



## ***Course List for Exchange Students 2018/2019 Location Leeuwarden***

Version : **29 May 2018**

### **Welcome to NHL Stenden University of Applied Sciences in Leeuwarden!**

It is with pleasure that we look forward to welcoming the exchange students of our partner universities to Stenden University of Applied Sciences in Leeuwarden.

In this document you will find an overview of the available courses for Exchange students at NHL Stenden in Leeuwarden.

Along with the course list, you will find our timetable so you can see when courses are offered.

More details about our exchange programme are listed in the Stenden Factsheet Exchange on our website. After we have received the official nomination of your home university, we will send you a link to our online-application form.

For more information about studying at Stenden in Leeuwarden, we kindly refer you to our website:

<https://www.nhlstenden.com/en>

Kind regards,

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## 1. Time table modules

In this chapter you find the timetable for all (English) modules open to exchange students. See the next chapter for any details about these modules. Please note the following when choosing your programme:

- When not choosing a fixed semester, you can compose your own programme consisting of second year and/or third year modules/minors (courses) . In the table in the next chapter the year is indicated for each courses.
- Some of the modules will be offered only if there are sufficient numbers of (international) students enrolling;
- Some others are only accessible to those students who are in a similar programme at their home university. Always check the module description for details. Maybe replace by: **Please note: if you choose courses in another field of study than your own take note of the entry requirements!** In major courses the already students gained skills in previous study years. It might be challenging to bridge the possible “gap”.
- The modules vary in the number of credits; check the module descriptions for the exact amount of credits.
- It is **Mandatory for Exchange students** to attend the **Student Guiding Programme** (1 ECTS)
- If you need **extra credits**, there are possibilities to attend extra courses and/or activities, such as:
  - Dutch Course (2 ECTS)
  - Participating in the Exchange PROMO-team (1 ECTS per 28 hr. workload).
- Please be aware that you can follow **only one module per module period** (except for the Dutch course).
- Furthermore: after choosing your modules and filling in the application form, be aware that your choice is definite. Therefore it is not possible to change your choice at later stage, e.g. after arriving at Stenden (unless your programme choice doesn't correspond with the timetable).



<b>Fall Semester (1)</b>	
<b>27/08/2018</b>	<b>12/11/2018</b>
<b>Period 1</b>	<b>Period 2</b>
<b>Module 1</b>	<b>Module 2</b>
2.1 Hospitality Operations Environment (finance & law) - max. 6 places per module period	2.1 Hospitality Operations Environment (finance & law) - max. 6 places per module period
2.2 Hospitality Operations Design - max. 6 places per module period	2.2 Hospitality Operations Design - max. 6 places per module period
2.3 HRM	2.4 Tourism Resource Development
2.8 Media & Relations	2.10 Branding & communication
2.12 Innovation and Project management - max. 4 places per module period	2.13 Leading People - max. 4 places per module period
3.3 Branding	3.5 Retail Concept Development
3.7 International Strategic management - max. 4 places per module period	3.8 International Business Plan - max. 4 places per module period
3.9 Strategic Management in the Media	3.9 Strategic Management in the Media
M1 Marketing Communications – max. 4 places per module period	M3 Cruise Management 2 – max. 6 places per module period (must follow Cruise 1 first)
M5 Humanitarian Management 1	M4 Rooms Division Management - max. 2 places per module period
M2 Cruise Management 1 – max. 6 places per module period	M8 International Market Orientation – max. 4 places per module period
	M9 E-business - maximum 2 places per module period
	M11 Intrapreneurship
M17 Minor Community Care 1 (in Dutch)	M18 Minor Community Care 2* (in Dutch)

\*only in combination with Community Care 1

<b>Spring Semester (2)</b>	
<b>28/01/2019</b>	<b>22/04/2019</b>
<b>Period 3</b>	<b>Period 4</b>
<b>Module 3</b>	<b>Module 4</b>
2.1 Hospitality Operations Environment (finance & law) -max. 6 places per module period	2.1 Hospitality Operations Environment (finance & law) - max. 6 places per module period
2.2 Hospitality Operations Design - max. 6 places per module period	2.2 Hospitality Operations Design - max. 6 places per module period
2.6 Destinations Marketing & Management	2.5 Tourism Industry Operations
2.7 Concepting Leisure	2.7B Leisure LAB
2.9 Media & Culture	
2.9B English in Media***	2.11 Concept to Action
2.14 Export Management and Logistics - max. 3 places per module period	2.15 Staying in Control - max. 3 places per module period
3.3 Branding – max. 4 places per module period	3.5 Retail Concept Development - max. 2 places per module period
3.6 International Branding - max. 4 places per module period	3.9 Strategic Management in the Media
3.9 Strategic Management in the Media	
M1 Marketing Communications – max. 4 places per module period)	M1 Marketing Communications – max. 4 places per module period
M2 Cruise Management 1 – max. 6 places per module period	M3 Cruise Management 2 – max. 6 places per module period (must follow Cruise 1 first)
	M4 Rooms Division Management - max. 2 places per module period
M6 Heritage Experience Management - max. 6 places per module period	M7 Outdoor Leadership & Adventure
M9 E-business - max. 2 places per module period	M8 International Market Orientation – max. 4 places per module period
M11 Intrapreneurship	M9 E-business - max. 2 places per module period
M12 Change and Innovation	M10 Music Management
M13 Human Behaviour and Enterprise in Organisations	M14 International Human Resource Management
M15 International Sports Management 1	M16 International Sports Management 2*
	M19 Beyond Better Business – Disruption & Transition with Purpose

\*only in combination with International Sports Management 1

\*\* only in combination with Community Care 1

\*\*\*In combination with Media & Culture

## 2. Overview Course Units

In this chapter, you find an overview of the (English) course units open to exchange students. The numbers refer to the descriptions of each unit in the next chapter.

The list starts with second year (major) modules, then the third year (major) modules, and in conclusion the minors and extra courses.

At Stenden **major modules** relate to those subject and disciplines which are specific and exclusive to the field of profession in which students are educated.

**Minors** relate to the part of the curriculum focused on competences for the profession in which students are educated. Minors are not exclusive for students in a certain course of study.

The course units open to exchange students are offered by various Stenden programmes; the abbreviations of the programmes are as follows:

IABA:	International Applied Business Administration
IHM:	International Hospitality Management
IBMS:	International Business and Management Studies
LM:	Leisure Management
ITM:	International Tourism Management
SBRS:	Small Business and Retail Management
MEM:	Media Entertainment Management
SWAT:	School of Social Work and Arts Therapies
HRM:	Human Resource Management
CBL:	Case based learning
PBL:	Problem based learning
DBE:	Design based education

These two last abbreviations refer to the learning methods which are used within Stenden.

More information can be found at our website: <https://www.nhlstenden.com/en>

The number of credits per course unit may vary. The credits are indicated in 'EC's' (European Credits). In general, 60 EC credits represent the workload of an academic year of study, and 30 credits normally represent a semester. **Each semester** is divided into **two quarter** of 10 weeks. The periods are referred to in the list. The full academic year comprises of four quarters of 10 weeks.

### Grading System:

The grading system used at Stenden Hogeschool (University of Applied Sciences) is a number in the range 1.0 to 10.0, 5.5 being the lowest pass grade.

More information: <https://www.nhlstenden.com/en> - exchange

### Please note:

To make your studies at Stenden successful, a good level of English is required, comparable with a minimum of a level B2, described in the CEFR scales by the Council of Europe (Common European Framework) or IELTS band 6.0

More information: can be found at: [http://www.coe.int/T/DG4/Linguistic/CADRE\\_EN.asp](http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp)

Self Assessment Grid: <http://euopass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en>

## Major Modules: Second Year

	Title	Coordinator	Institute	Year	Period	Credits ECTS
2.1	Hospitality Operations Environment (finance & law) – max. 6 places per module period	Jurgen Coerts & Marcus Hoekstra	IHM	2	1,2,3,4	12
2.2	Hospitality Operations Design – max. 6 places per module period	Phuong Dao & Bram Kleiweg	IHM	2	1,2,3,4	12
2.3	HRM	Linda de Jong	ITM	2	1	12 *
2.4	Tourism Resource Development	Maaïke Bergsma	ITM	2	2	12
2.5	Tourism Industry Operations	Jörg Wenzel	ITM	2	4	9
2.6	Destinations Marketing & Management	Varun Bhatia	ITM	2	3	12 *
2.7	Concepting Leisure	Theo de Jong and Marike Kauer	LM	2	3	15
2.7B	Leisure LAB (only in combination with Concepting Leisure)	Theo de Jong and Marike Kauer	LM	2	4	15
2.8	Media & Relations	Ms. Kim Vogelzang	MEM	2	1	9
2.9	Media & Culture	Mr. Sonny Prent	MEM	2	3	9
2.9B	English in Media	Ms Sonja de Haan	MEM	2	3	3**
2.10	Branding & communication	Mr. Hans Jacob de Gier	MEM	2	2	9
2.11	Concept to action	Ms. Monique Lamboo	MEM	2	4	12
2.12	Innovation and Project management - max. 4 places per module period	Paul Hartog	IBMS****	2	1	11***
2.13	Leading People - max. 4 places per module period	Peter Hendriksen	IBMS****	2	2	10****
2.14	Export Management and Logistics - max. 4 places per module period	Eelco Galama	IBMS****	2	3	10****
2.15	Staying in Control - max. 4 places per module period	Marten Jan Feenstra	IBMS****	2	4	10****

\*Course includes Business Economics of 3 EC's

\*\*Combination with Media & Culture is possible

\*\*\*Extension with 2 – 3 EC is possible if students also take English Business Communication and the Personal Development programme (recommended)

\*\*\*\*For IBMS: It is recommended to choose two IBMS modules (one semester) as the English Business Communication and Personal Development programme courses have a duration of a semester rather than one module period.

## Major Modules: Third Year

	Title	Coordinator	Institute	Year	Period	Credits ECTS
3.3	Branding	Ronald Noppers	RBS	3	1 + 3	12*
3.5	Retail Concept Development	Annigje Roest	RBS	3	2 + 4	12*
3.6	International Branding	Ronald Noppers	RBS	3	3	12*
3.7	International Strategic management and - max. 4 places per module period	Gerrit Vriesema	IBMS***	3	1	13**
3.8	International Business Plan - max. 4 places per module period	Abram Kok	IBMS***	3	2	12**
3.9	Strategic Management for Media	Fan Ding and Marc 't Hart	MEM	3	1,2,3,4	12

\*Extension to 15 EC is possible with a PDP-programme.

\*\*Extension with 2 – 3 EC is possible if students also take English Business Communication and the Personal Development programme (recommended)

\*\*\*It is recommended to choose two IBMS modules (one semester) as the English Business Communication and Personal Development programme courses have a duration of a semester rather than one module period.

## Minors

	Title	Author	Institute	Year	Period	Credits ECTS
M1	Marketing Communications (Maximum 4 places per module period)	Joop Bos	RBS	3 + 4	1, 3, 4	15
M2	Cruise Management 1 (maximum 6 places per module period)	Ate de Groot	IHM	3+4	1, 3	15
M3	Cruise Management 2 (max. 6 places per module period must follow Cruise 1 first)	Ate de Groot	IHM	3+4	2, 4	15
M4	Rooms Division Management (max. 2 places per module period)	Saskia Penninga	IHM	3+4	2, 4	15
M5	Humanitarian Management 1	Saskia Homoet	IHM/CT/SPH	1+3	1	15
M6	Heritage Experience Management	Sarika van Slooten	ITM	3	3	15
M7	Outdoor Leadership & Adventure	Konstantin Gridnevskiy	ITM	3	4	15
M8	Entrepreneurship: International Market Orientation (maximum 4 places per module period)	Mark Pomper	RBS	3	2, 4	15
M9	E-business (maximum 2 places per module period)	Marten Jan Feenstra	RBS	3	2, 3, 4	15
M10	Music Management	Harm Timmerman	MEM	3	4	15
M11	Intrapreneurship	Wyb de Boer	MEM	3	2 + 3	15
M12	Change and Innovation	Erik Jan Rodenhuis	IABA	3	3	15
M13	Human Behaviour and Enterprise in Organisations	Tatiana Naaijer Ciff	IABA	3	3	15
M14	International Human Resource Management	Sanne Gerdez	HRM	3	4	15
M15	International Sports Management 1	Robert Blink	LM	3	3	15
M16	International Sports Management 2*	Jeroen van Vliet	LM	3	4	15
M17	Minor Community Care 1	Ina Holtrop	SPH	3	1	15
M18	Minor Community Care 2**	Ina Holtrop	SPH	3	2	15
M19	Beyond Better Business – Disruption & Transition with Purpose	Erik Jan Rodenhuis and Pei Pei Vong	IABA	3	4	15

\*only in combination with International Sports Management 1

\*\*only in combination with Community Care 1

## Obligatory Course

	Title	SMC*				Credits ECTS
O1	Obligatory Student Guiding programme for incoming students			-	-	1

## Extra Courses\*\*

	Title	Author	Institute	Year	Period	Credits ECTS
E1	Dutch language course	Language Centre		-	1, 3	2
E2	PROMO team*	Geertje Rienks	SMC			1-2***

\*SMC: Student Mobility Centre

\*\*possibilities and content to be decided **after** arrival.

