain) and the general occurring supporting processes (COPAFIJH define:

##### **environment and strategy**

3. define and typify transactional and contextual environment of organizations (the STEP-analysis, Porter's five forces analysis)
4. define the mission, strategy and objectives of organizations, clarify the part stages of which the strategic management process exists (internal analysis, external analysis, SWOT analysis, strategy choice, implementation, BCG-matrix, SWOT-confrontation matrix, Porter generic strategy choice, value chain, Treacy and Wiersema value strategies, Ansoff strategy development diagram, strategy-implementation methods)
5. explain the Canvas model, 7-S model and describe a business model.

##### **control**

6. describe types of guidance (system approach, Merchant, De Leeuw), indicate criteria that the guidance has to meet, indicate the most important elements of (financial) guidance in organizations (P&C cycle, budget, balance, P&L account, key indicators, balanced score card) and its importance to the realization of the organization's objectives.
7. describe the structure of a (simple) organization in terms of tasks, functions, departments, relations, coordination, Line-staff structures, organizational chart, matrix organizations, project structure
8. describe and clarify/explain Mintberg's 7 organization configurations
9. describe what is meant by non-plan-related organization change (Greiner), plan-related change (Lewin, the fluxional, incremental and transformational change) and explain the definition 'learning organization'.

**Man, culture**

10. explain what is meant by behaviour factors: power, resistance, attitude, perception, personality, motivation, name different group decision methods and recognize the symptoms
11. describe the most important characteristics of various management styles, define the notion of 'company culture', describe the company culture using Hofstede and Handy's classifications
12. analyze a business using 7s model and record this in a paper

**B0001 Business Economics 1 3.5 EC**

The focus of Business Economics 1 is the cost concept and the profit concept. The various costs surrounding company management are systematically mapped and will be used to determine the production's cost price in the end. The integral cost price calculation and the variable costs calculation (related to the profit concept) will be discussed as well. With the help of the variable costs calculation, various company decisions will be dealt with from the profit concept.

We will also go further into the planning and control cycle of a company. On the basis of budgeted costs and real costs, the differences and meaning of these different will be systematically analyzed. This also applies to the revenues and thereby the profit. In the end, a company can assess the internal manageability of the company management. Data processing in Excel.

**Learning outcomes****The student****with reference to businesses and their functions in the economy**

- Can describe the characteristics of the business and indicate essential differences between businesses and non-profit organizations

**with reference to financial overviews**

- Can read, understand, make simple analyses and clarify relations of financial overviews

**with reference to business plans**

- Can indicate general objective of the financing question and can indicate in which way the total capital requirement of a business can be determined and influenced by the choice of assets in which the capital is invested and the source used to satisfy the need.

**with reference to business financing**

- Can name the characteristics of investment projects, make a calculation based on the average accounting profitability, assess an investment project based on cash-flow, apply the net cash value method and calculate the internal profitability.

**with reference to managing working capital**

- Can explain what is meant by the cash-flow cycle, can calculate the optimum order size, define technical terms, calculate the turnover speed of the stock and calculate a credit term and make a liquidity budget.

**with reference to equity capital /borrowed capital**

- Knows the manifestations of equity capital/borrowed capital in the business and related issues; can define the characteristics of equity and borrowed capital and assess its composition.

**with reference to assessing the financial structure**

- Can describe aspects which play a role in the assessment of a business's financial structure by third parties, calculate financial ratios and give his opinion on a business's financial structure based on that.

**Financial Markets**

- Can describe the characteristics of financial markets and assess the financial markets and indicate which choices bear which consequences.

### **M0001 Marketing A1 3.5 EC**

This module starts with the marketing concept and the various marketing forms. The student is able to describe micro, meso and macro factors and indicate what this means for the enterprise. From the analysis of environmental factors, visible trends, opportunities and threats for the enterprise are looked at. By means of external and internal analysis, options can be deduced for the marketing policy to be followed by means of analysis models such as SWOT. Research of these options into market size, target groups, market segments and positioning lead to the final choice of the marketing policy. Matters that are discussed include marketing and marketing concept, marketing environment, market and demand terms, consumer behaviour and the instruments needed for that.

### **Learning outcomes**

The student can

1. Describe and define the role and meaning of marketing in a business's (strategic) the marketing planning and correctly apply the technical terms. He can name, clarify and sort the phase.
2. Recognize, analyze and describe the macro-, meso- and micro-environment factors which influence the (determination of) the (future) marketing policy, knows the most important market and issue terms and can calculate these and describe and calculate the relation between supply and demand at a set price.
3. Create links between the most important market types and marketing policy, can define interpersonal and intrapersonal factors, determine their influence on consumer behaviour and know how perception, motivation, attitude and self-image can be influenced.
4. Knows the phases of (various types of) consumer's decision processes and knows how to influence these.
5. Define terms/theories such as planning horizon, Top-down / Bottom-up, Mission, Vision, PMT, Portfolio analysis, Value Chain, Confrontation analysis, Options, in connection with marketing strategy and marketing policy.
6. Knows the basic techniques of market segmentation, choosing of target groups and positioning the supply.
7. Can apply abovementioned terms/theories to cases.

### **MS021 Management Skills 1 2 EC**

**Management Skills** in each year work on skills to acquire insight into the student's own behavior and to know how you can influence your own behavior and that of others from a leadership perspective. The accompanying communicative aspects are also discussed.

#### **The modules Management Skills**

Managers have four functions: planning, organising, leading and adjusting / evaluating. The module Management Skills is an additional module that returns every year and contributes to the development of the skills for these four functions.

Management concerns motivating employees, guiding activities, choosing the most effective channel of communication or, for instance, solving conflicts. Conflicts or resistance are the sand in the cogs of business operations. A manager must be skilled at all four aforementioned functions. Fulfilling these functions requires skills. In this module, the following skills important to the manager are central: social skills (such as collaborating, providing feedback, consulting, arguing, convincing (debating), oral and verbal communication skills), planning skills such as determining goals and time management and organisational skills (such as selecting people) and evaluation skills (such as performance interviews and bad news conversations) and presentation skills. Crucial to an enterprise and leader is the subject's self-guidance, influencing one's own behaviour and influencing the behaviour of others. Their strong suits (such as drive)

are often paired with pitfalls (such as arrogance). Therefore, self-guidance is an important subject within the programme. In the modules of year 3 and 4, the student is put in the role(s) of manager, coach and assessor. In the modules Management Skills 1 to 4, the student is introduced to the necessary methods and techniques and practices mastering these. Subsequently, he applies this to other components of the programme. The student learns to hold the various types of conversations on the basis of conversation models in order to teach the student to perceive (listen) before judging.

**In the modules Management Skills 1**, the student learns basic skills he needs in his studies and as a future manager or entrepreneur.

The module rests on the principle that is also employed in the rest of the programme to first observe the existing situation (actual situation) and comprehend it (diagnosing) and subsequently determining what the desired future situation (target situation) is and to determine the steps that lead to achieving this situation.

For a manager/entrepreneur, it is particularly important to know the origin of his own behaviour and to know and understand the underlying motivation and to see what this means for himself, both personally and as a leader. Only when he is able to comprehend this, he is able to work on changing and achieving the goal. Only then can he learn how to motivate and lead others.

Insight into the own skills by means of tests and the development by means of role-play in management situations form the starting point for these modules.

As entrepreneur and manager, written and oral communication is very important. In particular, the presentation is a key element of this module. In each lecture, the results of assignments, etc. are briefly presented and give students feedback on their performance together.

#### **Learning outcomes**

- The student can define management and analysis skills
- The student can identify strengths and weaknesses, and make plans for improvement
- The student can define and identify managerial leadership
- The student can make a self-analysis using Ofman and MBTI
- The student can analyze his learning and communication style, define areas for improvement and develop improvement plans
- The student can communicate correctly and effectively, listen and give feedback using a standard interview model (BRIDGE, NLP)
- The student can hold performance and assessment interviews
- Students can schedule meetings, chair them and take minutes
- The student has self-assessment techniques (STAR, 360o feedback) and can apply them
- Students can set goals, make plans and perform and record a personal development and action plan
- Students can structure a written report and prepare a Plan
- The student can keep an audience-oriented presentation using PPT or Prezi

## **YEAR 1 block 2**

### **E0001 Economics 1 3.5 EC**

The economic environment where businesses operate on micro, meso- and macro level.

The student learns to describe the competition-intensity in a certain business sector in a systematic way. This is done to get a better view of the development of the profitability and the profit potential of the business. The focus here lies on the yield side.

Next to that, the developments on the costs side will be looked at. For example, the labour market (wages) and other inputs, such as raw materials costs and semi-finished goods. This is done from a macro-economic perspective, looking at macro-economic developments such as the demand developments (the conjuncture), employment and the role of the government in this. In the end, the student will have to be

able to estimate which opportunities and risks these developments bring for the business. This also forms the link of this module with other financial modules.

### Learning outcomes

The student can

#### At meso level:

- Systematically describe the developments on the supply and demand side of a market.
- Describe and substantiate the competition-intensity based on the developments on the supply and demand side of a market.
- Describe and assess the financial opportunities and risks for a business based on supply and demand developments at meso level.

#### At macro level:

- Systematically describe the developments on the supply and demand side.
- Describe the structure side of the economy at local, regional and national level.
- Describe the influence of government on both cyclical as well as structural development and establish links.
- Identify and substantiate the opportunities and risks for the business based on the described cyclical and structural developments.
- Explain the changing financial situation of a business based on the aforementioned descriptions at meso and macro level and assess the possible opportunities and risks.

He can execute the necessary calculations on all parts, interpret and draw curves and tables.

### M0002 Marketing A2 3.5 EC

The first quarter within the module Marketing A2 includes the principles of market research and is later followed by the module Market Research in year 2 makes the link with the economic issues. It starts with an introduction in this field (research process, forms of MO). Subsequently, the various methods are discussed (observation, registration, experiment and interview) to end with an introduction in the strategic research techniques. The Ps of the marketing mix are discussed: Product and Price. Various product typologies, attributes and the development process are discussed. It is concluded with the discussion of the price elements and objectives (including elasticities), price determination techniques (cost price calculations, competition and cost-oriented pricing, break-even analysis) and specific price decisions (including discount policy, assortment price policy, price irt market form) and the decision issues that arise for an organization.

### Learning outcomes

The student can

- Define the role of market research in a marketing environment and define and apply the right terminology.
- Can indicate the application of the various research methods (observation, registration, experiment, questioning) and the most important scale type, as well as the important research techniques and applied terms (tables, graphs, central tendencies, distribution benchmarks, and know (methods of) spot check research, reliability and accuracy).
- Indicate different product typologies and attributes and the importance and the power of a range and brand policy/strategy and determine which aspects is part of a good production policy.
- Indicate what difference product development and put it in the right context while maintaining the right terminology (PLC, product development process phases)
- Determine the price policy for different objectives, apply 'elasticity' in the context of costs / cost price / price policy and profit and the various pricing methods
- Define, in this view, terms such direct-costing / differential cost price, turnover speed, stay-out / put-

out pricing, skimming, price discrimination (target) break even, payback period and the relation between market type and pricing.

- Knows how to show the essence of the most important theories surrounding the prices of new products and/or ranges and determine the characteristics of the various (manifestation) types or discount policy and indicate in which situation which shape is an advantage/disadvantage.
- Can apply abovementioned terms / theories to cases.

### HRM01: Basic HRM 3.5 EC

#### HRM 1.

In module HRM 1, the foundation is laid for HRM. Employees are the potential and the face of a business. As soon as an employer decides to hire people, he needs to manage and guide his staff. Behaviour and group processes come into play with individual employees. The guidance on and the approach to this lays the foundation for the organization and the company culture. Work processes, consultation structures, having consultations and command then play a role - as well as labour law related issues – and policy needs to be developed.

The accomplishment of employees depends on management and guidance. To steer employees, a student (later on entrepreneur/manager) needs to know how behaviours are established, how behaviour can be steered and which legal frames define the leeway for the instruments the manager deploys.

#### Learning outcomes

##### The student can

- Define HRM policy, knows HRM's basic instruments and is able to apply these in a simple situation.
- Analyze his own behaviour and diagnose and indicate the causes and effect with respect to the behaviour of employees and indicate how a manager can steer wanted and unwanted behaviour in a certain situation.
- Substantiate causes of behaviour by using a model/theory and making a group process analysis.
- Prepare the basic types of HRM-talks and can define the staff's function, roles, tasks and authorities, formulate KPI's, design an organizational chart and translate a business' need to a candidate profile.
- Clarify the advantages and disadvantages of different remuneration methods (such as function, competence and performance remuneration) and indicate what the consequences of certain choices are.
- Indicate how a business' human resources department influences the performances and detecting what a manager has to watch out for.
- Typify employment contracts or cooperation contracts and determine contract agreements and legal consequences.
- Guard legal frames to end an employment contract, assess and calculate the costs of a dismissal.
- Describe the ARBO services' role, tasks and authority and can determine the necessary actions which have to be executed in the business according to the law.

