MANAGEMENT & ORGANISATION EXCHANGE PROGRAMME

Academic Guide for incoming exchange students M&O 23-24

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YOU. US. THE WORLD.

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

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MANAGEMENT & ORGANISATION EXCHANGE PROGRAMME

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Mission Statement

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

At the Faculty of Management and Organisation (M&O), we pride ourselves on our international atmosphere. Within our undergraduate programmes we have many non-Dutch students who come to spend their entire study period with us. Add to this the 250 students who come and complete either a one-year or one-semester exchange programme, and at any given time some 35 nationalities can be found within our corridors.

To reflect the international dimension our academic programme offers many courses with an international perspective; moreover, we have also taken particular care to provide language courses at various levels to ensure that students can take languages at their own level and further enhance their skills. We believe this is vital in helping you become global citizens that can meet the challenges of modern society, thus increasing both your employability and social awareness. These
are important considerations in our university and ones we are happy to share with you.

This guide aims to outline the study programme and facilities available for our exchange students. The information given in this guide is general and brief, more detailed module outlines are available upon request. The classes in Introduction to Dutch Culture & Society are open for all students from abroad because we think it is important that they should learn something about their host country.

We hope that all our exchange students enjoy their stay in The Netherlands and that they will thrive from the challenges and opportunities we have to offer them. We shall certainly do everything possible to make their stay with us rewarding and look forward to having you here.

Martijn Verheus
Director Faculty Management and Organisation

Content

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

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.

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 Management & Organisation

2.1 The Global Office

Name	Tasks
Programme Coordinators Internationalisation **Wil Pruijssers (BK)** w.m.pruijssers@hhs.nl **Lenneke Schouw (COM-ICM)** h.m.schouw@hhs.nl **Reinout Klamer (FM)** H.R.Klamer@hhs.nl **Eline Duine (HRM)** E.Duine@hhs.nl	• general responsibility for international development and administration • all general academic and social matters concerning exchange students • responsible for social and integration activities for international students
Sophia Tseng *Mobility Officer (Inbound)* MO-GlobalOffice@hhs.nl	• responsible for administrative matters of guest students and processing ERASMUS+ and non-EU documentation such as Learning Agreements and Certificates of Stay
TBA *Global Office Coordinator* MO-GlobalOffice@hhs.nl	• general responsibility for faculty wide internationalisation processes and administration
Claudie Diers-Lienke *Faculty Coordinator Internationalisation* C.T.Diers-Lienke@hhs.nl	• responsible for internationalisation policy of the faculty • Staff exchange
Kiki Julizar *Mobility Officer (Outbound)* MO-GlobalOffice@hhs.nl	• responsible for administrative matters for outgoing students

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

We are also on Instagram!

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2.2 Area Coordinators & Erasmus+

Our Area Coordinators are responsible for day-to-day contacts with partner institutions, contact persons for exchange students and for academic and social support. Their contact details can be found below:

Area Coordinator Management & Organisation	Email address	Countries
Ms. Eline Duine	E.Duine@hhs.nl	Austria & Germany
Ms. Lenneke Schouw Ms. Carlien Schafthuizen	h.m.schouw@hhs.nl c.schafthuizen@hhs.nl	France & Greece
Ms. Loekie Schot	l.s.schot@hhs.nl	Sweden & Finland
Mr. B. Verbeek	b.verbeek@hhs.nl	Indonesia
Ms. C. Diers-Lienke	C.T.Diers-Lienke@hhs.nl	Italy
Ms. Wil Pruijssers	w.m.pruijssers@hhs.nl	Portugal & Spain
Ms. Nicki van Campenhout	n.vancampenhout@hhs.nl	China, Japan, South Korea & Taiwan
Ms. Zah Kahar	z.kahar@hhs.nl	United Kingdom

Area Coordinator Facility Management	Email address	Countries
Ms. Marlinda Dressen	m.dressen@hhs.nl	Austria, Germany & Switzerland
Mr. Juun Schaars	c.f.a.schaars@hhs.nl	Spain
Ms. Loekie Schot	l.s.schot@hhs.nl	Norway & Finland

3. Facilities

Information on campus security, printing/scanning/copying, storing bicycles, parking cars, prayer rooms and special assistance etc. will be provided upon student's arrival and during the mandatory introduction week. Find below an overview of various topics useful for incoming exchange students.

3.1 Desks and questions

There are several desks you can contact for various topics and issues.

The Faculty **Management & Organisation Front Office** can redirect you to the right person or department within the faculty, so they are a good **starting point**.

Telephone   +31 70 445 86 00
E-mail   mo-frontoffice@hhs.nl
Location: OV2.51

For any questions on housing, your **general application, residence permits** and visas, health insurance, registering at the municipality, you can visit the **International Office**.

Telephone: +31 70 445 8505
E-mail: exchange@hhs.nl
Location: OV1.10

Specifically for exchange students, there is also the **Global Office**, we can answer any question related to your **academic** programme, timetables, courses, etc.

E-mail: MO-GlobalOffice@hhs.nl
Location: OV2.49

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For **written exam** related questions, there is the Exam Office, they can help you with the ins and outs.

Telephone: +31 6 1432 8057
E-mail: MO-examoffice@hhs.nl
Location: OV2.59

For **IT related** questions and issues (such as your Campus card of Wi-Fi login details), contact the general **Front Office FZ IT of THUAS**.

Telephone: +31 70 445 7777
E-mail: Frontoffice@hhs.nl
Location: OV1.69

3.2 Library and Study Plaza

The library has a large collection of books, nearly 900 magazines, Dutch and foreign newspapers, and a large collection of graduation essays. Because of its digital catalogue and excellent electronic sources of information, the library provides excellent facilities to students and staff. It is open to students registered at THUAS and to members of staff.

The Library is 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.

Opening hours Library & Study Plaza:
Monday to Friday   09.00 am – 22.30 pm
Saturday & Sunday   10.00 am – 22.30 pm

During the COVID pandemic and holiday periods opening hours may be different.

Most of the books, graduation essays and videotapes are available for borrowing. Magazines are not, but there are facilities for copying magazine articles. There is a limit to the number of items that can be borrowed the following items are allowed simultaneously.

There is also a digital library (for the most part accessible any time, from any computer, once you are logged in as a student) which includes (international) databases, E-journals, standards database, E-books, THUAS theses and publications in digital form, information about copyright regulations and tools available for managing references. For more information about borrowing library items, the library catalogue, workshop/training courses available for students, facilities, and house rules, please consult this link. If you have any questions, you can visit the library and ask a staff member or contact the library via email: bibliotheek@hhs.nl.

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3.3 Student Counselling & Supervision

THUAS has a counselling system in place to help students facing problems that may affect their study results. Our Exchange students are also encouraged to speak to their Country Tutor (see above) and/or the Mobility Co-ordinator in order to alleviate their problems.

THUAS has a central student counsellor, who is independent of the programmes. He advises students on all kinds of matters ranging from study grants and housing to other programmes of study inside and outside THUAS. He 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, but in this case, they can also choose to go to their Country Tutor or the Programme Coordinator Internationalisation. They are there to listen to students and help them as best they can.

Any conversations with the central student counsellor or the faculty staff are strictly confidential. Students may be referred to expert agencies outside the university.

THUAS also has a student psychologist. The problems students see themselves confronted with are very diverse. Sometimes they lose the motivation to continue their studies, or they suffer from a fear of failure; sometimes very serious things occur, such as psychiatric disorders. The psychologist provides short term care. These conversations are, of course, also strictly confidential.

3.4 Campus Card

We use an electronic purse system at THUAS to buy food and drinks and make copies on the copy machines. It is not possible to pay in cash inside the university. During the mandatory orientation, we will show you where to collect a Campus card. To load credit on this card, you will need to have a PayPal account or a Dutch bank account (with a Dutch bank account you can charge your card using Ideal or the THUAS building machines). It is not possible to charge the Campus Card with foreign bank cards, so make sure you get a credit card or PayPal account so you can use it upon arrival at THUAS. Alternatively, food and drinks can be bought at THUAS with a Dutch bank card, which you will receive upon opening a Dutch bank account.

You will then need to activate your campus card online at: Log in / FacilityPro user portal (hhs.nl). Please follow these steps:
- Log in with your username and password (these were sent to you by email).
- Click on 'Enrol card'.
- Enter the card number (you can find the number on the card itself) and the activation code that you got on the letter you received with the card.
- Select 'Enrol'

3.5 Canteen

Food and beverages may be obtained from the central restaurant, from the West 75 cafe and from vending machines. In all cases payment is through chip cards. The central food court has the largest selection of items, also serving vegetarian and halal products. It is open during term-time from 8am to 8pm (5 pm on Fridays). During the holiday periods the opening hours may vary. Moreover, the university has microwaves that can be used for heating up food, multiple coffee corners on various floors, and a restaurant called the "West 75". Please note that students can only pay by Campus Card or a Dutch (European) Maestro bank card. The university does not accept cash or credit cards.