\*\*\*1 ECTS per 28 hr. workload,

### 3. Descriptions Course Units

<b>2.1 Hospitality Operations Environment</b>	
Module co-ordinator(s)	Jurgen Coerts, Marcus Hoekstra
Number of credits	12 ECTS
Status of the module	Second Year module of the major program
Entry requirements	English B2 level
Module unit Learning Outcomes	<p><b>Module learning Outcome:</b> To analyze and assess the tactical environment of the international hospitality business regarding Finance and Law</p> <p><b>Unit Learning Outcomes:</b>  <b>Unit 1: Operational Environment (6 EC)</b>            Demonstrate the ability to analyze and assess key forces within the operational environment of a hospitality company.  <b>Unit 2: Law (3 EC)</b>            Understand, analyze and interpret the legal context of a hospitality company by applying statutory law and judicial precedents on the facts of selected Real World Learning cases.  <b>Unit 3: Financial Analysis (3 EC)</b>            Analyze financial statements and write a financial report evaluating the performance of a company.</p>
Description	The module focus is on the operational context and specifically addresses Finance and Law on a tactical level.
Structure and content units	<p><b>1) Operational Environment</b>            The focus of this unit is on the operational environment of a hospitality company. This involves a full analysis of all relevant aspects of the environment when creating a feasibility study on a tactical level. All relevant environmental aspects will be translated into a financial business case where the student will assess its feasibility in a systematic and coherent manner. An important aspect is how to communicate these findings to the management of our partner hotel in an oral presentation and to school in a written assignment.</p> <p><b>2) Law</b>            This business law unit focuses on contract and company law within the international hospitality company as well as Corporate Social Responsibility (CSR) and Ethics. Support is offered by weekly lectures and a final workshop. All study materials will be made available through Blackboard. This unit will be assessed by an individual Short Answer Test (SAT).</p> <p><b>3) Financial Analysis</b>            This unit consists of analyzing the financial statements of a hospitality company in order to evaluate its financial performance. This unit is assessed by a written report.</p>
Methods	Problem based learning, workshops , lectures, presentations, consultation hours
Examination	Group assignment, individual testing
Language	English

<b>2.2 Hospitality Operations Design</b>	
Module co-ordinator(s)	Phuong Dao, Bram Kleiweg
Number of credits	12 EC
Status of the module	Second Year module of the major program
Module Aims	The module offers future managers a set of concepts, theories and tools which can help them to understand and analyse their operations better.
Module and unit learning outcomes	<p><b>Module learning outcome:</b> Upon successful completion of this module, you should be able to analyse and design operational processes based on the service concept to achieve international industry quality standards.</p> <p><b>Unit learning outcomes:</b>  <b>Unit 1. Service Concepts &amp; Operations (6 EC)</b>            Interpret service marketing concepts and translate these into operations design and quality standards  <b>Unit 2: Revenue Management (3 EC)</b>            Understand the basic principles of revenue management and apply these in the room division of a small hotel.  <b>Unit 3: Business Statistics (3 EC)</b>            Apply basic data collection methods and statistical analysis techniques to support operational decisions.</p>
Description	Designing operational processes, managing operations and quality improvement. An introduction into hotel revenue management (yield management) and a course in business statistics
Structure and content of the units	<p><b>1) Service Concepts &amp; Operations</b></p> <p>Different hospitality companies care for different needs of their guests. Based on these needs, an offer is made: the service proposition. Based on these propositions, a service marketing concept is created: a definition of core services to offer, and supplementary services to cater to the needs of specific target groups.</p> <p>The actual delivery of these services requires careful design of the main processes of the company: operations management. This includes defining the main performance objectives for these processes and the lay out which these processes follow. Once this has been decided, management of the processes can be considered: which consequences does this have for the employees in the process, what are capacity requirements and how can demand for these processes be forecasted.</p> <p>Once the company has designed its processes, it can continue to develop a quality management system; processes can be monitored and improvements can be made. Various strategies for process improvement and various tools to be used in improving processes will be discussed. Process improvement issues and forecasting will also be discussed.</p> <p>The block Service Concepts and Operations will be examined by a written report and an individual exercise. PBL is an integrative part of this unit.</p>

	<p><b>2) Revenue Management</b></p> <p>A central issue in the management of hospitality organizations is the fact that capacity is usually constrained: a hotel has a fixed number of rooms, restaurants have more or less fixed numbers of tables. However, customer demand shows wide variations over time. The objective of managing hospitality operations is to obtain a maximum of revenue out of this fixed capacity.</p> <p>The principles for achieving this revenue are covered under the heading revenue management: different guests have different needs, and are usually willing to pay different prices based on these needs. This means that hotels need to assign rooms to these guests, based on their willingness to pay. In high demand days, higher prices can be asked, on low demand days, discounts are acceptable. However, the job of assigning rooms to guests based on their potential worth, is complicated by the fact that different target groups have different booking patterns, and some guests might not show, even though they did reserve. A second complication is that different prices need to be communicated through different marketing channels. A third complication is that the market responds to variations in economic conditions, which in turn affect demand.</p> <p>The principles of revenue management are taught in a series of lectures and workshops. To help in their understanding of market forces, lectures on basic concepts like markets, demand, supply, elasticity, competition and monopoly are equally provided to the students.</p> <p>Examination is done by a test about the concepts of revenue management and the basic general economics content.</p> <p><b>3) Business Statistics</b></p> <p>More and more management decisions are based on data. The increase of the possibilities of ICT creates more opportunities to gather and process data. The main tool to work with these data is statistical analysis.</p> <p>Statistics starts with describing data: calculating or plotting general patterns. Based on these patterns in the data, usually conclusions are desired about larger populations. The procedure used to draw these conclusions is a hypotheses test, and can be applied in different situations: comparing various groups, judging whether aspects are related and making predictions for future situations. The quality of the conclusions from these analyses will depend largely on the quality of the data used. It is therefore needed to also consider the methods of data collection. Various methods to collect qualitative and quantitative data will be discussed.</p> <p>Statistical analysis will be practiced by analyzing a series of small cases. To explore research methods, a research design will be created to help decide a management issue. Workshops and lectures will be offered to support work on the research design and the cases.</p> <p>A short answer test will be the exam for the statistics part of the unit, research design is included in the module assignment.</p>
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Methods	Problem based learning, workshops , lectures, management game
Examination	Assignment, tests
Language	English
Entry requirements	Good command of English and prior knowledge of the hospitality industry. Can describe the departments in a hotel and knows the idea of standard operating procedures. Basic knowledge of marketing and descriptive statistics

<b>2.3 HRM</b> (Including Business Economics 3) – department of ITM	
Module co-ordinator(s)	Linda de Jong
Number of credits	12 ECTS
Status of the module	Compulsory Second year module for all ITM and LM students.
Entry requirements	Completion of the management module Organisations and Personnel 1 (O&P1). Some essential skills are necessary for successful participation in the module. These are, good communication skills, proven proficiency in English and the ability to work in a team. If you cannot meet these standards, you will not be able to pass the module.
Module Aims	The module is the follow-up to O&P1 from the first year, and builds on basic knowledge and understanding of organisations, with a development of HRM theory and skills.
Description	<p>The module focuses on integrating relevant aspects of Human Resource Management with organisational theory: in the services industry (including the Leisure and Tourism industries), employees are the most important asset within the organisation. That is why it is interesting and important to the future line manager to know how to manage his/her personnel. In the HRM module students will learn what the importance, the role and position of HRM is within an organisation. Students will also learn how to make a job description and experience how to recruit and select the right person for the job. Other topics in this module are: diversity of work force; career development; motivation of employees; the relationship between the quality of employees and the quality of services and more.</p> <p>Another aspect of the module is management skills: students will experience interviewing employees by doing role plays in the management skills workshops.</p> <p><b>Business Economics 3: Financing</b>  The student will learn in which ways companies can finance their assets. Furthermore, they will learn which sources of capital are available to a company to be able to do the necessary investments.</p>

	<p>Topics that are dealt with are:</p> <ul style="list-style-type: none"> <li>- Financial overviews and Business plans;</li> <li>- Inventory Management and Credit Management;</li> <li>- Cash Management and Equity Management;</li> <li>- Liabilities and Ratios;</li> <li>- Profitability, Solvency and Options;</li> <li>- Investment ratios, Capital Budgeting and Cash flows;</li> <li>- Capital budget ranking criteria and leasing.</li> </ul> <p>Prior knowledge in the field of Business Economics is essential in order to pass the module successfully.</p>
Disciplines and Subjects	<p>The module focuses on the following themes:</p> <ul style="list-style-type: none"> <li>• Human resource management</li> <li>• HRM tools like recruitment and selection; career development; motivation; appraisal and performance interviews; diversity and more</li> <li>• Service profit chain</li> </ul>
Method	Case Based Learning, Workshops, Lectures, Presentations, Role Plays
Examination	Reports, Presentations, Management Skills, CBL-participation
Language	English

<b>2.4 Tourism Resource Development</b>	
Module co-coordinator	Maaïke Bergsma
Number of credits	12 ECTS
Status of the module	Compulsory second year module for ITM students
Entry requirements	Some essential skills are necessary for successful participation in the module. These are: good communication skills, proven proficiency in English and the ability to work in a team. If you cannot meet these standards, you will not be able to pass the module.
Module Aims	<p>Natural resources can either be enjoyed by tourists for its own sake (landscape, flora, and fauna) or as facilitating other activities like sports, outdoor activities or beach life. Cultural resources which can be enjoyed include architecture, history, art or traditions of local inhabitants. Natural and cultural resources are an important part of the tourism product and the tourist's experience. Natural and cultural resources are vulnerable. They require maintenance and protection from excessive development. Those working in the industry carry the responsibility to protect the environment, the society, and individuals and communities being visited. At the same time it is also important to keep in mind the visitor satisfaction and demand. Thus for you as a future tourism managers it is important to know:</p> <ol style="list-style-type: none"> <li>1. <i>What types of cultural and natural resources are there all over the world and how are these used for tourism (experiences)?</i></li> <li>2. <i>Which dilemmas and complexities are faced when managing these cultural and natural resources?</i></li> </ol>

Description	<p>In this module there are 7 themes which are dealt with:</p> <ul style="list-style-type: none"> <li>• Culture, authenticity and commodification</li> <li>• Nature conservation and marine tourism</li> <li>• The economic and non-economic value of nature and culture</li> <li>• Nomination of a World Heritage Site</li> <li>• Governmental rules and regulations</li> <li>• Stakeholder and Community involvement</li> <li>• Visitor management</li> </ul>
Disciplines and Subjects	<p>The TRD component of the module (9 EC) comprises cases based on the following themes:</p> <ul style="list-style-type: none"> <li>• Culture, authenticity and commodification</li> <li>• Nature conservation and marine tourism</li> <li>• The economic and non-economic value of nature and culture</li> </ul> <p>The theme of the module assignment is Unesco World Heritage. In this assignment students work in project teams on management plan for a potential Unesco site. They learn how to deal with management issues like governmental rules and regulations, stakeholder involvement and visitor management at a Unesco site.</p> <p>Division of the EC: Research (3 EC) + Cases/management skills/fieldtrip to Bruges (9 EC).</p>
Methods	Case Based Learning, Group Module Assignment, Field trip to Bruges, (guest) lectures from WWF and other non-governmental organizations
Examination	Participation + Case report + Module Assignment
Language	English
Remarks	The Bruges Field trip will include an extra cost of around € 150

<b>2.5 Tourism Industry Operations</b>	
Module co-ordinator(s)	Jörg Wenzel
Number of credits	9 ECTS
Status of the module	Compulsory second year module for ITM students; optional module for all management institutes and open to exchange students
Entry requirements	Good command of oral and written English and an understanding of the major principles of tourism.
Module Aims	An understanding of the major principles of tourism. Some essential skills are necessary for successful participation in the module. These are, good communication skills, proven proficiency in English and the ability to work in a team. If you cannot meet these standards, you will not be able to pass the module.
Description	A detailed study will be made of service operations and operations management as they relate to the tourism industry, in particular, as they relate to tour operating and the travel industry. The module will also focus on the principal role of tour wholesalers in combining transport and various other services into tours and packages that are mainly sold through retail travel agencies to individuals or groups of travelers.
Remarks	Organization & execution 3-days excursion; costs are around €120,-
Disciplines and Subjects	<p>Important aspects of service operations management in the tourism industry in different business settings: tour operating &amp; operations management, operations management in the travel business ( including the airline and cruise industry); the Internet industry and automation; the tourism “ services” industry including links to hospitality and retail operations management; law and ethics in the context of doing business in the tourist industry.</p> <p><b>Remark</b> Students arrange a 3 day excursion with a view to an experience from the customer and service provider perspective, involving a range of issues in the broadest sense of operations in the tourism industry.</p>
Method	CBL (Case Based Learning), lectures, guest lectures, learner reports and assignments
Examination	Written test, module assignment, case reports
Language	English

<b>2.6 Destinations Marketing and Management</b> (Including Business Economics 4)*	
Module co-ordinator(s)	Varun Bhatia
Number of credits	12 ECTS
Status of the module	Compulsory Module for TM students. Optional module for other management students at Stenden and open to exchange students. Compulsory Field Trip to Costa Brava included (costs about € 500)
Entry requirements	An understanding of the major principles of tourism and prior knowledge of Business Economics is required. Some essential skills are necessary for successful participation in the module. These are, good communication skills, proven proficiency in English and the ability to work in a team. If you cannot meet these standards, you will not be able to pass the module.
Module Aims	The student learns to manage tourism development of an international destination.
Description	<p>The following themes have been identified:</p> <ol style="list-style-type: none"> <li>1. Who is responsible in the marketing and management of a destination? Destination Marketing Organisations (DMOs) and governments play a crucial role in the marketing and management of tourism destinations. What is the role and position of DMOs versus governmental bodies? <i>Key words: DMOs, government, public-private partnership</i></li> <li>2. What message is transmitted by the destination and what message is received by the tourist? Promoting a destination's features is not sufficient to differentiate it from competitors. The destination needs to identify its own identity and branding strategies. A core question is if self-image (brand identity) coincides with tourists' image (brand image). Both images form the competitive position of a destination. Brand positioning is the interface between brand identity and brand image, over which the DMO has some control. <i>Key words: brand identity, brand image, brand positioning</i></li> <li>3. How can DMOs communicate the brand position in the market place? There is no shortage of ways in which the destination can be promoted, and in every destination there will be a diverse range of opinions on the tactics to be employed. There are multiple ways in which the DMO can distribute tourism information to potential tourists, with their pros and cons. <i>Keywords: integrated marketing communication, tourism distribution, public relations, meetings marketing</i></li> <li>4. How to prepare for the future? Strategic marketing decisions cannot be done without designing and evaluating different future scenarios. Changing demographics, environmental issues and economic changes are just a few items that have an impact on the future. A destination needs to be prepared for the future and different scenarios should be assessed. <i>Keywords: scenario planning, (mega)drivers</i></li> </ol>