### P0001 Project management EC 3.5

A project is a series of activities which have to yield a certain predetermined result within the set conditions. Each business almost constant activities that are being executed as projects. The most common perils are that a project takes longer than planned, costs more than budgeted, or, worst case scenario, does not yield what has been agreed upon. A good project planning and approach is therefore of utmost importance. A structured approach is essential for successfully defining, finishing and evaluating a project – whether this is a small or large project.

The student will learn and apply the models that exist for a systematic approach

- GANTT Chart
- J. Roos' decision table
- PRINCE2
- RASCI-matrix

In this module the student will also learn a smaller PRINCE2 version, a method known as a structured method which offers a clear yet flexible approach of project management.

### Learning outcomes

The student can

- Compose a project plan and define the project phase;
- Design a project organization;
- Create a project planning by way of a project management tool;
- Apply the usual models and principles PRINCE2 in practice
- Define a business case, program, and a project and describe a business case (reason/rationale)
- Indicate the relations between the business case, programs and projects
- Recognize and name the risks and critical success factors within projects
- Divide roles, tasks and responsibilities of the participants within a (PRINCE2) project organization
- Draw up the documents required for PRINCE2 belonging to a simple project
- Organize, plan and manage a simple project as Project manager and apply suitable methods and achieve success

### QS021 Quick Scan 4 EC

#### Practical test project, to be executed for an existing business

The student will execute a Quick scan of a business (part) of his choice as an integral task of the first semester of year 1. He will show that he is capable, in a systematic way, of making an objective “photograph” of a business situation and the basic (work) processes, show (describe) these and clarify these (communication) and will see which practical issues and process issues are at play in the field of Marketing, business economics, Economics, HRM and management in practice.

He makes an objective, coherent and clear analysis of a business (part) of his choice using the various sub-questions in the mentioned sub-fields from the knowledge of the basic modules programmed during the previous period, and from which the student will once again look at the business as a whole and will subsequently make an integral SWOT.

The student is capable of recognizing some form of mutual connection between the sub-aspects of an organization and to give a “value judgement” on the drawn-up “photograph”. He will also apply team and project management techniques. He presents his final findings and will make the conclusive report available to the business.

#### Learning outcomes

The student, as a member of a work group, is capable to apply his knowledge and skills to a practical business situation;

- He can typify the organization typify and describe the environment, structure and business processes
- He can diagnose commercial challenge in relation to the market developments, market segmentation, target groups, customer behaviour, marketing mix, objective and organization marketing activities
- He can, depending on the business situation, map interest, time value, profit and loss, fixed variable costs, investments financing, balances, and briefly indicate its meaning.
- He can indicate how the business deals with recruitment, assessment, sick leave and the ARBO legislation
- He can set targets, hold meetings, draw up an action plan, correctly communicate with stakeholders and reflect on his own behaviour
- He records his findings in a correct report and presents the data while substantiating the outcome.

When it comes to knowledge and skills a distinction is made according to:

- application of knowledge in the shape of subtasks related to the subfields:
  - o Management(guidance), organization/general business administration

- o Marketing
  - o Financial
  - o Human resource management
- application of skills as part of the (group) work process and the end products of this professional task:
  - o personal skills as they were addressed during the course  
Management skills and project management.

### Year 1 block 3

<b>FA021 Financial Arithmetics 3.5 EC</b>
<p>In the field of finance, further subjects regarding interest calculations, interests, annuities and profitability value for the benefit of the support of financial decisions in the module Financial Arithmetic are discussed. This concerns the substantiation of investment proposals, the choice of investments in the framework of investment selection, but also expansion or reduction of activities and the choice of various financing methods. The students learn the basis to see what is going on to be able to make financial decisions, what alternatives there are and what financing forms exist and what consequences this has. The goal is to introduce the student to the toolbox in order to take into account the actual financial consequences that come with each decision and that are crucial for making decisions as an entrepreneur in various areas.</p>
<b>Learning outcomes</b>
<p>At the end of the Financial Arithmetic module, the participant is capable of:</p> <ul style="list-style-type: none"><li>• Describing the terms time value of money, cash value of money and the terms single and compound interest.</li><li>• Calculating the cash value of (future) cash flows by means of compound interest, using both a calculator as well as Excel.</li><li>• Calculating the end value of compound interest based on (future) cash flows using both a calculator as well as Excel.</li><li>• Describing financial-economic decisions / situations for which and why mentioned calculations are desirable.</li><li>• Assessing the correctness and meaning of financial calculations in which the time value of money is used.</li><li>• Describing the term annuity and its financial economic applicability.</li><li>• Executing annuity calculations using Excel.</li><li>• Executing a number of financial calculations surrounding the management/ business establishment in terms of optimization issues.</li><li>• Executing a number of calculations surrounding the present cash flows at investment selection.</li></ul>

<b>SCM01 Supply Chain Management 1 3.5 EC</b>
<p>Introduction to the field of logistics. The market demand especially, determines which logistic accomplishment a business has to deliver. Companies' successes are therefore substantially determined by logistic accomplishment. Supply chains are an important instrument in creating effective and efficient goods flows.</p> <p>In this module, the student will develop an idea of the logistic possibilities and needs of the key indicators and variables to steer the logistic process.</p> <p>Insight is provided into the influence that modern developments have on organizations' necessary logistic accomplishment. The student will also learn how to describe the existing processes (ist-situation), apply analysis tools to it and to determine how processes can be adjusted to the soll-situation.</p>
<b>Learning outcomes</b>
<p>The student</p> <ul style="list-style-type: none"><li>• Can define the logistic issue and describe and distinguish the route sections of company logistics.</li><li>• Can describe the manifestation of logistics in production environment, distribution environment and service and clarify the contribution of logistics to the company result using definitions of the important logistic terms. He can also explain how logistic cooperation unfolds between companies in a company column.</li><li>• Has knowledge and understanding the (mutual) relation between (modern) trends, consumer behaviour, ICT developments and logistic performances and can indicate what the importance of</li></ul>

logistics (customer service) is in the relation between product design, logistics and marketing and the company policy.

- Can explain what is meant by an organization's logistic concept and can describe the manifestation of the constituent parts of the logistic concept in relation to logistics and business result and masters the important terms, aspects and methods of (internal) stock management (classification of stock by trajectory, type, administrative) and production logistics (bill of material, basic production types, MRP-I, MRP-II, JIT, Kanban)
- Has insight into important terms, aspects and methods to execute, manage, control and optimize the distribution logistics (chain total and parts thereof).  
Can explain what is understood by reverse logistics and can indicate the connection between positioning and importance of reverse logistics and important social developments.
- Can distinguish and define various logistic methods/techniques/analysis tools from each other and can apply these in (simple) described situations (supply chain): performance calculations, Pareto-analysis, stock costs calculations, Camp's formula, stock circulation speed, MRP-I, JIT, Kanban.

### R0001 RESEARCH METHODS 1 3.5 EC

Research methods 1 lays the foundation for methodological research. This module focuses specifically on information and data processing, tests on validity and reliability and the correct methodology and research construction and developing analysis skills.

Good research requires an inquisitive researcher with a critical attitude. The basis for the research is collection information from reliable sources, a critical look at the reliability of sources and data and the methods where the data has been established and the test on validity.

The aspects emphasized in this module are dealing with information, learning to compare and analyze, being able to systematically set up a research and developing an inquisitive mind. Inquisitive meaning

- Solution-oriented approach (continuously looking at the question/problem)
- Critical (true untrue, relevant, it takes me further)
- Creative, scientifically curious (finding what's not directly offered, area enlarging)
- Systematic (seeing the bigger picture why you make the steps and using proven ways and also: being able to retrace all you have done in order to "quickly" bring back the advancing insight into your process and subsequently carry on..)

Techniques that come up in this module, among others: :

- Interview
- Inter-vision
- Mind map
- Brainstorm/brain-writing
- Presenting
- Information gathering methods?
- Debate
- Sorting, classifying and showing of results (form data to information)

#### Learning outcomes

- 1 The student can explore a subject, name and sort sub-aspects . In doing so, he can construct a list of catch words and broadly orientate on the subject. Using various databases and specific search techniques.
- 2 He can formulate a relevant and solvable research question and collect relevant sources and data for this question. In doing so, he can test if the sources are reliable and if the data has been established validly and assess the solidity of the information.
- 3 He can determine how the data has been established. He can put into words to what extent this

	data is complete, reliable and methodologically correct. He can distinguish what the permanent value and variables are in applied research.
4	He can analyze sources, name alternatives to come to better data where and he can put these alternatives next to each other, critically compare data and methods and substantiate which value and explanatory power the data has (test on reliability/validity and analysis) )
5	He can determine material experts, take interviews and process the outcomes in a way that these can be compared with the data gathered via desk research.
6	He can organize and process information and data, i.e. manage them in a way that a reproducible database can be established and links can be made and the research process is insightful and present the data and critically discuss them in a debate.
	<b>Learning objectives 7 and 8 are recurrent principles in each teaching unit</b>
7	<i>He can substantiate the reliability of the data found/verified by him and give feedback on the data presented by fellow students in the shape of a constructive discussion</i>
8	<i>He can apply a number of creativity techniques to creatively approach a subject and develop solution propositions</i>

### **EBC01 English for Business Communication 1 2 EC**

As the practice of business, finance and marketing becomes more international, business owners, managers and employees from all the world need to be able to communicate appropriately and effectively in English. This extends to all areas of written and verbal communications and includes not only competence in the mechanics of English but also in the cultural aspects. Students in business-oriented programmes should expect to find it necessary to read and produce a variety of business-related documents in English. In addition, they should be prepared to participate in and conduct discussions, meetings, and negotiations in English, as well as participate in a variety of other business situations in English.

The primary goal for this module is to focus on grammar, vocabulary and writing needed to operate effectively in the real (business) environment. This will be given in an e-learning environment (Hogeschooltaal) to achieve a B1 level. In addition, the assignments, cases and practices will enable the students to understand and use the proper and correct use of language in an international environment. During the course, students will receive practical assignment that directly correspond with their study. This module will be supported by the individual digital method HOGESCHOOLTAAL.

### **Learning outcomes**

The primary goal of the course is to ensure that the student learns how to use English business language effectively with an emphasis on oral and written communication skills. The English course is designed to make the competency objectives more comprehensible and support the students to operate within the parameters of international standards.

Students who successfully complete the English language course will be able to plan, adjust, and evaluate their use of English language for various purposes and audiences. Also, they will be able to:

- 1- Interpret, understand and use business English in various situations.
- 2- Use English to express their opinions and respond to personal situations and events.
- 3- Provide business related presentations.
- 4- Apply and use advanced grammar rules in both speaking and writing.
- 5- Write various English texts, including emails and reports.

## Year 1 block 4

### SE021 Business Abroad Project 4 EC

In the last quarter of year 1, the students orient more internationally. During the accompanying, one-week study trip, they get to know foreign universities and they visit various enterprises. The goal is to explore cultural differences, experience what influence culture, politics and economy have on companies. What business conventions require special attention and differ per country and what entrepreneurial opportunities and particulars exist when you do business abroad.

#### Learning outcomes

- Upon their return students will have to reflect on the trip by means of report written from a group and personal point of view as well as doing presentations as part of a study week project.
- they present the different types of companies and institutions that they have visited to an audience consisting of students and parents
- They will also be required to give recommendations and suggestions to make future field trips even better.

