



Course Manual

Minor (30 ECTS)

International Business in Main Port and City Logistics



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Notification: The visuals of the front page of this Course Manual are the website of the Amsterdam University of Applied Sciences, Department of Logistics and International Office.

Introduction

Urbanization, globalization and internationalization will put increasingly more pressure on the cities of the world to function as logistic hubs. Scale and complexity of any big city's role as a main port and distribution network will grow as it further evolves in size and economic activity. All sorts of solutions are already being developed: synchromodality to optimize connections between various modes of transport in a network around the city; new business models to provide businesses and consumers with daily supplies, and returns (!), to prevent the city from being congested. This implies that a great variety of organizations, among which many international ones, have to collaborate more closely.

This minor aims to contribute to these solutions. It provides theories of and trainings on international cultural effectiveness; it explains the complexity and possibilities of logistic solutions; it provides business cases to research and to learn from; it teaches students to evaluate business models. The minor consists of four modules: Logistic Innovations, Intercultural Effectiveness, Risk Management and Financial Report.

Logistic Innovations

This module involves a master proof on logistic innovations. Students work in groups of 3 on an assignment: 'build up a business case resulting in a logistic innovation for cities'. Masterclasses, course material, feedback sessions and case studies help students learn, design, gather data and analyse their business model. Students take a written exam for a grade to test their knowledge individually and write and present their final report as a group.

Intercultural Effectiveness

Although there are many positive examples of increased creativity within multicultural and multidisciplinary teams, a lot of research shows that after finishing a project members of multicultural teams tend to feel 'relieved'. They have performed well, desire peace of mind and happily join up with their 'own' people. Apart from this, during the very project itself, many multicultural teams have difficulty collaborating smoothly because of misunderstandings. Very often team members are not aware that intercultural aspects and their own intercultural sensitivity are playing a major role in the success of their project. In this module various theoretical aspects of Intercultural Effectiveness are addressed. Furthermore, students work interactively on their Intercultural Effectiveness on the basis of the Intercultural Readiness Check (IRC). In particular, they draw on their IRC to formulate a Personal Action Plan (PAP) and a Team Action Plan (TAP). The grading of these two plans is based on a combination of Peer-to-Peer Assessments (P2P) and a Personal Reflection (4 ECTS).

Risk Management

This module involves learning how to identify risks and how to apply the general basics of the risk management process. The module starts off with a written test of knowledge of relevant theories of risk management. Deepening these theories, tools and techniques for risk management is part of the masterclasses. During the very last masterclass, students analyze the feasibility of an existing logistic concept (applied in an international context) and write a report on their findings. Both qualitative and quantitative aspects of risk management form part of this module.

Financial Report

This module involves a series of masterclasses and case practices, and any business model needs to be financially evaluated. Students learn techniques for management accounting and build a model for financial analyses and simulation.

1. Learning outcomes

Learning outcome	Operational learning goal
1. Understanding international business, its complexities and characteristics.	<ul style="list-style-type: none"> ✓ Organizations and styles of management; ✓ Legal systems; ✓ Business Logistics and knowledge Infrastructure; ✓ Financial risks; ✓ Bridging distances.
2. Understanding and applying intercultural effectiveness.	<ul style="list-style-type: none"> ✓ Understanding: <ul style="list-style-type: none"> ○ Cultural differences in business; ○ Information resources on cultural differences; ○ Cultural characteristics of key-countries; ○ Theories concerning cultural differences (e.g. Hofstede). ✓ Applying: <ul style="list-style-type: none"> ○ Cultural effectiveness in behaviour.
3. Insights in logistic complexity.	<ul style="list-style-type: none"> ✓ Jargon of logistic services; ✓ Modes of transport and connectivity; ✓ High investment services: <ul style="list-style-type: none"> ○ Economic; ○ Capacity.
4. Knowledge of the characteristics of Main Ports and City Logistics	<ul style="list-style-type: none"> ✓ Understanding relevant innovations; ✓ Applying methods to analyse logistic situations.

2. Assessment

The minor IBMPCP consists of 4 modules. Each module will be assessed separately.

Module	Assignment/exam	deliverables	ECTS
1. Logistic innovations	Research, analyses and advice of a real life case. The assignment will be executed by a team of 3.	<ul style="list-style-type: none"> ✓ Project planning, presented by the group ✓ First research and analyses results ✓ Concept advisory report ✓ Final report (team of 3) 	16
	Insights into innovations in Main Port and City logistics.	✓ Written exam (individual)	
2. Intercultural effectiveness	Theory on intercultural effectiveness	✓ Written exam (individual)	2
Intercultural effectiveness	Practice	✓ Assessment intercultural effectiveness (individual and team)	4
3. Risk management	Theory of Risk Management Applying Risk Management.	<ul style="list-style-type: none"> ✓ Written exam (individual) ✓ Assignment (team of 3) 	4
4. Financial report	Applying financial evaluation on new business models	✓ Written exam (individual)	4

3. Course program

The pedagogy underlying the course is based upon the theories of constructive alignment, which entails starting an educational program by defining learning outcomes and constructing exams and assessments accordingly. Consequently, learning activities have been devised that are considered necessary for students to achieve high grades. Also, a context has been designed for students to undertake all necessary activities in so as to be successful in this course.

All modules consist of:

1. Masterclasses (including Instruction and Inspiration sessions)
2. Workshops
3. Case work
4. Exam and/or assessments/assignments
5. Feedback (teacher / P2P(Peer-to-Peer))

General information concerning all modules

All materials from the supporting modules are to be found on DLWO.

