

GEERT HOFSTEDE CONSORTIUM



Geert Hofstede Consortium

## Master International Communication

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# Course Outlines 2016-2017 Semester 3



Master International Communication

**Please note:** These course outlines are intended to give an idea of the course content involved in the courses offered at each Consortium partner university. We strive to provide the latest version available on our website. If officially enrolled, you will receive the most recent course outlines from your course instructor at your attending university.

CURRICULUM OVERVIEW					
Semester 3	Graduation project	Credits HUAS	Credits LBU	Credits IULM	Credits VU
<b>MODULE</b>	Graduation Project	30 ECTS	30 ECTS	30 ECTS	30 ECTS
<b>MODULE 13</b>	Research Methodology 2	5 ECTS	5 ECTS	5 ECTS	5 ECTS
<b>MODULE 14</b>	Dissertation	25 ECTS	25 ECTS	25 ECTS	25 ECTS
	Reflective portfolio				

### General Description of the Semester

**Semester** 3

weeks	
1 week	proposal – pressure cooker week
16 weeks	dissertation
(2 weeks)	academic writing workshop
1 week	defence preparation
1 week	defence (symposium presentation)
2 weeks	holiday
21 weeks	total

**Study load\*** 30 ECTS = 840 hours (of which 10 hours supervision time)

**Competencies** All of the programme competencies are involved and assessed

**Aims** This aim of these graduation project is to develop the knowledge, skills and attitudes to work as a communication professional & reflective practitioner at a strategic level in an internationally oriented organization & within an intercultural context.

**Professional role** Students make a motivated choice of one of the professional roles: Manager, consultant, spokesperson, trainer, researcher, facilitator as perspective for the dissertation.  
Vis-à-vis the client, the student takes on the role of consultant.  
The overall professional role is that of reflective practitioner.

**Professional situation** The organization is confronted with a complex open-ended problematic situation, which needs to be addressed from a communication perspective. The organization actively supports the work of the student as an in-house or independent communication professional.

**Professional task** To provide the client with a motivated, proposed solution for a complex communication problem within an international & intercultural context.

**Level** Strategic

**Related Modules of study** semester 1 and 2, specifically research methodology and the capstone assignments.

Semester 3	Graduation project	Credits HUAS	Credits LBU	Credits IULM	Credits VU
<b>MODULE 13</b>	<b>Research Methodology</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>5 ECTS</b>	<b>5 ECTS</b>
<b>MODULE 14</b>	Dissertation	25 ECTS	25 ECTS	25 ECTS	25 ECTS
	Reflective portfolio				

**Semester** O 1 | O 2 | X 3

**Study load** 5 ECTS at the start of the dissertation process

**Aim** This module builds on Research methodology 1  
The aim of this module is to support students in

- Developing their research proposal for their dissertation
- Planning their dissertation process.

**Learning Outcomes** Within the context of their dissertation, the student will be able to

- Develop a logical research design
- Translate relevant research questions into a research proposal
- Select an appropriate research method to get questions answered
- Conduct secondary research and literature search
- Plan the dissertation process

**Content\*** The course will cover the following topics

- How to get from a topic to formulating research questions
- Literature review
- Research design
- Motivate choice of Research Methods (data collection and analysis)
- Planning
- Topics indicated by students

**Assessment**

Assessment based on	passing grade	weight
1. Research proposal	5,5	100%
2. Poster	conditional	

**Assessment type(s)**

- Professional product: Research proposal, poster
- Professional conduct: peer feedback

**Rationale for assessment and relationship of assessment methods to competencies.** The assessment methods reflect the didactical philosophy of competency-based learning. The student will need to display professional conduct as independent researcher. He will need to show an adequate contribution to the professional product(s) – both academically and personally.