### M0003 Marketing A3 3.5 EC

Distribution (distribution structure and policy)  
Communication (Comm.mix, Advertising and Pers. sales, SP, Sponsoring, PR, DM, E - marketing)  
Scopes (B to B marketing, Services and Not For Profit, International marketing)  
Online Marketing

#### Learning outcomes

##### The student can

- Define the various distribution structures and terms and describe the factors that play a role in the choice of a certain distribution channel.
- Describe the importance of communication in marketing (mix) and its role in the marketing plan, define the most important communication terms (including communication mix, communication media and communication instruments) and models (including Lavidge & Steiner, AIDA, DAGMAR).
- Define the importance of advertisement planning and can define terms such as target groups for advertisements, advertisements objectives, proposition, action and theme advertisements, media selection, reach.
- Define the terms/techniques in the field of Sales Promotion, Sponsoring and PR and DM, describe which type has to be applied and when it should be applied.
- Distinguish the online owned, paid and earned media and indicate how they work, set-up and analyze on-line marketing
- In this context , define terms such E-business, -marketing and -commerce, CRM, ERP, Business intelligence define and indicate what E-business strategy encompasses and how it influences the business and marketing policy
- Describe the characteristic of a number of specific markets where an adapted marketing policy (possible in parts) should be implemented (B2B, Service marketing, Not for profit, International)
- Describe the importance of integrated (marketing) communication
- Apply abovementioned terms/ theories to cases

### BL001 Business Law 1 3.5 EC

The module **Business Law** provides the student with insight into the legal angle that is involved in an enterprise and its decisions. In Business Law 1, students acquire knowledge and insight into the various legal forms of organizations and the factors that influence the choice of the one or the other form. The legal form is necessary for entering into transactions with other parties and is extensively discussed. From the business administrative perspective, the subjects concerning consumer rights, engagements, working conditions and personnel and what commercial decisions legally mean are discussed in further detail.

### Learning outcomes

The student

- Can distinguish legal forms, indicate when they apply and make a substantiated choice for a certain legal form in which a business is launched
- Can indicate how an agreement is established, which substantive provisions are of importance and which circumstances can cause an agreement to be annulled.
- Can interpret general terms and conditions and indicate the provisions in the general terms and conditions
- Can name consumer rights characteristics and indicate in a case when terms and conditions are in conflict with consumer rights
- Knows an agreement's term frame, can distinguish various types of purchase agreements and indicate in which situation which purchase agreement contains the right regulations.
- Knows the terms and conditions of the transfer of ownership and can apply this to the situation as a consumer and as an entrepreneur and can make the link with general terms and conditions.
- Can define the principles of product liability and indicate to whom and in which situation this applies and can substantiate the limitations of the product liability.
- Can distinguish whether or not there is an employment agreement, indicate which rights and obligations arise from an employment agreement and consequences of not complying to the provisions and determine under which conditions an employment agreement can be terminated.
- Can indicate whether cartels, misuse, unfair trade practises and power positions exist and describe the consequences thereof and can test advertisements on the legally permissible frames.
- Can check business ideas and concepts against legislation surrounding intellectual property such as patent law, copyright and indicate which protection does or does not apply.
- Can indicate when bankruptcy exists and name the procedural steps, define the roles and authorities of the persons involved in a bankruptcy, indicate the consequences of bankruptcy or suspension of payment for a business or entrepreneur and knows the characteristics of an action pauliana and its legal consequences.
- Can indicate what the consequences are of marriage, divorce and death for businesses, with respect to the company succession in family businesses in particular.

### EBC02 English for Business Communication 2 2 EC

The primary goal of the course is to ensure that the student learns how to use English business language effectively with an emphasis on the written communication. The English course is designed to make the competency objectives more comprehensible and to support the students to operate with the international standards.

Students who successfully complete the English language course will be able to plan, adjust, and evaluate their use of English language for various purposes.

Final Writing Assignment:

In addition to the above mentioned competencies, the student should be able to write and develop a well-

written report or essay with a clearly defined outline, including a well-designed method of approach. The writing assignment, which will be evaluated both on the language and content levels, should be handed in (hard copy) at the end of the course in the form of a professional report or essay.

The writing assignment should contain the following elements:

- Should be based on a business-related subject.
- Have a clear outline, including introduction, body and conclusion.
- Should be well-thought-out, well-written with proper theme(s), topic(s), describing all the issues in a concrete, professional manner.

Should resemble a business report or a well-developed essay that provides thorough and coherent information.

### **Learning outcomes**

The students

- 1- Interpret, understand and use business English in various situations.
- 2- Use English to express their opinions and respond to personal situations and events.
- 3- Provide business-related presentations.
- 4- Apply and use advanced grammar rules in both speaking and writing.
- 5- Write various English texts, including emails and (research) reports.

## Year 2 block 1

### B0002 Business Economics 2 3.5 EC

The focal points in Business Economics 2 are management accounting and financial accounting.

#### Management accounting

11. Costs structure
12. Costs calculations
13. Indirect costs
14. Budgeting and variance analysis

#### Financial Accounting

15. External reporting
16. A closer look at financial statements
17. Cash flow overview
18. Company reporting

#### Learning outcomes

The student masters the term frame and can define the terms and clarify the differences.

#### The student can correctly execute the below calculations:

Break-even point, safety margin, calculate the profit using the break-even-analysis, calculate the transaction result, occupancy result, occupancy degree, depreciation and interest costs of a sustainable production means and differential costs.

#### He can

- Calculate the cost price using the sub-calculation and equivalence number method
- Calculate the cost price using the storage method
- Calculate the cost price using the cost centre method
- Calculate the cost price using the ABC-method

Make a production, purchasing and liquidity budget

Make an integral cost price calculation a bottleneck calculation

Execute a variance analysis (based on price differences, efficiency differences and occupancy differences)

Indicate which businesses have a duty of publication and which information they have to provide in their financial statements, name and explain the basic principles for your financial statements; identify and clarify the several balance sheet items, explain the principles of consolidated financial statements.

Define intangible assets

Describe the various lease types

Name the P&L account parts

Explain the term added value

Name and explain the various bases for pricing of a business'

Explain the term cash flow

Deduct a cash flow overview from the balance and P&L account

Explain the term capital interests

Value investments according to three methods (purchase price, market capitalization, equity value)

### O0002 Organization Principles 2 3.5 EC

Successful organizations are capable of adjusting in time to external and internal developments. More externally focussed (products/services, markets), or more internally (structure). It is almost always a combination of the two.

It is the responsibility of a business' management to adjust the organization's course on time. Based on an

analysis of internal and external circumstances and possibilities, options are named, decisions made and change trajectories achieved.

Subjects that come up in this module:

mindsets in organizational science, Strategic management, management cycle, partnerships, management and managing, decisions, structuring of the organization and change processes.

During the module Business models will be analyzed using Osterwalder's Canvas model.

### Learning outcomes

#### The student

- Can clarify contemporary developments in the field of organizational (historical and recent), concisely describe mindsets, explain and research the way in which the contemporary organizations are structured
- Can determine the influence of various parties and environmental factors to organizations and substantiate the impact on the organization.
- Knows the different phases of the classic process of strategic management and can link the strategic management to the organization's strategy, sort recent developments with reference to strategic management by means of characteristics and indicate what the importance is of information in the strategic management process.
- Can clarify the most important motives for entering into partnerships between organizations and can name aspects that are of importance in mergers and take-overs.
- Can define the most important terms in the field of management, name and explain the most important management tasks and distinguish leadership styles and take a critical look at the choices and decisions and consequences with respect to the ethical aspect, among others.
- Can distinguish different types of decision processes, analyze decision problems and define factors which influence decision processes.
- Can assess tools and techniques used in the decision process on explanatory power and apply these: balanced score card, decision matrix, decision tree, simulation models
- Has knowledge and insight into division of labour, coordination within organizations, organization models, company structure basic forms, consultation structures
- Can describe organization development, change and reorganization processes
- Can explain the connection between company culture and organization effectiveness.
- Can apply growth models for organizations
- Can apply Osterwalder's Canvas Model to a new business case

### M0004 Marketing B1 3.5 EC

In this module the student is taught how to determine the marketing policy up to range level by himself. The task of a (sr.) product manager / marketing manager. That is why, next to going deeper into last year's study material, we will go much more into the strategic component of the marketing profession. How to make choices of a more strategic nature and how to learn to think on the long term. Which matters to weigh up and which tools are at your disposal? We will be analyzing complex cases. We will also pay attention to the financial consequences of a choice made. This increases the student's integral business insight of the student.

### Learning outcomes

#### The student

- Can identify, analyze and assess the internal (weak and strong features) and the external (opportunities and risks) by applying the relevant models and theory
- Can apply suitable (quantitative and qualitative) market research techniques.
- Can make a financial analysis of the position of the business, define the current strategic position of the

business and identify the organization's core problem based on abovementioned analysis.

- Can formulate different solutions for the problem identified, translate these options to a suitable marketing mix (4 Ps) and indicate what the consequences of the choice made are for the other business parts
- and give substantiated advice for the best option, can calculate what the financial consequences are of the choices made and can monitor the (implementation) progress.
- Can integrally use/apply abovementioned knowledge and skill in somewhat more complex cases and correctly apply the (strategic) models.

### **BC002 Business Communication 2 2 EC**

Professional report writing and business communication with stakeholders is the purpose of this module. The module prepares the students specifically for the Internship 1. The student will pass on all the textual and visual documents necessary for the acquisition and completion of the internship period in year 2. Students are prepared to select, supplement and process the professional information required in the context of his or hers internship and to report the information correctly.

They will be able to present this information professionally to the company-stakeholders (client and company supervisor/examiner). In doing so, the student should develop and apply different writing styles/presentation techniques, for example, a cover letter, a quick scan of the company or a management summary, or data presentation en results from data analyzes when presenting the final results of his research. By learning and practicing with different language registers, the students develop their professional communication style. Students practise internet-researching (handled search engines correctly, Google Scholar, can assess and select sources of value/reliability/validity etc.) and how to handle source entries (APA-6 via Word).

#### **Learning outcomes**

- The student is able to read, understand and summarize texts critically.
- He/she can compile a structured (text) document from sources given and write clear, concise and correctly formulated business texts, including management summaries, his curriculum vitae, cover letters, video presentations, a research application and research design, report.
- He/she can have a (job application) interview with potential clients and conduct targeted desk and field research on a given topic.
- He/she can correctly apply citations and quotes according to the APA-6 standards a real internship schedule

### **MR001 Market Research 3.5 EC**

"The first person I'd hire in for my marketing department would be market researcher", a well-known marketing manager once claimed. To establish or keep a spot in the market, you have to create customer preference and how else would you be able to that than by knowing, or even understanding, your customer, the market and all the players that operate there? Only then will a marketer be able to develop distinguishing concepts. How big is the market anyway? What exactly does my customer want? Does my product catch on? What do people think about the concept? How much can I expect to sell? How can I improve the product or service? Market research can help answer all of these questions.

This profession will be examined in all respects in this module. Students will be taught how different data can be collected and analyzed. Are you going to do it yourself or will you outsource it? Which methods are there to do primary research?; Which sources are there to get to secondary data?; Subjects such as desk research, sample, and calculations will come up as well as for what type of research (qualitative or quantitative) to use which techniques.

Next to that, the students will also learn different methods to analyze and interpret the outcomes of

market research. Applying these techniques to short case will also come up.

### Learning outcomes

The student will learn to argue and convince why a certain way of market research needs to be selected for a give problem.