	<p>5. How to develop a tourism development plan for the destination? The experience of many tourism areas in the world has demonstrated that, on the long term basis, a planned approach to developing tourism can bring benefits without significant problems, and maintain satisfied markets. A tourism development plan of a destination is one of the key factors to a successful destination.</p> <p><i>Keywords: tourism resource audit, target market, goals, objectives, action steps.</i></p>
Disciplines and Subjects	<p><b>Cases:</b></p> <ol style="list-style-type: none"> <li>1. The role of DMOs and Governments</li> <li>2. Identity and images of destinations</li> <li>3. Marketing of destinations</li> <li>4. Future of destinations</li> </ol> <p>Module Assignment: Development plan tourism destination in the Mediterranean (this includes doing research during a fieldtrip of one week which is compulsory)</p> <p><b>Business Economics 4: Financial Accounting</b> All limited companies are obliged to publish their annual report, containing amongst others their Balance Sheet, Income Statement and Cash Flow Statement. In this Business Economic Block, the student will learn about the legal requirements limited companies have to adhere to while publishing financial information, like their annual reports Topics that are dealt with are:</p> <ul style="list-style-type: none"> <li>- Annual Report;</li> <li>- Financial Statements;</li> <li>- Valuation;</li> <li>- Other components of the annual report;</li> <li>- Shareholding.</li> </ul> <p>Prior knowledge in the field of Business Economics is essential in order to pass the module successfully.</p> <p><b><i>* Instead of following the course Business Economics 4, incoming exchange students have the possibility to carry out a research assignment replacing the Business Economics 4 classes and examination.</i></b></p>
Length of module and scheduling	10 weeks; Semester 2, Module period 3
Method	Case Based Learning, Group Module Assignment, Compulsory Field Trip to Costa Brava.
Examination	Written assignments, Presentations
Language	English
Required Reading	<p>Godfrey, K. and Clarke, J. The Tourism Development Handbook. A practical approach to planning and marketing.</p> <p>Pike, S (2008). Destination Marketing. An Integrated Marketing Communication Approach. Elsevier.</p>

Remarks	Please note that the module includes a fieldtrip to the Mediterranean. Students should therefore sign up well in advance. An additional cost of around Euro 500 should be expected.
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<b>2.7 Concepting Leisure (2<sup>nd</sup> year module Leisure management)</b>	
Module co-ordinator(s)	Theo de Jong & Marike Kauer
Number of credits	15 ECTS
Status of the module	Compulsory second year module for all LM students.
Entry requirements	Foundation year. Good command of oral and written English.
Module Aims	<p>General module objectives:</p> <p>We live in times when nothing stays the same for very long and where technology makes progress in leaps and bounds. We are faced with consumers who want to lead experience-filled and meaningful lives. These are consumers who want to exert and can exert an influence on every facet of their daily lives, including the precious commodity of leisure time. The way this leisure time is spent adds much to the perceived quality of life so you, as future Leisure managers, have an important task in turning these fast changes into value-filled Leisure experiences that the consumers regard as meaningful. In the first place, the changes in society require well-educated Leisure managers who are able to make an optimal contribution to the number one economic sector in the Netherlands. As an educational institute, it is our duty to develop programmes that enable you to function well in a growingly complex society. Since innovation, creativity and demand-driven education are becoming more and more significant, a number of lecturers have decided to take the lead and develop an educational concept with a corresponding physical space that will enable you to furnish your own learning path and to provide you with skills for the 21st century.</p>

Description	<p>In this module, Concepting Leisure, you, as a student, will be responsible for the way in which you carry out the assignments. We, as lecturers, will do our utmost to support and facilitate you in this remarkable process. Besides devising an innovative educational concept, we have also set up the Future LAB, which is a space that challenges you, stimulates you but above all it is a space that enables you to master the design thinking process. Many sessions in this module will take place in around the LAB and you can use the open space yourself or with your group to work on the development of concepts. The module Concepting Leisure is all about creating innovative Leisure Concepts. It focuses solely on developing concepts and takes up the full 9 weeks so that students can master this new way of thinking and working. So for future Leisure Management graduates it is essential that they are completely familiar with the design thinking process since it is regarded as an important part of the skills for the 21st century. This module intends to</p>
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	interpret the concept of 21st century skills in its form, organisation and execution
Disciplines and Subjects	Concept Development, Creativity, Innovation, Experience, Leisure, Different view on the world, Self-Steering, Future developments
Method	Design based learning
Examination	Experience presentations, peer review, tour, report.
Language	English

<b>2.7B</b> Leisure LAB (2nd year module Leisure management)	
Module co-ordinator(s)	Theo de Jong & Marike Kauer
Number of credits	15 ECTS
Status of the module	Compulsory second year module for all LM students.
Entry requirements	Foundation year. Good command of oral and written English.
Module Aims	<ul style="list-style-type: none"> <li>• To experiment with the actualisation of your story.</li> <li>• To find ways to make your concept relevant for a long time period, based on scenario planning and co-creation.</li> <li>• To combine these ways with your first actualisation to result in a solid design of your experience.</li> <li>• To convince the client of the relevance now and future.</li> </ul>
Description	<p>During “Concepting Leisure” you learned to develop a vivid, imaginative story. When we take a further look into this we can see that we live in a swiftly changing world, physical and psychological and social! With that also the perception of this world is shifting, perception on our environment is changing, the individual perception is changing and also social perceptions are changing. So, to make sure a concept, idea or story stays relevant and actual, we need to think about our future world in these 3 senses and adapt currently developed concept to that.</p> <p>Therefore we’re going to challenge you to think about the future, to think about to use this information to come up with solutions for the leisure field. We’re going to challenge you to think of visualising these solutions with help of prototyping, innovative visualising methods and analysis of research. That, in the end, this will help you to confidently place your concepts in this world. All in all, this will be a module full of uncertainties but also possibilities. Some of you won’t like it. Others will love it. All we know is.... The future is now so act accordingly!</p>
Disciplines and Subjects	Concept Development, innovation, prototyping, Designing, Scenario Planning and co creation.
Method	Design based learning
Examination	Experience presentations, peer review, defense and report
Language	English

<b>2.8 Media &amp; Relations</b>	
Module co-ordinator(s)	Kim Vogelzang
Number of credits	9 ECTS
Status of the module	Second Year module of the MEM major programme
Entry requirements	Successful completion of first year Media & Entertainment Management, or equivalent; in particular, basic theoretical knowledge of the sectors of the media industry.
Module Aims	The aim of the module is to gain understanding in organisational behaviour. Behaviour in organisations is one of the fundamentals of Human Resource Management (HRM). The student will learn to look at management of people and the behaviour of people from different perspectives.
Description	<p>The media and entertainment industry is subject to big changes due to digitalisation and convergence. Keywords in the media and entertainment industry are creativity and innovation. The (change) potential of people takes centre stage to achieve organisational success in this continuously changing industry. The module Media &amp; Relations prepares the students for their roles as managers in this industry by gaining knowledge in the area of organisational behaviour studies.</p> <p>Business Economics (topic managerial accounting) is also part of the module.</p> <p><b>General knowledge on Financial Accounting is highly recommended.</b></p>
Disciplines and Subjects	Subjects addressed include personality, values, communication, cooperation, HRM, selection, training, appraisal, motivation, leadership, diversity of work force, globalization, organisational structure and organisational culture.
Method	Case Based Learning, Workshops, Lectures, Presentations, Debate, Group module assignment
Examination	Reports, Presentations, Management Skills, CBL-participation
Language	English

<b>2.9 Media &amp; Culture</b>	
Module co-ordinator(s)	Sonny Prent
Number of credits	9 EC
Status of the module	Second Year module of the MEM major programme
Entry requirements	Successful completion of first year Media & Entertainment Management, or equivalent; in particular, basic theoretical knowledge of the sectors of the media industry.
Module Aims	<ul style="list-style-type: none"> <li>• To understand how (mass) media plays a crucial role in building and determining taste, culture and ideology.</li> <li>• To provide an historical perspective and a theoretical framework in which to place current and future entertainment products</li> <li>• To increase knowledge of the effects of the media and entertainment industry.</li> <li>• To see the links between the various media in order to be inspired to develop new media and entertainment products.</li> </ul>

	<ul style="list-style-type: none"> <li>To understand the principles of analytical thinking and the differences among analytical approaches (interpretation, review, evaluation, etc.), be introduced to the basic technological premises of different media types (hands-on education), acquire knowledge on analytical templates (genres, semiotics, modes of narration, cinematography, musicology, etc.), enhance their acquired media-analytical skills (knowledge of terminology, and its proper use), be able to articulate their critical analyses and evaluations on an academic level.</li> </ul>
Description	In our culture, media and entertainment are of increasing importance. Here we examine the broad and rapidly growing field of media, focusing mainly on the meaning, artistic forms and history. You will reflect on how movies, music, television and new media programmes are constructed and what their role in society is. You look at the history of these media products and the impact that 'culture' has had on media.
Disciplines and Subjects	Semiotics, storytelling, genre theory, stereotypes, representation, cultural studies, aesthetics (cinematography), cultural sociology
Method	Case-based learning, Student Led Seminars, workshops, lectures, group assignments, individual written final assignment, presentations.
Examination	Individual written portfolio
Language	English

<b>2.9B English in Media</b>	
Module coordinator	Sonja de Haan
Number of credits	3 ECTS
Status of the module	Compulsory second year module of the major program for MEM students, open for exchange students
Entry requirements	Sufficient command of oral and written English and affinity with the film and TV industry
Module Aims	Discuss the content of films, TV shows, and Film directors at a professional level. Compare and analyze film reviews at a professional level. Write a critical film essay based on research on themes represented in films.
Description	<p>This module is focused on Language and Culture, in this case English and how this is applied in the Film and TV industry in English speaking countries, but with the focus mainly on the Hollywood Industry.</p> <p>Films and reviews that are analyzed and used in order to write an essay within this module come from English or American source material e.g. English/American/ Australian films, online newspapers and magazines (The Guardian, The Atlantic, and Vanity Fair) .</p> <p>Directors that need to be researched for the Director presentation may have debuted in their land of origin but have a connection with the English/American cinema.</p>
Disciplines and Subjects	Writing, Speaking, Listening and Reading skills
Method	Workshops, individual assignments
Examination	Director Presentation and Critical Film Essay
Language	English

<b>2.10 Branding &amp; communication</b>	
Module co-ordinator(s)	Hans Jacob de Gier
Number of credits	9 EC
Status of the module	Second Year module of the MEM major programme
Entry requirements	Successful completion of first year Media & Entertainment Management, or equivalent; in particular, basic knowledge of marketing and research theory
Module Aims	To be able to understand the concept of Branding & Marketing Communication using appropriate methodology.
Description	<p>Strategic brand management involves the development and implementation of marketing programmes and activities in order to build up, measure and manage brand equity. The theoretical foundation of this module is the CBBE model, or Customer Based Brand Equity model developed by Keller (2010). As the name of this model suggests, the starting point is the importance of the customer in the creation of brand value. After all, everything ultimately centres on the value that the customer attributes to the brand compared to an unbranded product or a competing brand.</p> <p>The CBBE model is a blueprint for brand building and is based on a number of consecutive steps that need to be followed to create a strong brand. The steps are as follows:</p> <ol style="list-style-type: none"> <li>1. Establish the right brand identity, which means answering the question: Who are you and what do you want to put across as a brand?</li> <li>2. Create brand significance, which involves answering the question: What are you as a brand? Derived from performance and brand images.</li> <li>3. Elicit a brand response, thus creating positive desired responses to the brand among customers.</li> <li>4. Create brand relationships, thus bringing about true, deeply rooted loyalty to the brand among customers.</li> </ol> <p>These steps are of great importance to developing a strong brand and thus binding customers to it. In this module you will therefore be working on creating brand equity by bringing about strong, positive and unique brand associations. A high brand value leads not only to loyal customers but has many other advantages, such as bigger profit margins, a stronger competitive position and - especially important in the media - potential licensing opportunities. As well as building brand equity, the module examines the measurement and the management of brand value.</p>
Disciplines and Subjects	Marketing, Marketing Communications and brand management.
Method	Case-based learning and group assignments.
Examination	Group module assignment and participation
Language	English

<b>2.11 Concept to Action</b>	
Module coordinator(s)	Monique Lamboo
Number of credits	12 ECTS
Status of the module	Second Year module of the major program
Entry requirements	Successful completion of first year Media & Entertainment Management or equivalent, in particular basic practical and theoretical knowledge of the sectors of the media industry, knowledge of content analyses methods in regard to explore media products (such as semiotics, genres, storytelling, and narrativity)
Module Aims	To understand the background and the process of media concept development in order to be able to develop a cross media concept and prepare a visualization of the products
Description	This module is designed as the link between the first year Media Operations module and the third year Media Production module, in which students are responsible for the managing and /or producing of actual media products. The module consists of cases related to theories on cross media, remediation, audience participation, multiverse, media-types ethics, IP and viability of media. It focuses on the choices to be made during the process of concept development and aim on creating awareness in students being a producer instead of a consumer. Part of the assignment that accompanies the module, a visualization of the products is produced. Business Economics is also part of the module; topic will be the project budgets.
Disciplines and Subjects	Media management theory and practice.
Method	Case-based learning, group assignments, workshops, lectures, learner reports.
Examination	Module assignment, case reports, participation
Language	English

<b>2.12 Innovation and Project management</b>	
Module co-ordinator(s)	Mr. Hartog
Number of credits	11 ECTS
Status of the module	Second Year module of the major program
Entry requirements	Basic level of marketing (year 1 level)
Module Aims	
Description	<p>This module focuses on Innovation and project management, in the context of sustainability.</p> <p>It addresses why innovations within organisations nowadays are vital for these organisations to survive, and the main characteristics of the various types of innovation. The module introduces the relevance of CSR related criteria in decision-making processes in innovation, and how to use CSR criteria in decision making.</p> <p>The module also addresses the issue of generating ideas in a structured way. For the topic on project management, it addresses knowledge and skills needed for planning a project, including control of resources, cooperation, communication, information and activities.</p>
Disciplines and Subjects	<p>Innovation</p> <p>Corporate Social Responsibility</p> <p>Project Management</p> <p>English Business Communication</p>
Method	A/o Lectures, workshops, project work, skills training
Examination	Project report and presentations, written exams, reports, participation, assignments
Language	English