DLWO is the Digital Learning and Working Environment of the Minor and of AUAS. Students have access to the library portal of AUAS, which offers free access to papers, magazines, reports, etc. from all over the world. However, all rights must be observed as soon as information is used.

Team formation

The formation of students' teams, which are to be as multi-disciplinary and multicultural as possible, is done by the Staff of the Minor before the start of the course.

If a team is not capable of collaborating, adjustments to the team formation may be considered. However, such a change is at the discretion of the staff. Only written and well-founded requests are considered.

Reporting :

Each report is to be posted in WORD at the required location on DLWO.

Each report is to have a document name with the following structure:

Team report: "Module X team Y Assignment/Assessment/Case study/Final Report date yy-mm-dd"

Individual report: "Module X team Y Surname Z Assignment/Reflection date yy-mm-dd"

NOTE:

The staff has the right to alter this program in case of unexpected and/or undesired events or at the request of the majority of participating students. A request will have to be submitted in writing and supported by argumentation. If the request is granted, alternatives of a comparable or even better quality and of the same ECTS-value will be offered.

Week	Logistic Innovations	Intercultural Effectiveness	Risk Management	Financial Report	General
1	Masterclass LI-1: General Introduction	Masterclass and Instruction IE-1 Workshop Self-assessment Assignment Prepare PAP and TAP. Submit PAP and TAP	Masterclass and Instruction RM-1 Workshop General Introduction		Mon. Feb. 6 2017 11.00-12.00 Official start of the Minor. Opening speech by Prof. Dr. H de Jong, Rector Magnificus AUAS
2		Presentations Theories on int. cult. eff. Part 1, 2 sessions (for grade)	Masterclass and Instruction RM-2	Masterclass FR-1: General Introduction	Social event organized by staff
3	Masterclass LI-2: Model thinking	Presentations Theories on int. cult. eff. Part 1, 2 sessions (for grade) Feedback P2P		Case work Presentation 1 (for grade) Feedback	
4		Presentations Theories on int. cult. eff. Part I 2 sessions (for grade)	Written exam (for grade)		
5	Masterclass LI-3: SCD	Written exam (for grade) Theories on int. cult. eff. Part II Feedback P2P	Masterclass RM-3 Case work Feedback		
6	Masterclass LI-4: Logistic innovations in the city		Masterclass RM-4 Case work Feedback	Case work Presentation 2 (for grade) Feedback	
7	Instruction Assignment / master proof of logistic innovations	Feedback P2P	Written assignment (for grade)		Social event Organized by Students
8	Masterclass LI-5 Case work Feedback			Masterclass FR-2 Financial modelling Presentation 3 (for grade) Feedback	
9	Assessment Plan of Approach and Project planning	Masterclass IE-2 Case study Feedback (P2P)			
10	Masterclass LI-6 Case work Feedback			Masterclass FR-3 Case study Presentation 4 (for grade) Feedback	

Week	Logistic Innovations	Intercultural Effectiveness	Risk Management	Financial Report	General
11	Masterclass LI-7 Case work Feedback	Masterclass IE-3 Case study Feedback (P2P)			
12	Masterclass LI-8 Case work Feedback			Masterclass FR-4 Presentation 5 (for grade) Feedback	
13	Assessment first research and analyses results	Feedback (P2P)		Masterclass FR-5 Presentation 6 (for grade) Feedback	
14	Masterclass LI-9 Case work Feedback			Written exam Case study Financial Evaluation	
15	Written exam Case studies logistic innovations	Assessment TAP by Team P2P. Submit Team Evaluation			Social event Organized by Students
16	Assessment concept advisory report	Reflection PAP by team P2P Submit Individual Evaluation			
17	Masterclass LI-10 Case work Feedback	Masterclass IE-4 Discuss experience TAP and PAP			
18	Assessment final report and presentation of findings.				
19	Feedback and revision	Feedback and revision	Feedback and revision	Feedback and revision	Social event organized by staff
20	Feedback and revision	Feedback and revision	Feedback and revision	Feedback and revision	

4. Logistic Innovations Course Module

4.1. Logistic Innovations MASTER PROOF (12 ECTS)

Year : 3
Credits : 12 ECTS
SIS code : 6316MCLIAS
Authors : Drs. Pim Fernig/Ir. Dolf Hertzberger/Drs. Ingrid Mooijman
Version/Date : 13 December 2016
Lesson Form : Project work per team with a Project-Coach connected to the Minor.

4.1.1 Module Description

This module involves a master proof on logistic innovations. Students work in a group of 3 to 5 students on an assignment: 'build up a business case on a logistic innovation for cities'. Masterclasses, course material, feedback sessions and case studies will help the students to learn, design, gather data and analyse their business model. Students take a written exam for grade to test their knowledge and groups write and present their final report.

4.1.2 Learning Objectives

The main Learning Objectives is, that the students are able:

- to collaborate in a sustainable, creative, effective and energizing manner within a multi-disciplinary, multi-cultural team so as to generate practical and realistic advice regarding a real-life situation in the field of Main Port and City Logistics in the MRA (Metropolitan Region of Amsterdam).
- to adjust the developed advice to a real-life situation in the field of Main Port and City Logistics elsewhere in the world.

Operational Learning Objectives:

1. Application of theories and knowledge about logistic innovations.
2. Logistical performance indicators e.g. Reliability, Service-level, Customer-satisfaction.
3. Application of theories and knowledge about intercultural aspects and interventions.
4. Application of theories and knowledge about risk management
5. Application of theories and knowledge of financial reporting and international business models.
6. Application and adjustment of the selected logistic solution in another Metropolitan Region.