In that context, he/she can also substantiate (with clear figures):

- Which research method(s) have to be chosen
- Where and how desk research can take place
- How business information can be accessed
- How a possible qualitative research should be conducted
- How possible random samples should be taken
- How those random samples can be taken in a reliable way
- What the role is of observation and registration
- How experiments should be started
- How valid questionnaires should be drawn up
- How the analysis and assessment of the acquired data should take place
- How the report on the market research should take place
- Whether and how market research can/should be outsourced
- How s/he can carry out market research her/himself where applicable
- What the outcomes of market research means for the marketing policy to be carried out

## YEAR 2 block 2

<b>I0001 INTERNSHIP 1 (year 2) 15 EC</b>
<p>“ The second year of the BBA degree programme – ICBS Business Administration – ends with a 10-week internship (<b>Internship 1</b>). This internship consists of two parts: The student will gain work experience and he/she will carry out research for the company. The research is well defined, managerial and of practical value to the company.</p> <p>The principles behind this internship are the learning objectives that have been established together with the student.</p> <p>The learning objectives relate to the student's own performance as a future professional. Some examples are precision, willingness to change, proper communication, sensitivity to the organisation, assertiveness, accuracy, consulting with others in a timely manner, independence, finishing what you start within the time allotted (perseverance).</p> <p><b>Purpose of the internship</b></p> <p><b>1.1 Work activities within the company</b></p> <p>The student will apply the theory he has learned in the company. He recognises which role the departments in a business have and which practical issues are solved there. He recognises how all parts of the business interact and contribute to the success of the business. He experiences what the things he has learned mean in day-to-day practice, what day-to-day problems a manager is faced with and how these are solved. He takes part in work processes that support management.</p> <p>The student carries out work that prepares him for a middle management position and that can be done in a structured way within the fixed deadlines. The work activities have to relate to the degree programme (Bachelor of Business Administration). Examples include independently researching, composing, recording, archiving, structuring and evaluating information, supporting processes, creating process descriptions, creating and safeguarding plans, collecting and analysing data, appointment scheduling etc. Hands-on work in supermarkets, production companies or call centres is not allowed for instance. At the end of the internship, the student will reflect on his performance, work activities and the achievement of his objectives. He/she will record this in a self-reflection report with log.</p> <p><b>Practical research</b></p> <p>The student will apply the knowledge he has learned at school. He makes a brief analysis of the organisation that he will use to motivate the importance of the research assignment and its added value to the company.</p> <p>He translates the assignment to a research design and conducts the research. He records the research in a research report. The result of the research and the resulting recommendations/solutions will be presented by the student to the management of the company.</p> <p><i>For ten weeks (four days per week, eight hours per day. Two of the four days helping out in the company, two of the four days working on his practical research).</i></p> <p>.</p>
<b>Learning outcomes</b>
<p><b>The student</b></p> <ul style="list-style-type: none"><li>- can perform structured tasks in support of management;</li><li>- can observe how the organisation works (processes, lines, input, output) and chart the organisation in an insightful way, aimed at the research he will conduct;</li><li>- can describe (parts of) primary, supporting or managing processes within the company and if necessary, test their efficiency;</li><li>- can complete work and tasks as described above within the time allotted.</li></ul>

- can formulate learning objectives that are clearly based on the objectives of the degree programme and indicate how he wants to achieve these during the internship;
- can reflect on learning experiences and translate these to a Personal Development Plan aimed at improving his own performance;

**In the practical assignment, he/she shows that he/she**

- is able to analyse an organisation using general theoretical knowledge, to conduct brief research into an issue relevant to the company, and correctly applying models, methods and instruments;
- charting the organisation correctly with the help of theory, correctly showing the relevant external factors and internal situation;
- can highlight important aspects for the intended research;
- can create a problem definition;
- can translate that into a feasible research design;
- can substantiate the design using the theory he has learned during his studies;
- can correctly carry out the research;
- can offer practical solutions and can indicate what these mean for management, including financial consequences;
- can gather and analyse relevant information and correctly process it into a report;
- can record everything professionally in a research report;
- can present his findings to a team of professionals.

## Year 2 block 3

### QM001 Quality Management 3.5 EC

Organizations have, next to a structure, various business processes to execute and steer their operations. The subject of this module is developing, describing, designing, managing, analyzing and improving business processes. We will go into aspects that management needs to control the processes in organizations and quality management. Quality management and quality thinking is inevitable for optimizing/securing operations and customer result. Good quality care enables businesses to control, secure and continuously improve their own processes, products and services - while distinguishing themselves by doing so.

Subjects that will come up in this module:

operations in service and public organizations, trading companies production companies; diverse techniques to record operations, such as step-by-step description, process schemes; the definition, the importance and the history (Deming, Juran etc.) of quality care, process control tools such as random inspection, AQL, fishbone diagram; quality systems (ISO, INK); Balanced Scorecard, Gap-model (Servqual).

### Learning outcomes

The student can

- Clarify the relation between a business' objectives, strategy, vision and the set-up and design of (integral) quality care and operations design.
- Describe the core points of the theories of Deming, Juran, Crosby, Feigenbaum, Imai Taguchi, and translate these to design and control of work processes.
- Describe, analyze, redesign and implement operations for several types of organizations and processes.
- Apply various (analysis/improvement) techniques to cases in order to describe, control, analyze, adjust, redesign (diagrams, Pareto-analysis among others) processes. He can interpret the diagrams.
- Indicate how/where operations can be adjusted to achieve goals in a described situation/case using the criteria mentioned, such as costs, effectiveness and customer service.
- Indicate in which way (steps, actions, change strategy leadership style) process adjustments in a described situation/case, based on the characteristics of the situation, can be successfully implemented.
- Concisely describe the characteristics of the organization/process improvement models such as INK/EFQM, Balanced Scorecard, Theory of Constraints and Lean Six Sigma, SERVQUAL/Gap; Customer Service Assessment Scale, Quality Control Systems and apply these to simple situations/cases for the benefit of analysis and indicate substantiated follow-up actions on that basis.
- Indicate the importance and added value of quality systems (certification, audits, ISO-norms, quality marks) in relation the stated accomplishment demands, and can describe the process to come to certification in a given situation/case.
- He can execute a brief quality research on behalf of a business; record this in a paper and present findings and improvements.

## Management Skills 2 2 EC

The most important characteristics of successful managers or entrepreneurs include self-knowledge and self-guidance. Successful leadership to others is only possible when you are able to lead yourself. The module Management Skills 2 emphasises the student's self-guiding capacity (adjusting/evaluating and leading). This includes coping with stress, time management, leadership with integrity, handling power, teams and effectively solving problems. Just as forming teams on the basis of skills, such as by means of an introduction in MBTI.

As holding conversations with employees forms a crucial part of achieving goals, this skills is practiced again in the module. The starting point is 'motivation', motivating rather than manipulating. Additionally, in the beginning of each class, leadership styles and their presentation and communication are analysed by means of personalities of famous leaders.

### Learning outcomes

The student can prepare and perform a conversation with the client

The student can analyze stress factors, and take action, set priorities and translate them into an action plan (time management)

The student can make plans and monitor others' schedules

- The students can analyze and improve their work and work style and attitude
- The student can name, describe and identify the principles of motivation (also with regard to their own motivation, leadership and leadership styles) and specify consequences.
- The student understands principles of leadership and ethical behavior and can describe them in relation to the organization (culture)
- The student can describe various leadership types, models and decision-making processes,
- The student can motivate employees, assess
- He can control development and performance and give professional feedback
- The student can, on the basis of theory, indicate how to deal with resistance and apply the techniques
- The student can adapt his communication style to the situation. In other words, he can analyze formulations and apply communication techniques in different types of conversations.

## BL002 Business Law 2 3,5 EC

In the module Business Law 2 students are introduced to and acquire insight into issues concerning the relationship between the subjects legal forming of organizations, bankruptcy legislation, insolvency law and directors' liability. Themes that require a somewhat specialist way of thinking but are very useful for an entrepreneur even if he is going to do business internationally, in practice. Additionally, the legal consequences of managing a legal entity (administrative obligations, insolvency and execution law) are discussed. It helps students to make the right decisions when drafting a Business Plan

### Learning outcomes

The student

- has knowledge of and insight in the legal aspects of financial management: the treasury and control of a business, including knowledge of the rules with reference to financing and masters the terminology with respect to work capital and financial risks.
- has insight into regulations surrounding the payments, obligation to publish and the accounting law.
- has knowledge of and insight into the legal aspects in relation to the structure of the business, the competition, concentration of businesses and types of cooperation and the principles van Corporate governance and knows the rules for determining a business' legal form.
- Knows methods for restriction of competition and its general and legal frame.
- is familiar with the ways an economic power position is built up and the rules with reference to abusing a power position.

- Knows the contents of the national laws relating to groups and the rules of cartel policy and franchising.
- Can indicate which contractual particulars have to be taken into account in the international trade and the issues surrounding the protection that a company name and products enjoy both national as well as international;
- Can indicate which jurisdiction application of the legal system respectively applies in an international context.

### **EBC03 Modulebeschrijving English for Business Communication 3 2 EC**

As the practice of business, finance and marketing becomes more international, business owners, managers and employees the world over need to be able to communicate appropriately and effectively in English. This extends to all areas of written and verbal communications and includes not only competence in the mechanics of English but also in the cultural aspects. Students in business-oriented programs should expect to find it necessary to read and produce a variety of business-related documents in English. In addition, they should be prepared to participate in and conduct discussions, meetings, and negotiations in English, as well as participate in a variety of other business situations in English.

This course focuses on two major topics:

- Business Speaking Communication
- Business Writing Communication

In addition, the students will continue to develop further their grammatical skills, correct use of vocabulary and proper sentence structure in paper writing.

The primary goal of the course is to ensure that the student learns how to use English business language effectively with an emphasis on oral and written communication skills. The English course is designed to make the competency objectives more comprehensible and support the students to operate within the parameters of international standards.

Students who successfully complete the English language course will be able to plan, adjust, and evaluate their use of English language for various purposes and audiences. Also they will be able to:

- Interpret, understand and use business English in various situations.
- Use English to express their opinions and respond to personal situations and events.
- Provide business related presentations.
- Apply and use advanced grammar rules in both speaking and writing.
- Write various English texts, including emails and reports.

## **YEAR 2 block 4**

### **BA001 Business Accountancy 3.5 EC**

To be able to lead an organization there has to be an insight into the (financial) processes taking place inside the business. It's also important that these processes manifest themselves in usable overviews (the snapshot) and that changes *are* being registered. This concerns the administration surrounding primary processes (such as sales and purchases) but also those related to the purchase of fixed assets. This administrative recording and the way this takes place, is also connected to the fiscal obligations the business has. In Business Accountancy 1, we will look at how the administrative organization should be organized in view of the internal business controllability and the external

recording obligations. .

Next to designing the administrative organization, we will also actively work in at administrating itself in Business Accountancy 1. This is also to make the connections visible between the financial overviews and to come to an assessment on the 'workability' of a business' administrative organization. In the end, the student has to able to indicate how he would design the administrative organization of a certain type of business as effectively as possible and what role IT would play there.

#### **Learning outcomes**

The student can

- Describe the various processes in a business and the (financial) information flows belonging to it and indicate how which overviews can help describe the financial consequences of the various processes.
- Describe the accounting model used to map the financial consequences of the various processes, apply the accounting model for recording primary processes and assess the current information service in view of the internal control of the organization.
- Name and assess measurements to improve the administrative organization.
- Describe, regarding the fixed assets, the specific demands this imposes on the administrative organization and apply using the accounting model
- Describe the information need that is linked with the fiscal duties of the business and relate it to the design of the administrative organization.
- Determine by means of a type of organization how the administrative organization could be best designed seen from a business-economical optimum.
- Execute simple accounting actions using a computer accounting program.

#### **YEAR 2 block 4**

#### **H0002 HRM, Human Behaviour 3.5 EC**

This module deals particularly with human behaviour, motivation, guidance and how you can bring about changes by stimulating the right behaviour and how to change your company culture. Surely, the effectiveness of organizations is for a large part determined by the way people behave within the organization competences, knowledge, and motivation is decisive for success. Important here are the changing opinions on working in a labour market that will be characterized by an increasing scarcity in the following years. How do (prospective) employees feel about work and the design of the (work/cooperation) relation? And what are the consequences, in conjunction with the motivation factors, for the design of organization and work?

It's crucial for the manager to, on one hand, know all the facts and to describe the situation well (i.e., see what's going on), and, on the other hand, ask the question: how do you deal with it as a manager, which solution possibilities are there, which instruments do you have and what are the consequences? Where the manager translates and executes policy and strategy, the entrepreneur will have to make policy and strategy and inspire his employees to carry and realize the necessary changes.

#### **Learning outcomes**

The student can

- Clarify the added value of the systematic study of behaviour in organizations, explain the connection between attitude and behaviour and describe the most important attitudes with regard to work;
- Indicate using cases how you can influence other people's behaviour and describe the foremost elements of motivation, diagnose other people's behaviour and indicate how employees can be motivated by changing the work environment;
- Outline the most important theories based on motivation and characteristics and apply this motivation theory in practice, like Kotter and de Caluwe.
- Describe the parts of a performance assessment, explain why performance assessment is important and apply performance assessment to steer and develop employees' functioning;

- Name the group development stages and indicate how norms and social status can influence group behaviour;
- Estimate the effects of business culture on status sensitivity and shirking and detect and describe the effects of heterogeneous groups on group performances;
- Describe the company culture and its characteristics and compare the corresponding functional and dysfunctional effects of company culture on employees and the organization;
- Explain the factors that create and sustain a culture, indicate which forces spark change in organizations and name the reasons of resistance to change;
- Describe the characteristics of organizations;

### **E0002 Economics 2 3.5 EC**

Economics 2 focuses on the developments of a more international nature in the business environment. For example, the ability to describe the international developments on the supply and demand side of the economy, such as those in the field of international trade and international cooperation, and the development of interest and exchange rates. This also gives the term competition-intensity of the business an international dimension.

The student learns to describe these international developments in a systematic way and to assess these in terms of (financial) risks and opportunities for the business. This also links this module with other Finance modules.

In the end, issues surrounding expansion (or decline) and questions about out-sourcing (should I move part of my production) and reorganizations (should I structure my current activities differently) can be systematically analyzed and answered.