<b>2.13 Leading People</b>	
Module co-ordinator(s)	Mr. Hendriksen
Number of credits	10 ECTS
Status of the module	Second Year module of the major program
Entry requirements	Basic knowledge of the HRM function in an organisation
Module Aims	<p>After finishing this module the student will be able to:</p> <ul style="list-style-type: none"> <li>• show the competences described below</li> <li>• describe the differences between National people management and International people management</li> <li>• use the basic concepts of international people management</li> <li>• Describe what culture is</li> <li>• describe and analyse the influence of cultural differences on HRM</li> <li>• use several cross-cultural HRM skills</li> <li>• indicate how to manage a multi-cultural workforce</li> <li>• describe the influence of people, individuals and groups on organizations.</li> </ul>
Description	<p>In this module, the student will learn about the significance and the way in which culture influences organizations. Besides this theme, the module concentrates on the specific issue of organizational behavior. The emphasis is on the implications of national culture and multinational firms. The ways in which managers can cope with cultural diversity will be discussed also. In short, this module is about international people management and cross-cultural management.</p>
Disciplines and Subjects	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Introducing management and org behaviour today</li> <li>• Org behaviour and current management challenges</li> <li>• Personality and individual differences</li> <li>• Perception and ....</li> <li>• Groups and teams</li> <li>• Managing people and stress</li> <li>• Organization structure</li> <li>• Organizational technology</li> <li>• Control and job design</li> <li>• Communication and decision making</li> <li>• Leading and managing</li> <li>• Relationships, fairness and trust</li> <li>• Learning within organizations</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Presenting</li> <li>• International Manager, intercultural team</li> <li>• Motivation</li> <li>• Feedback, conversational techniques</li> <li>• HRM, Hofstede</li> <li>• Ethics, valuing diversity</li> </ul>

	English Business Communication
Method	Lectures, workshops, case studies, skills trainings, assignments.
Examination	Individual exams, participation, (group) project work / assignments
Language	English

<b>2.14 Export Management and Logistics</b>	
Module co-ordinator(s)	Mr. Galama
Number of credits	10 ECTS
Status of the module	Second Year module of the major program
Entry requirements	Basic knowledge (year 1 level) of international marketing, international Law, operations management
Module Aims	The student should be able to identify and analyse commercial export opportunities, develop export entry modes and prepare an export plan.
Description	Students will make an orientation into the management and operations of exporting. This will include strategic thinking on going abroad as a company to operational elements on e.g. logistical, legal or cost calculation matters They will prepare themselves by working in PBL structure on theoretical aspects and apply these in a project preparation of an export plan. In this way the generic and IBMS competences will be challenged and assessed.
Disciplines and Subjects	<p>The module will include PBL tasks on:</p> <ol style="list-style-type: none"> <li>1. Process and steps of export plan with example</li> <li>2. Collecting and analysing data</li> <li>3. Assignment export plan</li> <li>4. Export entry strategies</li> <li>5. Taxes in the Netherlands</li> <li>6. International payments and risks</li> <li>7. International logistics</li> <li>8. Supply chain</li> <li>9. Trade law</li> <li>10. International pricing and cost calculations</li> </ol> <p>Furthermore the following aspects will be dealt with: English report writing Preparation of Export plan</p>
Method	PBL, lectures, workshops, project work
Examination	Written Exams, written Export plan, active participation
Language	English

<b>2.15 Staying in Control</b>	
Module co-ordinator(s)	Mr. Feenstra
Number of credits	10 ECTS
Status of the module	Second Year module of the major program
Entry requirements	Basic knowledge of Statistics (year 1 level), Able to work with Excel
Module Aims	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• understand trends and developments in the field of sustainability, safety and health and are able to use this information to improve products/services and processes.</li> <li>• Students are able to design lay-out plan for a company</li> <li>• Students are able to execute a research project and to report on the findings and to translate them into useful conclusions</li> <li>• Students are able to make quality and production plans</li> <li>• Students are able to manage and control business processes</li> <li>• Students are able to develop a set of performance indicators to control business processes</li> <li>• Students are able to describe a manufacturing or service production system in terms of inputs, processes, outputs, information flows, suppliers, customers and the external environment</li> <li>• Students are able to identify the set of decisions that operations managers make</li> <li>• Students are able to describe operations as a function alongside accounting, marketing and human resources</li> <li>• Students are able to give examples of how operations can be used as a competitive weapon</li> </ul>
Description	To learn students to design, manage, plan and control business processes.
Disciplines and Subjects	<ul style="list-style-type: none"> <li>• Research Project; in this part students learn how to do research and how to execute a research project. Students need to carry out a statistical analysis as part of the research.</li> <li>• Operations Management; in this part students learn how to set-up company lay-outs and how to plan and control the business processes. Total Quality Management is also covered.</li> <li>• Management Information Systems; students learn in this part how companies can manage their information in information systems like ERP and CRM.</li> </ul>
Method	Lectures, workshops, cases, project work
Examination	Cases, research report, written exams, English skills tests
Language	English

<b>3.3 Branding</b>	
Module co-ordinator(s)	Ronald Noppers
Number of credits	12 – 15 ECTS
Status of the module	Compulsory module for all Retail Business School Bachelor degree course students. They can choose the International Branding as alternative as well. Optional module for exchange students in the RBS program
Entry requirements	Completed first year of study
Module Aims	
Description	<p><b>Reason for the module</b></p> <p>As future managers, you require a good understanding of the dynamics of modern retail. This understanding is greatly enhanced by the study of topics related to branding. Branding means that retailers are aiming at achieving a unique position in the consumers' mind. The brand should add differentiating value to the merchandise. As future managers, you need to be able to form judgment whether your policies in creating a strong brand are successful. Furthermore, it is important that the participant develops problem solving skills, based on analytical reasoning. In the module Branding this goal is achieved by means of undertaking a research project. This project should provide a learning research experience to the participant and broaden his/her knowledge of strategic issues in retailing.</p> <p><b>Relevance for the profession</b></p> <p>The module Branding will give students the opportunity to study topics related to central theme of the module: <i>How do organizations manage to create a unique and differentiating brand identity?</i> Organizations are undergoing huge competition. For organizations, branding is seen as one of the most powerful means in their need to differentiate and to maintain a strong competitive position. They do this by building strong brand identity, through which they try to achieve a strong position in the consumer's mind. Organizations are becoming brands themselves.</p> <p>The importance of creating a strong brand identity for organizations is illustrated by Floor (2006): <i>Retail companies that want to survive among other retailers will have to make sure that their store is more than just a collection of products. They have to stand out from the competition and have to become a brand themselves. Branding a store is becoming crucial for success, because retail differentiation cannot be achieved without it.</i></p> <p>A strong brand identity is built on three pillars (Floor, 2006): a clear, differentiating positioning, a distinct personality and consistent communications. The following model shows how these three instruments are related to brand identity. The brand identity describes the brand the way the retailer desires. The brand perception points out how the target group experiences the brand.</p>
Disciplines and Subjects	Consumer Behaviour, Branding, Strategic Management, Instore Marketing
Method	Project, PBL
Examination	Project report, seminar

Language	English
Required Reading	Floor K., Branding a Store, Amsterdam, BIS Publishers Cooper and schindler, Business Research Methods, Boston, Irwin/McGraw Hill Underhill, P., Why we buy, Touchstone Publications P. Underhill, Call of the Mall, Simon & Schuster Anton J., Customer Relationship Management

<b>3.5 Retail concept development</b>	
Module co-ordinator(s)	Annigje Roest
<i>Number of credits</i>	12 – 15 ECTS
Status of the module	Optional module for exchange students in the RBS program
Entry requirements	
Module Aims	This text briefly explains the module retail concept development.
Description	<p><b>Reason for the module</b></p> <p>In fast changing markets, as for example the retail market, it is of importance that the portfolio of an organization is developed in accordance to the needs of the customer. Fast changing markets demand a lot of changing capabilities from organizations. They will need to adapt to the changing customer. More and more organizations turn to creative and innovative concepts to keep the customer satisfied. These concepts ensure that organizations can distinguish from other organizations.</p> <p><b>Relevance for the profession</b></p> <p>Keeping ahead of the competition demands an attitude from retailers in which they keep sharp and approach problems in a creative way. At the moment that entrepreneurs stick to traditional solutions they will never develop in a way that customers will be triggered to purchase products from them.</p>
Disciplines and Subjects	
Method	Project with PGO
Examination	
Language	
Required Reading	

<b>3.6 International Branding</b>	
Module co-ordinator(s)	Ronald Noppers
Number of credits	12 - 15 ECTS
Status of the module	Optional module for all Business and Management Bachelor degree course students. Open to exchange students in the RBS program; Students in the Retail Business School Bachelor degree course can choose the International Branding as an alternative for the compulsory module Branding; International project with TAMK (Tampere, Finland), Windesheim (Zwolle, Netherlands) and Brno Technical University (Brno, Czech Republic).
Entry requirements	Completed first year of study; not open to students who studied the module Branding
Module Aims	Focus on Store Branding, Research and International Cooperation.
Description	<p><b>Reason for the module</b></p> <p>This module offers you the opportunity to work in an international research team on the topic of store branding. Students in Finland, Czech Republic and the Netherlands conduct a research in which they compare the power of retail brands in a specific branch.</p> <p>As future managers, you require a good understanding of the dynamics of modern retail. This understanding is greatly enhanced by the study of topics related to branding. Branding means that retailers are aiming at achieving a unique position in the consumers' mind. The brand should add differentiating value to the merchandise. As future managers, you need to be able to form judgment whether your policies in creating a strong brand are successful. Furthermore, it is important that the participant develops problem solving skills, based on analytical reasoning. In the module Branding this goal is achieved by means of undertaking a research project. This project should provide a learning research experience to the participant and broaden his/her knowledge of strategic issues in retailing.</p> <p><b>Relevance for the profession</b></p> <p>International cooperation is one of the key success factors in the field of business and management. Therefore this module provides an international research context in the field of retailing and branding.</p> <p>The module will give students the opportunity to study topics related to central theme of the module: <i>How do organizations manage to create a unique and differentiating brand identity?</i> Organizations are undergoing huge competition. For organizations, branding is seen as one of the most powerful means in their need to differentiate and to maintain a strong competitive position. They do this by building strong brand identity, through which they try to achieve a strong position in the consumer's mind. Organizations are becoming brands themselves.</p> <p>The importance of creating a strong brand identity for organizations is illustrated by Floor (2006): <i>Retail companies that want to survive among other retailers will have to make sure that their store is more than just a collection of products. They have to stand out from the competition and have to become a</i></p>

	<p><i>brand themselves. Branding a store is becoming crucial for success, because retail differentiation cannot be achieved without it.</i></p> <p>A strong brand identity is built on three pillars (Floor, 2006): a clear, differentiating positioning, a distinct personality and consistent communications. The following model shows how these three instruments are related to brand identity. The brand identity describes the brand the way the retailer desires. The brand perception points out how the target group experiences the brand.</p> <p>A one week field trip to Tampere, Finland, is part of the programme. Additional costs for travelling and accommodation is paid by the students.</p>
Disciplines and Subjects	Consumer Behavior, Branding, Strategic Management, Instore Marketing
Method	Project, PBL
Examination	Project report, Process assessment, research article and pitch/presentation
Language	English
Required Reading	<ul style="list-style-type: none"> <li>-Floor K., Branding a Store, Amsterdam, BIS Publishers</li> <li>-Edwards, H., Day, D.2005. Creating Passion Brands: How to build emotional brand connection with customers. London: Kogan Page</li> <li>-Aaker, D. 2010. Building Strong Brands. London: Simon &amp; Schuster</li> <li>-Cooper and Schindler, Business Research Methods, Boston, Irwin/McGraw Hill</li> <li>-Underhill, P., Why we buy, Touchstone Publications</li> <li>- Underhill, P., Call of the Mall, Simon &amp; Schuster</li> <li>-Anton J., Customer Relationship Management</li> </ul>

<b>3.7 International Strategic management</b>	
Module co-ordinator(s)	Mr Duinstra
Number of credits	13 ECTS
Status of the module	Third Year module of the major program
Entry requirements	Knowledge of marketing, management & Organisation. <b><u>Not suitable for non-business majors.</u></b>
Module Aims	<p>The student should be able to identify and analyse strengths and weaknesses in the internal environment and opportunities and threats in the different external environments in order to pinpoint strategic options and make a rational choice for the best option.</p> <p>This means that a lot of different techniques and strategic analytical models have to be used. Used by the staff and employees of the corporation. It is the people who do the analysis and make the decisions, so human resource management is of the utmost importance to achieve the goals set.</p>
Description	
Disciplines and Subjects	<p>International Strategic Management</p> <p>What is strategy and which important 'schools' can we distinguish?</p> <p>Corporate Governance and corporate social responsibility</p> <p>Techniques used to analyse the internal environment</p> <p>Techniques used to analyse the external environments</p>

	<p>Making decisions about core competency, main problem and main trends</p> <p>Developing strategic options</p> <p>Making choices using a decision making model</p> <p>Using the Balanced Score Card</p> <p>Using techniques for Change management</p> <p>Human Resources Management</p> <p>Managing expatriate assignments</p> <p>Cross-cultural issues in productivity and quality</p> <p>English Business Communication</p>
Method	<p>Lectures / seminars</p> <p>Workshops</p> <p>Feedback meetings</p> <p>Presentations</p> <p>Negotiating workshops</p> <p>Guest speaker</p>
Examination	Written exams, cases, assignments, participation.
Language	English

