

MANAGEMENT & ORGANISATION EXCHANGE PROGRAMME

Academic Guide 2025-2026



let's change
YOU. US. THE WORLD.

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

MANAGEMENT & ORGANISATION EXCHANGE PROGRAMME

Department

Global Office, Faculty of Management & Organisation

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Disclaimer

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Mission Statement

The Hague University of Applied Sciences contributes to a sustainable and just society through high-quality, practice-oriented education and research. In our internationally oriented knowledge institute, we educate students to become critically thinking and learning global citizens. In close collaboration with regional and international partners, we develop concrete answers to social challenges.

The faculty of Management & Organisation (M&O) is firmly committed to maintaining and developing the international character of its educational programmes. They seek to broaden academic and vocational links with Institutions and Organisations both within Europe and beyond, through such diverse activities as student and staff exchanges, curriculum development and participation in other educational initiatives. By placing an international dimension at the centre of policy objectives, a learning environment will be fostered to increase and enrich the opportunities available to both students and staff of the Institute, and those of our partner institutions and organisations.

The mission of the programmes is to provide students with the broadest professional, academic, and personal experience of the world during their time with us to equip them with the necessary tools to be able to operate successfully in the global community dealing with the emerging issues of the 21st century world.

M&O Vision

Climate change, migration, poverty, obesity: our world is facing many global challenges which need urgent solutions for now and for future generations. Yet, at a time when governments, organisations and citizens need to collaborate and co-create solutions, society is divided and trust in business and political leaders is at an all-time low. Open, transparent, and inclusive communication connects people and builds trust.

Connecting Worlds

Many worlds come together in The Hague. The city is home to companies, multinationals, governmental and non-governmental organisations from all corners of the world. As self-proclaimed 'international city of peace and justice' The Hague also demonstrates a higher ambition, which The Hague University of Applied Sciences has translated in its own call to action: Let's Change! You. Us. The World. Our vision is to educate engaged, open-minded management professionals who can connect worlds.

Foreword

Dear students,

If you walk into our school on any given day, you'll probably hear more languages than at Schiphol Airport. And I absolutely love that. That's why I'm proud of the international programmes offered by the Faculty of Management & Organisation.

Our bachelor programmes, such as European Studies and International Communication Management, attract students from all over the world who come here for their full degree. Add to that around 250 exchange students — some staying for a year, others a semester — and you'll understand why we're home to about 35 nationalities at any given time. We proudly call these students our guest students.

You are an essential and vibrant part of our university!

We believe that an international community deserves an international outlook and this perspective is deeply embedded in our curriculum. From global politics to intercultural communication, our students get every opportunity to develop into world citizens — aware of diversity, inclusivity and the complexities of our time.

And whether you come from Indonesia, Venezuela or Romania, it's nice to be able to brush up on your language skills — whether it's Dutch, English or another language. That's why we offer language courses at different levels. It's not just about being able to communicate, but also about helping you feel truly at home.

This guide gives you an overview of what we offer our guest students. A clear and practical summary — and for those who want to dive deeper, detailed module descriptions are available. We'll do our utmost to make sure you feel welcome, have the space to grow, and enjoy an unforgettable time in the Netherlands. We're ready to welcome you — with open arms and a packed class schedule.

Warm regards,

Willem van Nieuwkerk
Director Faculty of Management & Organisation

Contents

1. The Dutch Educational System & The Hague University of Applied Sciences	7
1.1 Introduction	7
1.2 Internal Organisation of M&O	7
2. Meet the team of M&O	8
2.1 The Global Office	8
2.2 Area Coordinators	8
3. Facilities	9
3.1 Desks and Questions	9
3.2 Library and Study Plaza	9
3.3 Student Counselling & Supervision	9
3.4 Campus Card	10
3.5 Food and drinks	10
3.6 Medical Care	10
4. Information on the Academic Programme	11
4.1 Attendance	11
4.2 Source Referencing	11
4.3 How Students contact Lecturers	11
4.4 How Staff contact Students	11
4.5 Timetables	11
4.6 Year Calendar	12
The first semester runs from 25 August 2025 until 30 January 2026	12
The second semester runs from 2 February 2026 until 10 July 2026	12
4.7 Exam Dates	12
4.8 Exam Information	12
Identification	12
Attendance at On-Campus Examination	13
4.9 Assessment Information and extra facilities	13
Extra facilities	13
4.10 Number of Modules & Credit Points	13
4.11 Course Material	13
4.12 Pre-registering for Courses	13
5. The Academic Programme	14
5.1 Course overview	14
5.2 Business Management	15
International Semester Business Administration	15
5.3 Facility Management	17
The Future of Work	17
5.4 Human Resource Management	19
Exploring Leadership	19
5.5 Communication Management	25
Change Management	25
Communication & Behaviour	26
Consulting with Impact	27
Crisis Communication	27
Design Thinking Project 1 and Design Thinking Project 2	28
Digital Skills	29
Embedding Sustainability in Business	30
Foundations of Research	31
Intercultural & International Communication	32
Journalism and Media	33
Marketing and IMC	34
Media & Storytelling	35

Organisational Communication.....	36
Project Management.....	37
Project: Global Issues	38
Public Relations	39

1. The Dutch Educational System & The Hague University of Applied Sciences

1.1 Introduction

The vast majority of institutions of higher education in The Netherlands are state funded. They fall into two categories. There are around 20 traditional 'research' universities, and over a 100 Universities of Applied Sciences (*Hogescholen*), whose emphasis is on a more vocational approach.

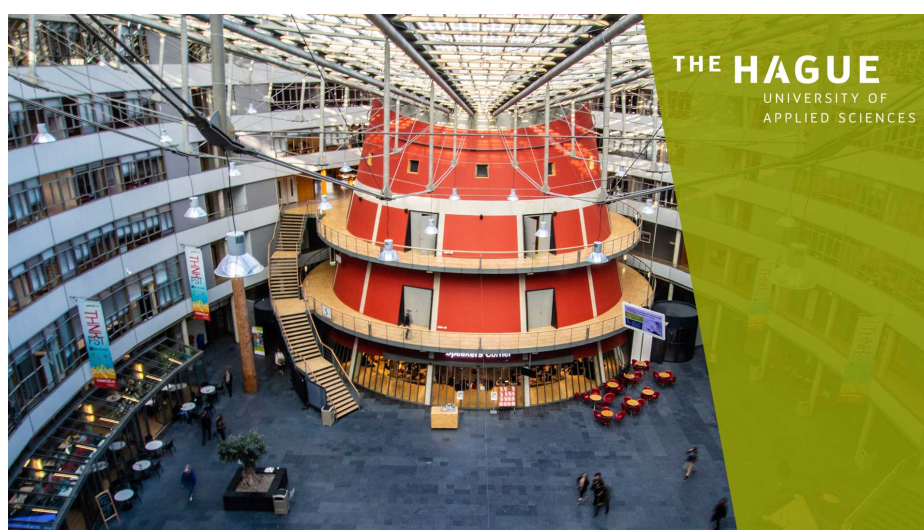
These vocational universities adopt a practical approach and explicitly set out to train students for specific jobs or a range of jobs at an academic level. There are strong links between these universities and the professional field. A five/six-month traineeship is a compulsory part of the programme. Most study programmes at universities of applied sciences are four-year bachelor's degree programmes, whereas bachelor's degree programmes at the traditional universities normally take three years. In both cases graduates are awarded a bachelor's degree.

The Hague University of Applied Sciences (THUAS) is a university with a vocational approach. faculty of Management & Organisation (M&O) is a multi-disciplinary and internationally orientated educational programme which aim to provide their students with qualifications enabling them to start a career in a wide range of jobs with international aspects.

1.2 Internal Organisation of M&O

THUAS comprises seven faculties, each with between 1000-5000 students. The faculty of Management of Organisation has around 5000 students and around 260 staff members. We are run by a faculty director. The degree programmes offered by the faculty are run by programme managers and programme co-ordinators. The programme director and programme co-ordinators form the management of each of the programmes.

With over 50 exchange partners around the world, M&O has a small team of dedicated and enthusiastic people to run its international affairs. We have also had a small organisational team who are on hand to assist our exchange students settle into life in The Netherlands. THUAS also has a central International Office who receive application forms from potential exchange students and help with visas, residency and accommodation matters; more information on them can be found on the [website of THUAS](#).