#### **Learning outcomes**

The student

- can describe a business' 'sensitivity' for economic developments by means of macro-economical variables.
- can describe the development of the interest rate in a systematic way, determine the risks for the business of these interest developments and describe how the business can control the risks in the field of interest developments.
- Can systematically describe the developments of the international trade and explain, among others, the development of the exchange rate and determine the meaning of the exchange rate developments for the financial situation of a business.
- can describe, explain and assess the strategic decisions on the structure side of businesses by using the analysis of economic developments (surrounding, for example, reorganization, expansion and outsourcing) .
- can describe, explain strategic choices related to the demand side by using described economic developments (in terms of export orientation for example) and assess it from a financial-economic perspective.

### **SCM02 Supply Chain Management 2 3.5 EC**

The module Supply Chain Management 2 will further elaborate on predicting the future demand, the purchase, reserving production capacities and the correct production order and how to distribute via the Internet. Additionally, analysing and improving these processes is discussed. The management must control the supply chain of the organization, determine amounts and volumes and coordinate with the production and sales process, in short the entire planning and execution of the flow of goods aimed at the methodical improvement of the process. Moreover, the effects of the e-business are discussed.

Each organization is in the chain of a production process. The functioning of purchase is an important factor

for success for the functioning of the organization overall. Contracting sub-contractors and monitoring the performances of suppliers are of huge importance here.

Supply chains (logistic chains) are an important instrument in creating effective and efficient goods flows; being able to have access to the right information is essential.

In this module, the student will develop an image on aspects that are of importance for the functioning and improving of integral flows. The role of purchase in the total production process and the importance of information in relation to the functioning of the business.

### Learning outcomes

The student

- can describe the purchase process and the development of the role of purchase and explain the strategic importance of purchase for the company result, analyze the purchase process, and design it for trade, industrial, distribution businesses and non-commercial organizations. Analysis tools such as Kraljic's model may be used here.
- can measure the accomplishment of suppliers and translate the outcome to a improvement plan for the (purchase) processes and (purchase) organization-design
- can describe the consequences of modern (ICT) developments for the purchase function
- can construct an agreement with suppliers (contract).
- can describe the most important characteristics of logistic improvement methods (Kaizen, Lean, Agile, Six Sigma, Theory of Constraints), and substantiate which method can be applied best to the described situations.
- can indicate the importance of information technology to the functioning of the logistic processes and the consequences of modern ICT-developments such as RFID.
- can explain what is meant by supply chain management (4 types) and can describe the differences, advantages, disadvantages of supply- and demand- chains and explain the role of the right information service for integral control of the logistic chain.
- can indicate the difference between data and information and describe the characteristics and of information types (internal, external, operational, management).
- Has insight in information service as a production process; can determine the sub-steps and translate to a described practical case.
- Can describe the functioning of an (automated) information system based on the constituent components: what, how, whereby.
- Knows the most important similarities and differences between administrative, production, integrated, managerial and documentary information systems
- knows the most important quality aspects of information systems and can indicate these in a described case and can indicate which aspects and measures are of importance for an adequate security and control of information systems.
- can link information service to the needed starting data: which basic data has to be collected for the needed managerial/accountability information
- can indicate the consequences of the developments in the digital world for the information service and indicate the way of doing business in a described case.

### SS001 Sales Skills 2 EC

The focus of this module is to teach skills needed in face-to-face sales conversations. Both for products and services and both B2B and B2C.

In addition to learning these skills, the student learns how to define effective marketing actions, executes them and monitors them in different situations. Attention is also given to the place and role of marketing in the organization

and its coordination with other functions (for example, Marketing, Finance, HRM).

Topics that will be discussed are the role of the seller in the sales process, attention to sales systems, sales cycles and personal selling methods. It is important thereby to learn a systematic approach while keeping the sales conversations.

Sales and acquisitions have to do largely with the ability to build a trust relationship. The students learn how a marketing message can be effectively transferred. By passing the stages of a sales call, according to the model 'Bridge', the student learns to keep acquisition conversation.

As an entrepreneur, it is particularly important to quickly establish good contacts, to obey them, to exploit them and to bind stakeholders a long/longer time. Optimal presentation of himself (elevator pitch) and the enterprise, perfect behavior and optimal listening to the customer are the focus in this training.

#### Learning outcomes

- The student can describe the relationship between marketing and sales within different organizational forms
- The student can describe the current situation and is able to develop an appropriate marketing strategy and marketing plan
- The student can understand the context of a conversation and respond to the situation
- The student can define the difference between private and business sales and can adapt his style to the present situation
- The student is able to open such a sales conversation that generates confidence and curiosity to the customer
- The student can use LSD technique to determine the needs and problems of the customer
- The student is able to introduce themselves in a sales situation as credible and honest partner. He is able to make conversation which serve to properly map the desire of the customer
- The student is able to make a convincing sales presentation according to the presented models in Management Skills 1
- The student is able to complete a sale and is able to do effective follow-up which ensures a long-term relationship with the customer

### YEAR 3 block 1

#### S0001 Strategic Management 4 EC

The module strategic management elaborates on the module OP2 from year 2 concerning the component 'strategic management' and provides a framework for the modules Marketing B2, HRM 3 strategic HRM and Change Management. For an organization, it is important to look at certain issues. On the basis of established goals, taking into account the external developments to be expected and the position of departure, the entrepreneurial strategy will be formulated and implemented and it is never 'finished'. The module is aimed at the total process: from preparation via choice to implementation/realisation. It connects theory and practice.

In the module strategic management, the student learns to look at issues in the organization from a strategic perspective and to consider strategy forming and implementation as a continuous process, a way of thinking. The elaboration of the organizational strategy concerning marketing strategy, financial strategy and HRM strategy will occur in the following modules; the elaboration concerning implementation will occur in the module Change Management.

#### Learning outcomes

The student

- is capable of recognizing, describing, analyzing and assessing strategic issues.
- is capable of describing the steps a strategic management (partial) process exists of.
- Can indicate the difference between societal, social and economical strategic objectives and hand

examples of this for a given organization and formulate objectives to that cause.

- can describe the context (internal and external) of a strategic management process and analyze as to the relevant factors
- can draw up strategic options for an organization and assess the consequences (advantages and disadvantages given the internal and external context and assess the expected developments) of the choices.
- Can indicate which techniques/models/tools may make a contribution to the clarification of the strategic management process / the strategy to be picked and apply this to the analysis.
- is capable of executing a strategic management process in practice in an advisory capacity and from the abovementioned learning objectives and apply autonomously to a described situation requiring further consideration. In doing so, he autonomously acquires knowledge and develops the practical case with a supra-organizational perspective.
- can design a cohesive implementation trajectory of a chosen strategy, bearing in mind the internal and external context, developed for the following main processes/focus areas:
  - HRM, company structure, company culture,
  - production/logistics
  - marketing
  - finances
- He can professionally report, present and orally defend this.

### **FM00 Financial Management 3.5 EC**

The financial management module is a deepening of the year 1 and year 2 Business Economics 1 and 2 modules. The student will be confronted with more complex situations of the business-economic aspects of the operations. The subjects that will be covered encompass the financing question and the risk analysis of the business. In the field of financing, we will go into the structure and size of the capital need of businesses and the way this need can be met. This deals with the terms 'entrepreneurial' and 'non-entrepreneurial' capital. Under what conditions can the entrepreneur attract these types of capital? And which capital composition is wise from a business perspective? Financial planning of the business will be discussed in detail because it is precisely the inventory in time of the capital need that forms an essential part of controlling the capital costs (and the accompanying risks). Next to the capital structure, specific topics in the field of financial management will be dealt with in the shape of the role of capital in mergers and take-overs and business investments.

The second main topic is determining the financial risks and the effect thereof on the decision process in both the short as well as the long term. Describing the interest and currency risks will be dealt with in detail because in many cases doing business has an international perspective. This part has already been discussed in Economics 2, but is now also extended with a quantitative (arithmetic) component.

#### **Learning outcomes**

- The student
- Knows the concepts of partial and total financing and can apply them with a view to the financing issue of the company and the (future) liquidity needs of the company.
- Knows the different forms of enterprise and their pros and cons in specific situations and can apply different forms of entrepreneurial and non-entrepreneurial ability in a balance sheet
- Knows the different forms of wealth and can describe the related capital structure and risk, cost and return aspects both from the company and the financier in specific situations
- Knows the concept of resistance capability and can apply this concept with a view to liquidity, profitability, and solvency analysis partly through determination and interpretation of relevant metrics. The different assets and financing purposes can assess the current capital structure as well as the development of these.
- In the case of investments (in the broadest sense of the word), financial planning can be set up

- in an economic way and thus assess it from a priority perspective.
- The learning goals below are mainly tested in the corresponding module.
- Can identify and assess the various risks posed by a company in the decision-making process and can identify them both qualitatively and quantitatively.
- Can describe and assess the different risks and costs associated with reducing these costs
- 

### **C0001 CHANGE MANAGEMENT 3.5 EC**

In the module Change Management, the student acquires more insight into the factors that cause change and the dynamic this brings. The manner in which management handles this and prepares the organization for this is the subject of these modules. Students learn that governance problems can be characterised on the basis of their nature and complexity. Additionally, students learn that problems demand a certain change approach and that these can often be addressed in a systematic and methodical way. They learn to describe and characterise problems, to analyse and to make a plan of approach. The approach to this change module is particularly content-related. The point is that students know exactly what should change and why, how you approach change processes and by means of which toolbox (models, theories) you guide a change process.

Change management is approached from the business angle. The base is always a model on the basis of which the various steps of the change management are highlighted.

The model starts with an analysis of the internal and external situation of an organization. The possible strategic policy options and the influence thereof on organization changes are next. Subsequently, the elements of successful change and the most important change strategies are described. Both a project-based as well as a process-based change approach is central to implementation and relevant factor for success and failure are discussed, as well as the evaluation of changes. The “soil” situation is determined from external and internal analysis and an analysis is made as to what this means for the change trajectory to be deployed.

#### **Learning outcomes**

The student can

- Make an environmental and organizational diagnosis on the basis of models, define the existing situation and the new situation (outside in /inside out approach, Change model, stakeholders analysis, Porter, Quinn and Rohrbaugh competing values, 7S-model, Mintzberg’s configuration theory, INK model, Hersey and Blanchard)
- Typify (Harrison, Quinn and Cameron) the organization culture, make the link between strategy, type change and type organization and anticipate change issues.
- Determine on which level changes (have to) take place within an organization and set up change process linked to the business structure, planning and phasing and set up a scenario.
- Identify which preconditions and intervention methods are of importance to successfully manage change processes, distinguish and define management roles (Quinn, Hersey and Blanchard), and, in doing so, define the management issues.
- Apply Kotter’s 8 change phases to a case
- Apply the usual models as part of the strategic analysis in relation to policy options (Ansoff, Porter, Tacy and Wiersma, Hamel and Prahalad) and formulate targets (Balanced Scorecard)
- Determine change strategies in relation to the best approach (the Caluwe)

## **M0005 Marketing B2 3,5 EC**

The module Marketing B2 further elaborates on a number of components and particularly the new role of marketing in the highly changing environment. This environment is digitising, the customers are better informed and outspoken, social media play a crucial role in today's market. How does this work and how do you handle this as a marketer? What is the role of a brand? How do you determine your commercial policy where the old and permanent marketing foundation (creating value for customers by means of clever segmentation and positioning) can be used for innovative strategies? How do you respond to deeper and more idealistic needs of customers? How do you provide the customer with the desired experience and how do you create a foundation for concepts? How to use e-commerce?

### **Learning outcomes**

The student

- can detect which changes take place in the market right now with respect to digitalization and can translate this to the expected behaviour of businesses & consumers.
- can determine what the changing role of a brand is and indicate the consequences with respect to brand loyalty and brand positioning and the digital opportunities.
- can analyze the current policy in relation to an organization the current policy under the application of analysis models (MABA, McKinsey..) and design a concept for innovation. To do so s/he can
  - Make a diagnosis with respect to what these developments mean for the changing relation with the channel/distribution partners.
  - Develop alternative ways in which a business can create value in specific situations, indicate what that means for the strategy of the business – duly observing matters such as societal relevance, entrepreneurship for upcoming markets, environmental sustainability.
- can convincingly convey this new strategy to the shareholders.
- can define the role of the employee and make a fit-gap analysis with respect to what employee should change in order for the organization to continue reacting to the organization on the developments of the market.
- can diagnose which changes are needed in the relations with customers (from conversing via participating to co-creating) in the context of the (new) company strategy.
- can design a new (communication) policy based on the (on-line) developments in the field of marketing (communication).
- Can, depending on the situation, purposefully design and deploy new media combined with more traditional media, taking into account the business reputation and customer relation and make a plan to have the business make optimum use of the digital information and portals.