<b>3.8 International Business Plan</b>	
Module co-ordinator(s)	Mr. Kok
Number of credits	12 ECTS
Status of the module	Third Year module of the major program
Entry requirements	Knowledge of international marketing, market entry strategies, export, finance & accounting. <b><u>Not suitable for non-business majors.</u></b>
Module Aims	The analysis of personal entrepreneurial skills and of investment opportunities; based on that, preparation of a business plan for an own company.
Description	At the end of this module a student be able to systematically prepare all the ins and outs of his / her ideas for an own company. Secondly the student will have a better idea about his / her own individual capabilities regarding entrepreneurship.
Disciplines and Subjects	<p>Students will work on a Business Plan for a specific company with plans for an investment abroad, including market analysis, organisation and service delivery, financial analysis and analysis and development of your personal competences on entrepreneurship. An entrepreneurial test is part of your reflection on entrepreneurial skills and competences.</p> <p>In small groups, students will produce a complete feasibility study concerning:</p> <ul style="list-style-type: none"> <li>- marketing, managing and financing an existing formula in hitherto unexplored foreign territory or:</li> <li>- inventing, marketing, managing and financing a new formula, making use of a perceived gap in the foreign market(s) or:</li> <li>- upgrading an existing formula in a foreign country, in close co-operation with the local authorities or business community.</li> </ul> <p>The business plan can be done in their field of interest or IBMS specialisation of the student</p>

Method	Project work, instruction in workshops & lectures
Examination	Entrepreneurial Test Business Plan Presentation of the Business Plan English report
Language	English

<b>3.9 Strategic Management in the Media</b>	
Module co-ordinator(s)	Mrs. Ding & Mr. t Hart
Number of credits	12 ECTS
Status of the module	Third year compulsory module of Media & Entertainment Management
Entry requirements	This course requires prior knowledge of basic theoretical understandings in the areas of management, organisational behaviour, marketing, and dynamics of media sectors. This course turns out to be most suitable for third or fourth year students. Second year students could have a hard time to catch up with the content and the level of learning.
Module Aims	The overall objective of the course is to give students some insights of strategic management specifically in the media and entertainment industry. After completing this 3 <sup>rd</sup> year compulsory module, students should be able to analyse an organisation's strategic environment and value navigation process, formulate and choose suitable strategies for the future, and recommend a strategic implementation plan.
Description	This English taught module intends to provide students an opportunity to study a rational strategic planning process with both adaptive and interpretative strategy perspectives, and basic strategic management theories and practices in media & entertainment sectors. The course has been customized by focusing on the media and entertainment industry within an international scope, and intends to build a bridge between theory and practice. Students work with recent and realistic case studies involved in various media sectors, which requires analytical and desk-research skills. Thinking and planning strategically from an organisational perspective aimed to the future is essential for this module.
Disciplines and Subjects	<p>This module means of reducing the complexity in the field of strategy and organising the many different concepts within it is to view all strategic theory as falling into three broad approaches, or 'schools', which can be seen as sitting on a single continuum: rationalist, adaptive and interpretative. In combination with a practical approach that employs a broad range of case studies of media organisation. Beyond the rational strategic planning process, the module also involves several important themes that provide extra emphasis on the emerging media industry, including:</p> <ul style="list-style-type: none"> <li>• Impacts of globalisation</li> <li>• Decentralisation and the network society</li> <li>• Technological development and media convergence</li> <li>• Participatory media and policy challenges</li> </ul>

	<ul style="list-style-type: none"> <li>• Environmental, social and economic impacts on sustainability</li> <li>• Managing innovation and creativity</li> <li>• Strategic leadership and entrepreneurship</li> <li>• Strategic storytelling</li> <li>• Managing strategic change and organizational design</li> </ul>
Method	<p>Small group case-based learning (12-13 students with 1 tutor)</p> <p>Weekly topic lectures</p> <p>Student led seminars</p> <p>Business economics workshops (corporate finance)</p> <p>Innovative research lectures and workshops (game simulations)</p> <p>Thesis proposal workshops (how to write a research proposal in the context of MEM)</p>
Examination	<p>Active participation during case based-learning sessions; written assignments include two case analysis reports, an open book short answer test on one of the cases, the business economics assignment, and the research proposal assignment. Most of the written assignment assessment is based on the output of teamwork (3-4 persons).</p>
Language	English

<b>M1 Marketing Communications</b>	
Module co-ordinator(s)	Joop Bos
Number of credits	15 ECTS
Status of the module	optional module
Entry requirements	basic knowledge in disciplines like communication, strategic management, marketing, public relations
Module Aims	<p>The module is focussed on deepening the knowledge students have in the field of marketing and marketing communications</p> <p>In this module students will face a number of challenges, like:</p> <p>Making an analysis of a company's marketing environment</p> <p>Making an analysis of a company's strategic marketing position</p> <p>Designing a strategic marketing communication plan in a web based world</p> <p>Designing and production of appropriate marketing communication media like a folder, advertising campaign, multi-media productions.</p>
Description	<p>This module is based on the principles of service learning. By means of a project for a real (small, starting) company or (not for profit) organization students learn to design and to handle marketing plan for existing organization in the field of study of the students involved. The module is based on theory and practice that students have had in the modules of the course they do. During this module students learn how to design a marketing communication plan and how to explain the plan to a client (representative of a company or organization). The strategy and the tactics of the marketing communication plan is shown by the production of a market research, an in depth analysis of the company's strategic position, a design of a strategic marketing communication plan.</p> <p>Dutch and international students work in a project group of 6 on a project.</p>
Disciplines and Subjects	Marketing, marketing communications (strategy and tactics), applied psychology (consumer behavior), graphic design and multimedia
Method	project work, written assignments
Examination	reports, productions, written exam
Language	English

<b>M2 Cruise Management I</b>	
Co-ordinator(s)	Ate de Groot
Number of credits	15 ECTS
Status of the module	Minor module Hotel Management School
Entry requirements	Basic knowledge of Hotel-, Tourism and Leisure management concepts, English at B2 level
Learning Outcomes	<p>After participating in this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse the cruise line industry and develop a vision based on the results of the analysis.</li> <li>2. Analyse the hotel operations of a cruise ship and can identify the differences compared with a regular hotel operation.</li> <li>3. Identify all the hotel related departments of a cruise ship and can describe the relation with the hotel department.</li> <li>4. Identify and describe the nautical and technical departments of a cruise ship.</li> <li>5. Analyse HRM aspect of a cruise ship and can identify the difference compared with an regular hotel operation.</li> <li>6. Develop a vision for the future of the cruise line industry.</li> <li>7. Have knowledge of the construction of a cruise ship.</li> <li>8. Analyse the financial performance of a cruise ship and a cruise line company.</li> <li>9. Develop a sales and marketing plan for a cruise line company</li> <li>10. Have knowledge of cruise line related law</li> <li>11. Analyse the cruise line industry in relation to the environment.</li> <li>12. Gain insight into shore excursions and how they are handled both by cruise line companies and Destination Management Companies.</li> <li>13. Understand the importance of Destination Marketing and cruise alliances.</li> </ol>
Description	<p>Today, many ships are the size of small cities, with unique facilities as ice skating rinks, the latest spa innovations and much more. Each time after the introduction of a new ship, it will be more difficult to come up with a novelty to attract attention and gain market shares in this highly competitive business.</p> <p>Shore Side</p> <p>In order to operate the ships also al lot of staff are working shore side in the cruise industry. We will take a look at a number of these positions which might also be interesting for students looking for a job in the cruise industry at a later stage.</p> <p>The minor consists of eight (weekly) themes</p> <p><b>Industry Overview</b></p> <p><b>Operations</b></p> <p><b>N&amp;T department and the Law at Sea</b></p> <p><b>Sales and Marketing</b></p> <p><b>HRM</b></p> <p><b>Destination Management</b></p> <p><b>Ship building</b></p> <p><b>Shore Side</b></p>

Disciplines and Subjects	Marketing, HR, Operations, Project Management , Management Skills, Excursion to ship and Meyer Ship Yard Germany
Method	Case Based Learning, Fieldtrips, Workshops,(Guest) Lectures
Extra costs	€ 70 for field trips
Examination	Tests, CBL assessment, report, defense
Language	English

<b>M3 Cruise Management 2</b>	
Co-ordinator(s)	Ate de Groot
Number of credits	15 ECTS
Status of the module	Minor module Hotel Management School
Entry requirements	Cruise Management I
Learning Outcomes	<p>After participating in CM II, students should be able to:</p> <p><b>Research</b></p> <p>12. Understand the differences between quantitative and a qualitative research</p> <p>13. Differentiate between relevant and irrelevant topics (problem statement and research objectives) in context with the cruise industry.</p> <p>14. Design relevant probing questions.</p> <p><b>Cruise</b></p> <p>15. Understand the process of embarking and disembarking a cruise ship.</p> <p>16. Understand the overall operation of a cruise ship.</p> <p>17. Explain the relations between the different departments on a cruise ship.</p> <p>18. Understand the relevance of shore excursions for passengers and for the company.</p> <p>19. Understand the importance of on-board revenue on a cruise ship.</p> <p>20. Understand the daily activities of one of the departments on board (students can select one).</p>
Description	<p>Cruise Management 2 is the continuation of Cruise Management 1. The minor Cruise Management 1 is obligatory for all students, who want to participate in Cruise Management 2 since it builds up on the students' prior knowledge from CM1. The second module of Cruise Management gives the student the possibility to gain practical experience while going on a cruise ship for about 7 days. In addition students are required to perform qualitative and quantitative research projects in relation to the cruise industry.</p>
Method	<p>IBL &amp; PBL (Inquiry Based Learning and Paper Based Learning)</p> <p>Cruise Research</p> <p>Guest Lectures</p> <p>Cruise Field trip.</p>
Extra costs	<p>Cruise Field trip. It is also possible to participate within the minor without doing the field trip</p> <p><b>The investment for the field trip will be approximately between 1000 and 1500 euro's</b></p>
Examination	Paper

	Report (on board research)
Language	English
Conditions	<b>Please note that in the event that less than 12 students enroll for this minor, it may need to be cancelled.</b>

<b>M4 Rooms Division Management</b>	
Module co-ordinator(s)	Saskia Penninga
Number of credits	15 ECTS
Status of the module	Minor. Optional module for third year International Hospitality Management students.
Entry requirements	Basic knowledge of Rooms Division in Hotels, English level B2 is required
Module Aims & Learning Outcomes	<p>In this minor the student will explore the best management practices in the rooms division department and most recent strategies for building or maintaining a competitive advantage through the introduction of new concepts.</p> <p><b>1) RD Reinforcement</b> After completing this unit the student is able to identify and relate contemporary rooms division management theories with industry examples and to formulate an opinion.</p> <p><b>RD Innovations</b> After completing this unit the students are able to construct and present a rooms division concept, and defend the choices made.</p> <p><b>RD Human resources</b> After completing this unit the student is able to identify and relate contemporary human resource theories with an industry example and to formulate an opinion.</p>
Description	This minor offers students the opportunity to specialise within the fascinating field of Rooms Division Management. The purpose of the RD Minor is to gain more in-depth knowledge in the management aspects of the RD department. A RD manager, in practice, is to be expected to maintain contact with guests within various fields of hotel organizations. The RD manager effectively serves as the “lubricant” between guests and the operational departments of the hotel company. A wide range of competencies is necessary to seamlessly meld an effective RD organization with the needs and wishes of its guests.
Disciplines and Subjects	<p>The subjects that will be covered, include:</p> <ul style="list-style-type: none"> <li>- Primary functions and responsibilities</li> <li>- Revenue management</li> <li>- Trends/ branding in hotel Industry</li> <li>- In and out sourcing</li> <li>- ICT and Social Media</li> <li>- Sales Skills</li> <li>- Guest safety and security</li> <li>- Guest loyalty, Guest Relations</li> <li>- HRM: Recruitment &amp; Selection</li> </ul>

	<ul style="list-style-type: none"> <li>- International Law</li> <li>- Sustainability</li> <li>- 2 days BHV workshop (Company Response Team, First Aid). Own contribution of € 110,00 per student is required</li> <li>- Optional opportunity to achieve a certification in hospitality industry analytics (CHIA). After 6 workshops an exam can be taken.</li> </ul>
Method	Case Based Learning, (guest)lectures, workshops, Hotel visits and 2 days external BHV course at G4S location Oudehaske
Examination	Module assignment (written report and presentation with defense), learner report and HRM assignment
Language	English
Remarks	<p>The module includes several hotel visits, where travel expenses are involved (indication ± € 100) + Guest Lectures. <b>The students are expected to wear business attire when visiting the hotels and attending guest lectures.</b></p> <p>Moreover, external 2 days BHV course (this course includes First Aid, how to apply the AED (automated external defibrillator), firefighting, evacuation and communication with emergency services) are included which requires an own contribution of € 110,00. <b>This part is an obligatory educational activity of the module.</b> After successfully completing this 2 days course the students will receive a BHV (company response team) certificate.</p> <p>The cost of the optional examination Certification in Hospitality Industry Analytics (CHIA) is \$75 (approximately € 69).</p>

<b>M5 Humanitarian Management 1</b>	
Module co-ordinator(s)	Saskia Homoet ( <a href="mailto:saskia.homoet@stenden.com">saskia.homoet@stenden.com</a> )
Number of credits	15 ECTS
Status of the module	Minor
Learning Outcomes	<p>After completion of the Humanitarian Management Minor you will have a broad knowledge about the humanitarian field on topics such as geopolitics and international relations, the experience of the aid worker, logistics management and humanitarian response to disasters.</p> <p>On completion of this minor you are able to</p> <ol style="list-style-type: none"> <li>1. analyse and understand humanitarian terminology and principles and how a humanitarian aid organisation operates .</li> <li>2. write a report that gives a comprehensive analysis of a recent humanitarian disaster from a multi-disciplinary approach</li> <li>3. perform research on the work of aid workers, including the design of the research, data collection, analysis and report writing.</li> <li>4. prepare a professional project proposal according to the standards of Project Cycle Management, including a thorough problem analysis, formulation of measurable objectives, realistic planning, budgeting and strong argumentation.</li> <li>5. defend the project proposal verbally with strong communication skills</li> </ol>

Description	<p>Humanitarian Management 1 is a theoretical module. It is offered in period 1 and 3 and it is English spoken. An English level of B2 is required. The course deals with the following:</p> <p>Regularly you can read in the newspaper about different kinds of disasters that hit a country, for instance: flooding, war, hunger. Just think about the recent earthquakes in Haiti, Chili, and New Zealand. Maybe you have asked yourself what can be done or even what can I do to contribute to alleviating people's distress? In this minor you will have the chance to become more involved. The Humanitarian Management program focuses on developing countries, countries in conflict and countries that are faced with disasters. It contains a deep analysis of the causes and consequences of these crises for the country itself but also for the international community and your own business. It also gives a student wider knowledge of the humanitarian aid work. The field of humanitarian assistance is very broad. Some examples of organizations in the field of Humanitarian Assistance are: United Nations, Governments, International Red Cross, Artsen zonder Grenzen (Doctors without Borders), War Child, Oxfam Novib, etc. Profit organizations are also increasingly becoming involved in humanitarian affairs: Shell, Unilever, Fair Trade or Max Havelaar are some examples.</p> <p>Some cases that are relevant in the humanitarian field are for instance the natural and political disaster in Haiti, the political conflict in Iraq, Afghanistan, Congo, Sudan, Zimbabwe, the position of women, the position of children, poverty etc.</p>
Disciplines and Subjects	<p>Among others the following subjects will be discussed:</p> <ul style="list-style-type: none"> <li>• Introduction to Humanitarian Assistance</li> <li>• International Law and Human Rights</li> <li>• Geopolitics</li> <li>• Comprehensive security in times of disaster</li> <li>• Socio-cultural aspects of aid work</li> <li>• (Project) Management</li> <li>• Safety and Security in the field</li> <li>• Humanitarian Actors and stakeholder analysis</li> <li>• Aid worker research</li> <li>• Logistics and Supply Chain management</li> </ul>
Language	English
Examination	Guest lectures, Writing papers, Writing project proposal, Performing research, Presentation of weekly topics in Case Based Learning sessions, Field preparation, Presentation/defence
Remarks	Additional Field Trips may involve some extra costs.

