

SUMMER SCHOOL_

COURSE GUIDE

January 2024

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1 THE NETHERLANDS

The Netherlands is a small country in Western Europe with a population of around 18 million people living on 16,000 square miles. It is one of the most densely populated countries in the world and is known for its wonderful tulip fields in spring (April – early May), its picturesque sceneries and the bustling atmosphere of its capital Amsterdam. The national language is Dutch, which is also spoken in the Northern parts of Belgium, but since almost everyone speaks English as well, it is very easy to ask for help or directions.

2 HAN INTERNATIONAL SCHOOL OF BUSINESS

The International School of Business forms part of HAN University of Applied Sciences, situated in the eastern part of the Netherlands, with campuses in the cities of Arnhem and Nijmegen. Just a few kilometers from the German border, but still within easy reach of Amsterdam, London, Paris and Berlin. The Netherlands is truly at the heart of Europe!

HAN International School of Business is situated on our Arnhem campus. It offers two English-taught bachelor programs: Communication and International Business, with specializations in Finance, Marketing & Sales, Organization & Change and Supply Chain Management.

Each year we welcome about 180 students from our partner universities around the world who spend one or two semesters in one of our exchange programs. In addition, we offer a summer school to those who prefer a shorter international experience.

3 SUMMER SCHOOL

During this summer program, you will work with international students from our partner universities from all over the world to further professionalize and become acquainted with doing business in Europe.

This Summer School gives you the chance to make new contacts and create a network of young professionals around you, to get familiar with the International School of Business and to explore new international opportunities.

On successful completion of the Summer School, you will obtain **6 ECTS credits**.

4 LIST OF MODULES

All the modules aim at learning by doing. A module refers to either a lecture, a workshop, a company visit or any other activity during the Summer School.

There is a strong connection between the lectures and the workshops and the overall theme of the summer program. This can be literally by the content of the lecture, but also indirectly by observing companies and learning from others.

| Module | | Assessment |
|------------|---------------------------------------|-------------------------------------|
| A | Quest / Case (research project) | Proposal, Infographic, Presentation |
| B | Personal Development | I-Doc & personal conversation |
| 1. | Introduction to Quest / Case | Quest proposal |
| 2. | Dutch Culture and History | None |
| 3. | Workshop Creative Thinking | None |
| 4. | Quest Research Proposal | Report (max 2 A4) |
| 5. | Personal Branding | Pitch |
| 6. | Business Plan in 1 day | Presentation |
| 7. | Company visit Gazelle | None |
| 8. | Business Processes | Game |
| 9. | Agriculture & Entrepreneurship | None |
| 10. | Company visit <i>Dairy Farm</i> | None |
| 11. | 21 st Century Skills | Presentation in pairs |
| 12. | Cultural Sensitivity | None |
| 13. | Livable City Project | None |
| 14. | Visit to the <i>Port of Rotterdam</i> | None |
| 15. | Multimedia & Infographics | Poster presentation of infographic |
| 16. | Budgeting | Part of your Quest presentation |
| 17. | Fresh Connection | None |

5 EXAMPLE OF THE SCHEDULE

Week 1

| | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | |
|---------------|----------------------------------------------------------------|----------------------------|------------------------------------------|------------------|------------------------------|--------------------------|----------------------------|
| 7:30 - 8:30 | Breakfast | | | | | | |
| 9.00-10.00 | | Activate HAN account | | | | | |
| 10.00 - 12.30 | Arrival Schiphol Travel to Accommodation in Arnhem by train | Introduction Summer Course | Campus tour + Personal meeting | Quest Proposal | Creative thinking | Business Plan in one day | |
| 12.30 - 13.30 | | Welcome lunch | Lunch break | | | | |
| 13.30 - 14.30 | | | | | Work on Quest | | |
| 14:30 - 15:30 | | | Introduction Quest Presentation SCM case | Dutch Culture | Hand in final Quest Proposal | | Business Plan in one day |
| 15.30 - 16.30 | | | | Finalizing I-Doc | Work on Quest | Personal branding | |
| | | | | | | | Presentation Business Plan |