2. Meet the team of M&O

2.1 The Global Office

Name	Tasks and responsibilities
Sophia Tseng <i>Exchange Officer (Inbound)</i> Email: MO-GlobalOffice@hhs.nl	administrative matters of guest students (Learning Agreements, Certificates and Transcript of Records)
<i>Program Coordinators Internationalization</i> Wil Pruijssers (Business Administration) Email: w.m.pruijssers@hhs.nl Lenneke Schouw (International Communication Management) Email: h.m.schouw@hhs.nl Olga van Diermen – van Winden (Facility Management) Email: o.g.vandiermen@hhs.nl Nienke Aans (Human Resource Management) Email: t.b.aans@hhs.nl	- internationalization policy of the programme - staff exchange - all general academic concerning guest students

Official Erasmus+ and non-EU documentation for exchange students, such as Learning Agreements Before and During Mobility, and certificates of arrival/stay/attendance can be sent to MO-GlobalOffice@hhs.nl for processing.

2.2 Area Coordinators

Our Area Coordinators are responsible for communication with partner institutions, contact with guest students, and some academic & social support. Their respective contact details are:

Area Coordinator	Email Address	Country of partner institution
Ms. Nienke Aans	t.b.aans@hhs.nl	Austria & Germany
Ms. Lenneke Schouw	h.m.schouw@hhs.nl	France & Greece
Ms. Loekie Schot	l.s.schot@hhs.nl	Norway, Sweden & Finland
Mr. Barry Verbeek	b.verbeek@hhs.nl	Indonesia
Ms. Claudia Diers-Lienke	c.t.diers-lienke@hhs.nl	Italy
Ms. Wil Pruijssers	w.m.pruijssers@hhs.nl	Belgium, Spain
Ms. Zah Kahar	z.kahar@hhs.nl	United Kingdom
Ms. Marlinda Dessen	m.dessen@hhs.nl	Austria, Germany & Switzerland Facility Management
Mr. Juun Schaars	c.f.a.schaars@hhs.nl	Spain Facility Management
Ms. Isabel Düsterhöft	i.k.dusterhoft@hhs.nl	USA (incl. USAC) & Canada
Ms. Nicki van Campenhout	N.vanCampenhout@hhs.nl	Australia, China, Hong Kong, Japan, Korea & Taiwan

3. Facilities

3.1 Desks and Questions

There are several departments you can contact for a variation of topics and issues.

M&O Global Office, OV2.49 MO-GlobalOffice@hhs.nl

Specifically for exchange students, we can answer any question related to your *academic* programme, timetables, courses, etc.

THUAS International Office, OV1.10 exchange@hhs.nl

For any questions on your general application at THUAS, housing service through THUAS, residence permits and visas, health insurance, registration at the municipality

THUAS Front Office FZ IT, OV1.69 Frontoffice@hhs.nl

For IT related questions and issues (such as your Campus card or Wi-Fi login details), borrowing audio/visual equipment

M&O Exam Office, OV2.59 MO-examoffice@hhs.nl

For questions and troubleshooting related to your *written* exams; schedule, clashes

3.2 Library and Study Plaza



The library has a diverse collection of books, nearly 900 magazines, Dutch and foreign newspapers, and a large collection of graduation essays. There is a digital library which includes (international) databases, e-journals, standards database, E-books, THUAS theses and publications in digital form etc.

The library provides excellent electronic sources of information to students and staff. It is open to students registered at THUAS and to members of staff.

It's located on the first floor (entrance/exit, self-service unit for borrowing and returning items, Study Plaza) and ground floor (books, periodicals). Most library services are free of charge.

3.3 Student Counselling & Supervision

We have a counselling system in place to help students facing problems that may affect their study results. The student counsellor advises students on all kinds of matters ranging from study grants and housing to other study programmes inside and outside THUAS. They can also help students with any appeals against decisions judged to be unfair or incorrect. The central student counsellor may also be approached when students have more personal problems affecting their studies and to apply for exam facilities in case students need extra exam time etc.

THUAS also has a student psychologist. Students are confronted with a diverse range of problems: from losing the motivation to continue their studies or suffering from fear of failure to very serious situations such as psychiatric disorders. The psychologist can then provide short term care. The student counsellor will refer you to the student psychologist if deemed necessary.

Our Exchange students are also encouraged to speak to their Area Coordinator and/or the Mobility Coordinator to alleviate their problems. Any conversations with the faculty staff, counsellors and/or psychologists are strictly confidential. Students may be referred to expert agencies outside the university.

3.4 Campus Card

In order to use THUAS printers and lockers, you will need a Campus card. This card can also act as a payment card since it is not possible to pay with cash inside the university building. During the orientation week, we will show you where to collect a Campus card. You can top up your Campus card by using Paypal or a Dutch debit card. Alternatively, you can also pay by European debit cards on university grounds.

3.5 Food and drinks

Food and drinks can be purchased from the Foodcourt, the West 75 cafe and vending machines. In all cases, payment is by debit card or Campus card. The central food court has the largest selection of items, also serving vegetarian and halal products. Should you want to bring your own lunch, the university has microwaves that can be used for heating up your food. For other food options, there are several supermarkets and eateries within a 10 minute walk from the main building.

3.6 Medical Care

Physician / General Practitioner (GP)

In case of illness, you should contact a general practitioner (in Dutch: 'huisarts') first. They are your main link to any specialist or hospital. Most GP's speak English, but it is important to check if they participate in your health care system. [The Hague International Centre](#) can assist you in finding a general practitioner in The Hague. The website contains a wealth of useful information on health, and their staff speak various foreign languages. We recommend you find a GP as soon as you have arrived.

Medical emergencies

- For life threatening situations call: 112 (ambulance, fire department or police department) or visit the emergency room at the nearest hospital.
- If you are not feeling well and your symptoms are not life threatening, you can contact your general practitioner and make an appointment.
- For emergencies after 17.00 hrs and during weekends, you can contact the hadoks (in Dutch: 'huisartsenpost' via telephone number +31 (0) 70 34 69 669.

Payment

Make sure to bring proof of your health insurance to the appointment, otherwise you'll have to pay for the consult directly after you've visited the doctor. A regular consult costs around € 30 - € 50. Blood tests, psychological support e.g. cost a lot more. Do not forget to ask for a receipt, as after your visit you can declare these costs at your insurance company.

Pharmacies

In the Netherlands, you will need a prescription for most medication. With a prescription you can go to a pharmacy (apotheek) to collect your medication. You pay for it when it's ready, and if you have medical insurance, you can usually claim the expenses from the insurer. Certain medicines are available over the counter, either in a pharmacy or at a chemist (drogist). Pharmacies and chemists usually have the same opening hours as shops. There is always a pharmacy open, even on weekends.

Dentists

Dental treatment is **not included** in a standard medical insurance. If you need a dentist (in Dutch: 'tandarts') you should make an appointment first. After treatment the bill is usually sent to your address in the Netherlands. The cost of the consultation varies by type. Once again be sure to ask for a receipt in order to receive compensation from your insurance.

Bring along your passport or identity card, insurance papers and your address in The Hague

4. Information on the Academic Programme

4.1 Attendance

In some modules, the final result is partly dependent on a student's active contribution during classes. If a student fails to attend the minimum number of times, they will not be awarded any credits for the module.

Students are expected to be on time for classes. If a student comes to class late, the lecturer concerned may refuse their entry.

4.2 Source Referencing

During your studies at THUAS, you are expected to use the documentation style of the American Psychological Association (APA). All essays and assignments should have in-text references and a separate reference list. An essay and/or assignment without correct referencing will not be marked.

4.3 How Students contact Lecturers

If students wish to contact staff outside class hours or want to hand in an essay or paper, there are the following rules:

- Handing in essays is normally through staff pigeonholes or via email/"Brightspace".
- Staff have certain office hours reserved to see students. During term-time students can see staff then. In weeks in which there is no teaching, they can make appointments directly with the lecturer they wish to speak to or via e-mail.
- Members of staff can be asked brief questions through e-mail. Students can normally expect to get an answer to e-mail questions within 3 working days.

4.4 How Staff contact Students

If a member of staff wishes to contact a student, the following methods are used:

- Through e-mail. All students have their own THUAS e-mail address. The Digital Learning environment Brightspace is also commonly used, as is MS Teams.
- Through study-related announcements published on the university portal
- If necessary, for reasons of confidentiality, THUAS will try to contact a student through other methods, for instance by phone or by post. For that reason, it is necessary that THUAS has up-to-date information about a student's address and phone number. Should any changes occur in the course of the academic year, please inform the International Office (internationaloffice@hhs.nl)

4.5 Timetables

Exchange students will have access to the exchange programme timetable at the beginning of each semester. More information about the timetable will be provided during the introduction week.

Classes are allotted by slots. Some classes last 45 minutes, and others 90 minutes. The slots are as follows:

1. 08.45 am – 09.30 am
2. 09.30 am – 10.15 am
3. 10.30 am – 11.15 am
4. 11.15 am – 12.00 pm
5. 12.15 pm – 13.00 pm
6. 13.00 pm – 13.45 pm
7. 13.45 pm – 14.30 pm
8. 14.45 pm – 15.30 pm
9. 15.30 pm – 16.15 pm
10. 16.30 pm – 17.15 pm
11. 17.15 pm – 18.00 pm

4.6 Year Calendar

The academic year is divided into two semesters. Each semester is divided into 2 terms of 9-10 weeks. There are 6-7 weeks of lectures, and students will mostly take their examinations at the end of each term.