<b>M6 Heritage Experience Management</b>	
Module co-ordinator(s)	Sarike van Slooten
Number of credits	15 ECTS
Status of the module	Optional module for third year International Tourism Management students. Optional module for students from LM, M&EM and exchange students with background in Tourism or Leisure, IHM,OM.
Entry requirements	Completed second year, some prior knowledge of relationship between culture, arts and Tourism and/or Leisure management. Some essential skills are necessary for successful participation in the module. These are, good communication skills, proven proficiency in English and the ability to work in a team. If you cannot meet these standards, you will not be able to pass the module.
Module Aims	The content will provide a broad understanding of the range of heritage attractions that exist but will also allow students to develop an in-depth analytical perspective on many current, controversial and industry-relevant issues.
Description	The module offers students an opportunity to engage in a detailed study of heritage tourism and the various related policy initiatives found within the commercial, public and voluntary sectors. It will involve different perspectives of heritage and its relationship with tourism, the wider social and political context, developments and current issues and management issues in heritage development.
Disciplines and Subjects	The themes included in the module are: Defining Heritage, Heritage Tourism, The Politics of Heritage, Heritage Policy in Practice, Contested Heritage, Dissonant Heritage, Dark Tourism and Thana Tourism, Military Heritage and Battlefield Tourism, Religious Heritage, The Museums sector, Commercial Heritage, Urban and Rural Heritage, Tradition: Living Heritage and Heritage Events, Managing Heritage Attractions, Marketing Heritage Tourism, Heritage Interpretation, Memory, Memorials and Remembrance, Heritage and Identity, Industrial Heritage.
Method	CBL, lectures, field trip
Examination	module assignment, exam, presentation, participation
Language	English
Required Reading	Timothy, D. & Boyd, S. (2003). <i>Heritage Tourism</i> . Harlow: Prentice Hall.
Remarks	The module includes a field trip to Edinburgh with presentations from organisations involved in heritage tourism and its development, conservation, marketing, interpretation, etc. This will cost around €400 and €500.

<b>M7 Outdoor Leadership &amp; Adventure</b>	
Module co-ordinator(s)	Konstantin Gridnevskiy
Number of credits	15 ECTS
Status of the module	Optional module for third year International Tourism Management students. Optional module for students from other Stenden programmes (economic and management) and exchange students.
Entry requirements	Completed second year management programme, some knowledge of Tourism, Hospitality, Leisure, Sport or other economic / management education. Physically fit and willing to participate fully. Some essential skills are necessary for successful participation in the module. These are good communication skills, proven proficiency in English and the ability to work in a team. If you cannot meet these standards, you will not be able to pass the module.
Learning outcome	The student can demonstrate general knowledge of entrepreneurship and tour operating within the outdoor and adventure business in order to design and manage an outdoor, adventure themed, activity.
Description	The module combines practice and theory and focuses on outdoor activity management, planning, development of sustainable packaged adventure tourism products and innovative operational strategies and training in instructional 'trip and tour planning', 'leadership and group development'. The minor comprises case studies, study tasks, workshops, a module assignment and an outdoor activity programme.
Disciplines and Subjects	After successfully rounding off this module, the student will be able to: <ul style="list-style-type: none"> <li>• describe the historical development of adventure tourism;</li> <li>• describe what is meant by adventure tourism;</li> <li>• analyse the demand and supply side of the adventure tourism industry;</li> <li>• apply marketing in the adventure tourism branch;</li> <li>• assess risk management in adventure tourism;</li> <li>• evaluate ethical issues managers can encounter in adventure tourism;</li> <li>• develop and execute, plan and organise adventure holidays and adventure daytrips;</li> <li>• evaluate the development, planning and organisation of adventure holidays.</li> </ul>
Method	Case Based Learning, Module Assignment, Field trip
Examination	Group Module Assignment, Case studies, Open Question Test
Language	English
Remarks	The costs of the field trip, workshops and excursions are around €300, these costs include the activities but exclude transport and food. Students should be physically fit and willing to participate fully in the field trip and activities.

<b>M8 Entrepreneurship: International Market Orientation</b>	
Module co-ordinator(s)	Mark Pomper
Number of credits	15 ECTS
Status of the module	Optional
Entry requirements	A working knowledge of English, (Service) Marketing and Management at higher education level.
Module Aims	Students work in small groups on a project in cooperation with the Chamber of Commerce to prepare a trade mission for a regional company to a country in Eastern Europe.
Description	<p>In small groups, students will produce a complete feasibility study concerning:</p> <ul style="list-style-type: none"> <li>- marketing, managing and financing an existing formula in hitherto unexplored foreign territory or:</li> <li>- inventing, marketing, managing and financing a new formula, making use of a perceived gap in the foreign market(s) or:</li> </ul> <p>upgrading an existing formula in a foreign country, in close co-operation with the local authorities or business community.</p> <p>A field trip to the country for the trade mission is included. Costs are estimated on € 300-400.</p>
Disciplines and Subjects	Marketing, Management, Economics, Human Resources, Ethics, English
Method	<p>Project based learning and written assignments)</p> <p>There will be introductory lectures in the first week and two PBL (Problem Based Learning) sessions per week. Guest speakers will be scheduled to participate in the module according to availability.</p>
Examination	Participation in PBL sessions, written assignments and a presentation.
Language	English
Required Reading	<p>International Markets Orientation Module Reader,  Lovelock C.H., Services Marketing, Prentice Hall  Usunier J.C., International Marketing: A Cultural Approach, Prentice Hall</p>

<b>M9 E-business</b>	
Module co-ordinator(s)	Marten Jan Feenstra Room: 2.66 T. 06-12361156 / 058-2441235 marten.jan.feenstra@stenden.com
Number of credits	15 ECTS
Status of the module	Minor module Small Business and Retail Management
Entry requirements	Study year 3 and 4 of all educations
Module Aims	<p>The minor e-business is asking you to apply your previously acquired knowledge in a real business situation. It asks you to develop the following competences:</p> <ul style="list-style-type: none"> <li>• Commerciality: developing e-business in a, for consumers, appealing way;</li> <li>• Entrepreneurship: finding the gap in the focus market;</li> <li>• Informing and advising: giving advice on investments and possible e-business activities;</li> <li>• Communication: through the internet;</li> <li>• Co-operating: as an international, multicultural group co-operating with companies;</li> <li>• Analysing and synthesising: analysis of market environment and developing a plan accordingly.</li> </ul>
Description	<p>The minor e-business accommodates the growing interest of companies for the internet. Until now the use of internet in companies is under exposed</p> <p>In the module E-business you are put to work for an existing company. You are asked to develop an e-business strategy and write a plan that puts the strategy to work. Next to the strategic focus of the module attention will be given to the conditions a good website has to accommodate. Theme's that will be discussed are usability and search engine optimization.</p> <p>In the module e-business you gain insights on how to develop e-business activities for companies. This is done by focussing on four main items.</p> <p>E-marketing is focussing on the new marketing methods which are related to the internet.</p> <p>ICT skills give you the skills needed to build your own concept website.</p> <p>You will be searching for the state of the art in e-business, focussing on all the latest developments that can be seen on the internet.</p> <p>All the above parts come together in the e-business plan. Which describes the influence of the environment, consumers and competitors. And how you will deal with these issues applying service, marketing, operations and logistics.</p>
Disciplines and Subjects	Marketing, Communication
Method	Lectures, computer workshops en CBL (case based learning)
Examination	Participation in PBL sessions, written assignments and a presentation
Language	English

<b>M10 Music Management</b>	
Module co-ordinator(s)	Harm Timmerman
Number of credits	15 ECTS
Status of the module	Optional module for third year Media and Entertainment Management students
Entry requirements	Completed second year MEM or equivalent Basic knowledge/skills: marketing in relation to Media & Entertainment, communication theories and practices in relation to Media & Culture). Furthermore, a broad interest in the music business, and intention to follow an internship and/or career in the music industry is necessary
Module Aims	After completion of the module, the student: <ul style="list-style-type: none"> <li>• has relevant insight in management aspects of the music industry</li> <li>• can translate insights into useful and relevant contacts with artists and managers</li> <li>• has produced an individual career plan.</li> </ul>
Description	The main target of this minor is to introduce students to the music industry. Additional targets, and activities, are: <ul style="list-style-type: none"> <li>• guest lectures from professionals and lecturers in the music business</li> <li>• taking part in field trips</li> <li>• organizing student presentations</li> <li>• production of a marketing business plan, including aspects as SWOT-analysis, artist contracts, product-market combinations, promotion, publishing and PR, career planning, and entrepreneurship of artists</li> <li>• organization of a live music event.</li> <li>• Composing an individual career plan is an individual assignment within this minor.</li> </ul>
Disciplines and Subjects	Marketing, Music Business, Product development, (personal) branding, advertising, Concept development, packaging, sales cycle
Method	Lectures, workshops, instruction, presentation, coaching & feedback
Examination	Participation, individual assignments & portfolio, exams
Language	English

<b>M11 Intrapreneurship</b>	
Module co-ordinator(s)	Wyb de Boer
Number of credits	15 ECTS
Status of the module	Optional module for third year University of Applied Sciences students
Entry requirements	Completed second year University of Applied Sciences or equivalent Wanting to be entrepreneurial and willing to develop this (further).
Module Aims	<p>After completion of the module, the student:</p> <p>Has gained experience that will help strengthening his/her professional attitude and being entrepreneurial within an (network) organization. The student can also connect these experiences to previously acquired skills, and contributes it to his/her knowledge building, so that he/she is an <i>alumni-plus</i> when graduating; someone that the professional field is eager for because of being able to:</p> <ul style="list-style-type: none"> <li>• Move effectively through an organization, able to identify potential key partners, approach them for, and (effectively) involve them in a project that both parties are interested in;</li> <li>• See / explore / create / design opportunities in an organisation, and conceptualize, and concretise them further;</li> <li>• Present very convincingly (with good arguments), initiate actions and create support;</li> <li>• Develop his/herself effectively by working on and achieve concrete learning objectives, training and reflection.</li> </ul> <p><b>For this minor the coming years special attention will be given to possibilities to connect the student's projects to European Cultural Capital Event Leeuwarden-Fryslân 2018 projects, organisations and activities.</b></p>
Description	<p>In the minor intrapreneurship, in a period of 9 weeks, experiences are gained that help strengthening professional attitude and being entrepreneurial within an (network) organization. Iteratively you work on a new product, service or improvement for the partner organisation.</p> <p>Special attention will be paid to the possible connection of activities to the European Cultural Capital Event Leeuwarden-Fryslân 2018.</p>
Disciplines and Subjects	Design, Design Thinking, design oriented research
Method	Lectures, workshops, instruction, presentation, coaching & feedback. Workshops and general communication is in English, reporting in Dutch is possible.
Examination	Participation, individual assignments & portfolio
Language	English

<b>M12 Change and Innovation</b>	
Module coordinator	Erik Jan Rodenhuis
Number of credits	15 ECTS
Status of the module	Third year minor
Entry requirements	Strategic Management finished and finished year 2
Module Aims	<p>After completion the student is able to:</p> <ul style="list-style-type: none"> <li>• apply the theoretical models in Change Management;</li> <li>• understand the psychological factors leading to resistance;</li> <li>• apply the principles of alignment of objectives;</li> <li>• assess the necessary leadership styles in different change processes;</li> <li>• relate different phases in change management processes to presented cases;</li> <li>• evaluate organizational development status quo;</li> <li>• evaluate the importance of leadership and the role of HRM instruments in achieving desired results in change processes;</li> <li>• present the results of conducted research into the present situation in an organization;</li> <li>• reflect on intended learning outcomes and formulate learning objectives for the future.</li> </ul>
Description	<p>Change and innovation are ever-present feature of a sustainable organizational life. Therefore the minor is set up around the current theories on Change Management and Organisational Development. The student will obtain the knowledge and skills to evaluate the effectiveness of change and innovation processes. Moreover the student will be able to make recommendations on the design of effective change and innovation processes and consolidation of the outcomes.</p> <p>The programme expands on the knowledge obtained in other parts of the curriculum regarding strategic and change management. HRM policy and Leadership in organizations can be designed in such manner that organizations are more flexible, empowering employee-initiated innovation and enable organizational learning.</p> <p>Personal talents of people dictate together the amount of success of an organisation. It is important that attention is paid to each unique talent available and that this talent is matched to motivation. An organisation has a real opportunity to excel when personal objectives of staff are aligned with the objectives of an organization. This process involves dedication and will. People make the difference and not 'the organisation'. Managers that build upon the personal values and passions of the employees, get dedication, flexibility and vision in return. With these ingredients you can create resilient organisations ready for any changes or opportunities.</p>