4.1.3 Scheduling and Activities

The formation of students' teams, which are to be as multi-disciplinary and multicultural as possible, is done by the Staff of the Minor before the start of the course. The teams work on their master proof and collaborate on the assignments for the other modules. The number of students per team may vary from 3 to 5.

After the development of the TAP (Team Action Plan) (see intercultural effectiveness module) each team selects, by itself, a real-life logistic challenge relevant to the MRA (Metropolitan Region Amsterdam).

A list of potential projects is provided by the staff of the Minor. The students' team itself is responsible for contacting and collaborating with relevant parties in the MRA. (Initial contacts are provided by the staff of the Minor.) The aim of this master proof is for students to create an integrated solution to the logistic challenge of their choice, including a cost-benefit analysis.

The team also chooses a Metropolitan Region elsewhere, either in or outside Europe. An integrated part of this master proof is to describe whether the selected solution for the MRA is applicable to this other Metropolitan

Region, with cultural aspects, different perceptions of risk and consequences for the cost-benefit analysis being taken into consideration.

This second part of the Master Proof is predominantly done on the basis of desk-research and literature. However, student teams are free to get in contact with the Metropolitan Region of their choice.

4.1.4 Literature List

All materials from the supporting modules are to be found on DLWO.

Presentations of masterclasses are to be posted on DLWO.

4.1.5 Assessment

The assessment will be based on the following deliverables:

1. 15 % Plan of Approach and Project Planning
2. 10 % Intermediate report of the first research and analyses results
3. 60% Final Report
4. 15 % Presentation of findings and defense

4.1.6 Logistic Innovations-Master Proof Assessment form

The deliverables are evaluated in accordance with the Learning Objectives formulated above.

The assessment form contains variable percentages.

Group : _____ Date: _____

Assessor: _____ Overall Mark (100%): _____

For each aspect, rate the students from: 10 (excellent) 5.5 (sufficient) to 5 or lower (insufficient).

A. Communication (written)	GRADE (yes / no)		
	LO	grade	%
Clear use of language			4 %
Clear use of charts and tables			2 %
Structure and lay-out			4 %
B. Application of knowledge and insight	1 to 5		
Clear explanation of			
• The characteristics of the logistic challenge of choice			
• The current situation by means of relevant tools from the modules			
• The desired situation and the goals of the research			
• The issues that prevent the realization of the desired situation			
C. Analysis (internal / external)	1 to 5		
• Application of the relevant tools, methods and models from the modules			
• Use of relevant literature			

D. Scenarios for the solution to the challenge of choice <ul style="list-style-type: none">• Description of real-life contacts and interviews• Correct steps in scenario analysis• Clear scenario descriptions (qualitative and quantitative)• Influence of each scenario on cost with benefits being determined• Description of the applied business model• Description of alternative approaches with arguments for discarding being given• The solution has been verified with the contacts in the field.• The solution provides a real improvement, and the implementation is described	1 to 5		
E. Application of the solution to the alternative Metropolitan Region <ul style="list-style-type: none">• (non) Feasibility is profound and methodically substantiated, and the methods, tools, models and knowledge of the modules have been applied.• Adjusted solution is based on theories from the modules and masterclasses.• Adjusted solution is supported by relevant (desk-)research.	1 to 6		
F. Additional comments:			

4.1.7 Grading

The students' team passes if deliverables are graded 5.5 or higher. Deliverables cannot be compensated for.

Deliverable 1: A 10 % + B 80 % + C 10 %

Deliverable 2: A 10 % + B 30 % + C 60 %

Deliverable 3: A 10 % + B 10 % + C 20 % + D 40 % + E 20 %

Deliverable 4: A 30 % + C 10 % + D 40 % + E 20 %

The final grade for this module is calculated in accordance with the above percentages.

4.1.8 Repair

If the result of a deliverable is not sufficient, a second chance is scheduled within one week.

If a team fails on any deliverable for the second time, it is forced to embark on another logistic challenge, to be provided by the staff. However, no rights can be obtained if a new challenge cannot be found.

4.2. Logistic Innovations (Theory) (4 ECTS)

Year : 3
Credits : 4 ECTS
SIS code : 6316THLITS
Author : Drs. Ingrid Mooijman / Drs. Pim Fernig
Version/Date : 13 December 2016
Lesson Form : Masterclasses, Workshops, Assignments

4.1.1 Module Description

This module discusses the theory of logistic innovations. Masterclasses, course material, feedback sessions and case studies help students understand the importance and potential impact of logistic innovations in the field of Main Port and City Logistics. Students take a written individual exam for a grade to test their knowledge and understanding in this field.

4.1.2 Learning Objectives

After successful completion of this course, the main Learning Objective is for students to be able to:

Recognise, Understand and Apply developments and innovations in the field of Main Port and City Logistics.

Operational Learning Objectives:

1. Knowledge and understanding of the nomenclature of Logistics and Logistic services;
2. Understanding and Application of Modes of transport and connectivity;
3. Understanding and Application of Logistical Innovations in Main Port Logistics (Benefits and Risks).
4. Understanding and Application of Logistical Innovations in City or Urban Logistics (Benefits and Risks).
5. Understanding and Application of Logistical performance indicators e.g. Reliability, Service-level, Customer-satisfaction.

4.1.3 Scheduling and Activities

The module consists of masterclasses and presentations with questions and answers. During these masterclasses, examples of case studies are demonstrated, after which students' teams work on comparable cases.

During the second week, after the masterclass, the six students' teams will select one article from the **Reader: Logistic Innovations, Developments, Characteristic's, Benefits and Risks.**

This reader is to be found on DLWO.