There is also a small grocery store outside the main building called "Albert Heijn To Go"*, which sells a selection of meals and snacks and drinks. There are also various vending machines with drinks and snacks on multiple floors of the university.
* At the time of publication, AH To Go was closed until further notice.

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3.6 Medical Care

In case of illness, students must contact a General Practitioner before doing anything else. There are numerous General Practitioners around the university and in the areas of student housing. More information will be provided by our International Office upon arrival.

General information on medical care (doctor, dentist, and emergencies)

This section contains information on organisations and institutions that provide assistance to residents of The Hague.

Physicians or GPs
In case of illness, you should contact a general practitioner (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.

The practitioner closest to the university is:
Biking+Doctors
Babylon Hotel | Bezuidenhoutseweg 53 | 2594 AC Den Haag
Phone number: +31 (0)70 808 0300
Website: https://www.bikingdoctors.nl/
SUBSCRIBE

Shams
Praktijk Shams | Stationsweg 107 2h | 2515 BL Den Haag
Phone number: +31 (0)70 38 00 661
Website: https://www.praktijkshams.nl/
SUBSICRIBE

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 *huisartsenpost* (hadoks) 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 a.o. 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. The telephone directory of The Hague and surroundings contains an extensive list of pharmacies in The Hague.

The pharmacy nearest to The Hague University is Apotheek van Leeuwenhoek:

Rijswijkseweg 392
2516 HP Den Haag
Tel. 070-3992240
Fax. 070-3191309

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E-mail: info@apotheekvanleeuwenhoek.nl
Opening hours 8.30 a.m. to 6.00 p.m.

Dentists
Dental treatment is **not included** in a standard medical insurance. If you need a dentist (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 if you pay in cash in order to receive compensation from your insurance.

Art of Teeth Tandartsenpraktijk (Close to Asstraat)
Van Musschenbroekstraat 180
2522 AW Den Haag
Tel: 070-3999053

Outside office-hours and on weekends, please contact the "Tandzorg Den Haag" (Dental care The Hague) or the dentist emergency services.
Tandzorg Den Haag
Dr. Presserstraat 240
2552 LP Den Haag
Tel: 070 4041279 - info@tandzorgdenhaag.nl

Dental Emergency services (Tandarts Spoedgevallen Dienst)
Tel: 070-3110305

Bring along your passport or identity card, insurance papers, your address in The Hague, and enough cash to pay for the treatment.

4. Student Activities

Aside from the academic and support staff, M&O also has a number of student-run bodies who help in the organisation and running of the faculty. Their purpose is to organise extra-curricular activities and to help promote the international atmosphere within the campus. These student bodies also take part in 'academic conversation' with the management to ensure the students' voice is heard. The bodies include:

4.1 ESCAPE

ESCAPE is the largest international student organisation at the faculty of Management & Organisation. It caters for all student activities. Its most important aim is to stimulate friendship and understanding between its members. It also aims to establish good relationships with other student bodies within The Hague University. ESCAPE tries to reach these aims by organising all kinds of social and cultural events, including sports activities.

Every semester, several exchange students will be recruited to join this organisation as it is also in charge of organising several social events for both exchange and home students, to bring them closer and to facilitate a better integration of exchange students in the Netherlands, and mostly, making the exchange experience an outstanding and fun one!

4.2 Facilitas

The student organisation Facilitas organises various activities to bring students together, such as parties, drinks, a study trip, and other activities so that students get to know each other better. In addition, serious activities are also organized, such as company visits, tutoring if there is a demand and a networking

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event. All these activities are organized by Facility Management students, which can contribute to the personal development of students.

4.3 Campus Life & Sports at THUAS

THUAS organises many (sports) activities, such as volleyball, football, basketball, badminton, yoga, Pilates, pump, Zumba, boxing, capoeira, body shape, futsal etc. Students can take part in these based on a small contribution. The university gym is accessible for students with a sport and fitness pass, which can be purchased for a reduced amount for 3 months, a semester or an entire academic year. For further information you can contact fitness@hhs.nl.

The university is also home to various sport clubs (rowing, korfball, lacrosse, rugby, tennis, football, volleyball, hockey, basketball, athletics etc.) and organises various events and parties for our international students. More information is available via email at campus@hhs.nl.

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5. Information on the Academic Programme

All programmes at the Faculty of M&O awards a bachelor's degree. Programmes are offered in Dutch and English and are usually completed in 4 years. This chapter will deal with the information, rules and regulations of being part of the exchange programme.

5.1 Attendance

In the case of a number of modules the final result is partly dependent on a student's active contribution during classes. In such cases of compulsory attendance (at least ten out of twelve or a comparable number of classes to allow for unforeseen illness or absence) this is clearly stated in the Brightspace pages of the course/s in question. If a student fails to attend the minimum number of times, he is not 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 him/her entry.

5.2 Source Referencing & papers

During your studies at M&O you are expected to use the documentation style of the American Psychological Association (APA). These rules, known as APA style, are laid down in a student manual, which is published on the university student portal. 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 and will be referred to the Exam Board.

Most teachers will require you to hand in a hard copy and to submit your paper through Ouriginal. You can find this programme inside the Brightspace course linked to the module. Hard copies should be put in the staff pigeonholes.

5.3 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 go and 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 short questions through e-mail. Students can normally expect to get an answer to e-mail questions within 3 working days.

5.4 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.
• Through study-related announcements published on the university portal (http://intranet.hhs.nl/).
• 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 absolutely 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 located at OV1.02.

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5.5 Timetables

There are four terms, and the timetables will differ from term to term. Students will be supplied with a timetable at the beginning of each term.

Class hours:

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

In weeks with less than five working days the timetable is adjusted so that as many classes as possible can take place.

5.6 Year Calendar 2023-2024

The academic year is divided into two semesters. Each semester is divided into two terms of some nine-ten weeks. In each term there are six-seven weeks of lectures and students sit examinations at the end of each term. Resits of one term take place after the next term, except for term 4 where some of the resits are offered in August.

The **provisional** list of important dates for the academic year 23-24 is as follows:

21 Aug – 25 Aug	**Start Mandatory Introduction week Semester 1**
28 Aug	Start of Semester 1, term 1 classes
16 Oct – 20 Oct	Autumn Break
23 Oct – 27 Oct	Exams Semester 1, term 1
13 Nov	Start of term 2
25 Dec – 5 Jan	Christmas Break
8 Jan – 26 Jan	Exams Semester 1, term 2
29 Jan – 2 Feb	**Start Mandatory Introduction week Semester 2**
5 Feb	Start of Semester 2 classes
26 Feb – 1 Mar	Spring Break
29 Mar - 1 Apr	Easter Weekend (national holiday)
27 Apr	King's Day (national holiday)
29 Apr – 3 May	May Break
9 May – 10 May	Ascension Day (national holiday)
20 May	Whit Monday/Pentecost (national holiday)
27 May – 31 May	Regular exams Semester 2
15 July – 19 Aug	Summer Break

This calendar is subject to change. No rights may be derived from this information.

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Within the above calendar, the exact semester dates will be determined. Both the 1st and 2nd Semesters are opened a week before classes start by an introduction period for Exchange students, thus students should be aware that they are required to be in The Hague one week before classes start.

5.7 Changes to the Academic Calendar

It is emphasised that when planning their holidays students must stick to the official holiday periods. **It is sometimes necessary for M&O to change dates and schedule exams or lectures on dates originally planned as lecture-free or exam-free days**. However, no changes will be made to the official holiday periods.

5.8 Exam Dates

At the start of the academic year the academic calendar is published, so that students can plan ahead and know in which weeks their exams will take place. They can count on exams taking place in the exam periods in which they have been scheduled, but exams may be moved to other days and other times. 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 certain groups of students for whom the original schedule poses serious problems. Students will be informed of any changes through Osiris during the semester.

5.9 Exam Information

Students are required to be personally present for their written exams. Exams will <u>not</u> be sent abroad for students to complete at their home institution. Should students wish to take resit exams they will also need to be present in person for such.

