

# Current Issues in Business and Society

Module guide 2017 - 2018  
Amsterdam School of International Business

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# 1. Module overview

This guide gives you an overview of Current Issues in Business and Society. More detailed information can be found on the DLWO (<https://dlwo.dem.hva.nl>)

## 1.1 Content

Current Issues in Business and Society (CIBS) is a **capstone project**. Interactive and drawing on material and theory **from all courses** within the IBMS curriculum, it requires optimal **student engagement** and leads to enhanced **abstract, lateral and associative thinking**.

CIBS is instrumental in preparing you for the **ever-changing** international business environment, which does not operate in a vacuum, but in the **context** of global affairs, trends and political change and upheaval. Being able to **think critically and independently** will help you make the **right** decisions and **equip** you with the tools to be **flexible and adaptable** to changing circumstances and environments. Ideally, you will be able to come up with **creative, considered, intelligent and impactful analyses and solutions** for tomorrow's world.

**CIBS challenges** your knowledge, addresses **ethical issues** and **social responsibility** of business, and provides a **helicopter view** of the issues businesses and business professionals face. CIBS is designed to **open your eyes** to the role and **impact** of international business in our daily lives and on people and society in other parts of the world. Through globalization the world has become more interconnected and interdependent, which means political, legal and social changes have far-reaching consequences. The same is true for the behaviour, actions and reactions of **corporations, institutions, states and individuals**. CIBS addresses you as a consumer, a citizen, a business professional and a future **decision-maker**. It prepares you for the future by **equipping** you with the **tools to make sense of today**.

## 1.2 Learning goals

#	You can:
1.	Contextualize current events or major international trends
2.	Recognize different business ethics concepts, such as stakeholders, social responsibility, sustainability
3.	Critically appraise the implications of ethical and intercultural issues on business operations in international legal, political and economic contexts
4.	Critically assess ethical aspects of decision making in the role of consumer, citizen, stakeholder and business professional
5.	Combine complex knowledge and information from various sources into logical and persuasive arguments
6.	Reflect on personal and professional moral behaviour regarding social or ethical issues

Appendix 1 defines the relationship of the learning goals within this module with your programme's profile competences.



### 1.3 Coherence with other modules

Current Issues in Business and Society is designed for 4<sup>th</sup> year IBS and **exchange students** from our partner institutes. It **integrates** the knowledge acquired in **previous** modules, during the exchange and the internship and encourages students to **critically analyse, assess and discuss this knowledge in the context of** current issues of the day. CIBS draws on material and theory **from all courses** within the IBMS curriculum.

### 1.4 Study materials & recommended further reading

#### Required study materials:

Recommended and required reading and viewing will be **specified in the assignments** which can be found on DLWO. **Materials used** will be freely available on the internet or can be accessed or requested through the **digital library** <http://lib.hva.nl>

### 1.5 Questions and who to contact

Questions about the module's content and study materials can be addressed to your lecturer(s) during the lessons. The consultation hours of the individual lecturers as well as their office location can be found in the lecturers' profile on the DLWO.



## 2. Set-up of this module

### 2.1 Teaching methodology

CIBS takes the theory that you have learned and encourages you to criticize and debate it. Through assignments, interactive discussions and lectures you will **integrate, expand and reflect** on your knowledge and **how it relates** to current (business) events, practices and trends.

In this **crossdisciplinary** course teaching methods include theory lectures, interactive discussions, student presentations and documentaries, among others.

You will work on assignments in **groups**, using various original **sources** (e.g. news articles and items from the BBC and the Guardian, documentaries, selected chapters from business ethics publications, video interviews or lectures from Yale and Berkeley on YouTube) to gather information and construct arguments **to argue and defend** your position on issues. You will develop your research, critical thinking, presentation and writing skills whilst honing your moral compass.

You will be requested to **present** on current issues, recent events and trending topics in international business. To do so, you will be required **to investigate and address issues** such as sustainability, social responsibility, social entrepreneurship, conscious living, the role of the media and **lead the discussion** in class. You must describe, contrast and compare the points of view from **different disciplines and stakeholders**. Be critical and ask questions. Argue and defend your point of view. Actively engage one another, listen and learn. And come to some conclusions.

The **international classroom** is an indispensable element for a wide range of **international and intercultural** perspectives and **groups** are formed on the basis of **diversity**.

The emphasis is on **exploring**, interpreting and evaluating current issues from **different perspectives**: ethical, legal, political, environmental as well as managerial and financial. CIBS thus truly requires **critical thinking "in action"**.

**A field trip for experiential learning** (e.g. The Essential Art Space at AkzoNobel's headquarters, a ZuidAs safari, the Peace Palace in The Hague) **and guest lectures** are scheduled as and when possible. For this **experts** in their fields (including alumni or in house faculty or researchers) may be invited to share their expertise and experiences.

**Attendance and participation** are compulsory.

You may not exceed the maximum amount of absences allowed (2). Group participation and contribution are also compulsory. Free riders are not tolerated. A low peer evaluation score, poor attendance and participation will result in a maximum of one (1) point deduction from the grade.

### 2.2 Assignments

CIBS is run as a **project** and operates under an **Aggregate System of Assignments ("ASA")**. You will prepare and present several assignments on chosen and/or assigned topic(s) on material as covered in lectures and specified in assignment instructions. You will develop your research, critical thinking, presentation and writing skills.

Feedback on assignments is provided during lectures.

The assessment model(s) will be published on the course site.



- In groups, you will **present** different topics to your peers and then **lead the discussion in class**. Each student will clearly **indicate their individual contribution**.
- An individual **research & reflection report (“R&R Report”)\***, allowing you a **choice and a voice** is also required.