Each students' team analyzes the article of choice, summarizes it and indicates how the theory and/or findings contained in it could be applied to (new) logistic challenges in a practical situation, preferably in the field of Main Port and City Logistics in the MRA (Metropolitan Region Amsterdam).

During the following weeks each students' team presents the summarized content of the article of choice and its relation to (logistic) business issues in a 10-minutes' presentation.

It is recommended to use relevant additional literature.

Each students' team also prepares **10 exam questions with answers concerning the article of choice.**

These exam questions are to be divided into 5 questions about the content of the article and 5 questions about applying the theory or findings contained in it to a (logistic) business case. All students are to study the article to be presented in advance.

After the presentation each students' team presents the questions and explains the answers during an interactive workshop of about 40 minutes.

The presentation, the questions and the answers are to be posted on DLWO after the session.

In this way 60 questions are generated forming the basis for the written exam.

4.1.4 Literature List

- Reader: Logistical Innovations, Developments, Characteristic's, Benefits and Risks;
- A list of recommended articles;
- 60 exam questions and answers.

All materials are to be found on DLWO

4.1.5 Logistic Innovations Assessment Matrix Exam

The matrix couples the learning objectives (LOs) with a simplified version of Bloom's taxonomy. It states both the type and number of questions (left cells) as well as the total number of points (right cells) per combination of LO and level.

LO	Detailed content	Level 1/2 Remember Explain		Level 3/4 Apply Analyze		Level 5/6 Evaluate Create		Total
1	Nomenclature of Logistics and Logistic services	1 Open-ended	10	1 Open Ended	10			20
2	Understanding and Application of Modes of transport and connectivity	1 Open-ended	10	1 Open Ended	10			20
3	Understanding and Application of Logistical Innovations in Main Port Logistics (Benefits and Risks).	1 Open-ended	10	1 Open Ended	10			20
4	Understanding and Application of Logistical Innovations in City or Urban Logistics (Benefits and Risks).	1 Open-ended	10	1 Open Ended	10			20
5	Understanding and Application of Logistical performance indicators e.g. Reliability, Service-level, Customer-satisfaction.	1 Open-ended	10	1 Open Ended	10			20

Remark:

All open-ended questions must be answered on a separate exam paper.

4.1.6 Logistic Innovations Assessment form Presentation and Questions

Group : _____ Date: _____

Assessor : _____ Overall mark: _____

For each aspect, rate the Group on a scale from:

Excellent, Very good, Good, Sufficient, Insufficient

Presentation 60% + Questions 40 % = Final mark

Content	10	9	8	6	1-5		Grade
Correct and clear main message	E	V	G	S	I	10%	
Distinction between primary and secondary issues	E	V	G	S	I	10%	
Correct and clear Argumentation	E	V	G	S	I	10%	
Structure							
Structure and storyline	E	V	G	S	I	5%	
Functional use of tools	E	V	G	S	I	5%	
Presenting							
Speaking rate and volume	E	V	G	S	I	5%	
Captivating and persuasive	E	V	G	S	I	5%	
Answering questions							
Adequate and professional answering	E	V	G	S	I	10%	
Questions & Answers							
Questions & Answers	E	V	G	S	I	20%	
Questions & Answers							

4.1.7 Grading

This module has a written exam with a duration of 100 minutes and consists of open-ended questions.

The presentation and the formulation of the 10 questions will be graded separately.

With the exam 100 points can be earned. The earned points are linearly converted to a 10-point scale. A student passes the exam with a grade of 5.5 or higher. This grade makes up for 80 % of the final grade.

Each students' team passes the presentation with questions with a grade of 5.5 or higher. This grade applies to each team member and makes up 20 % of the final grade.

4.1.8 Repair

If the result of the written exam is not sufficient, a second chance will be scheduled during the next block.

If the result of the presentation with questions is not sufficient, a second chance is scheduled **during the same week.**

5. Intercultural Effectiveness Course Module

5.1. Intercultural Effectiveness (Theory) (2 ECTS)

Year	: 3
Credits	: 2 EC
SIS code	: 6316THIETS
Author	: Ir. Dolf Hertzberger
Version/Date	: 7 December 2016
Lesson Form	: Masterclasses, Workshops, Assignments

5.1.1. Module Description

Although there are many positive examples of increased creativity within multicultural and multidisciplinary teams, a lot of research shows that after finishing a project members of multicultural teams tend to feel 'relieved'. They have performed well, desire peace of mind and happily join up with their 'own' people. Apart from this, during the very project itself, many multicultural teams have difficulty collaborating smoothly because of misunderstandings. Very often team members are not aware that intercultural aspects and their own intercultural sensitivity are playing a major role in the success of their project. In this module various theoretical aspects of Intercultural Effectiveness are addressed.

5.1.2. Learning Objectives

After successful completion of this course, students will be able to:

- Understand:
 1. Cultural differences in business;
 2. Information resources on cultural differences;
 3. Potential Benefits and Pitfalls as a result of cultural differences
 4. Cultural characteristics of key-countries;
 5. Theories concerning cultural differences (e.g. Hofstede).
- Apply:
 - A. Theory to analyze benefits and pitfalls of cultural aspects in a (logistic) business case
 - B. Theory to describe possible interventions regarding cultural aspects in a (logistic) business case;
 - C. Theory of cultural characteristics of key-countries in a case, based in a key-country.
 - D. Theory concerning cultural differences (e.g. Hofstede) in a (logistic) case.

5.1.3. Scheduling and Activities

The module starts off with a masterclass, during which an example of the activities for students' teams is demonstrated as described below.