- Exchange students are required to be in The Hague in person one week before classes start.
- This calendar is subject to change. No rights may be derived from this information.

The first semester runs from 25 August 2025 until 30 January 2026

25 Aug – 29 Aug	Start Mandatory Introduction week (semester 1)
1 Sept	Start of Semester 1 classes
20 Oct – 26 Oct	Autumn Break
22 Dec – 4 Jan	Christmas Break
9 Jan – 23 Jan	Exams semester 1
23 Jan - 30 Jan	Resits semester 1

The second semester runs from 2 February 2026 until 10 July 2026

2 Feb – 6 Feb	Start Mandatory Introduction week (semester 2)
9 Feb	Start of Semester 2 classes
16 Feb – 22 Feb	Spring Break
3 Apr – 6 Apr	Easter Weekend (national holiday)
27 Apr	King's Day (national holiday)
27 Apr – 3 May	May Break
5 May	Liberation Day
14 May – 15 May	Ascension Day (national holiday)
25 May	Pentecost (national holiday)
June and July	Exams semester 2
July	Resit Exams semester 2
20 July	Summer Break

4.7 Exam Dates

At the start of the academic year the academic calendar is published so that students can plan ahead. They can count on exams taking place **in the exam weeks** in which they have been scheduled, **but exams may be moved to other days and times within those weeks**. A final exam timetable is only available shortly before the exam period due to the multiplicity of exams. When this happens, it is to accommodate specific groups of students for whom the original schedule poses serious problems. Students will be informed of any changes through Osiris during the semester.

4.8 Exam Information

Both regular and resit exams must be taken in person. Exams (both regular and resit) will not be sent abroad for students to complete at their home institution. **During your exchange, the exams from the host university (THUAS) always have first priority.**

Identification

You are required to take a valid identification with you to the exam sessions. You will be asked to show your ID before entering the exam room (either digitally or physically). If you are an exchange student from outside the EU, Norway, Switzerland, Liechtenstein, or Iceland, please have your **Dutch residence permit** ready **before** the exam starts. Without your ID, you are not allowed to sit any exams!

Attendance at On-Campus Examination

If examinations take place on-campus, you must be in the exam room at least 15 minutes before the start of the exam in order for your identity to be verified. You will also need to sign an attendance list at the start and the end of the exam.

4.9 Assessment Information and extra facilities

Assessment may take the form of assignments, presentations, essays and/or exams, and some courses will include a combination of different sorts of assessment. It is also customary to use multiple choice exams.

Students are entitled to two exam opportunities per course per academic year. If a student is registered for an exam, but do not show up to take them, this is officially counted as one of the two chances per academic year.

Grades are from 1 to 10, a grade of 5.5 or higher is a pass. Depending on the student's academic system, grades will be transferred to either numerical or letter grades. Another useful resource is [Nuffic on the Dutch education system](#). Further information can be obtained from the home institutions of students.

Extra facilities

Students who need special facilities for exams and have such at their home university, are required to inform their Area Coordinator. The student should then contact a student counsellor to set up a meeting where possible exam facilities will be discussed. **We advise students to book an appointment with the counsellor in their first week after arrival as the waiting list can take up to 4 weeks.**

4.10 Number of Modules & Credit Points

Nearly all our modules carry a study load of approximately 140 hours (5 ECTS) or more. This includes preparation for classes, attending classes, self-study, sitting the exam or writing a paper.

The subjects listed below have various ECTS (European Credit Transfer System) weights. We consider a full semester programme to be 25-30 ECTS points. **Exchange students are required to select courses with a total between 20-40 ECTS per semester.**

4.11 Course Material

THUAS publishes module books and readers for most subjects via the 'Brightspace' electronic learning environment. Details on required textbooks and materials will be made available to students upon arrival.

Many modules have a required textbook and these can be expensive. Note that there are a minimal number of copies in the library (there is always a copy to be consulted and which cannot be lent out). It is sometimes possible to buy a second-hand copy of the textbook, but ultimately you may have to buy the textbook new in which case you should order the book as soon as you know your subject choice, particularly for subjects offered in the first half of the semester. We advise students not to buy books before confirming their course choice during the Introduction Week.

4.12 Pre-registering for Courses

Students will make a **preliminary registration (pre-registration)** online through the *Osiris Student* platform. Upon applying at THUAS, students will receive a link inviting them to pre-register for courses. During the introduction period, they will need to **confirm their pre-registration** after publication of the timetable, at which point their course choice becomes final. It is important to note that courses have limited spots available and students should be prepared to register for alternative courses. It is essential that students register preliminarily via Osiris to reserve a spot in a course. Should you fail to confirm your pre-registrations upon arrival, you will lose your reserved place in the course.

It is possible that you may be unable to follow one or more of your chosen subjects for reasons such as timetable-clashes, limited class sizes, a subject not being offered due to insufficient demand, etc.

5. The Academic Programme

Below you will find a list of the courses within the exchange programme on bachelor level. These courses are all offered in English and you may select from all courses.

The Fall semester (semester 1) is divided into two terms: term 1 and term 2.

The Spring semester (semester 2) is equally divided into two terms: term 3 and 4.

If in the below overview a course is shown to run for terms 1&2 or 3&4, which means that the course takes place over the entire semester.

5.1 Course overview

**M&O reserves the right to change or cancel the courses on offer and cannot guarantee that when a course is oversubscribed, students will be offered a place in it. Final course choices will be confirmed during the Introduction Week.*

Course code	Course name	Field	ECTS	Semester 1 (fall)	Semester 2 (spring)
TBA	International Semester Business Administration	Business Management	30	N/A	Term 3&4
CO-ICM-CM-M-24	Change Management	Communication Management	5	Term 1&2	N/A
CO-ICM-COB-F-22	Communication and Behaviour	Communication Management	5	N/A	Term 3&4
CO-ICM-CWI-M-25	Consulting with Impact	Communication Management	5	N/A	Term 3&4
MO-HMVT25-CRC	Crisis Communication	Communication Management	30	Term 1&2	Term 3&4
CO-ICM-DTP1-F-22	Design Thinking Project I	Communication Management	5	N/A	Term 3&4
CO-ICM-DTP2-F-22	Design Thinking Project II	Communication Management	5	N/A	Term 3&4
CO-ICM-DS-F-22	Digital Skills	Communication Management	5	Term 1&2	N/A
MO-HMVT23-SUB	Embedding Sustainability in Business	Communication Management	15	Term 2	N/A
CO-ICM-FOR-F-22	Foundations of Research	Communication Management	5	Term 1&2	N/A
CO-ICM-IIC-F-24	Intercultural & Intern. communication	Communication Management	5	Term 1&2	N/A
MO-HMVT25-JML	Journalism and Media	Communication Management	15	Term 1	N/A
CO-ICM-MAR-F-22	Marketing & IMC	Communication Management	5	N/A	Term 3&4
CO-ICM-MVL-M-23	Media & Storytelling	Communication Management	5	N/A	Term 3&4
CO-ICM-ORC-F-22	Organisational Communication	Communication Management	5	Term 1&2	N/A
CO-ICM-PJM-F-22	Project Management	Communication Management	5	N/A	Term 3&4
CO-ICM-GIMS-F-25	Project: Global Issues	Communication Management	5	Term 1&2	N/A
CO-ICM-PRE-M-24	Public relations	Communication Management	5	N/A	Term 3&4
MO-HMVT24-TFW	The Future of Work	Facility Management	15	Term 1	N/A
TBA	Exploring Leadership	Human Resource Management	15	Term 2	N/A

TBA = To be announced

N/A = Not available

5.2 Business Management

International Semester Business Administration

Course Code	TBA
Year	2
Offered in term(s)	3&4
Credits	30 ECTS Note that this is a package of several modules for which you register for all of the course codes above.
Module Manager	Wil Pruijssers (w.m.pruijssers@hhs.nl)
Entry Requirements	English skills (level B2)
Method	Teaching methods: interactive, individual assignments, group assignments, field trips, personal development and guest lectures will be part of the learning process. This minor is designed for students who are interested in international communication, supply chain management, export, global developments, EU marketing and communication and Dutch culture
Assessment	TBA
Course Material	Mandatory literature will be provided
Course Outline	Project-based learning is an important part of this semester. Students will participate in an international project in an international team and in an Supply Chain Management Game. The learning environment includes lectures, self-study, workshops, experiences, projects and field trips.
Learning Outcomes	Applying knowledge & understanding <i>Problem solving abilities applied in new or unfamiliar environments within broader (or multi-disciplinary contexts)</i> <i>The student</i> • can participate in a fluent and spontaneous conversation in English • can speak clearly and in detail in English about a chosen topic. • can reflect orally in English by naming advantages and disadvantages and explaining his views on a chosen topic. • has insights in cultural similarities and differences regarding intercultural collaboration and communication and can map these cultural similarities and differences in relation to COIL partner(s). • works together in an intercultural team where curiosity towards different points of view is considered and can reflect/revise personal viewpoints/judgement in light of new knowledge. • anticipates difficulties and opportunities within the team and takes initiative to manage these – in specific situations, in process or in collaboration. • can co-create a professional Business Administration (related) product that reflects different cultural perspectives