**Didactical forms** Individual counselling

**Literature (mandatory)** Saunders, M.; Lewis, P. & Thornhill, A. (2016). Research Methods for Business Students, Seventh Edition. Pearson Education. ISBN 978-1-292-01662-7

**Course support** Blackboard

**Teaching staff** MIC Dissertation Supervisors

Semester 3	Graduation project	Credits HUAS	Credits LBU	Credits IULM	Credits VU
MODULE 13	Research Methodology	5 ECTS	5 ECTS	5 ECTS	5 ECTS
MODULE 14	Dissertation	25 ECTS	25 ECTS	25 ECTS	25 ECTS
	Reflective portfolio				

### Dissertation (including reflective portfolio)

<b>Semester</b>	O 1   O 2   X 3
<b>Study load</b>	700 hours 25 ECTS (of which 10 hours of personal supervision)
<b>Professional role</b>	Students make a motivated choice of one of the professional roles: Manager, consultant, spokesperson, trainer, researcher, facilitator as perspective for the dissertation, but choose the consultant role vis-à-vis the client/stakeholder
<b>Professional situation</b>	The organization is confronted with a complex problematic situation, which needs to be addressed from a communication perspective. The organization actively requests the guidance and assistance from an in-house or independent communication professional.
<b>Professional task</b>	To provide the client with a motivated, proposed solution for a complex communication problem within an international & intercultural context
<b>Professional product</b>	Products <ul style="list-style-type: none"> <li>➤ Written product: Dissertation</li> <li>➤ Oral products: Defence (symposium presentation)</li> </ul>
<b>Level</b>	Strategical
<b>Client</b>	National & international organizations working in an international or intercultural context.
<b>Competence description</b>	The student shows that he has mastered the knowledge, skills and attitudes to work as a communication professional at a strategic level in an (internationally oriented) organization & within an intercultural context. The student shows that he/ she is reflective practitioner.
<b>Content</b>	The assignment includes the following: <ul style="list-style-type: none"> <li>• International dimension &amp; perspective</li> <li>• Based on practical experience</li> <li>• Solves a problem for a client</li> <li>• Solution based on applied research within a certain context</li> </ul>
<b>Learning outcomes</b>	Design, conduct and complete a medium length dissertation on <ul style="list-style-type: none"> <li>• international/intercultural communication in a professional context</li> <li>• based on applied research</li> <li>• written from a professional consultancy point of view</li> <li>• including a universalized perspective: knowledge development that is relevant for more than one client organization or stakeholder.</li> <li>• Supported by an established, professional, public, private, or non-profit organization whose functions include communication in an international and/or intercultural setting.</li> </ul>

#### Assessment

Assessment based on	passing grade	weight
1. Dissertation	5,5	50%
2. Defence	5,5	50%
3. Personal portfolio	pass	conditional

#### Description of assessment

The assignment can be either done either in a team of students or individually. The assessment is always individual.

The assessment includes three aspects:

- Dissertation
- Oral Defence
- Reflective portfolio (please refer to separate description of this integrated module)

The schools are finally responsible for the assessment of the dissertation, specifically how they include the transcript of work in their assessment.

#### *Dissertation*

1. The dissertation is an individual product, but is not necessarily an individual project. Preparation and data collection may be collective activity.
2. The work is assessed by two examiners from different partners.
3. The written work must meet the national criteria, along with the consortium criteria, including applied research.
4. Possible perspectives: thesis, report, advice, communication plan, model, scenario, other complex professional texts within a consultancy context.
5. The school(s) is/are responsible for the assessment of the written work.

#### *Oral Defence*

1. The oral defence is an individual exam.
2. The examination body may include a representative from the professional field.
3. The oral exam must meet national standards along with the consortium criteria, including professional presentation.
4. Possible formats: oral exam, conference presentation, presentation before an audience of their peers, in-company presentations, to be approved by the examiners of both universities.
5. The school(s) is/are responsible for the assessment of the oral exam.

#### *Transcript of work (optional)*

1. The transcript of work is based on the individual's performance for the client.
2. In case of group work, the client also gives his impression of the professionalism of the group.
3. The main questions to be answered are: How satisfied is the client? How useful is the product?
4. The client is responsible for the evaluation of the transcript of work.
5. How the transcript of work fits into the equation of the assessment of the master proof, is the responsibility of the school.