During the first week, after the masterclass, the six students' teams will select one article from the **Reader: Interculturality. Articles on Concepts, Theories and Research.**

This reader is to be found on DLWO.

Each students' team analyzes the article of its choice, summarizes it and indicates how the theory and/or findings contained in it could be applied in dealing with intercultural aspects in a practical business situation, preferably one relating to Main Port and City Logistics.

During the following weeks each student's team presents the summarized content of the article of its choice and elaborates on its relation to (logistical) business issues in a 10-minutes' presentation.

It is recommended that relevant additional literature should be used.

The students' team also prepares **10 exam questions with answers concerning the article of choice.**

These exam questions are to be divided into 5 questions about its content and 5 questions about applying the theory or findings contained in it in a (logistical) business case.

All students are to study the article to be presented in advance.

After the presentation the students' team presents the questions and explains the answers during an interactive workshop of about 40 minutes.

The presentation, questions and answers are to be posted on DLWO after the session.

In this way 60 questions are generated forming the basis for the written exam.

Possible Subjects:

The subjects partly consist in existing theoretical models and are partly derived from topical international situations.

5.1.4. Literature List

1. Reader: Intercultural Effectiveness. Articles on Concepts, Theories and Research.
2. 60 exam questions and answers

All materials are to be found on DLWO.

5.1.5. Assessment

This module is assessed in two ways:

1. a written exam of 100 minutes.
2. a presentation together with 10 exam questions (see form enclosed).

5.1.6. Intercultural Effectiveness Exam Assessment Matrix

The matrix couples the learning objectives (LOs) with a simplified version of Bloom's taxonomy. It states both the type and amount of questions (left cells) as well as the total amount of points (right cells) per combination of LO and level.

Remark: All open-end questions are to be answered on a separate exam paper.

Students with an official statement of dyslexia are entitled to 25 % additional exam time.

Intercultural Effectiveness Exam Assessment Matrix

	Detailed content	Level 1/2 Remember Explain		Level 3/4 Apply Analyze		Level 5/6 Evaluate Create		Total
1	Understand cultural differences in Business	1 Open-ended	10					10
2	Information resources on cultural differences	1 Open-ended	10					10
3	Potential Benefits and Pitfalls as result of cultural differences	1 Open-ended	10					10
4	Cultural characteristics of key-countries	1 Open-ended	10					10
5	Theories concerning cultural differences (e.g. Hofstede).	1 Open-ended	10					10
A	Theory to analyse benefits and pitfalls of cultural aspects in a (logistical) business case			1 Open-ended	10			10
B	Theory to describe possible interventions regarding cultural aspects in a (logistical) business case;			2 Open-ended	20			20
C	Theory of cultural characteristics of key-countries in a case, based in a key-country.			1 Open-ended	10			10
D	Theory concerning cultural differences (e.g. Hofstede) in a (logistical) case.			1 Open-ended	10			10
			50		50			100

5.1.7. Intercultural Effectiveness Assessment Form Presentation and Questions

Group : _____ Date: _____

Assessor : _____ Overall mark: _____

For each aspect, rate the Group on a scale from: Excellent, Very good, Good, Sufficient, Insufficient

Presentation 60% + Questions 40 % =Final mark

Content	10	9	8	6	1-5	Grade
Correct and clear main message	E	V	G	S	I	10%
Distinction between primary and secondary issues	E	V	G	S	I	10%
Correct and clear Argumentation	E	V	G	S	I	10%
Structure						
Structure and storyline	E	V	G	S	I	5%
Functional use of tools	E	V	G	S	I	5%
Presenting						
Speaking rate and volume	E	V	G	S	I	5%
Captivating and persuasive	E	V	G	S	I	5%
Answering questions						
Adequate and professional answering	E	V	G	S	I	10%
Questions & Answers	E	V	G	S	I	20%
Questions & Answers	E	V	G	S	I	20%

5.1.8. Grading

With the exam 100 points can be earned. The earned points are linearly converted to a 10-point scale. The student passes the exam with a grade of 5.5 or higher. This grade makes up 80 % of the final grade.

The presentation together with the 10 exam questions of the students' team are graded separately and makes up 20 %. The students' team passes this assessment with a grade of 5.5 or higher.

5.1.9. Repair

If the result of the written exam is not sufficient, a second chance will be scheduled during the next block.

If the result of the presentation with questions is not sufficient, a second chance will be scheduled later during the same week.

5.2. Intercultural Effectiveness (Practice) (4 ECTS)

Year : 3
Credits : 4 EC
SIS code : 6316INTEAS
Author : Ir. Dolf Hertzberger
Version/Date : 7 December 2016

5.2.1. Module Description

Team members are often not aware that intercultural aspects and their own intercultural sensitivity are playing a major role in the success of their project. In this module various theoretical aspects of Intercultural Effectiveness are addressed. Furthermore, students work interactively on their Intercultural Effectiveness on the basis of the Intercultural Readiness Check (IRC). In particular, they draw on their IRC to formulate a Personal Action Plan (PAP) and a Team Action Plan (TAP). The grading of these two plans is based on a combination of Peer-to-Peer Assessments (P2P) and a Personal Reflection (4 ECTS).

5.2.2. Learning Objectives

General:

Learn how to analyse, apply, improve and appreciate Intercultural Effectiveness in a given life situation, whether it will be personal or team oriented.