- can reflect on own behaviour in teams, the impact it has (had) on collaboration and suggest (possible) other strategies to take next time. 9.
 - is able to analyse a societal subject (cultural, business, economic, social) from the perspective of a different culture through both desk -and field research.
 - is able to gather research results based on or gathered from several different viewpoints and illustrate the cultural influence of results. Experiences how the supply chain of an international company works and the business (supply chain) forces a response to this situation
 - carries out external analysis for an organization in an international context and can draw up an export plan for the organization based on the results of the research, taking into account cultural diversity. The student should then be able to convince stakeholders of their views.
 - Applies the Cone Futures to develop future scenarios related to a chosen theme within global development and a company, taking into account likely, plausible, possible and preferably foreseeable futures.
 - Develops a creative report together that effectively communicates the analysis, scenarios, critical thinking and strategic recommendations.
 - will be able to communicate on Level A1 (Basic User) of the Common European Framework of Reference for Languages (CEFR)
 - students will have a basic knowledge of Dutch culture and contemporary society
-

5.3 Facility Management

The Future of Work	
Course Code	MO-HMVT24-TFW
Year	3
Offered in term(s)	1
Credits	15 ECTS
Module Manager	Reinout Klamer: h.r.klamer@hhs.nl
Entry Requirements	Students have to have completed their first year certificate (propedeuse) Students have to be open to work internationally – this can be self-assessed Students have to be able to work flexible – this can be self-assessed Students have to have a solid understanding and skillset of basic (year 1-2) research methods. When in doubt please contact the module manager.
Method	Masterclasses by lecturers and guest speakers taking place spread out over 2 days. These masterclasses go into the topics of Artificial Intelligence, the role of People and the role of the Workplace in the future of work. Guest speakers can bring their own expertise in. Individual Research assignment Workshops by and for Peers. All in week 1-6 of the minor COIL project with other university – to take place throughout the minor, with online classes and collaboration. Next to the lessons working on group assignment (COIL related) / Individual research paper, workshop preparation and self-study
Assessment	Exam 1(5ects): Abstract + research Poster, Type: presentation, Individual, 33% of final grade. Minimum grade 5.5, Week 2.7, resit 2.10. Grade: number Exam 2: (5ects) COIL: Group Project, 33% of final grade week 2.8, resit 2.10. Grade: number. Minimum grade: 5.5 Exam 3 Personal Learning Journey (5ects), individual, Assessment, 33% of final grade, week 2.7, resit week 2.10
Course Material	Material is provided through online, open accessible articles, websites and library resources. Materials include: -Trend reports on Future of work and future of education -Masterclass materials -trainings on AI tools -Books and articles related to the topic
Course Outline	The minor has a strong multidisciplinary focus, with lecturers from Human Resource Management, International Communication Management and Facility Management. HRM is related to the workforce, ICM to AI and FM to the Workplace. These three are areas for research and discussion and the

combination of addressing challenges related to areas shape the workplace of the future.

Content Theory is shared in the form of Masterclasses from both external speakers and the lecturers. Masterclasses are interactive and combine theory and practice.

Research. Learning is also captured through an individual research report, focusing on one of the issues discussed in theory. For making this research report students are provided with support in the form of work colleges and moments for feedback. Access to MOOC's, recent trend reports from internationally acclaimed sources (Harvard business review, OECD, Deloitte) In this research report students should be able to relate their findings to the topic. The report is handed in and a poster presentation is organised where the students share their findings. For research the knowledge centre Global & Inclusive learning is a partner, with a thematic focus on the future of learning. Students will be encouraged to translate the topic of future of work to recommendations for the future of learning

Workshops and site visits. A workshop at the start of the minor is provided by lecturers after which students will provide workshops to each other, related to the topic for which the students are also the participants. Some of these workshops might be externally organised, together with a site visit.

Collaboration is done together with at least one other partner university through a COIL project. Students are encouraged to work together to create the ideal future workspace, highlighting the aspects work, workforce and connectivity. This is done through an online presentation where simulation is shared.

Reflection: Students are encouraged to keep track of their learning throughout the minor. Towards the end of the minor there are assessments where the student will demonstrate their learning with a presentation and a discussion with lecturers.

**Learning
Outcomes**

- Students can explain and apply theories and trends related to the future: workforce, (HRM), workplace (FM) and connectivity (COM). (related to all exams)
 - Students can express their opinion and engage in critical discussions based on the theories and knowledge provided in order to offer a substantiated view on the future of work and what it means for future ready education (related to all exams)
 - Students can carry out an individual research project resulting in an abstract suited for an academic journal and a research poster for a scientific conference. (related to research exam)
 - Students can present their research outcomes to others, and to substantiate the choices they have made related to theory and methodology, (related to research exam)
 - Students can actively participate in a collaborative online international learning (COIL) project, demonstrating their intercultural understanding and managing online teamwork. (related to COIL)
 - Students can reflect on their own learning both in terms of teamwork and their self-competency development (related to the personal learning journey)
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5.4 Human Resource Management

Exploring Leadershift

Course Code	TBA
Year	3
Offered in term(s)	2
Credits	15 ECTS
Module Manager	Adela Garabal (a.garabalgomez@hhs.nl)
Entry Requirements	None
Method	This course is designed to support students in acquiring and applying practical and theoretical knowledge about different theories on leadership and (Personal) Leadership skills, in preparation for the professional field within the THUAS World Citizenship framework (Let us change) and 21st century skills. The world is in serious need of young professionals who are able to combine skills (hands) and knowledge (head) with the right attitude and personal motivation (heart), following different lines of research in the professional field. This minor aims at building connections between the student's professional ambitions and the work field. It will enable students to become more aware of the current trends in the field of leadership, community-building and sustainable change. In this sense Personal Leadership acts as a bridge between the student's academic success and his/her professional career development by incorporating ways of Knowing, Doing and Being (the 3 Circle Theory of Transformation). Therefore, this minor itself tries to transform the educational space into a meaningful learning Playground for the students and by the students themselves. For this reason, the minor makes use of the latest learning methodologies: Blended Learning, Art of Hosting, Appreciative Inquiry, World café's, Future Search, Design Thinking, Pecha Kucha, etc. <u>Study load for students (estimation):</u> - 48 college hours (4 x 12 weeks + group work in case studies, see below under case study) - 130 hours of self-study (literature, homework and preparation for the sessions) - 100 hours working on the final portfolio - 124 hours for case study - 8 hours fieldtrip (visit + assignment + report, when possible) - 10 hours individual coaching/contact with teachers Total: 15 x 28 hours= 420 hours (15 ECTS)
Assessment	Students will pass the minor when they have completed 2 products + 80% mandatory attendance: <u>Part I: Leader-shift Portfolio (50%) consisting of the following assignments:</u> Part A: Journaling/assignments weeks 1-10 My Leader-shift Philosophy

- The student will have to describe the leader-shift philosophy that he/she has developed throughout this minor based on grounded argumentations from theory, research and practice (head + hands + heart) and the principles of Knowing + Doing + Being. See student manual and rubric for further details in BB.

2. Weekly Personal Leader-shift assignments (Journaling)

- Extra assignments:
 - o Report on being part of a harvesting team.
 - o Analysis of leadership styles of team members.

Part B: Case Study Challenge (50%):

Part B: taking part in **an International Project: Case Study Challenge** and completing all the assignments in an international student group + report

Notes:

80% mandatory attendance in order to be able to submit your 2 products and receive the 15 ECTS!

1. Only when the two products are completed at the end of the minor, the instructors will check the materials for grading.
2. All these assignments will be included in a rubric as conditioned criteria in order to receive a grade for this minor.
3. Both parts (Part A and Part B) will be graded, **both need to be a 5.5 or higher** (not to be compensated).

Submission of the products will be in **term 2, week 9 + RESIT in term3/week 9!**

Course Material

Textbook:

1. Komives, S. R., Lucas, N., & McMahon, T. R. (2013). 3rd edition. Exploring Leadership: For College Students Who Want to Make a Difference. San Francisco: Jossey-Bass.