Week 2

| | Saturday/Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | |
|---------------|-----------------|--------------------------|-----------------------------------|---------------------------------|-------------------------------------|-----------------------------------|----------------------------------|
| 7:30 - 8:30 | | | | | | | |
| 9.00-11.30 | Free | Company visit Gazelle | Agriculture & Entrepreneurship | 21st Century skills | Cultural Sensitivity Workshop | Visit to the Port of Rotterdam | |
| 11.30 - 12.30 | | | Travel | | | | |
| 12.30 - 13.30 | | Lunch break | | | | | |
| 13.30 - 14.30 | | | | | | | |
| 14:30 - 15:30 | | | Business Processes | Company Visit Melkveebedrijf | 21st Century skills | | Livable city project (Arnhem) |
| 15.30 - 16.30 | | | | | | | |

Week 3

| | Saturday/Sunday | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|-----------------|---------------------------|--------------------------|------------------|--------------------------------------------|-------------------|
| 7:30 - 8:30 | | | | | | |
| 9.00-11.30 | Free day | Multimedia & Infographics | Work on Quest | Fresh connection | Assessments I-Doc | Assessments Quest |
| 11.30 - 12.30 | | | Budgetting | | | |
| 12.30 - 13.30 | | Lunch break | | | | Farewell lunch |
| 13.30 - 15.30 | | Work on Quest | Work on Quest | Fresh connection | Finalize Quest presentation for Assessment | |
| 15.30 - 16.30 | | Prepare draft | Prepare Assessment I-Doc | | | |

-  Lecture or workshop
-  Quest/Case work
-  Company visit
-  Assessments

6 CONTENT OF THE MODULES

A. THE QUEST

During the whole Summer School you will work in groups of two to pursue your own Quest.

Quest

A Quest is a question any client can ask. This can be business related but also of personal interest to the client. The outcome is not specified, which means the sky is the limit. Their Quest becomes your Quest.

For a successful Quest you need to:

1. Take full ownership of the Quest
2. Be prepared to excel yourself
3. Become the expert on the topic
4. Find as many sources you can
5. Go to great lengths to get your answers
6. Be passionate about the outcome
7. Work closely with your groups member(s)

During the process of your Quest you will be coached by the Quest coaches. Regular meetings scheduled in the program will help you achieve your goals regarding the output for the Quest. Not attending these meetings will mean you fail the Quest and therefore fail the course.

Assessment of the Quest:

1. Quest proposal. This is the official blueprint of your Quest. It will be assessed based on the assessment criteria mentioned in chapter 4.
2. Infographic on the outcome of your Quest. Which will be presented at the final presentations.
3. Presentation. On the last day of this course you will present your whole Quest to a group of professionals.

Quest Trophy

After the final presentations you and your group member(s) have the possibility to win the Quest Trophy. To win this trophy you have to prove that you can convince the audience that you gained excellent knowledge on the subject. Also the recommendations you give and the visual aids you use during the final assessment will count.

Will you be the next Trophy owner?

B. PERSONAL DEVELOPMENT: I-DOC

Before and during the Summer School you will be working on your personal development. Personal development planning is reflecting on your own learning, performance and achievements, planning your all-round personal, educational and career development and recording your achievements

A personal development plan (I-Doc) can increase your self-awareness – who you are and what you want. It identifies the skills and experience that you already have, and those that you need. You create a plan to acquire the skills you may need for your academic studies or your chosen career path. It also keeps a record of your achievements that you can draw on when you apply for further study or employment

The I-Doc will help you make the most of your time during this course. By thinking through your skills and experiences and understanding your own learning style, you will find it easier to focus on areas you want to develop and on what you want to achieve.

Having a clearer sense of your own direction will help you to feel more in control of your studies and your life. Also, by developing your understanding of how you learn and the areas in which you need to develop skills, you can not only make the most of this course but also of the range of skills training, placements, volunteering, sporting and work opportunities available to you at home. Finally, by keeping a record of your achievements, you will have a ready-made stock of examples of your skills and experience that you can translate into what employers are looking for – setting you apart from other candidates.