Identification
Remember to bring valid identification with you to the exam sessions. You will be asked to show your ID before entering the exam room. If you are an exchange student from outside of the EU or Norway, Switzerland, Liechtenstein, Iceland, please bring your Dutch residence permit with you to the exam. Without valid ID you are not allowed to sit any exams!
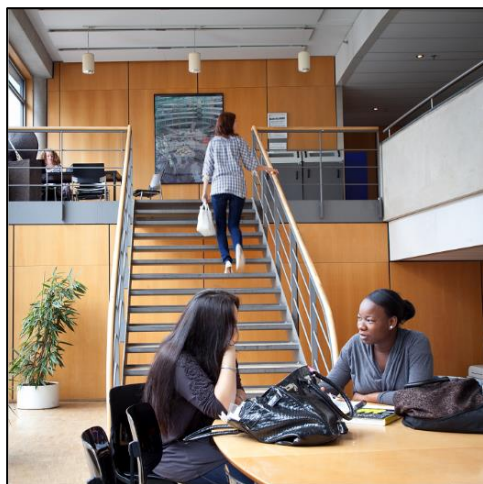
Attendance at on-campus Examination
You need to be in the exam room at least 15 minutes before the exam is due to start so your ID can be checked. You will also need to sign an attendance list both at the start and at the end of the exam.

Online proctoring
Since our previous academic year, online examinations have become a necessity. Online proctoring is an essential part of online exams, and you will be informed beforehand how you must set up your computer in order to take exams online if this is applicable to you.

The exams are organised by our Exam Office (mo-examoffice@hhs.nl).

5.10 Assessment Information

Assessment may take the form of assignments, presentations, essays, and exams. The assessment by essay, assignment or presentations may be new to some students. Some courses will include a combination of different sorts of assessment. At M&O it is also quite customary to use multiple choice exams. Students that need special arrangements for exams and have such at their home university, are required to inform their country tutor of such. They will then refer the student to responsible office in the university for such matters.

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Students may only register and/or take one resit of any given exam per year. The maximum number of times a student can sit a particular exam is twice per academic year. If students register for exams/resits 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 students' own academic system, grades will be transferred to either numerical or letter grades. Another good resource is Nuffic on the Dutch education system. Further information can be obtained from students' home institutions.

5.11 Number of Modules & Credit Points

Nearly all our modules carry a study-load of approximately 84 hours or more. This includes preparation for classes, attending classes, self-study, sitting the exam or writing a paper.

The subjects listed in this brochure are worth 2 to 15 ECTS (European Credit Transfer System). We consider a full semester programme to be from 27 to 30 ECTS points. The minim number of credits for an exchange at M&O is 20 ECTS and the maximum number is 40 ECTS.

Most courses have around 10-12 contact hours. For Italian students this is far less than the hours usually studied per course, for Scandinavians it is reasonably similar. Some students feel that they do not have enough time to complete the content of each module, so be prepared to adapt your study habits to the new system. Group work may also be unusual practice to students, but many agree that this provides a great opportunity to work with other students.

Class size may vary quite a bit from smaller seminar-sized groups to large lecture audiences. Most modules run for 6/7 weeks with 1 or 2 classes per week. Some modules run for the whole semester if you start a module in term 1 (or 3) you are expected to complete it in term 2 (or 4). Missing classes can become hazardous to your grades, since for most modules, missing a week is equal to 1/6 of a module.

Please also note that classes have restrictions on student numbers. Hence registration is very important; if you fail to register, you will lose your place in the course.

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

5.12 Course Material

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

Many modules have a required textbook. Textbooks can be expensive and there are very limited numbers 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 from a student who has already taken the module. Ultimately, you may have to buy the brand-new textbook. This being the case, you should order the book as soon as you know what your subject choice will be, particularly for subjects offered in the first half of the semester. However, we do not advise students to buy books before they confirm their course choice during the introduction week.

5.13 Preregistering for Courses

Students will make a **preliminary registration (pre-registration)** online through the *Osiris* tool. Upon applying at THUAS, students will receive a link inviting them to pre-register for courses. Once in The Hague, they will need to **confirm their registration** for those courses after publication of the timetable, at which point their course choice becomes final. It is important to note that courses have limited numbers and students should be prepared to register for alternative courses should a course be full at the moment of their registration and/or should their courses conflict in the timetable. It is essential that students register preliminarily via Osiris to reserve a spot in a course.

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6. The Academic Programme – Courses

Below you will find a list of the courses within the exchange programme on bachelor level. These courses are offered in English. The courses are all optional. **Note that all modules are available to all our incoming exchange students**

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, that means that the course takes place over the entire semester.

6.1 Course overview 2022-2023

Year	Subject	Runs in term(s)		ECTS
	Business Management & Human Resource Management			
3	Artful Business Creations	1	-	15
3	Exploring Leader-shift	2	-	15
2	International Semester Business Administration		3&4	29
3	Professional engagement in an international perspective (Professional development 3)	-	3&4	15
3	Sustainable Employability (Vitality 2)	-	3&4	12
3	Intercultural Communication (Semester 2)	-	3&4	3

Year	Subject	Runs in term(s)		ECTS
	Communication Management			
3	Change Management	1	-	3
1	Communication & Behaviour	-	3&4	5
3	Crisis Communication	1&2	-	15
1	Digital Skills	1&2	-	5
1	Intercultural Communication	1&2	-	5
3	Journalism & Media	1&2	-	15
1	Marketing and IMC	-	3&4	5
2	Media & Visual Language	-	3&4	5
1	Organisational Communication	1&2	-	5
1	Project Management	-	3&4	5
2	Public Relations	-	3&4	5
2	Sustainable Communication	-	3&4	5
3	Sustainability in Business	1&2	-	15

Year	Subject	Runs in term(s)		ECTS
	Facility Management			
3	Sustainable Facility Management	1	-	9

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Year	Subject	Runs in term(s)		ECTS
3	Business Continuity Management through Qualitative Research	1	-	6
3	Integrated Facility Management (only for Facility Management students)	2	-	15

Year	Subject	Runs in term(s)		ECTS
	Cultural & Language Courses			
n/a	Introduction to Dutch Culture & Society	2	4	1
n/a	English for Exchange students - Intermediate	1&2	3&4	2
n/a	Survival Dutch	1&2	3&4	2

Other courses may still be added for the academic year 2022-2023 and some of the courses mentioned above may be dropped after the publication of this guide. M&O cannot guarantee that where a course is oversubscribed students will be offered a place in it. Final course choices will be confirmed during the introduction week.

**All courses are offered in English and are part of the 1st cycle of education (Bachelor level). Students are required to choose a minimum of 20 ECTS and a maximum of 40 ECTS.*

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6.2 Course descriptions

What follows is an in-depth course description per subject area per course. **Note that all modules are available to all our incoming exchange students**

6.3 Business Management & Human Resource Management

Artful Business Creations

Course Code	MO-HMVT21-ABC
Year	3
Offered in term(s)	1
Credits	15 ECTS
Module Manager	Zunaica Phillips z.e.phillips@hhs.nl
Entry Requirements	- Strong English skills (level B2). - A token of motivation like for example a 1 A4 motivation letter or 90-second vlog to be sent to ABC@hhs.nl. This course is very intensive and no (or very limited) classes should be taken next to it in term 1.
Method	Lectures, Field trips, Bootcamp, Projects, Personal development This minor is designed for students who believe that businesses should be more creative in the way they run, are organised, and the goals they set. Open-minded students who are curious to learn hands-on what businesses can learn from the arts. People who like to experiment and examine why and how things work. Individuals who want to turn left when all the others turn right. Students that want to push themselves and others. Please note that it is not necessary for participating students to be art connoisseurs. Artful Business Creations is open to all students with an interest in business issues and who want to experiment with new, creative ways to tackle these issues. Within the minor, we start with the fact that everyone has a different flight path. Participants are welcome from the 'traditional' business courses who are in need of innovative, more creative business tools) and from the creative studies with an interest in working with business issues as a designer-in-training.

Assessment		Tests:	Method:
	A	Final presentation (11 ECTS):	Assessment Grade week 9 (80%) Resit week 10
	B	Progress reports - cumulative (3 ECTS)	Weekly report (20%) Pass/fail week 9 Resit week 10
	C	Bootcamp and attendance (1 ECTS)	Bootcamp mandatory Pass/ fail week9

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Course Material	Mandatory literature will be provided
	As part of their group assignment, students will have to search actively for other relevant literature and sources
Course Outline	Project-based learning is an important part of this minor. Students will participate in a project given by an outside provider. This creates a valuable opportunity for students to work on real-life problems and experience of working together in an international team. The learning environment includes lectures, self-study, workshops, experiences, projects, and field trips.
	Artful Business Creations offers both an intense and rich learning environment which asks for self-driven students who take responsibility for their learning process. Participation in Artful Business Creations requires eagerness, engagement, and a willingness to go the extra mile. Students who participate in Artful Business Creations do not just *take* the course; they help *shape* it. Perhaps most importantly is the willingness for students to postpone judgement on the values throughout the program. Some elements will be directly applicable, other elements will be food for thought, without a clear or immediate value.
	Through observing arts and business models, visiting art organisations and seeing artists at work, through experiencing different locations and approaches, students will develop a unique and artful approach to expecting the unexpected and feeling comfortable with discomfort.
Learning Outcomes	This minor is related to the Dublin Descriptors:

1. Knowledge & understanding
Provides a basis or opportunity for originality in developing or applying ideas often in a research context
- Improve his or her English
- Know methods and means to connect art and business, to connect new ways of thinking to established concepts and to connect innovations to old products and services.