In Detail:

1. Able to understand and use the results of the IRC or comparable tools.
2. Able to prepare a Personal Action Plan with regard to Intercultural effectiveness
3. Able to prepare a Team Action Plan with regard to Intercultural effectiveness
4. Able to apply interventions to improve personal Intercultural effectiveness
5. Able to apply interventions and feed back to improve Intercultural effectiveness of a team.
6. Able to analyse and describe the advantages and potential risks of intercultural collaboration in a given life situation.
7. Able to explain and describe the value of Intercultural Effectiveness and the connection with other disciplines.
8. Able to describe in a concise manner the results of InterVision and feedback sessions about Intercultural effectiveness both on a personal level and on a team level.

5.2.3. Scheduling and Activities

During the first week of the Minor students are required to fill in the Intercultural Readiness Check (IRC), a highly internationally validated Internet-based questionnaire consisting of 80 questions. The IRC provides the student with an 11-page personal Intercultural Profile and compares it to profiles of peers stored in a large database. (There are app. 3000 international profiles of students in the database). It shows the student's strong points and points that she/he may wish to improve on

The results of the IRC are used in two activities:

- A. Each individual student prepares a Personal Action Plan. (PAP)
- B. The team uses its IRCS to optimize collaboration and prepare a Team Action Plan (TAP)

At the end of the first week the above activities are coached during a one-day workshop presented by the responsible lecturer and Dr. Ursula Brinkmann, who has designed the questionnaire and has been working with it for the last 20 years, predominantly in international companies.

The workshop focuses on the combination of Performance, Connection and Enjoyment, a concept which is based on international research and ensures that Intercultural Competences are better appreciated and acted on. If people do not only strive for Performance (getting the task done) but are also able to make a Connection with their team members and derive Enjoyment from the cultural variety, they accomplish an effective intercultural attitude at a higher level for a longer period.

Every two weeks each team of students holds internal feed-back sessions (Inter-Visions) about both their Personal Action Plans and Team Action Plan and report on them. Participation in these sessions is obligatory. During week 14 (or 16) each individual student is asked to fill in the questionnaire once more and subsequently receives feedback on her/his progression on Intercultural Effectiveness.

5.2.4. Literature List

Each team has at its disposal one copy of the book:

Brinkmann, U and Weerdenburg van, O (2014) *INTERCULTURAL READINESS Four competences for working across cultures*. 1rst Edition. PALGRAVE MACMILLAN. (ISBN 978-1-137-34697-1)

It is to be returned at the end of the Minor. Students are recommended to order it.

The material from the Intercultural Effectiveness Module (Theory) on DLWO is to be consulted as well.

5.2.5. Assessment

Part 1

By the end of week 14 at the latest, each team has prepared a 4-page InterVision report on their Team Action Plan.

Part 2

Each individual student writes a 2-page reflection paper on her/his personal experience and development during this module.

In this reflection the student also shares her/his views on the usefulness of this module. It is obligatory to mention at least two positive points concerning the content of this module and two points that need improvement.

Higher grades are given for points accompanied by suggestions.

It is obligatory to mention at least two positive points about the lecturers of this module and two points that need improvement.

Higher grades are given for points accompanied by suggestions.

Finally, higher grades are given if the student reports in a concise, well-readable manner.

5.2.6. Intercultural Effectiveness Assessment Form InterVision and Feedback

Group/Student : _____ Week number _____ : Date : _____

Assessed by : _____ Intermediate/Final Grade (strike): _____

Communication (written)	Admissible (yes / no)
Clear use of language	
Structure and lay-out	

General Overall Assessment	LO	grade	%
Able to analyse, apply, improve and appreciate Intercultural Effectiveness in a given life situation, whether it will be personal or team oriented.	1		100
Detailed: Application of knowledge and insight			
Able to understand and use the results of the IRC or comparable tools. Able to explain and describe the value of Intercultural Effectiveness and the connection with other disciplines. Able to describe in a concise manner the results of inter-vision and feedback sessions about Intercultural effectiveness both on a personal level and on a team level.	2 8 9		10 10 20
Analysis Able to analyze and describe the advantages and potential risks of intercultural collaboration in a given real-life situation.	7		20
Application and Intervention			
Able to prepare a Personal Action Plan with regard to Intercultural effectiveness Able to prepare a Team Action Plan with regard to Intercultural effectiveness Able to apply interventions to improve personal Intercultural effectiveness Able to apply interventions and feed back to improve Intercultural effectiveness of a team.	3 4 5 6		10 10 10 10
Feedback summary			

Note:

The overall result of LO 1 is to be equal to the total of LOs 2 to 9.

The assessment of LOs 2 to 9 is the clarification/explanation of the assessment of LO 1

5.2.7. Grading

Part 1

InterVision report, Team Action Plan;

This report makes up 40 % of the grading for this module.

The grading takes place as follows:

- A. The report is graded on a scale of 1 to 10.
- B. The grade is multiplied by the number of team members.
- C. This total is divided over its members by the team itself. Consequently, the team itself decides who has put in more than average effort and who has been less active.
- D. The team informs the lecturer of the grades per team member.

Part 2

Reflection paper.

This reflection makes up 60 % of the total grade for this module.

Both grades (part 1 and part 2) for this module should be at least 5.5 .

5.2.8. Repair

If students fail on one or two parts, they get a "repair-assignment" in the form of a 4- or 8-page paper, depending on whether they fail on one or two parts.

This repair assignment is to be completed before the end of week 19.

6. Risk Management (Theory and Assignment) Course Module (4 ECTS)

Year : 3
Credits : 4 EC
SIS code : 6316RISCTS
Author : Drs. Pascal Marlisa
Version/Date : 7 December 2016

6.1. Module Description

This module involves learning how to identify risks and how to apply the general basics of the risk management process. The module starts with a written test of knowledge of relevant theories of risk management. Deepening these theories, tools and techniques for risk management is part of the masterclasses. During the very last masterclass, students analyze the feasibility of an existing logistic concept (applied in an international context) and write a report on their findings. Both qualitative and quantitative aspects of risk management form part of this module.