The assessment of the I-Doc will be a personal meeting in week 3. It is all about your knowledge, reflection on yourself, giving feedback, receiving feedback and using it. If you completely fail to achieve a single goal, don't despair, and instead remember that absolutely all experience is worthwhile. Just put it down as: "ability to bounce back from failure".

1. Introduction Summer School

Location: International School of Business

Description: Welcome to ISB Summer School 2023. Students will receive all the necessary information about the content and the assessments of the Summer School. Also mutual expectations and getting acquainted is part of this module.

Main subjects:

1. Getting to know each other
2. The content of the course

Learning objectives:

1. Getting acquainted with your fellow classmates and the teacher(s)/support staff present
2. Understanding the course and the examination.

Additional literature:

The study guide will be handed out during this class.

2. Dutch Culture and History

Location: International School of Business

Description:

In this lecture you will get a short overview of several iconic periods and events in Dutch history. You will get to know what the main dimensions of Dutch culture are, how they are related to Dutch history, the development of Dutch society and how they influence behaviour of the Dutch.

Main subjects:

1. Dutch history
2. Dutch culture
3. How culture and history are related to the development of society and behaviour

Learning objectives:

1. Understanding Dutch society (basic level)
2. Understanding the Dutch (basic level)

Applied didactics: Lecture

Deliverables/Assignment(s): Not applicable

Assessment(s): Not applicable

Additional literature: Tips for further reading:

- The Netherlands in a Nutshell, F.P van Oostrom, Amsterdam University Press, Amsterdam, 4th revised edition, 2015, ISBN10 9089640398, ISBN13 9789089640390
- Stuff Dutch People like, Colleen Geske, Edenfrost 4th edition, 2014, ISBN10 908213361X , ISBN13 9789082133615
- Dealing with the Dutch, Jacob Vossestein, Ef&Ef media, 19th revised edition, 2014 ISBN10 9460220797, ISBN13 9789460220791

3. Writing a Quest Research

Location: International School of Business

Description: This session will focus on writing a research plan for your Quest as a basis for high quality work. The lecturer will explain the different steps in formulating a research plan and will practice these steps with you.

Main subjects:

1. A systematic approach to research
2. Problem definition & Objective(s)
3. Main & sub questions
4. Research methods
5. Scope & Limitations
6. Planning
7. Sources

Learning objectives:

1. Understanding the value of a systematic approach to writing a research plan
2. Laying the basis for an excellent quest.

Applied didactics:

1. Lecture
2. Workshop

Deliverables/Assignment(s):

Quest Proposal

Assessment criteria:

Checklist (see assessment forms)

Additional literature:

Not applicable

4. Workshop Creative Thinking

Location: International School of Business

Description: Creative thinking can be of use anywhere. In all phases of a process. If you get stuck in your mind you can use a creative thinking technique. Often you will try to find another way of thinking that gives you new solutions or ideas. Students will learn these techniques in an active workshop that will trigger their creative minds.

Main subjects: Creative thinking

Learning objectives:

1. Using creative thinking techniques to come up with new ideas and new insight
2. Creativity can help you in any situation

Applied didactics: Workshop

Deliverables/Assignment(s): Top 3 of ideas.

Assessment criteria: Not applicable

Additional literature: Steal like an artist, Austin Kleon, Publisher: Workman Publishing Company; First Edition, Later Printing edition (February 28, 2012) Language: English, ISBN-10: 0761169253 ISBN-13: 978-0761169253

5. Personal Branding

Location: International School of Business

Description: Students will build and reflect on their own personal brand. How do they put themselves in the picture (social media) and what personal and professional features can they display to show their professional presence. Keywords are clarity, authenticity, remarkability, energy, emotional connection, consistency, distinctive design, social engagement. Defined by core qualities. Based on this input students will practice their elevator pitch.