## Year 3 block 2

### M0005 Marketing B3 3.5 EC

In Module B3 the student will be asked to use all the prior acquired knowledge in drawing up a strategic Marketing plan for a business. How does the business' policy to a marketing strategy and how is it subsequently worked out in a strategic marketing plan. How exactly does the company strategy reflect in the commercial actions of the organization and what does that in turn mean for the various parts of the organization?

Particular attention here will be given to how the business can meet the new development in society. More and more attention is given to fulfilment and meaning. Businesses are challenged to connect with the consumer's emotions. It is of importance for the organization that it connects with the consumer's need in its manifestations. A consumer who is, as it were, 'marketing weary' and who is not easily made to take action anymore.

This calls for a totally different view on the functioning of organizations and its employees and on the way customers should be approached. Output of this module is a strategic Marketing plan individually designed by each student describing the new actions of an existing business.

#### Learning outcomes

The student

- Can analyze the strategic policy of an organization analyze under the right models and translate this from the analysis to a good applicable, 'modern' marketing policy
- Can, as part of the strategic policy, describe what experience marketing is and indicate in concrete situations how this influences the marketing policy and can design experience concepts that fit with the strategy of the business
- Can correctly apply adequate marketing models / market research techniques, such as covered in the last (marketing)modules, to the analysis of this 'modern' marketing policy
- Can determine the consequences of pursuing a new commercial policy for the entire organization system
- Can determine which necessary changes have to take place in the organization to be able to successfully execute the suggested commercial policy and indicate how this should be done
- Can calculate the financial consequences of the marketing policy chosen in relation to the requirements for the implementation in the organization
- Can give implementation advice with reference to the implementation of the advised commercial policy.
- Can record this in a report which gives management/directors of a business insight into the necessity and consequences of the change in the commercial policy

### IP001 Investment plan 3 EC

The drafting and presenting of a solid financial investment plan is the focal point of this module. An investment plan is the financial part of the business plan. It is drafted, among other things, to convince the investor to make an investment in order to realize a plan or for the benefit of the bank or investor when capital is needed to acquire other businesses. Banks are very critical in providing financing. A solid and well-substantiated business plan is essential to convince the bank. The financial substantiation (financials) of the plans is at least as important as the commercial narrative itself.

The expectation regarding the result is an important indication for the borrowed capital provider whether or not to finance. That is why it is important to present solid underlying calculations/assumptions - especially when it comes to turnover and costs. An assessment criterion is therefore :

Are the exploitation prognoses and the assumptions these are based on realistic?

Next to an exploitation budget, a balance prognosis has to be drafted as well to be able to determine the future free cash flow. The bank does not only assess the extent to which the cash flow is sufficient to pay for interest and repayment, it will also look if the balance prognoses are realistic ones.

The second assessment criterion is therefore if the free cash flow suffices to satisfy the interest and repayment to the bank. Various ratios are used by banks to test a financing request. The business result, for example, has to be able to cover the interest expenses for a minimum number of times (ICR, Interest Coverage Ratio). The DSCR (Debt Service Coverage Ratio) is applied to assess the repayment room within the cash flows.

Therefore it has to be substantiated if the ratios meet the minimally required demands.

#### **Learning outcomes**

At the end of the module the student can draft, present and defend a solid financial investment plan.

He:

- Can translate a Business Case to an investment plan
- Can analyze and interpret annual figures, read plans, indicate what consequences are involved, can analyze, interpret and process the data in plans himself.
- Can determine the risks and effects of investments, indicate and substantiate consequences.
- Can, on a quarterly basis and during a longer period, draft balance P&L account and liquidity budget and cash flow overview including solvability, liquidity and profitability respectively, can determine ratios
- Can clarify, substantiate and clearly display the data and results and the conclusions he has drawn.
- Can make recommendations as to changes, also where it concerns acquiring financial means
- Can visualize his plan for a presentation (figures, overviews, graphs, make tables) and justify and substantiate the numbers for a critical audience.

#### **DT001 Digital Transformation & Business development 3,5 EC**

Due to the rapid development of digital (internet) technologies, our world is changing rapidly. Technological developments create numerous new ways of entrepreneurship, enable new business models, create new ways of financing and new ways to market products and services. As a result, companies need to innovate or become obsolete. As an entrepreneur, business successor or manager, it is therefore very important to know how technology develops and how it affects existing organizations or provides opportunities for new business (startups). The student must be able to analyse (ist) the current situation of a company in which the impact of new developments and associated opportunities for disruption can be mapped. Next, the student can make a plan to anticipate (soll) where the theory of Dual Transformation can be applied. The student must be able to take a position on technological developments, design a change trajectory and be able to express this convincingly, with consequences for the control of the organisation and the strategic choices can anticipate..

#### **Learning outcomes**

##### **Knowledge**

- The student masters the basic terminology around IT/internet technology (IoT, big data, Moore law etc.) and can define the concepts.
- The student knows the basics of dual transformation theory and is able to apply the principles of the lean startup method.
- The student can describe the different phases that startups or new product and service development go through and recognize the stage in which a startup or product or service development is located, and apply it in a particular situation
- The student can explain how technology is developing and explain why this is accelerating.
- He can monitor and analyze these developments in the company's own business situation and is able to indicate the extent to which technology and technological developments have an impact on existing organisations and determine strategic consequences.
- The student can name and explain the characteristics and consequences of disruptive and incremental

innovation.

**Skills**

- The student can analyze the business model of existing companies, explain the impact of new technologies on the existing business and analyze the dangers of disruption on a given business model;
- The student can identify opportunities of new technologies for new business opportunities; offer ideas for deploying new technology on existing business cases; and indicate how an existing business model can be improved

**CS001 Corporate & Social Responsibility 3,5 EC**

Corporate social responsibility (MVO) and ethical issues will be covered in the Corporate & Social Responsibility module. Businesses will be assessed against the OESO directives and the student will not only learn what MVPO is and to which parts it extends, but mostly what it means for all businesses and especially how it influences the choices you will have to make as a manager, entrepreneur or director. For medium segment enterprises (MKB) - in international context - this mainly means: With which businesses will I join forces? How to deal with matters such as corruption, environment, working conditions and human rights? But also what kind of opportunities it offers a business. The issues will also be considered from the ethical side, corruption, own responsibility of entrepreneurs, window dressing, which means that random organizations suddenly mislead their clients, employees and shareholders and why good people sometimes do the wrong thing. The Corporate & Social Responsibility topic is an integral part of modern international operations and the future professional will have to be able to place it and to autonomously form an opinion while taking into account all shareholders. The challenge to also participate in ethical issues and to integrate these in the personal/business objectives is significant. This integral context leads to broadening of the horizon at a business in the societal domain. Against this backdrop, new possibilities will arise for existing organizations and new business models based on future scenarios and Mega trends (globalization, climate change, digital lifestyle among others).

**Learning outcomes**

The student

- can recognize the Triple P, i.e. 'People', 'Planet', 'Profit' in a number of situations and/or organizations characteristic for sustainability and can analyze a case with these variables
- can recognize and give examples of one-way-traffic and suggest ideas to close cycles
- can determine his/her own ecological footprint and analyze a business'
- has knowledge of and insight in the terms debt-trap, poverty-trap, GNP, GNP per capita, PPP-dollars and GNP green and can name and apply the advantages and disadvantages
- can interpret the importance of MVO and the strategic management process and the can differentiate between facts, suspicions and opinions in order to detect window dressing.
- has knowledge of and insight in corporate social responsibility (MVO) and to which part this extends, but most of all what it means for all businesses and how it influences the choices you will have to make as a manager, entrepreneur or director.
- can name and find examples of contributions to sustainable development by the relevant NGOs.
- Has knowledge of and insight in the 'rule of thumb for good decisions' and can apply this rule of thumb
- has knowledge of and insight in company ethics and can map risks and apply them in current cases (FIFA, Bangladesh Fire and Safety Accord, among others)
- can name some characteristic similarities and differences between the developments in China and India, EU and the ECOWAS and can gather data on the various regions and exploit from relevant online databases
- has knowledge of and insight in handling of simulation, models and scenarios and can analyze these and make a considered judgement.
- has knowledge of and insight in megatrends, the opportunities and possibilities that these offer for

organizations and the establishment of new business models (Green deal car sharing, waste is food, among others)

- has knowledge of and insight in climate/energy challenges and can debate in a meaningful way about the deployment of various types of energy
- is capable of assessing ethical issues and to form his/her own opinion as a professional and to debate this.
- Is capable of analyzing, presenting and substantiating opportunities and risks for a business.

### Year 3 block 3

#### RM002 Research Methods 2 3.5 EC

Businesses regularly carry out researches to improve operations, tackle problems and make (strategic) choices. Business researches are multidisciplinary and affect several facets of the business. It is therefore of importance that the problem / need is thoroughly analyzed, the objective accurately defined and the research demarcated in coordination with the client.

It is only reliable research that leads to good management information and can form the base for the decisions the management will take. It is therefore also of importance that the student learns how to carry out systematic research and knows how to choose the methods and techniques that fit the type of problem *and* that he not only collects relevant data but also knows how to assess these on reliability and interpret them in a correct way.

He needs to control his instruments, such as the qualitative methods of data collection, the operationalisation of the sample and data processing, in order to achieve a sharp analysis. Only if the right conclusions are drawn from this can the right decisions subsequently be made by management.

In this module, the student familiarizes himself with various types of problems and learns which tools to use to research them correctly. Students will choose their own business topic, based on which they will practically form the provided theory. The focus will be mainly on writing the problem statement(s) and research proposal(s), data collection and processing, data-analysis and the substantive aspects of the research report. In short: the general research knowledge and analysis skills needed in the graduation process. The student will have to continuously ask himself/herself how s/he could have respectively executed a certain step in a better way or execute the relevant parts himself/herself. That process will have to be reflected on/reported in particular.

#### Learning outcomes

The student

- Masters the usual research terminology with respect to a business-applied research
- Can analyze and define a problem
- Can translate a problem to the objective and the logical steps to be taken (sub questions)
- Can make the problem specific and explore theoretically and practically for the type problem and determine the correct research methods
- Can draw up a study design
- Can make reasoned choices for models and techniques as research tools
- Can substantially determine the order and coherence of the steps to be taken..
- Can demonstrate the quality of the research
- Can substantiate if data has been correctly collected, arranged and analyzed
- Can reason to what extent conclusions have been drawn logically (based on research).

## BS001 Business Succession 3.5 EC

Business succession and particularly in family businesses concerns multiple interests:

Continuity, Ownership, Family; Family board or 'Governance'; the continued development of the company as an entrepreneur. This module includes the components the theory of transfer of control, the financial transition forms to facilitate gradual transfer within the family, active and passive succession - family members that stay out of it, fiscal-legal possibilities and limitations, the psychosocial aspects of succession - letting go of old versus taking responsibility of new owners, the roles of external parties: bank, accountant, consultant, notary, fiscal and legislation. The control of the terminology is an integral part of the module

It is of importance for an organization – especially a family business – to have a good and timely look at the business succession and/transfer. The transfer of a family business knows a number of specific characteristics which call for a different preparation and approach than those of a regular transfer, merger or take-over.

The diverse types of interest call for a good balance in all decisions to be made. Business and private interests run right through the different generations within a family..

What is the biggest problem:

There are 50 000 businesses in the Netherlands without successors.

But what does a transfer of a family business to non-family mean, also with respect to psychological aspects, the entire cultural problems or the making of choices (of the former owner and the desire for a “slow transfer” or “phasing out”) and the resulting perils. What works, what does not work, management buy in, buy out and fiscal aspects.

The module is aimed at the overall process: from preparation, the choice of the successor(s), the successors-paradox: transfer within the family or without. The successor’s suitability, the transferor letting go, family members that are not considered, taking over a family business when you are not a family member, culture change after the transfer, governance and family management, but also the legal frame, financial and fiscal obstructions and possibilities for external financing and other investors.