Tools and Additional Readings:

2. Digital Storytelling: tools and resources for students, how is it relevant to teaching and learning: <http://net.educause.edu/ir/library/pdf/eli08167b.pdf>
 3. Additional readings provided in class (see chapter-by-chapter manual aforementioned as well):
 - Bandura, A. (1997). Self-efficacy in changing societies, chapter 1. Cambridge, England: Cambridge University Press.
 - Csikszentmihalyi, Mihaly (1996). Creativity : Flow and the Psychology of Discovery and Invention. New York: Harper Perennial. ISBN 0-06-092820-4
 - Dugan, J. P., & Komives, S. R. (2007). Developing leadership capacity in college students: Findings from a national study. A Report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs
<http://mslreviewteam.wiki.usfca.edu/file/view/MSLReport+06.pdf>
 - Hermans, A. Hermans-Konopka, Dialogical Self Theory: Positioning and Counter-Positioning in a Globalizing Society
 - Leadership and organizational learning: A multiple levels perspective, several authors
<http://www.sciencedirect.com/science/article/pii/S1048984306001093#>
 - Meijers, F. & Lengelle, R. (2012). Narratives at work: the development of a career identity. British Journal of Guidance and Counselling, 40, 157-177.
 - Pryor & Bright (2011), The Chaos Theory of Careers
-

- Savickas, M. L., et al. Life designing: A paradigm for career construction in the 21st century. Journal of Vocational Behavior (2009), doi:10.1016/j.jvb.2009.04.004
- Senge, P. (2008). The Necessary Revolution: How Individuals and Organizations Are Working Together to Create a Sustainable World. New York: Random House.
- Robinson, Ken. The Element: how finding your passion changes everything <http://sharkinfestedcustard.files.wordpress.com/2011/10/the-element-by-ken-robinson-epub.pdf>
- Scharmer, O. (2009). Theory U: Learning from the future as it emerges. San Francisco: Berrett-Koehler.

Course Outline

This course is a thriving breeding ground for students who want to develop their knowledge and skills in social innovation and *leader-shift* (source: <http://www.kaospilot.dk/leadershift>): a transformational leadership journey.

In this course we will explore the topic of leadership in a broad sense from different theoretical perspectives and practical approaches. Learning about the difference between **top-down management** and **bottom-up leadership**, exploring team management, group, and personal leadership. This will enable you, as a student, to develop a personal philosophy on leadership (or as we call it "Leader-shift") and integrate this knowledge and experience in your future career scenarios. The professional world does not only require knowledge (head) and skills (hands) anymore. According to different research (Meijers, 2015, 2017; Kuijpers, 2017) in organizational development and pedagogical studies, the right attitude and motivation (heart) is core.

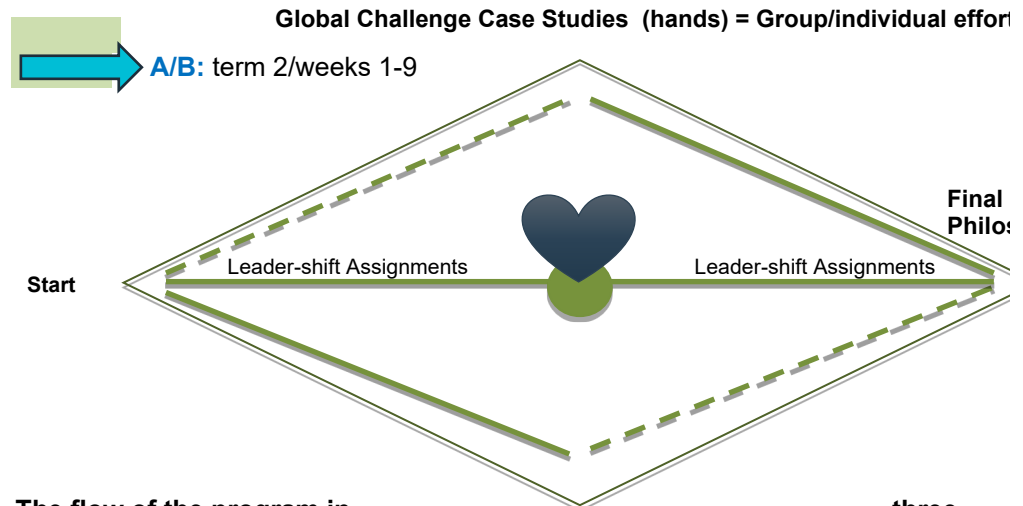
Another purpose of this course is to encourage you to become aware of your talents, and commitments in the context of leadership for purposeful change. You will come to understand different concepts of leadership (relational leadership, complexity leadership, transformational leadership, social change model, etc.) and how they differ from conventional leadership theories from the past centuries (note; this course is far more than a management training). You will get a self-exploration on how to apply these new concepts in your own career scenarios by developing a Leader-shift Philosophy – a personal statement on your professional position in a professional context. To achieve that, you will have to explore different leadership theories and work as a consultant on a practical case study. You will have to complete different assessments to be able to develop your Personal Leadership Plan. Challenge Case studies play a significant role by bridging theory and practice, education, and real-life professional context. By working in teams on 'questions from assignment providers from the work field (real world)' you will have to bring all your learnings into practice.

Testimonials from alumni who followed this minor:

"Leadership is a journey, and each journey is different and leadership philosophies change since you as a person change. My journey has started when I began with this interesting minor, but I am confident that I will take everything I have learned into practice and look back at this many times when I have a 'real job.' I am curious how my journey will continue.

But the most important is stick to yourself and trust yourself!" (Dutch, European Studies)

All in all, this minor is insightful, practical, and critical. People who want to make a change, either in themselves or in a broader aspect will feel at home in this minor. Exploring leader-shift is about discovering yourself, so be ready for it. " (Latvian, Industrial Design).



Theory (head) Exploring Leader-shift three

- The leading learning line is the development of a Personal Story and a Personal Leader-shift Philosophy embedded in a Leader-shift Portfolio, which is a reflective endeavour. Students will be given weekly personal leader-shift assignments. This will result in a digital personal story showing how to present yourself in the (professional) world. Students can use this story for their LinkedIn-account and their future job interviews. In this flow the course will make use of lectures and different assignments, next to project work groups, harvesting teams and peer-to-peer coaching.

The course will result in:

1. **A Personal Leader-shift Portfolio (Part A)** – containing a Personal Leader-shift Philosophy (see section on testing on this module guide - specifics will be given during the first week of the minor) and through an assessment rubric.
2. **A Case Study Challenge report and practical workshop (Part B):** from a case presented x project group in sync with a Leadership vision, according to an assessment rubric.

Outline of learning topics:

1. Theories on leadership:

- What is Leadership and how does it relate to the demands of the work field, starting with the internship/work placement?
- How can (personal) leadership serve as a bridge between your personal experience and the professional field?
- How does the understanding of Personal Leadership skills benefit your professional development and how to use it?

2. Your career in a professional context and ever evolving complex society:

- How to apply different leadership techniques in leadership identity development?
- How to incorporate leadership skills in your study, work and daily life?
- How to connect and apply Personal Leadership skills to the work field through case studies.
- How to develop a personal leadership philosophy?
- How to apply this philosophy in project groups and case studies?

3. **How to tackle challenges at different working layers:**

- Analysing cases at different levels and depth, taking into account values and ethics.
- Make use of the knowledge and wisdom available in the groups/communities (dialogue through different innovative techniques).
- How to make optimal use of your skills within learning communities (project groups or else)?
- How to advice and present in a professional and efficient way.

Learning Outcomes

The competencies for this minor are three-fold: **Knowledge, Skills and Attitudes**. The Learning goals are related to the World Citizenship Competencies as related to 1 of the main themes of THUAS: **Entrepreneurship and innovation in an age of globalization** ([World Citizens in a learning society ,THUAS vision document "en route to 2020" p.9](#)):

(K1) You will learn about the most recent leadership theories, and how to apply those within a complex society and challenging organizations in your Personal Leadership Plan (head).

(K2) You will be able to think conceptually and creatively about the meaning of Personal Leadership in your career path and personal experience and apply it already during your internship (head).

(S1) You will learn different Journaling techniques and how to apply them in your work, starting with the preparation for your internship (hands).

(S2) You will get experience in applying innovative decision-making techniques, creative and critical thinking in cooperation with others. Networking as a mandatory asset in your career path (hands).

(A1) You will learn how to use creative and critical thinking in your self-development Plan by choosing and developing a Leader-shift philosophy (heart).

(A2) You will become aware of your potential career scenarios through your Personal Leader-shift philosophy and how to efficiently communicate your career identity to the work field (heart).