Main subjects:

1. Personal Branding
2. Creating a personal brand by using core qualities
3. Applying this to all (social) media
4. Elevator Pitch

Learning objectives:

1. Awareness of your online presence
2. Being able to build a personal brand
3. Introducing yourself professionally

Applied didactics:

1. Workshop
2. Lecture

Deliverables/Assignment(s):

Presentation (elevator pitch)

Assessment(s):

Not applicable

Assessment criteria:

Not applicable

Additional literature:

<https://www.entrepreneur.com/article/250924>

6. Business Plan in one day

Location: International School of Business

Description: Caution! Exciting and stressful event. By the end of the day you will have to convince an investor that your innovative product or service is worthwhile investing in.

Main subjects:

1. Design a new product/service or innovate an existing one
2. Design a business model (business model canvas is a possible tool)
3. Estimate first years sales in one European country
4. Design (organize) your firm (processes and resources)
5. Finance your firm (think of the investor)
6. Provide resource planning and costs for first year
7. Prepare a profit projection
8. Provide a cash-flow planning

Learning objectives:

1. Compile the business plan.

Applied didactics:

1. Lecture
2. Workshop

Deliverables/Assignment(s):

Prepare a 7 minutes presentation to convince a possible investor.

Assessment criteria:

The presentation is the assessment. If you don't convince the investor will not read your business plan and off course will not invest. You fail.

If you are convincing enough the investor will read your business plan. If that doesn't live up to the expectations you created, the investor will not invest and you still fail.

When the business plan is as convincing as the presentation the investor will invest. You pass!

7. Company visit Gazelle

Location: Gazelle (Wilhelminaweg 8, Dieren)

Description: Students will visit the production unit of Gazelle. Starting from 1892 Gazelle makes the finest quality bikes that drive light and comfortable. As a market leader in the Netherlands Gazelle has been a leader in innovations that make cycling easier and more fun. Each bike has a specific Gazelle cycling experience through the combination of light cycle, smart design and robust quality.

Main subjects:

1. Gazelle history and present activities
2. Production facilities

Learning objectives:

1. Understand the lean production of Gazelle
2. Apply the workshop outcomes to the real life situation

Applied didactics:

1. Presentation of the company
2. Video
3. Tour on the production site

Deliverables/Assignment(s):

Reflection form on the company visit

Assessment criteria:

Not applicable

Additional literature:

Company website www.gazellebikes.co.uk

8. Business Processes

Location: International School of Business

Description: The Business Processes class is about process improvement in production processes.

Main subjects:

1. Lean manufacturing
2. Process improvement

Learning objectives:

1. Understanding LEAN manufacturing: you should be able to explain the main principles to others.
2. Applying LEAN manufacturing: you should be able to come up with improvement suggestions for a (simple) non-LEAN process. Together with team mates you should turn a non-LEAN (simulated) process into a largely LEAN (simulated) process.

Applied didactics:

1. Simulation game
2. Company visit

Deliverables/Assignment(s):

1. An improved, LEAN process (simulation game only).
2. Reflection on company visit.

Assessment(s): Not applicable

Assessment criteria: Not applicable

Additional literature: <http://www.leanmanufacture.net/>

9. Guest lecture and company visit Dairy Farm

Location: Dairy Farm (Bronkhorst)

Description: Guest lecture on Dutch agriculture followed by a visit to a dairy farm.

Main subjects:

1. Agriculture and entrepreneurship
2. Innovation

Learning objectives:

1. Understanding how agriculture and entrepreneurship work

Applied didactics:

1. Presentation of the company
2. Tour on the farm

Deliverables/Assignment(s):

Reflection form on the company visit

Assessment criteria:

Not applicable

Additional literature:

Not applicable

10. 21st Century Skills

Location: International School of Business

Description: Workshop on developing 21st century skills using the four-mode perspective

Main subjects:

1. The four-mode perspective in communication and collaboration
2. The four-mode perspective in a global context
3. The four-mode perspective related to self-regulation and critical thinking
4. Creativity and problem-solving skills in a four-mode perspective
5. Four-mode entrepreneurship

Learning objectives:

1. A better understanding of yourself and others
2. Discovery of keys to more effectively communicate and collaborate with others
3. Discovery of insights that strengthen self-confidence and social awareness
4. Discovery of tools and skills to help you develop your full potential

Applied didactics:

1. Workshop/training
2. Interviews
3. Working in pairs
4. Presentations

Deliverables/Assignment(s):

Joining in, having fun, showing curiosity

Assessment criteria:

Presenting in a four-mode perspective

Additional literature:

20 micro-learning opportunities in 20 weeks via Whatsapp (free)

11. Cultural Sensitivity

Location: Openluchtmuseum (Hoferlaan 4, Arnhem)

Description: In this interactive workshop students will experience cultural differences and how to overcome these differences to reach a deeper intercultural understanding.