### Learning outcomes

The student

- is capable of recognizing, of describing, of analyzing and of assessing relevant issues that are related to the business transfer and, more specifically, those that arise at succession within the family business.
- is capable of naming the steps that a good business succession plan encompasses and provide the concrete shaping.
- can indicate the difference between ownership, business, continuity enhancing, emotional,, financial and fiscal aspects and thereby formulate concrete recommendations on the basis of a provided format.
- can describe the context (internal and external) of a business transfer process and analyze it as to relevant factors
- can draw up strategic options for a family business and indicate the consequences (advantages and disadvantages) of the succession choices.
- can indicate which aspects are/were decisive in the chosen casus.
- is capable of providing guidance in practice in an advisory capacity and consequently of applying the abovementioned learning objectives to a situation to be further researched.
- can formulate a coherent advice and defend advice in front of specialists the most obvious option where the internal and external context is taken into account, worked out for the following main processes/priority areas:
  - Legal frame
  - Company culture
  - Fiscal
  - Finances
  - Continuity
  - Ownership
  - Management
- Can develop a complex practice case on the basis of a few procedures and guideline and autonomously acquire his/her knowledge.

## H0003 Strategic HRM 3,5 EC

In HRM 3, the emphasis lies on the strategic component. This module therefore builds on that what has been taught in the module Strategic Management.

Strategic HRM is concerned with making strategic choices as a manager and entrepreneur in the field of HRM. This means choices such as 'What people do I need to achieve my objectives?' and 'Do I have the right people on board to achieve my objectives?', 'Should I hire new people?' or 'Is it smarter to further develop my current employees?' The student learns to answer such questions from an analysis of the organization and its current personnel file: (ist) Where is my organization and what people do I currently have on board? to translate entrepreneurial strategy to the ideal HR policy (target): What are my HR priorities? What are the costs and yields of my personnel? What is the ideal size and composition of my employee file in order to reach my goals? What consequences do choices have for the organization?

Of course then follows the implementation of your HR policy: How do I translate my organizational goals to my employees? (Performance) How do I organize my organization so in order to achieve this policy? Can I reach my goals with my current employees? Or should I hire new people? How do I get with my people in these changes (change management). You learn as a entrepreneur to control the inflow, flow and outflow of your employees. In order to achieve through your HR policies efficiently and effectively your organization's objectives.

Students learn to look from a strategic perspective to issues in the organization and strategy and implementation to be considered as a continuous process, a way of thinking.

#### **Learning outcomes**

The student

- can translate strategic choices to choices for HR policy and foresees consequences of choices made;
- can substantiate consequences of the choices by using theoretical models;
- has knowledge of theoretical approaches of strategic HRM: process and techniques/models/tools;
- can analyze the current workforce and link it to the organization need;
- can determine the right HR-policy based on organization strategy and apply prioritization to it;
- has insight into how to plan and manage personnel flows so that these are aligned with the organization strategy;
- can substantiate which activities have to be deployed to have employees work in a certain way so that the organization can reach its goals;
- is capable of defining the terms competency, competency management, competency profiling and competency system and of linking these to USP's/distinguishing organization aspects;
- is capable of (jointly) implementing performance management in an organization.

#### **MS003 Management Skills 3 2 EC**

The first part of the module focuses on dealing with stakeholders. An entrepreneur who does not manage to represent his enterprise, his passion, himself and his product correctly and in the right places will be less successful. The students learn how to deal with clients and stakeholders in practical situations.

In the module, the student also experiences what team role and leadership is. Starting point is a self-evaluation with regard to what role/talent the student will take in the Risk Management project team. The team must cross the finish line together. Who will be the leader? What does your team role entail? How do you maintain the structure, just in time? How do you adjust, motivate your fellow team members, handle power, leadership, adversity, diverging characters, talents? What is your own strength, talent, type? How do you manage conflicting interests, how do you handle conflicts, develop strategies and negotiate with stakeholders?

As an entrepreneur, you must learn from your mistakes. Can you analyze what is/was going on?

#### **Learning outcomes**

- The student can name, describe and identify the principles of motivation (also with regard to their own motivation, leadership and leadership styles) and specify consequences
- He has an understanding of his own principles and can describe leadership and ethical behavior in relation to the organisation (culture)
- The student can test and control his own actions and analyze his own style
- He reflects on what it means in relation to leadership
- He can describe various leadership styles and decision-making processes and can coach a team
- The student can apply the principles of effective leadership
- The student can define factors that influence (ethical) behavior and identify dilemmas
- The student can indicate the impact of decisions on others and what leadership skills are required
- The student can explain the relationship between dilemma, decision and communication
- The student can identify dilemmas, make judgments and communicate so it creates support
- The student can negotiate and deal with conflicts

### **BC003 Business Communication 3**

Writing good arguments is central in year three. Classification, structure, objective language, the application of sources, quoting, paraphrasing, underpinnings and argumentation, correct references (APA principles) up to and including layout and physical delivery in accordance with the agreed requirements of delivery are in this module central in preparation for the delivery of a good, professional research report. In addition, this module pays attention to 'strategic writing'. The student learns how (digital) texts can influence the reader. The sense of language is further developed by paying attention to very different ways of writing. The language register is increasingly important with different styles and intentions. At the end of the module, the student is able to determine what he wants to communicate, in what context, for which stakeholders, and for what purpose. He then manages to make the translation into writing the right content

#### **Learning outcomes**

The student

- Is able to structure a business text. Is able to write a business text yourself
- Is able to formulate clearly and concisely
- Can provide texts with the correct spelling and punctuation
- Has insight into the own points of focus regarding writing skills.
- Governs the conventions and demands of an argument.
- Is able to apply the developed skills in practice, mentions, source and annotation mastered
- Can name what strategic writing means
- Is able to use language strategically
- Knows how readers can be influenced by texts and is able to apply different text styles
- Controls the conventions and requirements of various commercial texts and is able to apply the developed skills in (digital) practice
- Masters an extensive language register for different target groups.

## Year 3 block 4: Pop up project

### POP UP PROJECT (STUDY COMPANY + SCS004-SCS005) SC001 en SC0022

The students develop a Business concept for a pop up store and implement the idea. Physical customer contact and a fixed location (f.e. office location) are required for all stores.

phase 1: Concept development with presentation for entrepreneur panel, GO/no GO moment.

phase 2: Refinement and adjustment 1st design, presentation for entrepreneurs including handouts

phase 3: Operational plan with risk inventory (including contracts, rent, liability, finance, logistics etc.).

Phase 4: Implementation

Phase 5: Closure and final evaluation, portfolio completion,

SCS04-05: Individual- and team -reflection.

#### Learning outcomes

The student can apply the knowledge and skills of all modules from the training in practice independently and can function as a professional project team and take over team responsibility

The student can prepare team meetings, notulate and monitor appointments and is able to use his own capacity to the maximum for the team

The student can behave as a professional manager and apply creative techniques, motivation techniques, problem-solving techniques and communication skills

He can provide and receive feedback from professionals and team members, create networks and support

The student can convince entrepreneurs of their business concept

The student can present and pitch professionally in the role of entrepreneur

The student can behave as an entrepreneur, as he can develop a Business idea and work it out into a feasible Business concept

The student can develop and establish the Business concept in a comprehensive plan, including the risks potential (f.e. marketing, finance, legal aspects)

The student can determine cash flow, profitability and execution, generate cash flow and take the necessary actions

The student can set up, run and close the Pop up store

The student can evaluate and professionally reflect and adjust himself and the team

The student can convince entrepreneurs of their concept

The student can present and pitch professionally in the role of entrepreneur

## Year 4 block 1

### CG001 CORPORATE GOVERNANCE 3.5 EC

Concerns the proper, efficient and responsible leadership of an organization. Against the backdrop of a few large fraud cases, Corporate Governance is a current theme, now more than ever. Managing, leading, controlling, informing and supervising are the most important subjects of the process that is central when talking about Corporate Governance. It is discussed what gave rise to Corporate Governance, the codes of conduct and the legal side and what this means for the decisions an entrepreneur and leader wants to make. The student learns that the checks and the balances are important for proper governance of an enterprise: an efficient supervision of the board of enterprises and a balanced division of influence between the board, the board of commissioners and the general meeting of stakeholders. The control of the terminology is an integral part of the module.

We will cover, among others: the new legislation such as the Wet Bestuur and Toezicht (Management and Supervision Act) and the Wet Corporate Governance (Corporate Governance Act), integrated reporting and governance in the MKB. Stewardship Code and the COSO-framework and international aspects.

#### Learning outcomes

The student

- has knowledge of and insight into the management of organizations and the controlling of operations
- can explain the development/necessity of the need of corporate governance using examples and determine the scope of corporate governance for various types of organizations
- can define the meaning of codes of conduct in relation to organizations and the influence on the control of an organization
- can analyze the influence of corporate governance on the management areas, can make connections and indicate consequences of decisions, with respect to finances and the financial accountability to various stakeholders, inform and develop monitoring, employees' behaviour and the culture of an organization
- is capable of recognizing and understanding how the context of an organization is of influence on the functioning of codes of conduct, such as in the MKB and is capable of naming and analyzing the corporate governance in parts
- is capable of applying the theory to various practice cases and from there making a description and analysis of what does and does not work.

#### **RSM01 Risk Management 4 EC**

Large-scale research shows that risk management is an important success factor for realising business and organizational objectives. By means of a proper approach, both the board and employees together can safeguard the continuity of their organization and make their mission and vision a reality.

Each decision comes with a risk. The management must determine the risks of each decision beforehand and map what this risk entails and what decisions have which consequences

Only when risks have been carefully and completely mapped can an all-encompassing analysis be performed and can risks be managed.

Proper analytical skills are crucial as well as making connections in order to fathom existing situations and limit risks.

The module elaborates on the type of risks and the development of a risk management concept within enterprises, projects and scenarios. In this module, recognising risks, detecting risks, analysing and estimating risks is central. This also includes the personal risk preparedness of the (future) entrepreneur with regard to the enterprise as well as thinking in scenarios, project risks, particularly the process of risk management.

Using qualitative and quantitative analysis, they come to a risk evaluation and recommendations. They offer a risk plan to the organization.

#### **Learning outcomes**

The student

- masters the most important terms within the risk management priority area and can explain what is meant based on a given context: risk, risk management, risk management process, risk analysis.
- can name and explain the steps the risk management process and a risk analysis are made up of
- can execute a qualitative and quantitative risk analysis with respect to various operations
- can estimate dynamic and static risks and indicate the consequences of the risks
- can make recommendations to management with respect to measures to control risks
- can, based on an executed risk analysis, develop a substantiated risk treatment policy (formulate measures) in which a differentiation is made in:
  - avoiding of risks,
  - reducing risks,
  - transfer the financial consequences of risks
- can record this in a report and present it to management

## 10002 Innovation management 4 EC

Innovation is the key to a successful company. Management faces a number of issues for which solutions need to be found. What is Innovation? How does the path of an idea run to success? What is the goal of innovating? What should it pose, what are the risks? How do you organize it? And how do you do it? In this module you will learn what innovation management is. How as a management you can help your organization innovate purposefully and what tools and methods you can use for this. In this module you also gain experience in using the most common innovation methods, such as Design Thinking, Design Sprint and Lean Startup, to come up with new ideas, test and improve them. One particular topic is discussed in every lesson. The students then apply the theory practically to an existing company. This in the form of an innovation study has to be applied into an innovation strategy.

### Learning outcomes

- 1 The student can describe and identify the concepts, professional terms and most common methodologies concerning innovation management, within a given context, (e.g. idea, innovation, innovations, innovation process, innovation management, validation, innovation culture, innovation board, innovation monitoring, key elements of innovations, types of innovations, Lean Startup, Design Thinking, 3 Horizons, Design Sprint, OKRs etc.).
- 2 The student can substantiate why Innovations need to be managed and he can analyze what needs to be managed in a particular case or in relation to certain types of innovation within a particular organisation
- 3 The student can explain how the Cycle of Innovation and the underlying 10 steps are to be combined. He can apply the Cycle of Innovation in individual situations to analyse what needs to be done first to increase the success of innovation.
- 4 The student can develop an innovation strategy and an draw up an innovation master plan.
- 5 The student can set up an effective innovation organization within a company.
- 6 He can create the necessary frameworks within which an innovation culture can develop, such as control, metered funding, optimization method, learning, experimenting, testing, evaluating.
- 7 The student can measure, monitor and adjust the progress of Innovation
- 8 He is able to analyse what needs to be managed in a particular case or in relation to certain types of innovation within a particular organisation

## ECB04 English for Business Communication 4 2 EC

In this course, students are trained in understanding, summarizing and discussing topical business-related subjects, from sources such as The Economist, The Financial Times, Business Week, CNN, BBC etc. Students are taught to understand and apply business jargon. They are able to compare and translate this information into and present it in an English executive summary. They are able to defend their opinions on a subject they have chosen in the setting of a management meeting.