2. Applying knowledge & understanding
Problem solving abilities applied in new or unfamiliar environments within broader (or multi-disciplinary contexts)
- Apply the knowledge and skills in a real-life setting
- Demonstrate that he or she can apply the insights of design thinking, models and techniques from the arts and creative industries to the world of business; the student will have to show
  - which elements of the program he or she has found useful and why
  - how these elements have found their way into the final product (the project proposal/end presentation for the client)

3. Making judgements
Ability to integrate knowledge and handle complexity, and formulate judgments with incomplete data
- Elaborate on the experience of the chain of re-think/ use/ connect/ frame/ sell/ invent in organisations, companies, and institutes
- Critically evaluate own research findings to arrive at feasible recommendations for the external assignment provider.

4. Communication
Communicate the conclusions, the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue)

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- Present findings in a coherent and professional manner in writing, orally and utilising appropriate visual aids.

5. Learning skills
Study in a manner that may be largely self-directed or autonomous
- Think creative (skills), out-of-the-box,
- Work effectively in multicultural and interdisciplinary groups (project-based),
- Reflect on how he or she has challenged himself/herself to think out of the box and step out of his or her comfort zone
- Get to know others and him/herself,
- Acquire (intercultural) communication and collaboration skills as part of his or her personal development.

Exploring Leader-shift

Course Code	MO-HMVT22-ELS
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's 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.

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	Study load for students (estimation): - 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: **Part I: Leader-shift Portfolio (50%)** consisting of the following assignments: 1. **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:

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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) any more. According to different researches (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

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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 major 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).
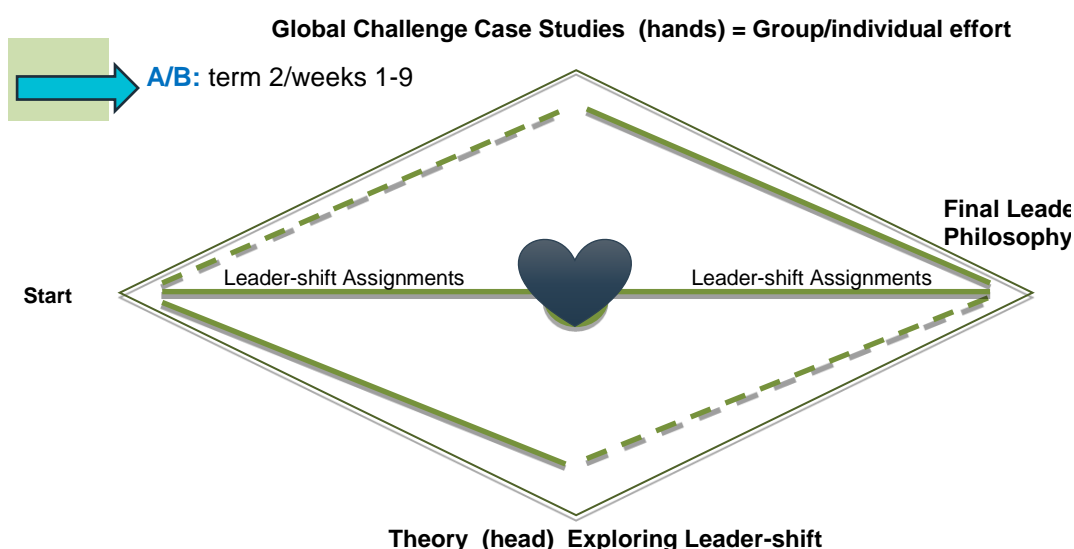
The flow of the program in three main streamlines:

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- 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 in itself. 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)?

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	- 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 globalisation (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). |

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(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.**

International Semester Business Administration

Course Code	BK-HVTPI-22 BK-HVTSCM-20 BK-HVTEXP-20 BK-HVTEV-20 BK-HVTMOW-22
Year	2
Offered in term(s)	3&4

Credits	29 ECTS
	
	Note that this is a package of four modules for which you register:
	- International Semester BA 1 (13 ECTS)
	  o BK-IS-INTER1-22
	- International Semester BA 2 (13 ECTS)
	  o BK-IS-INTER2-22
	- Survival Dutch (2 ECTS)
	  o ES-ISDUTSECLE-20
	- Introduction to Dutch Culture & Society (1 ECTS)
	  o ES-ISDUTSOC-20

Module Manager	Florien Blinde
Entry Requirements	- English skills (level B2). - Financial: Basic knowledge about *Financial Calculations* is required.
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, professional negotiation skills, international reporting and Dutch culture

Assessment	Tests:		Method:
	1	International project (7 EC):	Oral assessment

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		COIL participation Intercultural portfolio
2	Supply Chain Management (5 EC)	Project Portfolio and assessment
3	Export (5 EC)	Assignment
4	Global Developments (3 EC)	Individual written exam
5	International Reporting (5 EC)	Individual written exam
6	Professional development negotiation (1 EC)	Assessment
7	Introduction to Dutch Culture and society (1 EC)	Project portfolio
8	Survival Dutch (2 EC) ES-ISDUTSECLE-20	Oral exam (30%) Written exam (70%

Course Material   Mandatory literature will be provided

	Tests:	Literature:
1	International project (7 EC):	to be provided
2	Supply Chain Management (5 EC)	Licence for MyInchainge https://inchainge.com/
3	Export (5 EC)	Leeman, J. (2017). Export Planning 2nd Edition. Amsterdam: Pearson Benelux.
4	Global Developments (3 EC)	Reader global developments
5	International Reporting (5 EC)	English book to be chosen. Dutch book: Basisboek Bedrijfseconomie, Brouwers en Koetzier, uitgeverij Noordhoff/ Theorieboek en opgavenboek
6	Professional development negotiation (1 EC)	William Ury, Harvard Excellent negotiations, getting to yes
7	Introduction to Dutch Culture and society (1 EC)	Module book provided by the teacher
8	Survival Dutch (2 EC)	Student Manual 'Nederlands in gang Methode NT2 voor hoogopgeleide anderstaligen', Berna de Boer, Margaret van der Kamp, Birgit Lijmbach, Uitgeverij Coutinho, ISBN: 9789046905609 third edition. (Included is the log-in code for online material)

Course Outline   Project-based learning is an important part of this semester. Students will f.i. 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.

1	International project (7 EC):	During this project the student will collaborate with students of a foreign university on a joint international online project (COIL). You will work on an international project about a value chain in an agricultural market. The aim is that students collaborate to define the characteristics of the value chain and to propose

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		improvements for the value chain in terms of sustainability (SDG's):
		The student writes an individual summary/ reflects on an Open Learn (OU-UK) online course in Business, Management and Finance under guidance in a series of workshops. Students interview fellow student on a subject in English
		The student explores The Hague as the City of Peace and Justice. After this fieldtrip the students will organize a cultural market
		The students demonstrates skills in dealing with cultural diversity in an international / intercultural context by means of an open, respectful, and curious attitude.
		The student can apply various aspects of communication effectively and in an integrated manner in an international / intercultural business setting.
2	Supply Chain Management (5 EC)	This module provides an introduction to the principles of supply chain management (SCM) and insight into this topic. In order to encourage clarity in supply chain management, a game will be included in this module: *The Fresh Connection* (TFC). The student can think in processes and analyze operational practices in the field of supply chain management (SCM) and understands the most important concepts related to SCM. The student can make connections from an interactive practical perspective with goals and results described The student is familiar with current international developments in relation to supply chains.
3	Export (5 EC)	The student can carry 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 the cultural diversity encountered.
		The aim is to apply theoretical knowledge to a business case. During this module the student will develop an export plan in the form of a PowerPoint presentation with spoken text per sheet for the chosen company and product.
4	Global Developments (3 EC)	Each week a guest speaker will discuss a global economic, political or cultural topic. You will actively work on this subject by taking a position, pitching pros and cons supported by means of researched

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		arguments, The final assignment of this module consists of writing an individual paper about one of the global topics discussed during class.
5	International Reporting (5 EC)	The student analyses the financial position of a listed internationally operating organisation