These knowledge, skills and attitudes will be applied in [Part A: Portfolio](#).

Other related competencies:

(A3) To develop mindfulness, proactivity and assertiveness in decision-making processes regarding your career choices and professional development (heart).

(A4) To Increase self-awareness through the exploration of values, beliefs, culture, and identity. Understand gender and cultural influences on leadership (heart).

(A5) To get a clear sense of responsibility towards your own development and your contribution to the society you live and work in (heart).

(S3) To elaborate critical and well-founded opinions on qualities & skills and express them with assertiveness and professionalism based on the knowledge acquired (hands & heart).

(S4) Apply the theoretical and personal learning on case studies (hands): providing a report with advice on which leadership style fits best the case study and why.

These skills and attitudes, together with the knowledge acquired in [Part A](#), will be applied in [Part B: Case Study Challenge](#).

5.5 Communication Management

Change Management	
Course Code	CO-ICM-CM-M-24
Year	3
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Zah Kahar z.kahar@hhs.nl
Entry Requirements	None
Method	The module consists of six meetings of 90 minutes each and 5 seminars of 45 minutes each. Clarification of theory will focus on the views and publications of several authoritative strategists and writers on the subject of leadership and change. These theories will be related back to current affairs and case studies.
Assessment	Written exam
Course Material	Peter M. Senge, <i>The Fifth Discipline – the Art & Practice of the Learning Organisation</i> , Random House Business Books, (2006 edition) ISBN 97 81905211203 Materials from a set of Readers
Course Outline	We are continually asked to manage change in our own lives and organisations. Yet, change unfolds through personal and organisational resistance. This course focuses on managing change and provides frameworks and tools to implement it. Participants examine personal and organisational approaches to dealing with change through case studies and group activity. Blending theory and practice, students will work in small groups, applying course material in the analysis of real-world change management challenges. The aim is to produce critically thinking, proactive change managers who have the tools to respond to the range of organisational issues emerging in workplaces today.
Learning outcomes	Context & Strategy 1: A communication professional understands an organization's strategy and the broader (international) environment in which it operates. They have a clear understanding of internal developments, industry trends, and the media landscape, enabling them to develop communication strategies that align with the organization's objectives. Target group & Behavior 1 & 2: A communication professional actively gathers insights through listening, conversations, and monitoring, including online data analysis, to understand the target audience. They analyze audience behavior and needs, assess the effectiveness of communication strategies, and adapt accordingly to enhance impact of change.

Communication & Behaviour

Course Code	CO-ICM-COB-F-22
Year	1
Offered in term(s)	3&4
Credits	5 ECT
Module Manager	Dominique Darmon d.darmon@hhs.nl
Entry Requirements	None.
Method	Lectures and workshops
Assessment	Portfolio (Group and Individual assignments)
Course Material	Assigned Weekly Articles Recommended Reading: 1. Book: Lull, J. (2000). Media, Communication, Culture (2nd Edition). New York: Columbia University Press. 2. Book: Andrews, M., Van Baaren, R., & Van Leeuwen, M.L. (2013). Hidden Persuasion. Amsterdam: BIS Publishers. Assigned articles (Provided in class)
Course Outline	The course 'Communication and Behavior' has two central themes: At a larger, macro level, we will examine whether, and if so, how, the media is able to influence human behavior. We will discuss several communication theories and schools of thought and analyze how people's attitudes and values are shaped. We will also look at messages of propaganda, misinformation and disinformation. Then, at the meso and micro levels, we will zoom in on persuasive communication theories and practices. How can communications professionals convince people from a certain target group to eat in a healthier way or go to the gym, for example? How can one design an effective campaign to persuade people to recycle their waste? We will particularly focus on attitudes and underlying beliefs and how they relate to behavior.
Learning Outcomes	In this course students will work on the following learning outcomes: -The student maps out the communication target group -The student translates the insights about the target groups into a communication strategy to influence the behavior of the target group. In this course you will work on the following learning goals: 1. Student applies various theories of mass media to a specific case in order to create a situation analysis. 2. Student applies various behavior and information processing theories to analyze the behavior of a chosen target audience. 3. Student analyses an existing mass-media campaign thereby evaluating how persuasive communication techniques are used in practice.

Consulting with Impact

Course Code	CO-ICM-CWI-M-25
Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	Zeynep Azar e.z.azar@hhs.nl and Han de Looper h.j.h.deloooper@hhs.nl
Entry Requirements	B2 level fluency in English, familiarity with business English
Method	Lectures and workshops
Assessment	Individual oral exam
Course Material	TBA
Course Outline	In this module you will develop your (inter)personal skills, in particular relationship building and relationship management skills. Additionally, you will learn how to give a professional presentation. You will take the role of a communication consultant for this module.
Learning Outcomes	Through the course you will learn: • Relationship building techniques • Effective listening techniques • Giving and receiving feedback • Relationship management techniques • Different communication styles (preferences a client might have) Body of Knowledge (BOK) & Professional skills: • Corporate Communication • Accountability • Language • Investigative capacity • Empathy • Agility

Crisis Communication

Course Code	MO-HMVT-25-CRC
Year	2, 3 and 4 (Minor)
Offered in term(s)	1&2 and 3&4
Credits	30 ECTS
Module Manager	Diederik Brink d.j.brink@hhs.nl and Han de Looper h.j.h.deloooper@hhs.nl
Entry Requirements	None
Method	Workshops
Assessment	Portfolio

Course Material	TBA
Course Outline	Deal with risk, issues, and crises. Learn by watching, reading, and DOING. Develop individual skills and work in dedicated teams. Practice being a spokesperson, dealing with press. Develop concepts, create content, reach out to people.
Learning Outcomes	1. Making an analysis of stakeholders relevant to the client's organization during a crisis. 2. Deciding on a crisis communication strategy that serves the interests of the client. 3. Making a crisis communication plan including timetable, sender, channel, type of message, duration and/or frequency of messages and resources required. 4. Drafting crisis messages in line with the chosen strategy. 5. Developing an effective spokesperson's approach in line with the set strategy and safeguarding the client's interest. 6. Interacting effectively with representants of the press. 7. Justifying all choices made during crisis situations to be accountable and learn for future occasions.

Design Thinking Project 1 and Design Thinking Project 2

Course Code	CO-ICM-DTP1-F-22 (Design Thinking Project I) CO-ICM-DTP2-F-22 (Design Thinking Project II)
Year	1
Offered in term(s)	3&4
Credits	10 ECTS (2 x 5)
Module Manager	Azar Jurriaanse
Entry Requirements	You have to be familiar with research methods as interviews and focus groups, you need to do those for this DTP course.
Method	Workshops
Assessment	Group presentation for both parts, the presentation for the second part is a pitch to the client (the assignment provider). There will also be an individual component of the assessment whose details to be communicated later.
Course Material	TBA
Course Outline	The Design Thinking Project is about developing a 'strategic creative communication concept' using the Design Thinking process. This project follows the Design Thinking process which is a 'human-centered', innovative process to solve (business) problems – very similar to User Experience Design framework. The project has two parts: the first part focuses on the research and gaining insights (first 7-8 weeks), and the second part on developing and testing a creative concept (last 8-9 weeks). The assignment and the assignment provider – a real company – are the same for both parts. For this project you will be working in groups, with the same group in both parts. It is not possible to follow only one of the two parts, if you want to follow this module you need follow both parts (total 10 ECTS).
Learning Outcomes	Throughout the course you will learn to: • identify the communication target group(s),

- design and conduct relevant Design Thinking research for insight into the target group behaviour,
- synthesize and process the research results into user insights,
- translates those insights into a communication strategy to influence the behavior of the target group,
- apply Design Thinking Ideation tools to develop creative communication concepts and interventions based on user insights.

Body of knowledge (BOK) & Professional Skills:

- Corporate Communication
- Accountability
- Language
- Investigative capacity
- Empathy
- Agility

Digital Skills

Course Code	CO-ICM-DS-F-22
Year	1
Offered in term(s)	1&2
Credits	5 ECT
Module Manager	Paul Schuchhard p.schuchhard@hhs.nl
Entry Requirements	None
Method	Lectures / workshops
Assessment	Portfolio consisting digital products and a logbook
Course Material	Audacity Da Vinci Resolve Canva Photoshop
Course Outline	This semester course introduces students to the way that technology influences communications and impacts both the sender and receiver. In Digital Skills, students will learn about the difference between traditional communications and digital communications. Following, they will start to learn how to develop an appropriate concept and how to express it through different digital communication channels. This will involve introducing students to the elements of creating (audio)visual products. Students will learn create a podcast, a video, and an edited image from creative design to technical production. In addition, students will learn to give and receive feedback as they peer review each other's work. This stimulates their critical thinking and allows them to use constructive (peer) criticism. It also an emphasises of the importance of giving and receiving feedback in a professional setting. Students will be able to apply feedback lessons directly at the digital skills course.