Disciplines and subjects	Strategic Management, Change management, Organisational Development, Innovation Management
Method	Case Based Learning, module assignment, student-led seminars, (guest) lectures and presentations
Examination	Module assignment, student-led seminars and CBL-participation
Language	English
Remarks	

<b>M13 Human Behaviour and Enterprise in Organisations</b>	
Minor coordinator	Tatiana Naaijer Ciff ( <a href="mailto:tatiana.naijer-ciff@stenden.com">tatiana.naijer-ciff@stenden.com</a> )
Number of credits	15 ECTS
Language	English
Offering faculty (or faculties):	School of Business
Department:	International Business Administration
Other partners:	<ul style="list-style-type: none"> <li>- Professional field</li> <li>- Fellow-institutes</li> <li>- Lector</li> <li>- Grand Tour</li> <li>- Advisory Board</li> <li>- Guest expert speakers from various organisations and industries.</li> </ul>
Type of Minor:	In-depth knowledge in the psychology of the human behaviour in organisations, and application of logical and critical skills.
Target group(s):	Accessible for students from all institutes of Stenden and other (Dutch) universities of applied science.
Admission requirements:	Finished first two years of a bachelor programme.
Organizational form	Minimum number of enrolments: 12 Maximum number of enrolments: 24
Assessed by:	<ul style="list-style-type: none"> <li>- Quality committee</li> <li>- Examination committee</li> <li>- Curriculum committee IBA</li> <li>- Exam committee IBA</li> <li>- Advisory board IBA</li> <li>- Ecomlab</li> </ul>
Objectives:	Fristly, the students are introduced to the basic organizational behaviour concepts and their application in contemporary organizations. And secondly, the students will be stimulated to develop their logical and critical thinking skills and dispositions they will use in their future career.
Content / subjects:	This course provides a one-term introduction to, and survey of, basic organizational behaviour concepts and their application in contemporary organizations. The field of organizational behaviour focuses on issues related to human behaviour and interpersonal relations within an organization. The course will include conceptual frameworks, case discussions, and skill

	<p>oriented activities. Topics include behaviour diversity in organizations, attitudes, emotions and moods, personality and values, perception and individual decision making, motivation, personality types, group behaviour, behaviour in team work, the correlation of happening - thought and action/reaction, emotional intelligence, rationality, coping with stress, developing the inner qualities for success and entrepreneurship in organisations. Students should acquire skills and analytic concepts to improve personal, group and organizational relationships and effectiveness.</p> <p>Additionally, during this minor, the students will be stimulated to develop their logical and critical thinking skills and dispositions they will use in their future career. Furthermore, it nurtures the skills and habits of the mind that they will need to be successful in their civic, professional, and personal lives. The activities offered make the concept of critical thinking come alive through topics such as clarifying ideas, evaluating claims and arguments, heuristic thinking, using maps to evaluate arguments and decisions, and deciding what to do and doing it.</p> <p>"One becomes a critical thinker by learning to practice skills that enable one to start to take charge of the ideas that run one's life. It is to think consciously and deliberately and skillfully in ways that transform oneself. It is to begin to remake one's own mind. It is to run for the first time one's inner workings and to understand the "system" one is running. It is to develop a mind that is analogous to the body of a person that is physically fit. It is like an excellent dancer who can perform any dance that can be choreographed. It is like a puppet that discovers the strings, and figures out how to gain control of the way they are pulled" (Paul &amp; Elder, 2012)</p> <p>Due to its psychological orientation rooted in logic and rationality, the minor may assist and help students with their career and personal development plan in a positive way.</p> <p>Subjects:</p> <ul style="list-style-type: none"> <li>- Organisational behaviour</li> <li>- Critical Thinking for personal and professional development</li> </ul>
Educational form:	<ul style="list-style-type: none"> <li>- Introduction lecture</li> <li>- lectures</li> <li>- student-led seminars</li> <li>- problem-based-like discussions (PBL) and/or debates</li> <li>- participation in projects, experiments and simulations</li> <li>- cooperation with other minors and courses</li> <li>- use of Socratic Approach</li> <li>- consultations</li> <li>- guest lectures</li> </ul>
Testing	<ul style="list-style-type: none"> <li>- Individual reflective product folders for both subjects (Organisational Behaviour and Critical Thinking)</li> <li>- Weekly individual presentations in student-led seminars.</li> <li>- Individual personal performance during PBL-like discussions and debates.</li> </ul>

	- Group assignments / experiments / projects / simulations
Brief programme description	<p>"While a positive organisation (climate, culture, practice) matters a lot to high organisational performance, what matters more is the mindset of people at all levels—particularly (self)leadership and management. (...)Distinct from leadership skill set, leadership mindset is all about psychological capabilities, not workplace behaviours. It consists of high-level commitments and behavioural strengths. This psychological capital is the source of everyone's high performance. While skill sets are key to effective leadership, it is the mindset of your leaders that determines their ability to learn and apply their skill sets effectively." (Bernard, 2014  <a href="http://www.workmindset.com.au/news/wp-content/uploads/2014/12/CEO-Dec14_Mindset.pdf">http://www.workmindset.com.au/news/wp-content/uploads/2014/12/CEO-Dec14_Mindset.pdf</a> )</p> <p>That is why, it is of vital importance that the future professional understands the dynamics of happenings/triggers, thoughts and feelings/ behaviours in the human interaction, and he/she also critically evaluates them. This minor, also, focuses on exploring, analysing, understanding and developing these inner characteristics in students so that they can develop personally and professionally, becoming eligible candidates on the 21st century job market, and emotionally and behaviourally well-balanced human beings in general.</p>
Competences to be acquired:	<p>After the completion of the minor, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise and deal with behaviour diversity in organizations</li> <li>2. Explain and regulate attitudes</li> <li>3. Know how to obtain intrinsic motivation to gain job satisfaction</li> <li>4. Understand the function emotions and moods have and know how to regulate them</li> <li>5. Explain and identify personality and values</li> <li>6. Understands the role of perceptions</li> <li>7. Applies the right strategy in individual decision making</li> <li>8. Is equipped with the right motivational toolkit</li> <li>9. Is aware of different personality types and can handle group behaviour, behaviour in team work</li> <li>10. Is aware of the importance of a developed emotional intelligence, and is willing to work on it.</li> <li>11. Cope with stress and develop the inner qualities and for success.</li> <li>12. Identify correlation of happening - thought and action/reaction and rationality/irrationality (ABC(DE) model).</li> </ol>

	<p>Additionally, the Logical and Critical Thinking will ensure that the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Exercise their critical thinking skills of interpretation, analysis, inference, evaluation, explanation, and reflective self-monitoring independently or in collaboration with others.</li> <li>2. Engage their critical thinking habits of mind, of truth-seeking, open mindedness, and inquisitiveness, as applied to issues where they may already hold strong beliefs.</li> <li>3. Expand the application of their thinking skills and dispositions to novel contexts, themes, problems, and ideas.</li> <li>4. Consider complex themes and problems that have multiple perspectives and imperfect solutions.</li> <li>5. Perform purposeful, reflective judgments about authentic scenarios and real-life situations.</li> </ol>
Guaranteeing of Higher Professional Education level / Dublin Descriptors (levels 3 and 4):	<p>After completion of this minor students are able to:</p> <ul style="list-style-type: none"> <li>- Demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;</li> <li>- Apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;</li> <li>- To integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;</li> <li>- Communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;</li> <li>- Make judgements. The students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.</li> <li>- Have learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</li> </ul>
Profiling characteristics in the context of professional practice and academic career:	<p>The minor aims to create awareness and train students in managing their behaviours and logical and critical thinking skills in an effective manner. It implies discovery, exploration, analysis, understanding and development of their inner characteristics so that they can develop personally and</p>

	professionally, becoming eligible candidates on the 21st century job market, and emotionally and behaviourally well-balanced human beings in general.
Relationship with special features of Stenden:	<ul style="list-style-type: none"> <li>- Personal and professional self-knowledge, development and leadership</li> <li>- Development of human organisational behaviour</li> <li>- Passion driven people interested in investing in the personal and professional development</li> <li>- Preparing young people to acquire and practice the required 21<sup>st</sup> century skills in an ever changing society and work market</li> <li>- People, value and environment orientated</li> </ul>

<b>M14 International Human Resource Management</b>	
Minor offered by	School of Business Human Resource management
Module coordinator	Sanne Gerdez
Number of credits	15 ECTS
Status of the module	Third year minor
Entry requirements	Two years of BBA education
Module Aims	<p>Students will deal with a distinct content area each week. The themes are: Introduction to IHRM; Strategic Management, Internationalisation and IHRM; Managing Knowledge in multinational firms; Leadership in the international context; Global Performance Rating; Rewarding in the international context and Sustainability related to HRM.</p> <p>The themes are leading for the lectures, cases and guest lectures. We will invite several guests who are experts in IHRM themes. Students will write a literature review concerning an IHRM subject of their choice using books, internet, journals and magazines. Besides that they are expected to write an advice for the top management of a fictitious company in the UK (module assignment).</p> <p>Organising interactive Student-Led Seminars is part of the students job. Each group explores the topic "Doing business in....(a country of their choice)".</p> <p>Students will visit Microsoft in Amsterdam and a Dutch company (HZPC) which is doing international business. Additionally 8 guest lectures are given during the minor IHRM.</p>
Description and subjects	During the minor IHRM you will study the interplay of factors in the international and domestic environment of the organisation, the strategy and goals of the organisation and its issues in reaching these, HRM issues and instruments. Factors would be the labour market, legislations, unions, culture, political systems, economy, legal systems, etcetera.
Organizational structure	<p>Minimum and maximum number of enrolments:</p> <ul style="list-style-type: none"> <li>• Doha, Qatar min 6 and max. 12</li> <li>• South Africa, Port Alfred min 6 and max. 12</li> <li>• The Netherlands, Leeuwarden max. 24</li> </ul>
Method	Lectures; CBL; Research; Presentations; Group assignments; Individual assignments; Student led seminars; Fieldtrips; Consultancy.

Examination	Learner Reports, module assignment, literature review, SLS presentation and CBL-participation
Language	English
Remarks	Target group: Students of all BBA schools

<b>M15 International Sports Management 1</b>	
Minor offered by	School of Leisure Management in cooperation with: <ul style="list-style-type: none"> <li>• Lasaulec Aris Professional Basketbal</li> <li>• Manchester United</li> <li>• Copini City Survival</li> <li>• Bewegingscentrum Leeuwarden</li> <li>• SC Heerenveen</li> <li>• Coach@score</li> </ul>
Module co-ordinator(s)	Robert Blink sportmanagement@stenden.com
Number of credits	15 ECTS
Period	3
Status of the module	Third year minor
Entry requirements	Year 1 and 2 bachelor
Module Aims	Sportmanagement
Description	The sports management minor gives you an insight in the international sports industry: Who are participating, which companies are involved, what is the actual government policy, how is the sports sector organized in your country, what are the benefits of sports, which ethical issues are involved, what is the impact of big sports events like London 2012, World Championships Germany 2006, what is the impact of Everton and Liverpool FC in the Liverpool Economy.
Subjects	<ul style="list-style-type: none"> <li>• Indoor sports</li> <li>• Professional behavior</li> <li>• Sport structure</li> <li>• Finance in the sports industry,</li> <li>• impact of sports on society;</li> <li>• costs and benefits of sports,</li> <li>• sociological aspects ;</li> <li>• sports policy;</li> <li>• history of sports;</li> <li>• ethics;</li> <li>• trends</li> <li>• sport and health</li> <li>• Lacrosse</li> <li>• Frisbee</li> <li>• Cricket</li> </ul>

Methods	Guest lectures PBL Research Presentations
Examination	Company Visits Sports clinics Open questions Organisation Sports clinic – group assignment
Organizational structure	International Class of max. 48 students
Language	English
Competences	<ol style="list-style-type: none"> <li>1. Knows the history of sports</li> <li>2. Knows the structure of the sports sector of his other country(local, regional, national)</li> <li>3. Knows the benefits of sport</li> <li>4. Knows the impact of sport on society</li> <li>5. Knows the national and international trends in</li> <li>6. Knows the government policy of his/her country</li> <li>7. Knows the impact of big sports events</li> <li>8. Can organize a sports clinic</li> <li>9. Developing a vision of trends in the environment, developing relationships, networks and chains</li> <li>10. Analyzing policy issues, translating them into policy objectives and alternatives, and preparing for decision-making</li> <li>11. Directing in networks</li> <li>12. Initiating, creating and marketing products, services; independently and enterprising</li> <li>13. Setting up business and organizational processes</li> <li>14. Self-steering competency: intrapersonal</li> <li>15. Social and communicative competency: interpersonal</li> </ol>
Remarks	Dublin descriptors: According to the competences of NVMS

<b>M16 International Sports Management 2</b>	
Minor offered by	School of Leisure Management in cooperation with: <ul style="list-style-type: none"> <li>• FC Sankt Pauli</li> <li>• VFL Oldenburg Frauen Hallenhandball</li> <li>• Sport Five</li> <li>• Hunau Sauerland</li> <li>• Behle Bikes Bad Fredeburg</li> <li>• Der Ratgeber</li> <li>• Hochseilgarten Winterberg</li> <li>• Bewegingscentrum Leeuwarden</li> <li>• The Outdoor Group</li> <li>• SC Heerenveen</li> <li>• Expert in Action</li> </ul>
Module co-ordinator(s)	Jeroen van Vliet sportmanagement@stenden.com
Number of credits	15 ECTS
Period	4
Status of the module	Third year minor
Entry requirements	Year 1 and 2 bachelor and International Sport Management 1
Module Aims	Sport management
Description	In this module you will study and apply all the strategic steps of marketing to a sports company of your choice. You will also organize sports outdoor activities/events like GPS, Speed Buggy, Lacrosse, Mountain Bike, Boot camp, Ultimate Frisbee, Floor ball, Cricket. All of this will be applied in a week of adventure sports in the Sauerland (Germany)
Subjects	<ul style="list-style-type: none"> <li>• Outdoor sports</li> <li>• Adventure sports</li> <li>• Professional behavior</li> <li>• Ultimate Frisbee</li> <li>• Map and Compass</li> <li>• GPS-games</li> <li>• Mountain biking</li> <li>• Boot camp</li> <li>• Speed buggy</li> <li>• Sports Marketing</li> <li>• Sports Sponsoring</li> <li>• Risk Management</li> <li>• Experience Creation</li> <li>• Applied Management Strategies</li> </ul>
Methods	Guest lectures PBL Research