Main subjects:

1. Randomia
2. Theories and models on cultural differences
3. Creating Intercultural awareness

Learning objectives:

Describe the effects of your culture on your own behaviour and communication

Determine personal strengths/weaknesses and challenges in dealing with different cultures

Applied didactics:

1. Lecture
2. Workshop

Deliverables/Assignment(s):

Workshop assignments in the Open Air Museum

Assessment(s):

None

Additional literature:

Not applicable

12. Visit to the Port of Rotterdam

Locations: Port of Rotterdam

Description: Students will have an exciting visit to the Port of Rotterdam. During our trip students will see various activities within the port, visit the information center Futureland and a fully automated container terminal.

On our way to Rotterdam we will also visit Kinderdijk, a beautiful place with windmills.

Main subjects:

1. Port logistics
2. Container terminals
3. Port of Rotterdam

Learning objectives:

1. Having knowledge about port logistics
2. Understanding the functionality of a container terminal
3. Understanding the role and importance of the Port of Rotterdam

Applied didactics:

1. Guided tour in the Port of Rotterdam
2. Presentation in Futureland
3. Visiting the information center Futureland
4. Visiting a container company

Deliverables/Assignment(s): Blog or vlog about the port of Rotterdam

Additional literature:

<https://www.portofrotterdam.com/en>; <https://www.futureland.nl/en/> ;

<https://www.rwg.nl/en/home>

13. Multimedia and Infographics

Location: International School of Business

Description: In the final week before the presentation of the Quest, students will improve their presentation in this workshop. Presenting information clearly and effectively is a key skill to get your message or opinion across and, today, making infographics are required in almost every field.

Main subjects:

1. Infographic
2. Presentation techniques and styles
3. Preparation and performance

Learning objectives:

1. Awareness of your presentation style
2. Presenting your message to the audience
3. Being effective in presenting

Applied didactics:

1. Workshop

Deliverables/Assignment(s):

Infographic

Assessment(s):

Presentation at the final presentation day on Friday

Assessment criteria:

The criteria are mentioned in chapter 7.

Additional literature:

Some presentable plans.

14. Budgetting

Location: International School of Business

Description: Budgeting and planning are crucial in business processes. This lecture will provide some examples of production and cash flow planning.

Main subjects:

1. Cash flow planning

Learning objectives:

1. Awareness of the importance of planning.
2. Awareness of the limitations of planning.
3. Gaining some experience.

Applied didactics:

1. Short introduction
2. Workshop

Deliverables/Assignment(s):

Some presentable plans.

Assessment(s):

Not applicable

Assessment criteria:

Not applicable

Additional literature:

Handouts.

15. Fresh Connection

Location: International School of Business, Ruitenberglaan 26, C105

Description:

You work together in teams to get a positive result in a business simulation game called the Fresh Connection. Key is to spot business opportunities and to align decisions across the 4 roles in the game: Purchasing, Operations, Supply Chain and Sales.

As a team, you are confronted with various real-life, real-time dilemmas. Cross-functional understanding and collaboration are key components, as teams work together to turn the company around.

Learning outcomes:

1. Demonstrates ability to work effectively and respectfully with diverse teams (WW6).
2. Evaluate operations processes within and between organisations (TWM20)
3. Manage operations processes within and between organisations (TWM21)

Assessment criteria:

1. Quality of decision-making: alignment and result (ROI).
2. Quality of decision review: reflection on quality of decisions.
3. Evaluation of team dynamics considering the task, team and relationship orientation.
Includes actions to improve team performance.