The annual reports of supermarket chains *AholdDelhaize* and *Jumbo* will provide centrally-themed cases. Each lesson will be linked to the theory and their respective annual reports.
These companies will be viewed within an international context.
By integrating the *Financial Times*, you will be connected as much as possible to current developments. With previously learned basic financial knowledge, you will be then able to analyse the financial position of a listed internationally operating organisation after completion.
The student analyses, assesses and demonstrates relationships between the parts of the power structure through a series of calculations.
The student analyses the financial structure of a company, assess it by means of calculations and applies the basic concepts of external reporting to this task.
The student analyses, assess and displays relationships between the components of the balance sheet, profit and loss account and cash flow statement by means of calculations
Student prepares and explains a cash flow statement, calculates and explains several parts of the group reporting assignment. |
| 6 | Professional development negotiation (1 EC) | The purpose of this training is to learn to negotiate skillfully. The student will work with a clear theoretical framework (the Harvard model) as described in the book *'Excellent Negotiation'*. Each round you will work with a case study in which you will be asked to apply the Harvard principles. These are:
  1. Separate the *people* from the *problem*
  2. Focus on *interests*, not positions
  3. Look for *mutual solutions* of interest
  4. Insist on *objective* criteria |
| 7 | Introduction to Dutch Culture and Society (1 EC) | Term 4: Introduction to Dutch Culture & Society Guest lectures and field trips. |
| 8 | Survival Dutch (2 EC) | Students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs in practical terms. They can introduce themselves and others and can ask/respond to questions about |

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| | | personal details such as where they live, people they know, and their personal attributes. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to be supportive. |

Learning Outcomes	**Applying knowledge & understanding**
	Problem solving abilities applied in new or unfamiliar environments within broader (or multi-disciplinary contexts)

- The student can describe the various characteristics and constraints of important agricultural markets.
- The student can describe key aspects of a sustainable food chain.
- The student can understand, represent, and analyze concrete food value chain cases.
- The student can discuss the impacts of food value chains and solutions for sustainable food chains
- The student experiences how the supply chain of an international company works and the business (supply chain) forces a response to this situation
- The student can carry 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.
- The student can analyse the financial position of a listed internationally operating organisation.

Learning skills

The student is able to study in a manner that may be largely self-directed or autonomous

- The student can approach issues from an international perspective and understand the importance of contacts. The student can utilize new contacts in a professional manner.
- The student is skilled at dealing with cultural diversity (culturally sensitive aspects) in an international / intercultural context, and is open, respectful, and curious about the professional environment.
- The student can communicate effectively in an international / intercultural business administration setting.
- The student can engage in self-organized teamwork.
- The student can recognize cultural differences within and between organizations operating in an international context.
- The student can systematically shape their own development based on reflection and actions in an internationally oriented environment.
- The student learns to negotiate skillfully and confidently.

Professional engagement in an international perspective (Professional development 3)

Course Code	HRM-HVTPROF3-21
Year	3
Offered in term(s)	3&4
Credits	15 ECTS

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Module Manager	Eline Duine: e.duine@hhs.nl		
Entry Requirements	None.		
Method	There will be two classes per week. The lessons will be a mix of lectures and working sessions in which we deepen the learnings, practice skills and work on project assignments. The study load will be 15 ECTS (= 420 hours). • Contact hours: 120 hours • Self-study hours: 300 hours		

Assessment

EXAM01	Cumulative exams (knowledge)	Grade (minimum 5.5)	Individual part, individual grade
CT1	Written Exam part 1 (20%)		
CT2	Written Exam part 2 (30%)		
CT3	Written Exam part 3 (50%)		
EXAM 02	Written exam resit (100%)		
EXAM 03	Performance	Grade (minimum 5.5)	Group and individual part, group grade
EXAM 04	Assessment	V (pass) / O (no pass)	Individual part, individual grade

- Knowledge, cumulative exams: literature (books, articles, reader) and websites. Topics: SDGs, global justice, intercultural sensitivity, international HRM.
- Performance: a group project. There are two varieties in this project:
  1) Students are participating in a joined COIL project with an international partner university. Different COIL projects will be setup by THUAS.
  2) Students themselves acquire an organisation as their client, who provides an HR related challenge concerning (I)CSR or SDG policy.
- Assessment: professionally partake in a Deepening Conversation based on the portfolio put together during the semester.

Course Material	All materials will be made available to students through Brightspace.
Course Outline	**PD3: the international context** One of the bigger themes in the four-year program Human Resource Management is the theme Professional Development. This theme is part of each study year of the program, marked with PD1, PD2, PD3 and PD4. In the third year the scope of Professional Development 3 is the international context of HRM. In this study year students deepen their competencies linked to globalisation, internationalisation and Global Citizenship. And this is needed, because as a consequence of the globalisation and growing internationalisation of activities of companies and organisations, the work of the HR professional is changing rapidly and significantly. **The challenge** Nowadays, companies and organisations are facing a lot of challenges. They have to sustain themselves in an environment that is becoming more and more

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international. Furthermore, (international) corporate social responsibility ((I)CSR) is no longer non-optional. The Sustainable Development Goals (SDGs) of the United Nations impose an obligation to internationally operating organisations and companies to contribute to this. The Hague University of Applied Sciences has also associated itself to the SDGs, and embeds a great deal of attention to it in its education.

Learning Outcomes	**Competencies** PD3 contributes to the development of the following HRM competencies: • LOO-HRM competence 1: Working from a professional attitude and from personal leadership. • LOO-HRM competence 2: Developing, implementing and evaluating policy in an organisational and social context. • LOO-HRM competence 3: Initiating, facilitating and implementing change processes in organisations and other partnerships.

Sustainable Employability (Vitality 2)

Course Code	HRM-HVTVIT2-19
Year	3
Offered in term(s)	3&4
Credits	15 ECTS
Module Manager	Eline Duine: e.duine@hhs.nl
Entry Requirements	None.
Method	There will be two classes per week. The lessons will be a mix of lectures and working sessions in which we deepen the learnings, practice skills and work on project assignments. The study load will be 12 ECTS (= 336 hours). • Contact hours: 120 hours • Self-study hours: 216 hours

Assessment				
	EXAM01	Cumulative exams (knowledge)	Grade (minimum 5.5)	Individual part, individual grade
	CT1	Written Exam part 1 (20%)		
	CT2	Written Exam part 2 (30%)		
	CT3	Written Exam part 3 (50%)		
	EXAM02	Written exam resit (100%)		
	EXAM03	Performance	Grade (minimum 5.5)	Group and individual part, group grade

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EXAM04	Assessment	Grade (minimum 5.5)	Individual part, individual grade

- Knowledge, cumulative exams: literature (books, articles, reader). Topics: sustainable employability, legislation, future of work, calculating added value of HRM.
- Performance: a group project. Theme: 'It is possible'. You work in 3 steps towards your own workshop/tool or product that you will present at the vitality festival in June. You will delve into 1 target group and their sustainable employability. What does this group need to stay happy, healthy and productive in their working life?
- Assessment: professionally partake in a coaching conversation using the acquired coaching skills.

Course Material   All materials will be made available to students through Brightspace.

Course Outline   How do we ensure that everyone can participate in society? How do we ensure that, even if you have a heavy profession, an occupational limitation, a flex contract, or when you work at home a lot, you can still stay healthy and happy at work? In this course we will tackle these questions and the theme 'Sustainable Employability' (SE).

SE is a hot topic. SE is receiving increasing attention within organisations and in the media. The importance of good SE policy has increased in recent years for several reasons. In the first place because of the aging and dejuvenation of the labour market; the number of elderly people is increasing and the number of young people is decreasing. Secondly, because of the changes in our social system in which the emphasis is shifting from rights to obligations; everyone is expected to earn an independent income (according to their ability). Finally, technological and organisational changes in the labour market also play a role. More and more flexibility is expected from employees and the work itself is becoming increasingly difficult (especially mentally).

All these developments put pressure on both the employer and the employee. The employee must ensure that he/she remains fit, well-trained and multi-deployable. The employer is expected to support the employee in this as well as possible. In practice, this 'assignment' is not so simple. Although absenteeism in the Netherlands has been fairly stable for years (around 4.7%), there are groups for whom it is extra difficult to keep up. This year the impact of the Corona crisis will also be added. In this module we want to make sustainable employability concrete by concentrating on four of these groups. These are: a. homeworkers, b. employees in so-called 'heavy occupations', c. flex workers and d. Wajong persons (young individuals suffering from disability or long-term illness). To some extent, the choice of these groups is arbitrary. This does not alter the fact that the specific characteristics of these groups make it extra difficult for them to be and remain permanently employable.