Weekly courses will consist of a newsroom segment and the application of digital skills. The newsroom segment serves as a way to discuss the news and current events with students. It also schedules discussions around the use of the digital skills of the course. By starting the course every week by bringing the outside world in, students will learn the importance of following the news and thinking creatively, more broadly, and critically about the tools they are learning.

Learning Outcomes	• Concept & Creation 1: The student develops appropriate, creative communication concepts. → The student uses creative and critical thinking in the development of digital products. The student develops digital products through group work and (peer) review. • Concept & Creation 2: Based on the creative concept, the student creates communication tools and/or a briefing. → The student creates a podcast, a video, and to edit an image. These tasks will be completed within the framework of a course assignment. The student will use digital tools to create the products out of the creative concepts.
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Embedding Sustainability in Business

Course Code	MO-HMVT23-SUB
Year	2, 3 and 4 (Minor)
Offered in term(s)	2
Credits	15 ECTS
Module Manager	Barry Verbeek b.verbeek@hhs.nl
Entry Requirements	Students in the 2 nd , 3 rd , or 4 th year of their programme. In semester 1 this course only runs in term 2 as an intensive version, no (or very limited) classes should be taken next to this course in term 2.
Method	Lectures and group work
Assessment	Exam – individual, 10 open questions about book and lectures (7 ECTS), portfolio (4 ECTS) and report (4 ECTS).
Course Material	Molthan-Hill, P. (2023). <i>Sustainable Management. A Complete Guide for Faculty and Students</i> (third edition). Routledge. ISBN 978-1-032-27920
Course Outline	General concepts related to sustainability in business will be discussed using a multiple stakeholder approach. Several stakeholder case studies will be discussed and guest lectures from different organisations will explain how they approach sustainability. In previous editions of the minor guest lecturers came from organisations like BMW, Philips, Shell, ING, TNT, Greenpeace, Fairtrade and GRI (Global Reporting Initiative). For the third test (report), students will write a benchmark report in groups. Students choose a sector and then compare and contrast a number of sustainability reports (each student one report). Students develop their own framework of assessment indicators based on the GRI guidelines. In the conclusions, the students present which company communicates better about their sustainability than others, and why.

Learning Outcomes

On successful completion of this module, students will be able to:

- Discuss the general concepts of sustainability
- Understand the multi-stakeholder approach when it comes to sustainability
- Understand the role that corporate communication and stakeholder communication play in communicating about sustainability.
- Recognise the different approaches to sustainability in business
- Discuss the importance of the value chain for sustainability in business
- Link sustainability articles to theories that were discussed in the lectures or in the book
- Understand the importance for an organization to communicate with stakeholders on their sustainability efforts
- Develop a sustainability report
- Do research on an organisation's sustainability efforts and translate that into a communicative report
- Understand and apply the guidelines of the Global Reporting Initiative (GRI) in a report

Foundations of Research

Course Code	CO-ICM-FOR-F-22
Year	1
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Dr. Olivier Nyirubugara (o.nyirubugara@hhs.nl)
Entry Requirements	None
Method	Workshops
Assessment	Portfolio
Course Material	TBA
Course Outline	Foundations of Research [FoR] is basically a skills module that helps students build and strengthen the “university mindset”. It introduces students to the university as an environment where information is filtered based on certain criteria, actively sought via specific channels, critically processed and analysed before being turned into knowledge that can be reported. All that requires not only information seeking and processing skills, but also research skills and AI literacy as well as critical thinking skills. FoR is divided into three main parts: The first part covers “information seeking skills” and deals with the types of information there are, the characteristics of each, and the sources to which researchers and professionals go for information. The second part covers the “information processing skills” and takes students through the reading and mapping of academic and professional literature. The third delves into “target group research skills” to introduce students to interviewing and focus groups as research methods and to theoretical (behavioural) research. Throughout the semester, special attention is paid to AI literacy (where it’s helpful, where it might be problematic, and ethical considerations).
Learning Outcomes	• TARGET GROUP & BEHAVIOUR 1: The student maps out the communication target group(s). • TARGET GROUP & BEHAVIOUR 2: The student translates the insights about the target groups into a communication strategy to influence the behaviour of the target group.

Intercultural & International Communication

Course Code	CO-ICM-IIC-F-24
Year	1
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Han de Looper H.J.H.deLooper@hhs.nl
Entry Requirements	None
Method	Lectures and workshops
Assessment	Exam (100%)
Course Material	- Nunez, C., Nunez Mahdi, R., Popma, L. (2014). <i>Intercultural sensitivity: From denial to intercultural competence</i> (3rd Edition). Royal Van Gorcum, Assen, The Netherlands. - Meyer, E. (2014). <i>The culture map: Breaking through the invisible boundaries of global business</i>. New York: Public Affairs.
Course Outline	Professionals increasingly find themselves operating in intercultural environments, working for and with people who have different perspectives. Knowledge and understanding of leading theories and practical frameworks on cultural diversity help students prepare for this reality. In the course Intercultural Communication students from different cultural backgrounds sit together and work together to explore leading theories in intercultural communication, focussing on practical business situations. Students are invited to add diverse sources to the leading theories that form the core of the course: Hofstede's Six Dimensions of Culture, Bennetts' Scale of Intercultural Sensitivity and Meyer's Culture Map. Assessment is based on individual effort, achieved through effective work in groups of culturally diverse composition.
Learning Outcomes	Upon successful completion of the course the student will be able to: - Define culture and intercultural communication. - Describe Hofstede's intercultural communication theory. - Describe the 8 steps of Meyer's culture map. - Describe the Bennetts' Model of Intercultural Sensitivity - Apply these theories to current situations in the real world. - Examine one's own intercultural experiences critically.

Journalism and Media

Course Code	MO-HMVT25-JML
Year	2, 3 or 4 (Minor)
Offered in term(s)	1
Credits	15 ECTS
Module Manager	Olivier Nyirubugara / Dominique Darmon o.nyirubugara@hhs.nl / d.darmon@hhs.nl
Entry Requirements	Students in the 2 nd , 3 rd . or 4 th year of their programme. Interest and curiosity in how media and journalism work. In semester 1 this course only runs in term 1 as an intensive version, no (or very limited) classes should be taken next to this course in term 1.
Method	Lectures and workshops
Assessment	Portfolio (50%) and Master-proof (50%)
Course Material	Randall, D., (2021). <i>The Universal Journalist</i> , (6 th ed), Pluto Press. Weekly readings will be assigned.
Course Outline	This course explores the roles of journalists in an ever-increasing complex media environment. The goal of this course is to help the communication professional gain a solid understanding of how journalists function in order to work with them efficiently. In the theoretical part, you will examine: • Identify media professionals' rights and legal responsibilities. • Define freedom of expression. • Explain the key principles of media ethics. • Reflect on the ethical challenges posed by new technologies, such as generative AI. • Map media systems & their implications • Explain the media power theory • Outline the most important aspects of media economics. In the practical part, you will: • Write newspaper articles. • Learn how to focus your story. • Conduct journalistic research. • Learn storytelling techniques. • Conduct interviews. • Produce a mini documentary.
Learning Outcomes	At the end of this course students will be able: • To define news and journalism • To identify the main tasks of journalists • To map the current developments and discussions around journalism • To produce news stories

Marketing and IMC

Course Code	CO-ICM-MAR-F-22
Year	1
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	Lee Harris l.j.harris@hhs.nl
Entry Requirements	None
Method	Interactive lectures
Assessment	Exam
Course Material	Book: Zook, Z.E. & Smith, P.R. (2016). <i>Marketing Communications Offline and Online Integration, Engagement and Analytics</i> Philip Kotler / Kevin Keller / Mairead Brady / Malcolm Goodman / Torben Hansen (3 rd ed.), 2016, <i>Marketing Management</i> , Pearson, ISBN: 9781292093239
Course Outline	The aim of this course is to provide a broad overview of the marketing process and to help students build a foundation upon which they can build more in-depth knowledge and skills. Established marketing concepts and principles will be introduced and students will apply the theory and models to practical marketing situations. Issues addressed are the roles and importance of marketing, core marketing theories and concepts and contemporary marketing issues. Topics discussed during lectures include gaining an understanding of the consumer and the marketing environment (e.g. consumer behaviour and environmental analysis), customer relationship management, marketing strategy (segmenting, targeting, and positioning), branding, the marketing mix elements (4-P's), marketing of services, marketing in a digital environment, corporate social responsibility. IMC is an approach to achieving the brand and communication objectives of a marketing communication campaign, through the well-co-ordinated use of different communication tools/techniques across different communication channels and using appropriately developed content - that are intended to reinforce each other in delivering a unified message and provide a seamless brand experience. In this module, we examine the IMC framework and processes. Carefully examine the different types of communication tools/techniques, communication channels and content formats - available to create an integrated communication campaign. While at the same time, considering challenges of IMC within an international context, ethical issues, and sustainability. This module will cover a variety of situations, considering the following: • Communication objectives • Target audience – consumer, business, employee • Value proposition – product, place, person, service • Industry – FMCG, Electronics, Telecommunications, etc. • Related ethical, international, sustainability issue
Learning Outcomes	• To define Marketing and the Marketing process • To outline the Marketing environment

- To identify a customer value-driven Marketing Strategy
- To describe a customer value-driven Marketing mix
- Define terminology used (including in different regions) in marketing communication plans
- Describe the different components of a marketing communication mix
- Give examples of how different communication tools/techniques can be used to achieve different communication objectives
- Associate the advantages and disadvantages to different media channels
- Indicate the content formats that are appropriate for different communication tools/techniques and media channels.