7 ASSESSMENT OF THE SUMMER SCHOOL

General

To receive your credits for the Summer School 'European Business, Culture and Entrepreneurship' and Supply Chain Management, you need to pass all of the following assessments. You require a 55 (out of 100) or higher or a PASS to sufficiently pass each part:

1. Personal Learning Plan I-Doc (handed in before Summer School starts) and finalized on day 2. (individual assignment) (GO/NO GO)
2. Portfolio I-Doc, consisting of (individual assignment) (PASS/NO PASS):
 - a. your final I-Doc
 - b. the oral interim reflection
 - c. the written final reflection in week 3 (as preparation for your oral assessment) (max 1 A4)
3. Quest proposal (group assignment), written proposal (PASS/NO PASS)
4. Business Plan (group assignment), group presentation (PASS/NO PASS)
5. Personal Branding Pitch (individual assignment), individual presentation (PASS/NO PASS)
6. PLP oral assessment (individual assignment), individual meeting on your personal development (PASS/NO PASS)
7. Written outcomes of Quest (group assignment), infographic (grade 55 or higher)
8. Final presentation of your Quest (group assignment), group presentation / oral examination on the last day (grade 55 or higher)

There are 4 group assignments and 4 individual assignments. The idea is that you need your groups to pass, but you also need to work on your own to pass.

Re-sit possibilities

If you fail one of the assignments, it means you will not receive the credits for this course. Under certain circumstances, you can take a re-sit. This can be only discussed with the program coordinator Miriam Zwaan.

Credits

You will be awarded a total of 6 ECTS credits (European Credit Transfer System) for the summer school.

Personal Learning Plan I-Doc (individual assignment)

Instructions

The student himself/herself can influence the learning process during this Summer School by stating clear objectives of their personal development. The I-Doc is a document similar to a personal development plan. For the upcoming Summer School you will formulate at least five serious objectives (you can formulate more if you like) for your personal development. Relate them to you, your personal situation, not to the business topics. One objective should focus on international teamwork and one on intercultural competencies.

Follow the steps mentioned here for each objective:

Step 1 Formulate your objective.

Step 2 Why; write down all the reasons why you want to achieve this.

Step 3 Action; describe all actions necessary to achieve your objectives.

Step 4 Visualize; describe what it will be like to have achieved your objective.

Step 5 Get help; describe what or who's help you need to reach your objective.

Step 6 Rephrase your objective.

Step 7 Check to see if your objective has been formulated in a SMART* way.

Assessment criteria:

The I Document will be approved if the steps mentioned above are followed as stated for at least five objectives (GO/NO GO). The final assessment will be in week 3.

Quest proposal (group assignment)

Summer School Quest Proposal plan Assessment

| Student name: | | | |
|---------------|------------------------------------------------------------------------------------|-----|----------|
| Student no. | | | |
| Checklist | | Y/N | Comments |
| 1 | Does the title page contain all necessary information? | | |
| 2 | Is there a clear description of the client? | | |
| 3 | Has the reason for this assignment been described? | | |
| 4 | Has this subject been researched before, in general or for this particular client? | | |
| 5 | Is there a clear description of the problem? | | |
| 6 | Is the objective clear? | | |
| 7 | Has the objective been defined from the client's perspective? | | |
| 8 | Is it clear what the client can realize with the research results? | | |
| 9 | Is the main question a logical consequence of the objective? | | |
| 10 | Will answering the main question supply enough information for the client? | | |
| 11 | Have several logical sub questions been formulated? | | |
| 12 | Will answering the sub-questions allow an answer to the main question? | | |
| 13 | Is there an informed and logical choice of research method(s)? | | |
| 14 | Have the sources been identified? | | |
| 15 | Is there a paragraph on reliability, practicality and usability for the client? | | |
| 16 | Have relevant limitations and restrictions been included? | | |
| 17 | Has the student described what will not be included in the scope and why? | | |
| 18 | Is it clear what tasks need to be completed? | | |
| 19 | Is there a realistic planning with activities and milestones? | | |
| 20 | Is there a communication plan with the client? | | |
| 21 | Does the bibliography meet APA standards**? | | |
| 22 | Lay-out / writing / spelling | | |

Business Plan (group assignment)

The presentation of your business plan is the assessment.