Demographic and social developments contribute to putting pressure on the sustainable employability of these target groups. At the macro level you will learn more about these trends and developments. In addition, you get a sharper picture at the micro level of the way in which the sustainable employability of a target group is not obvious or even problematic. There may be a temptation to regard these groups as 'problem groups': compared to other 'normal' employees, they experience more bottlenecks regarding their sustainable employability. But that impression is also a bit of a matter of perception, because there are companies and organisations that succeed very well in

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keeping these groups employable in a sustainable way. At the meso level, you will investigate how organisations develop SE policies that are helpful to the target groups.

Learning Outcomes	**Competencies**
	VIT2 contributes to the development of the following HRM core competencies:
	
	• LOO-HRM competence 4:
	  Development of individuals, teams and organisations.
	• LOO-HRM competence 5:
	  Realizing the desired match between supply and demand of labour.
	• LOO-HRM competence 6:
	  Targeted HR data collection and analysis.

Intercultural Communication (Semester 2)

Course Code	HRM-HVTKEUZE3-18
Year	3
Offered in term(s)	3&4
Credits	3 ECTS
Module Manager	Tareq Issa: t.issa@hhs.nl
Entry Requirements	None.
Method	There will be one class per week. The lessons will be a mix of lectures and working sessions in which we deepen the learnings, practice skills and work on case-study assignments. The study load is 3 ECTS (= 84 hours). • Contact hours: 20 hours • Self-study hours: 64 hours

Assessment				
	EXAM01	Weekly short assignments & presentations	Grade 3 (minimum 5.5)	Group/pair part, group/pair grade
	EXAM02	Assessment (writing or presenting)	Grade 7 (minimum 5.5)	Group/pair part, group/pair grade

• Weekly short assignments and presentations: literature (core book, articles). Topics: culture

• Assessment: working on a real-life case study

Course Material	A core book: Trompenaars, F. and C. Hampden-Turner (2020). *Riding the Waves of Culture: Understanding Diversity in Global Business*. London and Boston: Nicholas Brealey Publishing. Extra materials: available on BS.

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Course Outline   In the intercultural communication course, students will broaden and enrich their intercultural competence that is badly needed in a business world as large and diverse as the globe itself. The course offers students rich content about culture and its effects on doing business across your national borders. To understand the most intricate current theory about culture and business, students will learn the essentials of Trompenaars' theory presented in the book ***Riding the Waves of Culture: Understanding Diversity in Global Business***, the core of our course.

During the course, students will acquire deep understanding of the concept of culture and how it molds people's character and directs their behaviour based on beliefs and assumptions they are almost not aware of, yet these beliefs and assumptions permeate all life domains. In addition, Trompenaars' seven dimensions of culture will help you develop insights into effective professional practices in business and management across cultural borders. All this is possible because the author generously offers students the outcome of a 25-year experience in academic and field research in 60 countries, from which they can practise a framework to reconcile dilemmas arising from cultural diversity-- a framework essential for business leaders and managers who should learn how to realize the business benefits of international and transnational operations.

Not less important are the messages that the course gets across to you as HRM students: (1) to be effective in leading and doing business in an international context, leaders and managers will have to *recognize, respect* and *cope with* cultural differences and (2) the notion that there is 'one best way' of managing and organizing is groundless.

The course also gives students a unique advantage: improving your intercultural communication skills together with their English language skills because the book is in English, the lessons are taught in English, and they are expected to speak English and do all relevant tasks in English.

That said, in such an intercultural communication course, students are expected to:
1. apply knowledge of cultural differences and skills of intercultural communication to deal with cases by identifying reasons for and by suggesting solutions to manage dilemmas in international contexts.
2. develop and demonstrate conscious awareness of their own cultural competence and the ability to put their own culture in the appropriate cultural category in light of Trompenaars' theory.
3. use English with confidence to participate in discussions on culture-related issues in different settings-- and with people from different cultural backgrounds!

To achieve the above goals, HRM are keen to offer students optimizing learning opportunities through workshops, group work and discussions where they can use communication skills in a friendly, motivating low-risk environment in which they will be prepared for the new world of business that is so different from only a few years ago.

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Learning Outcomes	**Competencies** Intercultural Communication contributes to the development of HRM core competency 1 at level 2:

Working from a professional attitude and personal leadership

- Entrepreneurial and proactive behaviour.
- Critical and inquisitive attitude.
- Reflective ability
- Networking skills
- Teamwork skills
- Sensitivity (ethical and organizational)
- Own responsibility
- Global citizenship

6.4 Communication Management

Change Management

Course Code	CO-ICM-CM-M-21
Year	3
Offered in term(s)	1
Credits	3 ECTS
Module Manager	Zah Kahar z.kahar@hhs.nl
Entry Requirements	None. **This course is for semester 1 only!**
Method	The module consists of six meetings of 90 minutes each and 4 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, *The Fifth Discipline – the Art & Practice of the Learning Organisation,* 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.

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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.

Communication & Behaviour

Course Code	CO-ICM-COB-F-22
Year	1
Offered in term(s)	3&4
Credits	5 ECT
Module Manager	TBA
Entry Requirements	None.
Method	Lectures
Assessment	Exam
Course Material	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	Ever since Gutenberg invented the movable type and the printing press around 1440, people have been trying to understand how mass media influences human behaviour. Some scholars argue that media has the power to persuade people to buy products they don't need, to convince honest citizens to vote for dodgy politicians, and to make us see the world in a certain way so that the interests and privileges of the ruling class are maintained… But is this really the case? This module will answer the following central question: **To what extent can media influence human behaviour?** • This course will examine several media theories, as well as persuasion techniques, such as propaganda and subliminal advertising. We will apply these theories to current situations.
Learning Outcomes	• Describe various types of media and their characteristics. • Understand how media's influences have evolved over time. • Define communication theories such as the giant hyperdermic needle theory, the two-step flow model, agenda setting theories, and critical theories such as the Frankfurt School. • Apply these theories to current situations in the media. • Describe mass media's and digital media's ability to create social trends. • Examine publics' own media consumption critically. • Apply theories for changing behaviour to various situations in the environment. • Understand the mechanisms of certain persuasion techniques used in advertising, propaganda and in current media platforms and outlets. Apply

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foundational and international marketing knowledge to "the bottom of the pyramid" markets (portfolio)

- Compare above mentioned concepts and explain how they relate to each other

Crisis Communication

Course Code	MO-HMVT23-CRC
Year	3
Offered in term(s)	1&2
Credits	15 ECTS
Module Manager	Han de Looper H.J.H.deLooper@hhs.nl
Entry Requirements	None.
Method	40 hours of lectures, workshops, crisis simulation, feedback sessions 80 hours of reading/self-study 300 hours of group work on assignments
Assessment	Part 1 1 x Group assignment: Written report (weigh= 25%); Group presentation (weigh = 25%); Part 2 1 x Group Assignment: Written report (weigh = 25%); Group presentation (weigh =25%). The minimum grade for Part 1 and Part 2 of the minor is 5.5. The overall grade for the whole minor must be 5.5 or higher.
Course Material	The book which will be used for this minor is: Cornelissen, J. (2017). Corporate Communication. A Guide to Theory and Practice. SAGE: London Additional articles from experts in the field will be provided digitally (via Brightspace).
Course Outline	In today's complex and interconnected world, we are surrounded by risks: 24-hour media coverage and the rise of the internet mean an incident in one country can quickly become an international crisis. Added to this is the growing influence of social networks and the citizen journalist. These are a new breed of reporter. They are not bound by any rules or professional codes of conduct, but they are able to gather and distribute news as fast as (if not faster than) established news organizations. This explosion of communication media presents governments and organizations with great challenges. While taking public communication (the key pillar within ICM) as a starting point and with an accent on terrorism and community building, this minor teaches students to planning ahead while protecting citizens from risk. General objectives:

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- To be able to describe the key characteristics of risk and crises, and the influence this has on the way the public perceive them
- To understand how the media reports risk/crisis and the influence this has on public perceptions and responses
- To understand and be able to identify the different stages of the crisis communication cycle
- To be able to identify stakeholders and analyze their needs and interests in a crisis/risk situation
- To be able to analyze and describe the role of communication in crisis and risk situations
- To understand the role of Organizations, Government, International Agencies and NGO's in communicating risk and crisis
- To be able to identify appropriate crisis and risk communication theories and models and apply these in the analysis of real-world cases
- To be able to develop a crisis communication plan based on an organization
- Use knowledge of risk perception and communication to develop risk communication messages to influence public behaviour.
- To participate in a real-time Crisis Simulation and reflect on this experience

Learning Outcomes	Upon successful completion of the course, students should be able to: - Distinguish between the various types of crises and risks. - Understand and practice the elements of risk, pre-crisis, crisis, and post-crisis communication. - Apply communication strategies for preventing, managing, and responding to crisis and risk situations. - Create a crisis communication plan for an organization. - Distinguish between effective and ineffective theories and principles for specific crisis/risk situations. Analysis and Research: Students will be able to identify and analyze a current risk issue, apply theory to define their own research goals for a relevant risk communication problem, design and conduct research to test risk messages and produce recommendations based on analysis of their research findings. Develop and Advise on Communication Strategy Students will be able to distinguish between different types of crises and identify the important characteristics and demands of each. They will be able to identify key stakeholders and analyse their needs and interests. They will know how to use their knowledge and understanding of crisis and risk communication together with their analysis of the situation to develop a crisis communication plan and key messages for various crisis scenarios. Creation and Realization - Students will understand the important considerations that need to be considered when developing messages and communication materials for crisis/risk situations.