6.2. Learning Objectives

After successful completion of this module, the student is able to:

1. Apply the knowledge of the risk management process to a case study;
2. Define the key terms of the field of risk management and the steps of the risk management process. Recognize the various tools for risk identification.
3. Analyze the internal environment and to formulate objectives.
4. Describe the relevance of identifying risks by means of a model or checklist.
5. Describe how to assess opportunities and consequences and to rank events; evaluate how to determine possible risk reactions and define control measures.
6. Explain the importance of information, communication, monitoring, evaluation and feedback.
7. Use the tool scenario-analysis in risk identification and risk control; identify the four drivers of change that are influential when applied to a case study.
8. Analyze both qualitative and quantitative scenarios.
9. Evaluate a feasibility statement after analyzing risks applied to a case study of an existing logistic concept in an international setting.

6.3. Scheduling and Activities

This module will consist of masterclasses and workshop & feedback sessions. During these masterclasses both theory and case studies will be discussed. In below table information about the masterclasses is summarized.

RM-1 and RM-2 are developed to prepare the written exam in week 4. *For assessment details consult the matrix in paragraph 6.6. of this manual.*

The module will end with a paper, delivered by each team in week 7. *For assessment details consult the matrix in paragraph 6.6. & paragraph 6.7 of this manual.*

Subject & session number	Literature (reading preparation)	Masterclass content	Additional information
Masterclass & Instruction RM-1	Reading course guide Chapter 1 Basic concepts Chapter 2 RM process (book: Introduction to RM)	General introduction / kick off Team formation (group of 3 students) Discuss theory Chapter 1&2.	Literature will be provided by the minor.
Masterclass and Instruction RM-2	Chapter: 3,4,5,6,7 (book: Introduction to RM)	Discuss/ feedback on theory Chapter 3 to 7 based on questions from the students.	RM1 & RM2 are sessions to develop knowledge about the theory for the written exam. All questions about the theory should be forwarded in advance of the class.
Masterclass RM-3	Chapter:3 (book: Tools & Techniques for RM) Four future scenarios in 2030 (Report: Rabobank available at DLWO)	Discuss / feedback Chapter 3. Discuss / feedback report four drivers of change. Instructions for RM-4 preparations	Content of RM-3 is required to attend for RM-4.
Masterclass RM-4	Case study <i>Port Logistics City: A Case Study of Melbourne in Australia</i> available at DLWO	Case work Workshop Feedback	This masterclass is given by Mr. Vincent Versluis, lecturer at the University of Rotterdam of Applied Sciences.

6.4. Literature

Literature (provided by the minor):

- Van der Waal, D. (2012) *Introduction to risk management. General basics of the risk management process*. 1st edition. Rotterdam University of Applied Science.
 - De Wild, A. (2012) *Tools and Techniques for risk management*. Rotterdam University of Applied Science.
- Additional study material will be available at DLWO.

6.5. Assessment

This module has two assessments.

1. A written exam with a duration of 100 minutes and consists of open-ended questions.
2. A written assignment with a group of 3 students based on a case study.

6.6. Risk Management Assessment Matrix

The matrix couples the learning objectives (LOs) with a simplified version of Bloom's taxonomy. It states both the type of questions (left cells) as well as the total amount of points (right cells) per combination of LO and level.

RM Assessment Matrix Written Exam							
LO	Detailed content	Level 1/2 Remember Explain		Level 3/4 Apply Analyse		Level 5/6 Evaluate Create	Total
2	Define the key terms of the field of risk management and the steps of the risk management process. Recognize the various tools for risk identification.	Open end	80				80
6	Explain the importance of information, communication, monitoring, evaluation and feedback.	Open end	20				20
			100				100

RM Assignment Case Study							
LO	Detailed content	Level 1/2 Remember Explain		Level 3/4 Apply Analyse		Level 5/6 Evaluate Create	Total
1	Apply the knowledge of the risk management process to a case study			Assignment case study	10		10
3	Analyze the internal environment and formulate objectives			Assignment case study	5		5
4	Describe the relevance of identifying risks by means of a model or a checklist			Assignment case study	5		5
5	Describe how to assess opportunities and consequences and to rank events. Evaluate how to determine possible risk reactions and define control measures			Assignment case study	10	Assignment case study	5
7	Using the tool-scenario analysis in risk identification and risk control. Identifying the four drivers of change that are influential when applied in a case study			Assignment case study	20	Assignment case study	10
8	Analyze both qualitative and quantitative scenarios			Assignment case study	20		20
9	Describe a feasibility statement after analyzing risks applied to a case study of an existing logistic concept in a different international setting			Assignment case study	10	Assignment case study	5
					80		20
							100

6.7. Risk Management Assessment Form-Assignment Case Study

Group : _____ Date: _____

Assessor: _____ Overall Mark (100%): _____

For each aspect, rate the students from: 10 (excellent) 5.5 (sufficient) to 5 or lower (insufficient).