Assignments and research and reflection reports have to be **handed in on DLWO** on the day stated in the assignment instructions. For presentations, this should be **at least one hour before the lecture** in which you are to present.

### Additional notes

Students in the 4<sup>th</sup> year doing their dissertation at a company abroad will be **linked** to a group in Amsterdam, preferably, with a **“buddy”** that is knowledgeable on his or her local situation abroad. They will **cooperate and communicate virtually**.

Group members in Amsterdam are responsible for **relaying information** on lectures, content etc. virtually to their member abroad. To this end Skype for Business, Powerpoint with voice-over, lecture notes, social media and You Tube can be used. Partial taping of the lectures may be allowed (excerpts, edited). In this way a mix of live and virtual delivery is possible. This will increase **digital literacy** and allow students a **hands-on experience** of modern business communication.

The R&R Report from a **student** stationed abroad should reflect the **current “couleur locale”** of their location or company (*E.g. Barcelona: the Catalan independence movement, UK: Brexit, etc.*).

\*R&R Report: this **reflective report** displays individual research, which has to be linked to one or more of the issues and concepts dealt with during the semester. Additionally a **creative rendering** is required, this can be a (scripted) video, a mock filmtrailer, an interview, a drawing, a cartoon, a booklet, a photo (shoot), a collage, a moodboard, a mindmap, a poster presentation, a poem or a song , etc.

The R&R Report will need to be an **intelligent, creative and considered, thoughtful reflection** on the course as a whole from a social, ethical, cultural, political and economic perspective. This should cover what the student has learned and experienced in the CIBS module and how this is **meaningful** on a **personal and a professional level**. The vantage point request should be that of a consumer, a private citizen and budding business professional.

## 2.3 Assessment

The assessment methods used in this module are summarised below. The table also shows how the grade for this module will be calculated.

#	Description	Form	Learning goal(s) #	Lecture week	Weight (%)
1	Project	Aggregate System of Assignments	1-5	2 - 9	50%
2	Research and Reflection Report	Written report incl. creative product	6	11	50%
	Total				100%



## 2.4 Resit

If the average grade obtained for this module is below 5.5 you must do a resit. Which resit(s) you must do depends on which part(s) is/were insufficient. The different situations are illustrated in the table below.

Situation:	The resit will consist of the following test(s):	Your average module grade after resit will be calculated using the following weights:	The resit(s) will be scheduled in:
1	<ul style="list-style-type: none"> <li>Average grade for the whole module <math>\geq 5.5</math></li> </ul>	No resit needed	N.A.
2	<ul style="list-style-type: none"> <li>Average grade for the whole module <math>&lt; 5.5</math></li> </ul>	Alternative assignment; <b>several assignments, including a reflection; weight: 100%</b>	Allocated FBE resit period (will be filled in by O&K)

## 2.5 General regulations

- 1 You are required to prepare for lessons. If you come to class unprepared, the lecturer has the right to deny you access to the lesson. What is requested of you in terms of lesson preparation is stated below and/ or on the DLWO for this module.
- 2 You must bring a laptop to school for each class. It is your responsibility to make sure that the battery lasts throughout each lesson. If you fail to bring a laptop to class and/or if the battery does not last throughout class, this is regarded as not being prepared. A lecturer then has the right to deny you (further) access to that lesson.
- 3 The assignments will not be graded if the level of English is inadequate. If that is the case, you have to hand in your assignment again in the appointed resit period.

## 2.6 Lesson plan

Lecture week	Preparation for all lessons - prepare according to guidelines of the assignments allocated	Lesson 1	Prepare for lesson 2	Lesson 2
1		Introduction – groups		
2		Introduction Current Issues		
3	Hand in presentation deliverables	Presentations & discussion		
4	Hand in presentation deliverables	Presentations & discussion		
5		Alternative lesson – (guest-)lecture or field trip*		



Lecture week	Preparation for all lessons - prepare according to guidelines of the assignments allocated	Lesson 1	Prepare for lesson 2	Lesson 2
6	Hand in presentation deliverables	Presentations & discussion		Module evaluation
7	Hand in presentation deliverables	Presentations & discussion		
8	Hand in presentation deliverables	Presentations & discussion		
9	Hand in presentation deliverables	Presentations & discussion		
10		Alternative lesson – (guest-)lecture or field trip*		
11	Hand in Research & Reflection Report			
12		Final debate & conclusion		
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\*Actual lesson table may fluctuate depending on availability guest lecturer(s) and field trip(s)

## Appendix 1: Relationship with your programme's profile competencies

LG	You can:
1.	Contextualize current events or major international trends
2.	Recognize different business ethics concepts, such as stakeholders, social responsibility, sustainability
3.	Critically appraise the implications of ethical, strategic and intercultural issues on business operations in international legal, political and economic contexts
4.	Critically assess and apply ethical aspects of decision making in the role of consumer, citizen, stakeholder and business professional
5.	Combine complex knowledge and information from various sources into logical and persuasive arguments
6.	Reflect on personal and professional moral behaviour regarding social or ethical issues

LG	IBMS Profile Competencies	Level
1.	International Business Awareness	3
2.	Ethical Responsibility	3
3.	Ethical Responsibility, Intercultural Competency, International Strategic Vision Development, International Business Awareness	2
4.	Ethical Responsibility, International Business Awareness	3
5.	Business Communication, Business Research methods	2
6.	Learning and Self-development, Ethical Responsibility	3

## Appendix 2: Assessment model(s)

Please insert, if applicable, the assessment model(s) for open assessments (e.g. assignments, presentations, reports, essays, etc.) that are conducted in this module. NB: an assessment model preferably has the form of a rubric.