Digital Skills

Course Code	CO-ICM-DS-F-22
Year	1

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Offered in term(s)	1 & 2
Credits	5 ECT
Module Manager	TBA
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 uses digital tools to create the products out of the creative concepts.

Intercultural Communication (Semester 1)

Course Code	CO-ICM-IIC-F-23
Year	1

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Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	TBA
Entry Requirements	None.
Method	TBA
Assessment	Exam (100%)
Course Material	-Nunez, C., Nunez Mahdi. R., Popma, L. (2014). *Intercultural sensitivity: From denial to intercultural competence* (3rd Edition). Royal Van Gorcum, Assen, The Netherlands. -Meyer, E. (2014). *The culture map: Breaking through the invisible boundaries of global business.* New York: Public Affairs.
Course Outline	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 intercultural communication theories. - Describe the 8 steps of Meyer's culture map. - Apply these theories to current situations in the real world. - Examine one's own intercultural experiences critically.

Journalism & Media

Course Code	MO-HMVT23-JML
Year	3
Offered in term(s)	1&2
Credits	15 ECTS
Module Manager	Olivier Nyirubugara / Dominique Darmon o.nyirubugara@hhs.nl / d.darmon@hhs.nl
Entry Requirements	Students in the 2nd, 3rd, or 4th 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; in semester 2 it runs in both terms 3 and 4 as a longer version and can be combined with other classes.
Method	Lectures and workshops
Assessment	Portfolio and Master-proof

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Course Material	Randall, D., (2011). *The Universal Journalist,* London: Pluto Press (ISBN-13 978 0 7453 3076 1)
	Kovach, B., & Rosenstiel, T. (2014). *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect.* Revised and updated 3rd edition. New York: Three Rivers Press
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:
	• What is news?
	• Different aspects of journalism: newspapers, radio, television, new media, civic journalism,
	• Defining audiences and target groups,
	• The ways media and journalists work,
	• Compare and contrast different types of journalism,
	• Comparing public and private broadcasters,
	• Journalists' use of new media.
	In the practical part, you will:
	• Write newspaper articles;
	• Learn how to focus your story;
	• Learn storytelling techniques;
	• Produce other journalistic products, such as blogs and editorials;
	• Conduct interviews;
	• Create news items for television;
	• Create websites and work with online tools
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	Danielle Walsh D.M.Walsh@hhs.nl
Entry Requirements	None. **This course is for semester 2 only!**
Method	Interactive lectures
Assessment	Exam
Course Material	Book: Zook, Z.E. & Smith, P.R. (2016). *Marketing Communications Offline and Online Integration, Engagement and Analytics*

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Philip Kotler / Kevin Keller / Mairead Brady / Malcolm Goodman / Torben Hansen (3rd ed.), 2016, *Marketing Management*, 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.

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Media & Visual Language

Course Code	CO-ICM-MVL-M-23
Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	To be announced
Entry Requirements	None.
Method	To be announced
Assessment	To be announced
Course Material	To be announced
Course Outline	To be announced
Learning Outcomes	To be announced

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. **This course is for semester 1 only!**
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). *Corporate Communication. A guide to theory & practice* (6th edition). SAGE. ISBN: 978-1526491978. Will be made available for students digitally: - Pasquier. M & J.P. Villeneuve. (2012). *Public Communication. An introduction.* In: Marketing Management & Communications in the Public Sector (pp. 149-167). Routledge. - Leach, R. (2009). *Public Relations and Democracy.* 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. *The Translator, 10*(2). 179-198 - CIVICUS Internal Communication Toolkit

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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 Outcomes	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	TBA
Entry Requirements	None.
Method	Workshops and Self study
Assessment	Portfolio
Course Material	1. Project management. A Practical Approach. 5e druk, Roel Grit – Noordhoff Uitgevers

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	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.

Public Relations

Course Code	CO-ICM-PRE-M-23
Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	To be announced
Entry Requirements	TBA
Method	TBA
Assessment	TBA
Course Material	TBA
Course Outline	The umbrella of Public Relations opens an opportunity to integrate relevant areas like Internal Branding, Corporate as well as Public Communication, Public Affairs and the role of media which are all key to the rising number of

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public-private partnerships that have surfaced as a highly effective platform to achieve sustainability challenges.

Learning Outcomes	TBA

Sustainable Communication

Course Code	CO-ICM-SCO-M-23
Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	To be announced
Entry Requirements	TBA
Method	TBA
Assessment	TBA
Course Material	TBA
Course Outline	Sustainable Communication highlights the developing professional area of Sustainability Communication - an emerging and relevant field for communication professionals. Sustainable Communication also means open, transparent and ethical communication to build sustainable relationships with stakeholders.
Learning Outcomes	TBA

Sustainability in Business

Course Code	MO-HMVT23-SUB
Year	3
Offered in term(s)	1&2
Credits	15 ECTS
Module Manager	Barry Verbeek b.verbeek@hhs.nl
Entry Requirements	None.
Method	Lectures and group work
Assessment	Exam (7 ECTS), portfolio (4 ECTS) and report (4ECTS)

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Course Material	Molthan-Hill, P. (2014). *The Business Student's Guide to Sustainable Management. Principles and practice.* Sheffield: Greenleaf Publishing. 400p ISBN 978-1-78353-120-2
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). Students will write a Sustainability Report for an organisation in groups. If possible, we will visit the organisation or get a guest lecture from the organisation.
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

6.5 Facility Management

Sustainable Facility Management

Course Code	FM-HVSUSTFM-18
Year	3
Offered in term(s)	1
Credits	9
Module Manager	E.C.H. Knook - for questions please ask Reinout Klamer h.r.klamer@hhs.nl
Entry Requirements	Facility Management or related fields, Related fields are: • HRM, • Architecture, building management • Environmental studies • Logistics (If there are doubt about the study background please get in touch with the international coordinator).

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	(Please note that this is a third-year compulsory program for the Dutch Facility Management students)
Method	Lectures, workshops, group work
Assessment	75% individual examinations (written, oral and essay) 25% international group project
Course Material	• Service Management, an integrated approach, third edition, Paul Gemmel et all, Pearson Education Limited, 2013. • Management, 13th edition, S. P. Robbins & M. Coulter, ISBN 13: 978-1-292-09020-7 • Other material and articles provided during the course
Course Outline	The first term of year 3 discusses the subject of sustainable facility management. Nowadays being sustainable is one of the most important strategic tools for an organisation to gain competitive advantage and to create added value. Therefor this theme has been chosen for the first of part pf the International Classroom in the program of Facility Management. A central place in this first term is given to the Added value model of built environment in combination with the Service Concept framework and the Service Profit Chain. The first 4 weeks of the module consists of theoretical classes in which three perspectives i.e. service management, built environment, human resources are being discussed. The further 5 weeks you will be working in groups on the integration of the three perspectives in the Integrated Assignment. Further along this module description you will find the description of each of the three perspectives – paragraph A to C and the Integrated Assignment in paragraph D. Of each perspectives the learning objectives, the mandatory literature and a worksheet explaining what is asked of the students in terms of preparation will be described. The module description closes with an overall view of the whole term which includes all activities.
Learning Outcomes	**Learning outcomes** These are the results of the learning experiences of each student. They should give a clear image of what is expected of the student during a certain course or module. Learning objectives are the operationalization of the goals or objectives of a module and are translated into knowledge, insights, skills, and attitude. A: Thorough theoretical grounding B: Research abilities C: Professional craftsmanship D: Responsible behaviour A1 - Space - contributes towards the processes of future proof building. A2 – Technology - Is a discussion partner of specialists in the field of technological installations. A3 - People - Has a basic knowledge and basic skills that enable him to be an effective leader. A4 – Processes - Can have the service processes run efficiently and effectively. A5 - Services (toolbox) - Sets up processes of regular products and services supporting the working and living environment. A9 - Management information systems - Globally knows the added value of (automated) FMIS' with which the quality of services can be monitored.