	Presentations
Examination	Company Visits Sports clinics Open questions Organization Sports clinic – group assignment
Organizational structure	International Class of max. 48 students
Language	English
Competences	<ol style="list-style-type: none"> <li>1. Can organize an adventure sports activity</li> <li>2. Can apply all strategic marketing principles to a sports company</li> <li>3. Developing a vision of trends in the environment, developing relationships, networks and chains</li> <li>4. Directing in networks</li> <li>5. Initiating, creating and marketing products, services; independently and enterprising</li> <li>6. Setting up business and organisational processes</li> <li>7. Self-steering competency: intrapersonal</li> <li>8. Social and communicative competency: interpersonal</li> </ol>
Remarks	Only in combination with <b>International Sports Management 1</b> Dublin descriptors: According to the competences of NVMS

<b>M17/18 Community Care 1 &amp; 2</b>	
Minor offered by	School of Social Work and Arts Therapies
Module co-ordinator(s)	Ina Holtrop
Number of credits	30 ECTS
Period	1 & 2
Status of the module	Third year minor
Entry requirements	<p>Participating students are expected to have:</p> <p>Completed at least one year of a Bachelor programme for example SCE, AT, Teacher Training for Primary Education (PABO) Leisure Management, MEM, Teacher Training for Primary Education (PABO), Small Business, HRM, Retail and Tourism Management, and have acquired 60 EC.</p> <p>Affinity with social developments and broad social issues, out of the box thinking, creativity.</p> <p>Re. point 2: prerequisite is writing an (internal) blog that describes the student's vision on social developments. This is to be submitted a week before the start of the minor, at the latest. More practical information will follow upon enrolment</p>
Module Aims	<p>The targeted final goal of the minor is for the student to achieve all learning objectives/competences as described:</p> <ol style="list-style-type: none"> <li>1. Students have demonstrable knowledge of legislation relating to the health and welfare sector (especially legislation in regard to transition in the social area), and are able to apply consequences of said legislation in their professional area. (knowledge)</li> <li>2. Students have demonstrable knowledge of relevant methodology relating to community care, and are able to choose from the range of methods and connect these to specific social issues (internal or external). (insight)</li> <li>3. The students are able to identify specific social issues and relate them to the various backgrounds of a request for care and support (mental and/or physical impairment, psychiatric issues, age, material and psycho-social problems). Additionally, they are able to class the issues on the basis of sociological and theoretical insights on community care. (insight)</li> <li>4. Students are familiar with the principles of Design Thinking and demonstrate the ability to perform relevant practically-oriented research in relation to community care-oriented issues. (application)</li> <li>5. Based on their knowledge of the concept of Design Thinking, students are able to set up a community art project which includes the selection/deployment of various musical resources for change management, as well as describe a relevant issue. (create)</li> <li>6. Students are familiar with the principles of empowerment and personal control, and are able to apply these, continuously and situationally, in relation to research into the social issue, the resulting practical project, and the individual learning process in this minor.</li> <li>7. Students are aware of the transition of the community care-based approach of their professional field, and are able to contribute to the application of this approach. (application).</li> </ol>

Description	<p>In this minor students work together on social issues. To explore these issues in an innovative and creative way, the method of Design Thinking is applied. This involves having an open attitude, anticipating, and analysis of the people involved in the social issue.</p> <p>In the second part of the minor, instruments that originate from 'Community Art' (in the broadest sense of the word) are applied to create awareness of the issue. Stadsschouwburg De Harmonie will be the meeting point for the neighbourhoods. Social issues will be explored on this powerful and beautiful stage.</p> <p>Key contents: neighbourhood-oriented approach, social issues, Design Thinking, organisational development, change processes, neighbourhood analysis, empowerment, legislation: WMO; Participatiewet etc., ethics, sociology, influence of culture on society, Community Art, storytelling, personal leadership, creativity.</p>
Subjects	-
Methods	-
Examination	Written test Blog (admission and progress of minor) Design Thinking / Research on Community Art.
Organizational structure	
Language	English
Competences	
Remarks	Costs: field trip, if any.

<b>M19 Beyond Better Business – Disruption and Transition with Purpose</b>	
Module co-ordinator(s)	<p>Erik Jan Rodenhuis MSc. (erik.jan.rodenhuis@stenden.com) +31(0) 6 1928 3849</p> <p>Pei Pei Vong MA (pei.pei.vong@stenden.com) +31(0) 6 1928 1454</p>
Number of credits	15 ECTS
Language	English
Offering faculty (or faculties):	Academy of International Business Administration
Department:	International Applied Business Administration
Other partners:	<ul style="list-style-type: none"> <li>- Professional field</li> <li>- Fellow-institute</li> <li>- Lector</li> <li>- Grand Tour</li> <li>- Advisory Board</li> <li>- Guest speakers from various organisations and industries.</li> </ul>

Type of Minor:	This elective module offers more in-depth knowledge on business development and innovation from the perspective of the Purpose Economy, responsible business and sustainability.
Target group(s):	Accessible for students from all institutes of Stenden and other (Dutch) universities of applied science.
Admission requirements:	Finished first two years of BBA education, with completion of Strategic Management.
Organizational form	Minimum number of enrolments: 12 Maximum number of enrolments: 24
Assessed by:	<ul style="list-style-type: none"> <li>- Quality committee</li> <li>- Examination committee</li> <li>- Curriculum committee IABA</li> <li>- Exam committee IABA</li> <li>- Advisory board IABA</li> </ul>
Objectives:	Business development, intrapreneurship and innovation from the perspective of social entrepreneurship and the purpose economy.
Content / subjects:	<p>“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete” - Buckminster Fuller.</p> <p>The times are changing. Sustainability, Shared Value and the Social Enterprise will put sustainability issues central and provide an important role for businesses of the 21st century. Sustainability is therefore the main opportunity to develop thriving businesses in the so-called “Purpose Economy”.</p> <p>Sustainability is the mantra that addressed the problems of the 20th century business practices and confronts business with enormous challenges. But why are these problems there in the first place? Why are they difficult to tackle? And what can businesses do about it? Do they have some kind of moral obligation? And isn't it the case that we want work to be purposeful?</p> <p>Therefore the new DNA of businesses is to address the triple bottom-line (People, Planet, Prosperity) instead of a single bottom-line of maximizing profit. In this minor current paradigms are challenged and students are encouraged to be “Unreasonable People”, which embody tenacity, commitment, and “against all odds” approach. The end goal is to envision innovative, scalable and sustainable business models that are “Beyond Better”.</p> <p>In this minor you will get plenty of opportunity to discover your own vision on sustainable and responsible business (a.k.a. social enterprises, public benefit corporations) with learning activities such as project work, guest lectures, case-based learning and student-led seminars. Students get the opportunity to develop businesses ideas that tackle real-life social problems from a design thinking perspective.</p> <p>Discover the following subjects shared in our playground:</p>

	<ul style="list-style-type: none"> <li>- Business Development and Innovation</li> <li>- Entrepreneurship/Intrapreneurship</li> <li>- Transition Management</li> <li>- Business Ethics</li> <li>- Corporate Social Responsibility</li> <li>- Personal Leadership</li> <li>- Sociology</li> <li>- Critical Thinking</li> <li>- Marketing &amp; Storytelling</li> <li>- Collaboration &amp; Network Economy</li> <li>- Creative Thinking</li> <li>- Financial Models &amp; Evolutionary Economics</li> <li>- And many more contemporary topics and highlights through Student-Led Seminar!</li> </ul>
Educational form:	<ul style="list-style-type: none"> <li>- Introduction lecture</li> <li>- Lectures and workshops</li> <li>- Student-Led Seminars</li> <li>- Case-Based Learning</li> <li>- Project based learning with the application of Design Based Thinking</li> <li>- Consultation sessions for team-chosen challenges</li> <li>- Guest lectures and field trips</li> </ul>
Testing	<ul style="list-style-type: none"> <li>- Team project work on a business prototype with the application of Design Thinking</li> <li>- Individual portfolio consisting of: <ul style="list-style-type: none"> <li>- Sustainability Literacy Test (IABA is Stenden focal contact for Sulitest)</li> <li>- Message from the future</li> <li>- Personal footprints</li> <li>- Learning diary</li> </ul> </li> <li>- Team presentation of various related topics in the weekly Student-Led Seminars</li> <li>- Individual performance during CBL</li> </ul>
Brief programme description	<p>The minor Beyond Better Business focuses on the evocative paradigm for 21<sup>st</sup> century organisations: purpose as a driver for innovation. The forefront of social enterprises and public benefit companies will reshape business models and industries. In order to do so, we need to re-image the future of business. Business can actually thrive by making the world a better place.</p> <p>The minor is set up around the current theories on leadership, innovation, co-creation and entrepreneurship. As we want work to be purposeful, our energy and passion should be focused to develop business models that make the world a better place.</p> <p>The minor practices learning by doing – to work from a Design Based Thinking perspective on business development that address real-life current critical societal issues.</p> <p>Furthermore there are frequent guest lectures from thinkers, entrepreneurs</p>

	<p>and business developers in various industries. The programme expands on the knowledge obtained in other parts of the curriculum regarding strategic management, leadership, human resource management and marketing.</p> <p>In project assignments, student-led seminars, case-based learning and (guest) lectures you will learn about:</p> <ul style="list-style-type: none"> <li>- The forefront of business practices of social enterprises and public benefit companies;</li> <li>- Leadership and entrepreneurship;</li> <li>- How to develop business models that are scalable;</li> <li>- How transitions in industries happens;</li> <li>- Acknowledging and appraising personal ambition and talents.</li> </ul>
Competencies to be acquired:	<ol style="list-style-type: none"> <li>1. "The disciplined mind": application of concepts of strategic management, innovation and organisational theory on business models that challenge social issues;</li> <li>2. "The ethical mind": evaluation the responsibility that businesses, professionals and citizens take and impacts that they have in both positive and negative contributions to social issues.;</li> <li>3. "The synthesizing mind": arraying information to make sense of social issues and envisioning how current trends and paradigms in society can be combined with current unmet societal needs.</li> <li>4. "The creating mind": challenging existing practices and generation and creation of innovative business solutions that push the boundaries of existing frameworks.</li> <li>5. "The respectful mind": reconciliation of different opinions and values by respectful communication and collaboration.</li> <li>6. Deliver a seminar to fellow students in a student-led seminar and provide them with a learning experience.</li> </ol>
Guaranteeing of Higher Professional Education level / Dublin Descriptors:	<p>After completion of this minor students are able to:</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>- Explain the critical social challenges that society faces;</li> <li>- Understand the difference that intrapreneurship can have in changing businesses and industries.</li> </ul> <p><i>Applying knowledge and insight:</i></p> <ul style="list-style-type: none"> <li>- Apply recent models of entrepreneurship, leadership, innovation and co-creation models;</li> <li>- Apply design thinking research methods.</li> </ul> <p><i>Judgement skills:</i></p> <ul style="list-style-type: none"> <li>- Evaluate the potential and practicality of a business plan;</li> <li>- Justify choices that have an impact on people, planet and prosperity indicators.</li> </ul> <p><i>Communication skills:</i></p> <ul style="list-style-type: none"> <li>- Use evocative and appealing story-telling that incorporate authentic brand integrity, identify and image.</li> </ul>

	<p>- Provide peers with an student-led seminar.</p> <p><i>Learning skills:</i></p> <p>- Reflect on intended learning outcomes and formulate learning objectives for the future.</p>
Profiling characteristics in the context of professional practice and academic career:	The minor aims to raise awareness in thinking about meaningful and purposeful work and value-driven business models. It offers a perspective on the impact one can have as a business professional. It aims to broaden students imagination and challenge their mindsets.
Relationship with special features of Stenden:	<ul style="list-style-type: none"> <li>- Authenticity</li> <li>- Innovation &amp; Entrepreneurship</li> <li>- Cosmopolitan (International and regional anchoring)</li> <li>- Inquisitive people understanding tomorrow's challenges, Intercultural &amp; international skills, cooperation and creating with others</li> <li>- Value orientated</li> <li>- Design Based Education</li> </ul>

## Mandatory Course

<b>O1 Student Guiding Programme for incoming students</b>	
Module co-ordinator(s)	Your personal Study-coach at Stenden
Number of credits	1 ECTS
Status of the module	Obligatory module for exchange students
Entry requirements	None
Module Aims	Stenden offers a student guiding programme for Exchange students. This programme is aimed at supporting you in your personal professional development and your intercultural learning process during your stay at Stenden.

## Extra courses

<b>E1 Dutch language course for exchange students</b>	
Module co-ordinator(s)	Language Centre
Number of credits	2 ECTS
Status of the module	Optional module for exchange students
Entry requirements	None
Module Aims	<p>A1 references</p> <ul style="list-style-type: none"> <li>Students are able to use Dutch in everyday life situations and simple conversations.</li> <li>They understand simple written instruction.</li> </ul>
Remarks	<p>Furthermore:</p> <ul style="list-style-type: none"> <li>during the first and second semester international students have generally the possibility to follow a Dutch language course. Places can however not be guaranteed. Please indicate on your application form whether you are interested in the Dutch course.</li> <li>Textbook for this course will cost you 25 euro</li> </ul>

<b>E2 PROMO team</b>	
Module co-ordinator(s)	Geertje Rienks and Wilfred van Eysden
Number of credits	1 ECTS per 28 hr. workload
Status of the module	Optional activity for exchange students
Entry requirements	None
Module Aims	<ul style="list-style-type: none"> <li>Contribution to the Study Abroad Fair and/or I-Stenden, Pre-departure meeting for Stenden students</li> <li>Promotion of your home university</li> <li>Promotion and improving incoming exchange to Stenden</li> </ul>

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