#### ***Rationale for assessment***

The assessment methods reflect the didactical philosophy of competency-based learning. The student will need to display professional conduct vis-à-vis the client/stakeholder for whom he/she is writing the dissertation. The student will need to demonstrate he/she is capable of performing as a reflective practitioner.

#### ***Didactical forms***

- Skills training/ workshops (not mandatory)
- Graduation project
- Individual counselling
- International placement (not mandatory)
- Intersession

#### ***Literature***

All relevant literature from the first 2 semester + additional literature to be decided on by the student, based on independent literature review.

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<b>MODULE 13</b>	<i>Research Methodology</i>	5 ECTS	5 ECTS	5 ECTS	5 ECTS
<b>MODULE 14</b>	<i>Dissertation</i>	25 ECTS	25 ECTS	25 ECTS	25 ECTS
	<b>Reflective portfolio</b>				

**Semester** O 1 | O 2 | X 3

**Study load** Part of the graduation project.

**Aim** This module builds on the personal planning and developing module in semester 1. The aim of this module is to support students in reflecting on directing their own learning process now and in the future.

**Learning Outcomes** Create an innovative learning portfolio in which one reflects on one's own personal and professional performance and progress throughout the programme in relation to the programme competencies and one's own learning objectives, inviting and including the feedback of others such as peers, teachers, clients and to build on that self-awareness for his or her own future development.

**Content** Personal SWOT, blogs, IRC, reflection papers, CV, Professional vision.

<b>Assessment based on</b>	<b>passing grade</b>	<b>weight</b>
<b>Reflective portfolio</b>	conditional	100%

**Assessment type(s)** Portfolio (assessment is condition element in the assessment of the graduation project)

**Rationale for assessment and relationship of assessment methods to competencies.** The assessment methods reflect the didactical philosophy of competency-based learning. The student will need to independently create a portfolio and initiate feedback from others, as needed. The student will need to demonstrate self-direction and creativity in doing so.

**Didactical forms** Independent work, Individual counselling

**Literature (indicative)**  
**Strongly recommended:**  
 Cottrell, S. (2015), Skills for Success – The Personal Development and Employability., Basingstoke: Palgrave Macmillan  
 ISBN 9780230250185 (also available as e-book)

**Additional reading:**  
 Covey, S. (1999) The Seven Habits of Highly Effective People, London: Simon & Schuster.

Bolton, G. (2005) Reflective Practice: Writing and professional development, 2nd ed., London: Sage

Buzan T. with Abbott, S. (2005) The Ultimate Book of Mind Maps: Unlock your creativity, boost your memory, change your life, London: Thorsons

Cameron S. (2005) The Business Student's Handbook: Learning skills for student employment, 3rd ed. Harlow: Financial Times Prentice Hall

De Bono E., (2004) De Bono's Thinking Course, London: BBC

Hargie, O. and Dickson, D. (2004) Skilled Interpersonal Communication: Research, theory and practice, 4th ed., London: Routledge

Moon, J.A. (2006) Learning journals: A handbook for reflective practice and professional development, 2nd ed, New York, NY: Routledge

**Some useful websites to visit:**

Prince George's County Public Schools, (undated) 'What is a Portfolio?' [online] Upper Marlboro: Prince George's County Public Schools <http://www.pgcps.pg.k12.md.us/~elc/portfolio.html>

A site developed by Leeds University with some useful links  
<http://www.geog.leeds.ac.uk/courses/other/performance/pdpindex.html>

Helpful site on reflective writing  
[http://reach.ucf.edu/~ed\\_found/rw.html](http://reach.ucf.edu/~ed_found/rw.html)

Sites dealing with action planning A brief guide to action planning (but do note that the 'aim' in the example is not a CSMART objective!)  
<http://www.careers-gateway.co.uk/jobseek/actionplan/index.htm>

Focusing on the 'action' in action planning  
[http://ollie.dcccd.edu/mgmt1374/book\\_contents/2planning/action\\_plans/action.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/2planning/action_plans/action.htm)

***An example of action planning at work in an organisation setting - Florida International University***

<http://www.fiu.edu/~pie/docs/crossfcn/handbook.doc>

***Teaching staff***

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