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A10 – Economics - Has insight into the external environment of the organisation.
A11 - Marketing - Can analyze the internal and external market environment and can aim services at those markets and its customers.
A13 - Strategic management - Contributes towards the policy and strategy of the organsiation based on external and internal developments in a transparent way.
B2 - Research abilities - Critical and inquisitive attitude of the reflective professional
D1 - Environmental and social awareness - Is aware of his surroundings and able to reflect on them and act ethically.

These have translated into learning objectives per perspective and in general per exam

Business Continuity Management through Qualitative Research

Course Code	FM-HVBCMQR-17
Year	3
Offered in term(s)	1
Credits	6
Module Manager	H.R. Klamer h.r.klamer@hhs.nl
Entry Requirements	Facility Management or related fields, Related fields are: - HRM, - Architecture, building management - Environmental studies - Logistics (This course runs together with sustainable facility management in the same period, it is however a bit easier to follow if you have not studied facility management
Method	International case study regarding Shell and Eurest in Nigeria, working in small groups, Research
Assessment	In small groups (3) 60% group work, 40% individual)
Course Material	Business Continuity for Dummies, 1st edition, Sterling et al, Wiley, 2012 Other Material is provided during the study
Course Outline	Module description The aim of Business Continuity Management (BCM) is to ensure organisations will be able to survive major incidents. Continuity in supplying products and services to the customers is of the highest importance. It is obvious that in today's world, in which organisations function in a constantly changing, complex and fragile environment, BCM has become paramount. It is the everyday task of Facility Managers to guarantee a flawless process of the core business, therefore BCM is an important part of their work. To do so, it is necessary to be able to carry out reliable research based on thorough analysis of the organization and its environment.

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During this module you will develop your research skills by solving a complex BCM related case. The used research method is a case study where you complete a full research cycle: introduction, literature, methods, conclusion, and discussion.

Teaching and learning strategy
The teaching and learning strategy is based on problem based, or case based, learning. With this learning method a case is taken as tool to apply knowledge and skill to. Students will work in groups of three but also have individual assignments, these assignments are related to the four phases of research (scope & problem analysis, current & desired situation, conclusions & strategies, test case). Every week four hours are scheduled, during these four hours lecturers from both BCM and Qualitative Research are present to coach the students if necessary. Students can hand in concept versions for each phase of research, these will not be graded but feedback will be given how to improve them. All communication will be done in English.

Learning Outcomes	1. Can use specific BCM related knowledge and apply BCM methods and skills to solve a complex, practical case; (1) 2. Can translate the consequences of (international) developments regarding BCM to the case and understand the relationships of different stakeholders involved and use this to solve a complex case; (2) 3. Can interpret the strategy of the organization to create a BCM strategy for the facilities organization; (3) 4. Can recognize and identify strategic business processes and interpret this in their effect on BCM; (5) 5. Have demonstrated that you can justify your reasoning and opinions both verbally and on paper; (8) 6. Have demonstrated a questioning approach with a focus on self-improvement (9) 7. Have demonstrated that you can work in a project-based setting to solve a complex issue step by step. (9)

Integrated Facility Management

Course Code	FM-HVINFM-21
Year	3
Offered in term(s)	2
Credits	15
Module Manager	R. Kuijlenburg r.kuijlenburg@hhs.nl
Entry Requirements	**Facility management students only**
Method	Lectures, group work
Assessment	50% individual literature review, 50% group work, presentation, and report
Course Material	On Brightspace an overview of international books is published. Next to these books, you will find per study subject nine international articles related to the subject (by web links). You are supposed to read those nine articles, summarize them, and critically review two of them. The result will be presented in a *Critical Literature Review*. The literature is needed to construct, reason, and underpin the tender document properly. The books and articles are all

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	written in English and will help you to gain an understanding of relevant international developments in the field of (Integrated) Facility Management, quality, and outsourcing issues.
Course Outline	The module "Integrated Facility Management" covers the whole term (10 weeks) and is honored with 15 study credits, standing for 420 study hours. All eight learning objectives are transferred into study subjects. Each study subject will be introduced by a lecture (LE) and followed by one workshop (WS) in which per class students are working on a sub-topic, related to the study subject and tender document. The module is assessed with - a *strategic facility policy paper*; - a personal report containing a *critical literature review* of a set of articles; - a *group report* containing the result of a research report (*Tender document*); - a *mandatory presentation*. See "assessment" for detailed information. We start in the first week with the introduction of the research project, the forming of project groups (every class will have four/five project groups consisting of five project members). Every class will have a designated supervisor (one of the team of lecturers, connected to the module). Every week the project groups will have the opportunity to discuss the progress of the project work with the supervisor, supervising time (ST) will be scheduled. Project groups are responsible to schedule their own activities and self-study (SS).
Learning Outcomes	1 Analyze political, economic, social, technological, environmental, and legal issues in relation to an organization in the context of a changing international business environment. 2 Analyze the facility management processes in relation to the core business of an organization. 3 Identify FM objectives and transfer them into service concepts. 4 Apply and analyze the demand for facility services of different categories of clients. 5 Apply and analyze the facility bid processes. 6 Adopt a performance model to monitor and pursue optimization of the facility service performance. 7 Develop a business case for the outsourcing of facility services. 8 Design a transition strategy to enable the outsourcing process of a facility services to optimize the facility performance. 9 Write a literature review showing that you have read, and have a good understanding of, the main published work concerning a particular topic or question in the field of Integrated Facility Management.

6.6 Cultural & Language Courses

Introduction to Dutch Culture & Society

Course Code	ES-ISDUTSOC-20
Year	n/a
Offered in term(s)	2 and 4
Semester	1 & 2

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Credits	1 ECTS
Module Manager	• Introduction to Dutch Culture & Society (guest lectures and assignments): • Ms. Johanna Eisinger – Jansen J.P.Eisinger@hhs.nl
Entry Requirements	**None.**
Method	Term 2 & 4: Introduction to Dutch Culture & Society Guest lectures and field trips.
Assessment	Introduction to Dutch Culture & Society (pass/fail).
Course Material	Module book available online
Course Outline	This module is designed to help students to get to know the Netherlands, its people, its culture and its history. After a kick-off session, students follow 2 lectures (each of 90 minutes) about themes related to Dutch culture & society and complete a portfolio with assignments on these themes. The lectures will be online or hybrid (sessions will be recorded). The assignments are a combination of written assignments, film viewing and an art project. This module will help students to become aware of the similarities and differences with their own culture, and to become more open to learn rather than judge.

English for Guest students

Course Code	ES-ISENGINTER-23
Year	n/a
Offered in term(s)	1&2 and 3&4
Credits	2 ECTS
Module Manager	Maria Pau m.p.pau@hhs.nl
Entry Requirements	None
Level	Intermediate Professional English B1-B2
Method	Seminars
Assessment	Oral Exam (50%) & written exam (50%)
Course Material	Module book provided by the English department
Course Outline	• meeting practice & language • presentation language • business English vocabulary (BEC) • business emails
Learning Outcomes	Students will: • develop their business/professional vocabulary, meeting & presentation vocabulary, their overall fluency, and business writing skills

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- increase their fluency and confidence in communicating in English in a professional setting

Survival Dutch

Course Code	ES-ISDUTSECLE-23
Year	1
Offered in term(s)	1&2 and 3&4
Credits	2 ECTS
Module Manager	Ms Marja van Dijk & Ms Johanna Eisinger-Jansen m.vandijk-1@hhs.nl; J.P.Eisinger@hhs.nl
Entry Requirements	None
Method	Group work led by a faculty member. The module is designed to equip students with skills to communicate in everyday situations (introducing oneself, shopping, etc.).
Assessment	Oral Exam (30%) & written exam (70%)
Course Material	Student Manual (to be found on Brightspace) *Nederlands in gang Methode NT2 voor hoogopgeleide anderstaligen,* Berna de Boer, Margaret van der Kamp, Birgit Lijmbach*,* Uitgeverij Coutinho, ISBN: 9789046905609 third edition. (Included is the log-in code for the online material)
Course Outline	After successfully completing Survival Dutch Part A and B, students will be able to communicate on Level A1 (Basic User) of the Common European Framework of Reference for Languages (CEFR): After completing Survival Dutch, students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
Learning Outcomes	After successfully completing the Survival Dutch course, students will be able to communicate on Level A1 (Basic User) of the Common European Framework of Reference for Languages (CEFR).

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