There are three levels of accomplishment:

1. If you don't convince the investor, he/she will not read your business plan and of course will not invest. You fail.
2. If you are convincing enough, the investor will read your business plan. If that doesn't live up to the expectations you created, the investor will not invest, and you will still fail.
3. When the business plan is as convincing as the presentation the investor will invest. You pass!

The teachers will tell you whether you passed or not immediately after the presentations.

Pitch (individual assignment)

| Assessment Criteria | Exam criteria | 1 | 2 | 3 | 4 |
|---------------------|----------------------------------------------------------------------------------------------------|---|---|---|---|
| Opening | Original, creative, powerful / stimulating, contains framework / aim. | | | | |
| Main part | Advantages clear, argumentation clear, specific, tangible. | | | | |
| Conclusion | Original, creative, interaction, contains proposal / invitation (call to action), makes an impact. | | | | |
| Persuasiveness | Enthusiastic, passionate, self-aware, self-confident. | | | | |
| Use of voice | The right intonation, speed and volume, pronunciation, pauses, Calm breathing. | | | | |
| Body language | Hands / gestures, position of legs / feet, eye contact, facial expression. | | | | |
| Final assessment | | | | | |

Points:

1 = unsatisfactory / unprofessional / absent

2 = pass

3 = satisfactory / professional

4 = excellent / very professional

Oral Assessment I-Doc (individual assignment)

The assessment of your PLP will be an individual assignment. You will have a 10 minutes conversation with your coach and in this conversation you will give feedback on your own process.

The following 8 areas can be discussed.

Areas of personal growth

1. Think about all the areas in which you feel you needed to grow (take your PDP as a starting point). You can measure in thought how you have improved in these areas or you can write down your findings. Note that the areas of personal growth for you will be different compared to others.
2. Assess your sense of personal responsibility when evaluating personal growth. Ask yourself how much you believe that you are responsible for having a good life. In order to grow personally, you do need to recognize that only you can make that happen. Make sure that you have improved in this area of your character, and if you are serious about growing personally, then you have to improve in this capacity.
3. Look back in order to determine whether you have made positive changes. Avoid looking back in order to feel regret or guilt about the past. The process of looking back is to see how you have become better in certain areas or your character. This should be a positive experience which allows you to learn from any bad choices that you may have made. You will give real life examples and reflect on those.
4. Determine how much more you recognize that negative thoughts can cause negative results. Maybe in the past you did not realize that your negative attitude had a negative impact on your life. Determine whether you have become more positive in your thought process.
5. Contemplate how much you now appreciate what you have. If you find that you are no longer complaining about your situation, but rather looking at all the good things in your life, then that demonstrates success when assessing personal development.
6. Evaluate your integrity. Assuming you feel that you were not as honest as you wanted to be, ask yourself if you have improved in that area. Contemplate your relationship with others in this context. Determine if you are honest in both word and deed and whether being truthful comes naturally now.
7. Question whether you are a "giver" or a "taker." Personal growth is calculated in many ways, but one of the best ways to grow is to help others. Being there for someone else or others often provides a moment of clarity. Not only are you giving to someone else, but you can see that you are fortunate enough to be able to give to someone else. Giving to others, whether in charity or friendship, puts a lot of things in perspective and offers substantial personal growth in many areas of a person's character.

8. Don't allow yourself to make excuses for not growing as much as you had hoped. If you find that you have not improved in certain areas, find out why. You have control of your own actions, so understand why you did not allow for improvement and come up with a plan to be more proactive at making your desired changes.

We expect an active participation during the conversation and serious input. You can only fail this assessment if you did not prepare and are not open and active reflecting on your learning process.