Media & Storytelling

Course Code CO-ICM-MVL-M-23

Year 2

Offered in term(s) 3&4

Credits 5 ECTS

Module Manager Dr. Olivier Nyirubugara o.nyirubugara@hhs.nl

Entry Requirements None

Method Workshops

Assessment Portfolio

Course Material To be announced

Course Outline Storytelling has often been described as one of the most important features that distinguish humans from non-humans. Telling stories happens naturally and mostly in a spontaneous way. At the same time, communication professionals have taken it to a different level by deploying it for tactical and strategic purposes. This module aims to walk students through three processes that, taken together, offer a full picture of how storytelling works. The “Telling” part focuses on the different aspects and techniques that characterize effective storytelling. The “Analysis” component explores the different research methods that professionals use to investigate stories that are told around an issue or a problem. On its part, the “Trend Mapping & Visualization” element explores the ways in which the trends in social media stories are both reported and visualized for executives in a corporate setting.

- Learning Outcomes**
- TARGET GROUP & BEHAVIOUR 1: The student maps out the communication target group(s).
 - TARGET GROUP & BEHAVIOUR 2: The student translates the insights about the target groups into a communication strategy to influence the behaviour of the target group.
 - CONCEPT & CREATION 1: The student develops appropriate, creative communication concepts.
 - CONCEPT & CREATION 2: The student creates communication tools and/or a briefing based on the creative concept.

Organisational Communication

Course Code	CO-ICM-ORC-F-22
Year	1
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Barry Verbeek b.verbeek@hhs.nl
Entry Requirements	None
Method	Interactive lectures
Assessment	Cumulative Exam: three part tests in weeks 8, 12 and 16
Course Material	To be bought by students: Cornelissen, J. (2020). <i>Corporate Communication. A guide to theory & practice</i> (6th edition). SAGE. ISBN: 978-1526491978. Will be made available for students digitally: - Pasquier. M & J.P. Villeneuve. (2012). <i>Public Communication. An introduction</i>. In: Marketing Management & Communications in the Public Sector (pp. 149-167). Routledge. - Leach, R. (2009). <i>Public Relations and Democracy</i>. In: Exploring Public Relations (pp. 78-92). Tench R. & L. Yeoman. Pearson Education. - De Mooij, M. (2004). Translating Advertising; Painting the Tip of an Iceberg. <i>The Translator</i>, 10(2). 179-198 - CIVICUS Internal Communication Toolkit
Course Outline	Weekly lectures on: Week 1: Corporate Identity and Corporate Image Week 2: Corporate Reputation Week 3: Stakeholder Management Week 4: Sustainability/ CSR Week 5: Issues Management Week 6: Corporate Branding Week 7: The role of public communication in a democratic society Week 8: Key theories and concepts related to public communication Week 9: The importance of internal communication Week 10: Developing strategies for internal comms, tools and tactics used in internal comms Week 11: Internal communication in times of change and learned helplessness Week 12: Negotiating across cultures Week 13: Corporate image and advertising internationally Week 14: Consult lecture (Q&A)
Learning Outcome	On successful completion of this module, students have covered the following Learning Outcomes on level 1: • The student identifies internal and external developments and issues, identifies and prioritises stakeholders, and translates the implications into communication policies.

- The student can develop and shape a communication strategy that is in line with the communication goals, which in turn are derived from the organisational goals.
- The student organises interaction and collaborations and arranges meetings with the aim of making employees more communicative and/or stimulating bonding with the organisation.

Project Management

Course Code	CO-ICM-PJM-F-22
Year	1
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	Dan Diojdescu d.diojdescu@hhs.nl
Entry Requirements	None
Method	Workshops and Self study
Assessment	Portfolio
Course Material	1. Project management. A Practical Approach. 5e druk, Roel Grit – Noordhoff Uitgevers Assigned articles (Provided in class and on Brightspace)
Course Outline	The popularity of project-based working in organizations has grown in recent decades. Projects are not only used for the development of new products, but also for the implementation of reorganizations, the implementation of information systems and the organization of events. As a student in higher education and later in professional practice, you often have to deal with multidisciplinary project work. During this module you will work on a concrete event plan via a project-based approach. You learn what makes project-based working different from 'ordinary' working.
Learning Outcomes	• The student makes plans for the communication strategy that take into account the target group(s), objectives, budget and time in which it has to be achieved. • The student organises, guarantees and evaluates the implementation and effectiveness of the planned communication activities. At the end of the module: • You know different types of project management methods. • You know the steps within project management. • You are able to apply the steps of project management. ○ You are able to make a plan of approach for organizing an event; ○ You are able to calculate the risks of a project; ○ You are able to develop an event plan; ○ You are able to execute an event according to the event plan; ○ You are able to evaluate the event. • You are able to analyse the composition of their team using the Belbin roles.

Project: Global Issues

Course Code	CO-ICM-GIMS-F-25
Year	1
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Diederink Brink d.j.brink@hhs.nl
Entry Requirements	None
Method	Workshops
Assessment	Individual oral assessment. Students are required to participate in the assessment in person in January, so this is not for the students who will return home during Christmas and won't be able to come back for the assessment.
Course Material	TBA
Course Outline	This is a module about world problems, challenges, and adventures. Throughout the course we will dive into what's happening in the world around us and look at major trends and developments in relation to the United Nation's Sustainable Development Goals (SDGs) and the education and research priorities of The Hague University of Applied Sciences. For this year's edition, we will in particular focus on NATO and the upcoming NATO summit in The Hague on one hand, and greenwashing on the other hand. Furthermore, you will work on developing a communication strategy step by step in the context of the upcoming NATO summit. The exact assignment changes every year.
Learning Outcomes	1. The student identifies internal and external developments and issues relevant for the assignment. 2. The students describes and prioritizes stakeholders and translates the implications into the communication policy. 3. The student formulates an organizational issue/ problem/ ambition and a communicational goal that's derived from the organizational issue/ problem/ ambition. 4. The student develops a communication strategy that is informed by the external and internal analyses. The strategy aligns with the organizational issue/ problem/ ambition and the communicational goal and that is informed by the (target group) analyses they've conducted. 5. The student communicates their strategy in a structured and clear manner both orally and written; their presentation and written work follows the APA guidelines (7th edition).

Public Relations

Course Code	CO-ICM-PRE-M-24
Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	Zah Kahar z.kahar@hhs.nl
Entry Requirements	None
Method	Workshops
Assessment	Portfolio
Course Material	TBA
Course Outline	<i>Public relations (PR) have evolved to become more complex and dynamic. PR is no longer about creating a positive image for an organization, but also about managing communication namely building relationships with stakeholders and the public (Moss & DeSanto, 2011). Therefore, the umbrella of PR opens an opportunity to integrate relevant areas of organizational communication such as issue & reputation management, issue management, and crisis communication.</i> *This module mainly aims to equip students with the knowledge and skills required to create effective communication strategies that resonates with stakeholders. Students will identify the critical role of corporate communication in building and maintaining relationships with the various stakeholders of an organization. This involves providing students with an understanding of the role of public relations professionals in the current environment and how they can leverage PR to champion important causes. By the end of the course, students should be equipped with the knowledge and skills to navigate the dynamic field of Public Relations, employing strategic thinking to positively impact organizational communication and relationships.
Learning Outcomes	Core Area: Context & Strategy (C&S) Learning outcome 1 The student identifies internal and external developments and issues, identifies and prioritizes stakeholders, and translates the implications into communication policies. Core Area: Target Group & Behaviour (TG&B) Learning outcome 1 The student maps out the communication target group(s). Core Area: Planning & Organizing (P&O) Learning outcome 1 The student makes plans for the communication strategy that considers the target groups, objectives, budget, and time in which it must be achieved.