The primary goal of the course is to ensure that the student learns how to use English business language effectively with an emphasis on oral and written communication skills. The English course is designed to make the objectives more comprehensible and support the students to operate within the parameters of international standards.

Content:

Writing good research reports, including clear management summary, structure, objective language, applying sources, illustrations etc. underpinnings and argumentation, correct references (APA principles) to layout and physical delivery in accordance with the agreed requirements of delivery are central in this module as preparation for the supply of a good, professional research report

Speaking: Discussions and debating in a management meeting.

### Learning outcomes

The student

- Is able to write a professional-looking research report
- Is able to formulate clearly and concisely
- handles the right spelling and punctuation
- knows conventions and requirements of a report
- mastered the technique of reporting and corresponding
- is able to use quotes, citations, annotation, figures and images and the necessary explanations in the correct way

## Year 4 block 2

### MA001 Mergers and Acquisitions 5 EC

Within the next ten years, quite some (family) businesses are confronted with a takeover. Takeovers are complex and could lead to bankruptcy. A takeover comes with a myriad of rules and requires thorough research into the entire organization and the consequences that each facet entails. How do you handle a takeover? What and how do you investigate this? How do you determine the value of the company to be taken over? When do you make decisions and under what conditions and how do you structure and finance a takeover and what do choices entail?

On the one hand, this concerns the financial analysis of a company and all other business-related aspects you must comprehend. The aspect of the sales of the own enterprise and when and under what conditions decisions are made are discussed. For varying reasons, companies can consider entering into a merger or a takeover. In order to enter into a merger or takeover, the company will first have to map itself. Subsequently, it will have to make itself 'saleable' in order to fetch the highest price. Other objectives than fetching the highest price may also play a role. The choice of a merger or takeover strategy is decisive for the success and determining for making the company 'ready for sale'.

Whatever the case, the company will want to present itself as advantageously as possible. The buyer must be able to analyze the data in order to determine whether a takeover is useful. Even though the eventual inspection of the books is done by accountants and lawyers, the management (read: the student) must be able to examine a company and determine the value of an enterprise, be it as a selling or purchasing party. At the end of the module, the student is able to analyze the current financial position of an enterprise and knows on the basis of which (financial) risks a takeover or merger is determined.

This module is a project that is performed by the student in a two team for an existing enterprise.

### Learning outcomes

The student

- is capable of recognizing, describing, analyzing and assessing the most important parts belonging to mergers and take-overs
- is capable of describing the steps involved in a merger or take-over
- can indicate the difference between societal, social and economic strategic and financial objectives and indicate examples thereof for an existing company; can formulate objectives for the new organization.
- Can describe the context (internal and external) of a merger and a take-over process for an existing company and analyse it as to the relevant factors.
- Can draw up strategic options for the new organization and indicate the consequences (advantages and disadvantages given the internal and external context and the expected developments) of the choices.
- Can indicate which techniques/models/tools can make a contribution to the clarification of the merger and take-over process.
- is capable of jointly executing a merger and take-over process in practice in an advisory capacity and consequently applying abovementioned learning objectives in a described situation which is to be further researched.

- Can analyze and interpret the company data
- Can draw up a cohesive due diligence report with the following priority areas:
  - Value assessment methods
  - Negotiation aspects
  - Financing
  - Fiscal
  - Legal
  - HRM
- Can defend the outcomes individually in front of a panel of experts

## I0001 INTERNATIONAL MANAGEMENT 4 EC

The module puts the organization in an international context. During the lectures, issues relating to the growth and development of organisations are discussed. Management issues are discussed that are more than just exporting, it's about the strategic steps in the international context:

What consequences do these growth steps have with regard to the thinking and actions of managers?

What requirements does this apply to organizational power and control issues? Not to mention cultural differences in the international context. How do organizations use local capabilities and what strategies are most successful in other countries are questions. From a management point of view, attention is paid to specific strategic choices and above all the consequences that this has for the internal organisation. Attention is also paid to the relationship between head office and local branches, the culture of the different organisational components and the differences in business. The emphasis of this module is on the aspects of politics, culture (communication, behaviour, relationship, management, staff, market approach etc) and legislation (logistiek and Customs, import export, labour).

Economic and monetary issues have already been discussed within the module Economics 2. The module International Management has a relationship with the corporate & social responsibility modules, Strategic Management, Innovation Management and Brand Management.

### Learning outcomes

The student has knowledge from and insight into the growth and development of organisations in the international environment, can indicate the consequences of these growth steps for the thinking and actions of managers

He/she has knowledge and insight into international and Dutch trade policy and in the various cultural models (Hofstede, Trompenaars) and can apply them for example through an intercultural audit

The student can successfully shape an internationalization process within the company. The student can carry out an external analysis in an international environment

The student can determine how a company can enter the international market and how to adapt the marketing strategy and can conduct international negotiations

He has knowledge from and insight into the international leadership of multicultural (if not virtual) teams,

He knows the relevant legal aspects concerning international business and understands the various forms of transport in international trade, including the consequences of customs issues and trade documents

## MS004 Management Skills 4 2 EC

Explanation and workshops regarding to the graduation internship. ( Requirements, objectives, time tension and approach to the own graduation program, including playbook , interview-setting , interview with the client, the business research)

Self-analysis of its own competencies & self-analysis tools,

Personal development plan (also in time)

Cover letter

Project planning and project management tools & process control instruments,

the development of final competencies, the progress of the research, strength-weakness e. feedback plan for the company coach)

### Learnig outcomes

The student produces professional (fit gap) analyses and translates them into development and action plans

#### And is able to make

- Analysis of HBO competencies
- Analysis of final qualifications
- Self-analysis`

- A translation of hbo competencies and the final qualifications of ICBS into its own development plan
- own development plan

**He is able to**

- create a project plan for his graduation programme,
- Build a professional application portfolio
- Acquire an (internship) assignment and negotiate with the client about this
- Communicate professionally with the client and the business environment

#### BC04 Business Communication 4 2 EC

The topic of this module is 'strategic communication'. You gain a variety of communication skills that you need as a business expert to be successful in a professional organization. This is important because your business role in an organization is often very diverse: Sometimes you advise, sometimes, sometimes you have to do research or to produce reports, to name but a few examples. You have to handle all these communication roles. An important topic of this module is writing for the Internet. At the end of the module, you are able to determine exactly what you want to communicate, in what context, for which stakeholders, and for what purpose. After this module you are ready to communicate optimally in your professional environment as a professional business expert, including internet communication.

#### Learning outcomes

The student

- Can communicate strategically and write for the Internet
- Knows how targeted audiences can be affected
- Is able to apply different texts and speaking styles,
- Is able to master the conventions and requirements of various business communication styles in the various roles that a business expert in an organization can have: versatile communicator, media-wise professional, connecting team player, curious analyst, convincing consultant, transparent project leader, recruiting negotiator, targeted self-organiser, creative spirit, professional rapporteur

#### Year 4 block 3 and 4 Graduation Internship:

For the content of the final graduation programme please see the detailed documentation as included in the "Graduation Internship Guide", (Education – and Examination Regulations, attachment 8)

## List of study literature

MODULE	Year	Literature
Business Law 1	1	A basic guide to International business law - Mr. H. Wevers, Noordhoff
Economics 1	1	Principles of Economics- Goodwin-Harris
English for Business Communication 1/2	1	MARKET LEADER SERIES- PEARSON/Financial Times
Financial Arithmetics	1	Mastering financial calculations- Robert Steiner (market editions)
For all modules	1	Business & Management models, Mulder
HRM 1	1	Fundamentals of HRM- Torrington, Hall, Taylor and Atkinson
Marketing A1	1	Principles of Marketing- Kotler & Armstrong
Marketing A2	1	Principles of Marketing- Kotler & Armstrong
Marketing A3	1	Principles of Marketing- Kotler & Armstrong
Marketing A3	1	Internet Marketing- Integrating Online and Offline Strategies by Mary Lou Roberts
Organization Principles 1	1	Management- Robbins and Coulter
Project Business Abroad	1	
Projectmanagement	1	PRINCE2 for beginners- from introduction to passing your foundation exam
Quickscan	1	
Research Methods 1	1	Research Methods for Business Students Mark N.K. Saunders
Studie-en Career Skills 2	1	Studying for your future employability- Sheila Tyler
Supply Chain Management 1	1	Operations Management - Nigel Slack, Alistair Brandon-Jones and Robert Johnston
Business Accountancy	2	Introduction to Financial Accounting- Charles Horngren, Gary L. Sundem, Pearson
Business Economics 2	2	Principles of ccounting, Needles, Power and Crosson
Business Law 2	2	European Company Law- Nicola de Luca (Cambridge University Press), 2018
Economics 2	2	Principles of Economics- M McDowell
HRM 2 / Human Behavior	2	Organizational Behavior Mary Uhl-Bien, John R. Schemerhorn, Richard N. Osborn, Mcgraw/Hill
Management Skills 2	2	The Business Student's Handbook, 6 <sup>th</sup> Edition- Sheila Cameron (MS1)
Market Research	2	The market research toolbox:a concise guide for beginners- Edward F. McQuarrie
Marketing B 1	2	Strategic Market Management by David A. Aaker
Organization Principles 2	2	Management- Robbins and Coulter
Quality Management	2	Total Quality management and operational excellence- John S. Oakland
Sales Skills	2	Selling and Sales management- David Jobber and Geoff Lancaster (11th edition)
Studie-en career skills 3	2	Palgrave Study Skills- Career Skills by David Littleford
Supply Chain Management 2	2	Operations Management - Nigel Slack, Alistair Brandon-Jones and Robert Johnston (SCM1!)
Business Succession	3	Family Business- Ernesto J Poza

<b>Business Succession</b>	<b>3</b>	<a href="http://www.europeanfamilybusinesses.eu/uploads/Modules/Publications/fbinthenetherlands_ez_nyenrode2010.pdf">http://www.europeanfamilybusinesses.eu/uploads/Modules/Publications/fbinthenetherlands_ez_nyenrode2010.pdf</a>
<b>Change Management</b>	<b>3</b>	Managing Change- Bernard Burnes by Pearson, 6e
<b>Corporate &amp; Social Responsibility</b>	<b>3</b>	Strategic Corporate Social Responsibility- David Chandler
<b>Digital Transformation</b>	<b>3</b>	Dual Transformation, Scott D. Anthony Clark G. Gilbert
<b>Digital Transformation</b>	<b>3</b>	The big bang disruption, Larry Downes, Paul Nunes
<b>English for Business Communication 3</b>	<b>3</b>	MARKET LEADER SERIES- PEARSON/FT
<b>Financial Management</b>	<b>3</b>	Financial Management: core concepts- Global edition Author Raymond Brooks
<b>HRM 3 Strategic HRM</b>	<b>3</b>	Strategic Human Resource Management - Paul Boselie; McGraw/Hill
<b>Investmentplan</b>	<b>3</b>	Briljant Budgets and Forecasts- Malcolm Secrett (Pearson UK)
<b>Management Skills 3</b>	<b>3</b>	The Business Student's Handbook, 6 <sup>th</sup> Edition- Sheila Cameron (MS1)
<b>Marketing B 2</b>	<b>3</b>	Internet Marketing- Integrating Online and Offline Strategies by Mary Lou Roberts
<b>Marketing B 3 (incl SMP)</b>	<b>3</b>	Strategic Market Management by David A. Aaker
<b>Research Methods 2</b>	<b>3</b>	Business Research Methods Zikmund, Babin, Carr and Griffin international version Druk: 2 januari 2019
<b>Strategic Management</b>	<b>3</b>	Exploring Strategy Text and Cases- Johnson, Whittington and Scholes, 11th
<b>Corporate Governance</b>	<b>4</b>	Corporate Governance and Accountability- Jill Solomon 4th edition (UK base, broad overview)
<b>English for Business Communication 4</b>	<b>4</b>	MARKET LEADER SERIES- PEARSON/FT
<b>Innovation Management</b>	<b>4</b>	Innovation management and product development Paul Trott, <i>University of Portsmouth</i>
<b>International Management</b>	<b>4</b>	International Management: Managing Across Borders and Cultures, Text and Cases Helen Deresky, 9th Edition
<b>Management Skills 4</b>	<b>4</b>	to be determined
<b>Mergers en Acquisitions</b>	<b>4</b>	Mergers, Acquisitions and other restructuring activities- Donald DePamphilis (9th edition)
<b>Risk Management</b>	<b>4</b>	The Rules of Project Risk Management- Chapman