Written outcome of the Quest (group assignment)

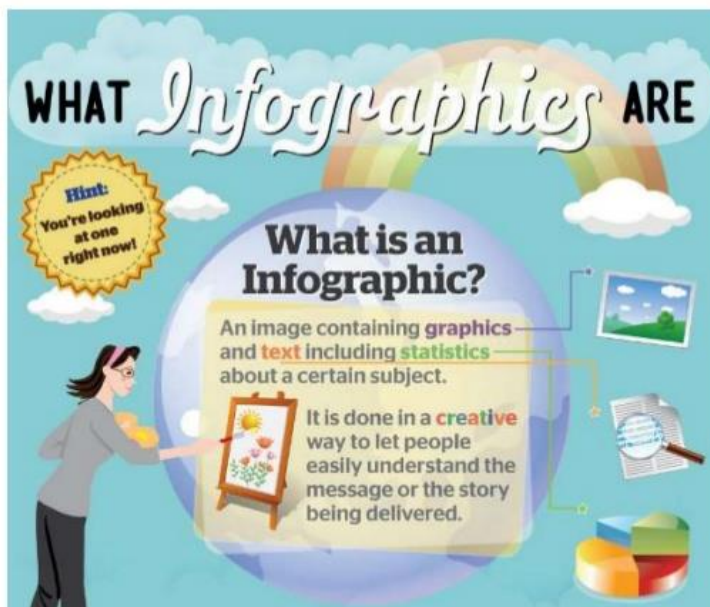
For the final presentation of your Quest, the groups will present a written statement in the shape of an infographic. An explanation is given below. A well-designed infographic can help you simplify a complicated subject or turn an otherwise boring subject into a captivating experience.

Ideally, an infographic should be visually engaging, contain a subject matter that is appealing to your target audience, and be supported by other engaging content across your website and social channels.

In the infographic the following items must be present to pass the assignment:

- ✓ Full color layout
- ✓ Clearly explaining the Quest
- ✓ Answering the questions of the Quest (using facts and data)
- ✓ Giving recommendations
- ✓ Using mostly visuals and as little text as possible

Free tools to make infographics: <https://piktochart.com/> and <http://www.creativebloq.com/infographic/tools-2131971>



Final assessment of the Quest

In the final assessment of your Quest it all comes together. The knowledge you gained, the experiences you had, the skills you trained and the competences you acquired. What is the final outcome of your Quest? What will you recommend?

An audience of professionals (teachers, Quest clients, fellow students) will judge your presentation. This presentation can be anything you think is necessary to get your message across. Video, power point, prezi, role plays, quiz or any other presentation tool is allowed. As long as you get your message across.

Remember: you only have 1 chance to make an impression.

So, practice and have a plan B ready if necessary.

The audience will look at:

- Presentation style
- Dress code
- Use of voice
- Interaction
- Handouts
- Conviction
- Passion
- Clear message
- Visuals
- Use of creativity
- Sustainability
- Ready for the future
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Your presentation can be no longer than 20 minutes, after your presentation you will be able to answer questions from the audience.

You will pass if you:

- Are on time
- Manage to convince the audience of your message
- Use your presentation tools correctly

You will fail if you:

- Show a lack of preparation
- Cannot use the presentation tools correctly
- Do not have a plan B
- Are not on time

Assessment form Quest Presentation & Infographic

| Assessment form per group | | | | | | | |
|-------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------|----------|----------|----------|----------|----------|
| Group: | | | | | | | |
| Subject: | | Please give a grade for the following criteria: | | | | | |
| Criteria Infographic | | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. Organization of the info graphic (e.g. spaced out correctly, properly colored) | | | | | | | |
| 2. Information/proper content on the infographic (e.g. in your own words, accurate, answer 5W's) | | | | | | | |
| 3. Graphics on the infographic (e.g. appealing, adds values to text) | | | | | | | |
| 4. Text features (e.g. clear titles, subtitles, consistent fonts) | | | | | | | |
| | | | | | | | |
| | | Please give a grade for the following criteria: | | | | | |
| Criteria Presentations | | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. Attractive format of the presentation (e.g. creative style, adding value to subject) | | | | | | | |
| 2. Use of audio/visual aids (e.g. slides, video's, music) | | | | | | | |
| 3. Enthusiasm, conviction and pace during presenting (e.g. easy to understand, message clear and sound) | | | | | | | |
| 4. Content and research/analysis of the topic (e.g. references, factual information) | | | | | | | |
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