Communication (written)	Admissible		
LO	grade	%	
Clear use of language			
Clear use of charts and tables			
Structure and lay-out			
Application of knowledge and insight	1		10
Clear explanation of <ul style="list-style-type: none">• what the characteristics of a Port Logistics City are,• the three major challenges of Melbourne as a Port Logistics City			
Analysis (internal / external)	3,4		10
• output of the analysis can be used as input for the risk identification on Melbourne as a Port Logistics City			
Scenario Analysis / Drivers of change	5,7,8		55
• Correct steps in scenario-analysis <ul style="list-style-type: none">• Clear scenario descriptions (qualitative)• Influence of each scenario on the budget determined• Measures of control determined in saving the budget			
Feasibility Statement	8,9		15
• Feasibility is profound and methodically substantiated. <ul style="list-style-type: none">• Based on clear sequence as learned in the literature and masterclasses.			
Additional comments			

6.8. Grading

With both the exam and the assignment 100 points can be earned. The points earned are linearly converted to a 10-point scale. The student passes the exam and assignment with a grade of 5.5 or higher for each assessment. The written exam makes up 40%, the assignment 60% of the final grade.

6.9. Repair

If the result of the written exam is not sufficient, a second chance will be scheduled during the next block. If the result of the paper is not sufficient, repairing will be scheduled within two weeks.

7. Financial Report (Theory) Course Module (4 ECTS)

Year : 3
Credits : 4 ECTS
SIS code : 6316THIBTS
Author : Ir. Dolf Hertzberger / Drs. Pim Fernig
Version/Date : 13 December 2016
Lesson Form : Masterclasses, Workshops, Assignments

7.1. Module Description

This module involves a series of masterclasses and case practices. Any business model needs to be financially evaluated. Students learn techniques for management accounting and to build a model for financial analyses and simulation.

7.2. Learning Objectives

After successful completion of this course, students are able to:

Understand International Business, its complexities and characteristics.

Operational learning goals:

1. Organizations and styles of management;
2. Legal systems;
3. Business Logistics and knowledge Infrastructure;
4. Financial risks;
5. Bridging distances.

7.3. Scheduling and Activities

The module starts off with a masterclass. During this masterclass an example of a case study is demonstrated, after which the students' teams work on comparable cases.

During this first week, after the masterclass, the **six** student teams select one article from the **Reader: Financial Reporting, Models, Complexities and Characteristics.**

This reader is to be found on DLWO.

Each students' team analyzes an article of its choice, summarizes it and indicates how the theory and/or findings contained in it could be applied in dealing with (new) business models and accounting principles in a practical business situation, preferably one related to Main Port and City Logistics.

During the following weeks each students' team presents the summarized content of the article of its choice and comment on its relation to (logistical) business issues in a 10-min presentation.

It is recommended that relevant additional literature be used.

The students' team also prepares **10 exam questions with answers of the article of choice.**

These exam questions are to be divided into 5 questions about the content of the article and 5 questions about applying the theory or findings contained in it to a (logistical) business case.

All students must have studied the article, which will be presented, in advance.

All students are to study the article to be presented in advance.

After the presentation each students' team presents the questions and explains the answers during an interactive workshop of about 40 minutes.

The presentation, questions and answers are to be posted on DLWO after the session.

In this way 60 questions are generated forming the basis for the written exam.

Possible Subjects:

The subjects partly consist in existing theoretical models and are partly derived from typical international situations.

7.4. Literature List

Reader: Reader: International Business, its complexities and characteristic's.

60 exam questions and answers.

All materials are to be found on DLWO.

7.5. Assessment

This module is assessed in two ways:

1. a written exam consisting of Open Questions, lasting 100 minutes.
2. a presentation together with 10 exam questions (see enclosed form)

Remark: All open-end questions are to be answered on a separate exam paper. Students with an official statement of dyslexia are entitled to 25 % additional exam time.

7.6. Financial Reporting Exam Assessment Matrix

The matrix couples the learning objectives (LOs) with a simplified version of Bloom's taxonomy. It states both the type and amount of questions (left cells) as well as the total amount of points (right cells) per combination of LO and level.

LO	Detailed content	Level 1/2 Remember Explain		Level 3/4 Apply Analyze		Level 5/6 Evaluate Create		Total
1	Organizations and styles of management	1 Open-ended	10	1 Open Ended	10			20
2	Legal systems	1 Open-ended	10	1 Open Ended	10			20
3	Business Logistic and knowledge Infrastructure	1 Open-ended	10	1 Open Ended	10			20
4	Financial Risk	1 Open-ended	10	1 Open Ended	10			20
5	Bridging distances.	1 Open-ended	10	1 Open Ended	10			20

7.7. Financial Reporting Assessment Form Presentation and Questions

Group : _____ Date : _____

Assessor : _____ Overall Mark : _____

For each aspect, rate the Group on a scale from: Excellent, Very good, Good, Sufficient, Insufficient.

Presentation 60% + Questions 40 % = Final mark

Content	10	9	8	6	1-5		Grade
Main message correctly and clearly	E	V	G	S	I	10%	
Distinguish primary and secondary issues	E	V	G	S	I	10%	
Correct and clear argumentation	E	V	G	S	I	10%	
Structure							
Structure and storyline	E	V	G	S	I	5%	
Functional use of tools	E	V	G	S	I	5%	
Presenting							
Speaking rate and volume	E	V	G	S	I	5%	
Captivating and persuasive	E	V	G	S	I	5%	
Answering questions							
Adequately and professional answering	E	V	G	S	I	10%	
5 Questions & Answers							
5 Questions & Answers	E	V	G	S	I	20%	

7.8. Grading

With the exam 100 points can be earned. The earned points are linearly converted to a 10-point scale. The student passes the exam with a grade of 5.5 or higher. This grade makes up 80 % of the final grade.

A grade making up 20% of the total will be given to the students' team presentation with 10 exam questions. The students' team passes this assessment with a grade of 5.5 or higher.

7.9. Repair

If the result of the written exam is not sufficient, a second chance is scheduled during week 19.

If the result of the presentation with questions is not sufficient, a second chance is scheduled later during the same week.