

BROADENING

**International Management &
Entrepreneurship Overseas (IMEO)
World Citizen / Expat
*a cultural confrontation with***

MINOR



Curaçao



M.1009

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Kom verder. Saxion.



THE UNIVERSITY OF THE DUTCH CARIBBEAN



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1. INTRODUCTION

The minor International Management & Entrepreneurship Overseas (IMEO) is a broadening minor,

and is carried out as integrative practical learning at a work–training company on Curaçao (4 days a week). The theoretical minor assignments are carried out at the partner university; The University of the Dutch Caribbean (UDC) in Curaçao. (1 day per week) The entire minor lasts 1 semester, 30 ECTS.



This is a broadening minor, which means that you work on other competences than in your major program. To this end, it is recommended to submit this block book to your Examination Board in order to obtain permission to participate in this minor. Saxion students can register via BISON. External students can register via www.kiesopmaat.nl or if the latter does not work, you can register directly via Jan Bollen, j.w.bollen@saxion.nl



An expatriate or **expat** for short is someone who temporarily resides in a country with a different culture than the one with which he grew up. Usually they are sent by their employer, although some also apply directly with a foreign employer.

The aim of this minor is to gain intercultural experience at a location other than your own environment. For example, you are a guest on Curaçao and you will have to adapt to the environment. You feel what it is like to be a minority. You learn to be sensitive in various situations. In Dutch business, the population of employees is becoming **increasingly multicultural and international**. Internationalization plays an increasingly important role in business and professional contacts. With the competences acquired in this minor, you will also be able to form a better picture in the Netherlands of how multicultural partnerships can be established and how successful it can be.

Minor name:

International Management & Entrepreneurship Overseas, World citizen Expat a cultural confrontation with Curaçao. Current information on the internet URL: www.janbollen.nl

Entry requirement:

Propaedeutic certificate passed.

Learning path:

Part of this minor is the independent performance of various individual and group assignments. In order to carry out these assignments, Saxion provides a digital communication channel. Completion and assessment of the minor through portfolio and presentation (at Saxion). **30 ECTS are awarded as one block**, all assignments and partial assignments must be completed with a satisfactory result. If one assignment is missing, the student will not receive any credits.

Particularities:

In order to do justice to the minor, the local work–training companies work together with “The University of the Dutch Caribbean (UDC)”. UDC supports the minor and will act as an intermediary between the student and the work–training company. The study days also take place at UDC.



Extra Fee:

To realize this minor, the student must pay an **extra fee of 950 euros** to UDC before the start of the minor. This fee is intended for, among other things: finding the right work–apprenticeship place, introduction to the company, mediating in case of problems at the work–apprenticeship place, evaluating work with student and employer, drawing up an internship contract, arranging a work permit with the government, advising on housing and mediating with the landlord in case of problems, advising on car rental, introduction meeting, farewell lunch, helpdesk during office hours, emergency 24/7 in emergencies, guiding students during the workshops, making teaching materials available, purchasing and collecting of exams, maintaining contacts with Saxion and finally the first point of contact on Curaçao.

Work–training company and broadening minor

The work–training company is of great added value because assignments are carried out in the context of the 3 main components during the minor. The companies are a good stepping stone for this: the student must test the theory learned in the companies on the basis of real cases and carry out a practice–oriented assignment. The companies are pre–selected and screened by UDC and Saxion and visited in the meantime. Level and progress are monitored on the basis of evaluation and assessment forms. Individual written examinations and individual practical assignments are tested by master–trained and fully qualified Saxion teachers.

Workflow minor IMEO

WORKFLOW MINOR IMEO	
<i>Read The Blok Book</i>	www.janbollen.nl link blok book IMEO
<i>Meeting And Intake With Jan Bollen At Saxion Enschede</i>	students chooses GO/ NOGO approval from examination board yes / no ?
NO	choose another minor
Yes	Sent the pre-registration form to j.w.bollen@saxion.nl Saxion students; apply in BISON / minor M.1009 Kies-op-maat students apply via the site www.kiesopmaat.nl
Preparation	CV and motivation letter mail to j.w.bollen@saxion.nl Collect all the documents / signarures needed by Jan Bollen Housing and transport search and arrange Book a flight Pitch meetig in Enschede / prior to the start
ON CURACAO	Execute and submit assignments in black board 3 examinations If needed 3 resits of examinations on Curacao
Enschede	Completion of the last assignment E2 reflection on international experience (assessment)
Credits	30 EC when all assignments are completed Kies-op-maat students will get a SAXION certificate Saxion students gets 30 EC directly in BISON

Expatriate or expat a closer look

Work in another country and culture shock

An extensive selection often takes place before the moment of deployment, followed by training. Expatriates often experience euphoria after their deployment, because everything is new and interesting. This is followed by a breakdown, the 'culture shock', when the euphoria disappears and the first problems arise. Most expatriates eventually overcome these problems and adapt. This process takes an average of 3 to 9 months. The culture shock is caused, among other things, by cultural differences that can lead to miscommunication, not yet familiarity with the local office and culture.

Return

Most expatriates return to their home country over time. Usually this is done voluntarily; the broadcast period is over and people are returning. Even expats who have not been deployed sometimes return voluntarily to their own country in the same way as they came; by applying to employers in your own country.

Companies often limit broadcasts to, for example, 1 or 2 years. There are several reasons for this: Reduction of the risk of "reverse shock" (see below); The foreign branch offers few career opportunities while the head office does; The broadcast is a one-off assignment; The deployment is only for setting up an office on site, after which management is transferred to local staff; Staying away for too long leads to a gap in professional knowledge and practical experience (for example with lawyers and civil-law notaries).

Involuntary return

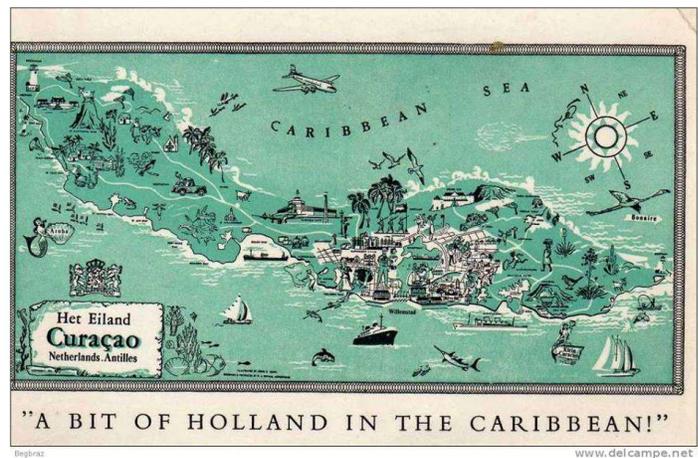
It is problematic when the return is not voluntary. In the case of a small percentage, the deployment is prematurely terminated on the grounds of insufficient performance. A company can also decide to cut back on (expensive) secondments, or close foreign offices for economic reasons. In some cases, selection or training has been sloppy, making the expatriate unsuitable for the job or insufficiently prepared, leading to failure. There is even an example where the broadcast was a disguised means of getting rid of a troublesome manager, resulting in strikes and unrest in the branch he had to manage. Others work under a local employment contract and are fired under local law (for various reasons). The problem here often arises that this can have consequences for the residence permit. In the worst case, one automatically loses the residence permit and has to leave the country within a short time.

Return shock

When they return to their home country, former expatriates often feel that it is no longer "their country"; Much has changed there over the years, making identification with the motherland problematic. For many expatriates this often leads to a feeling of displacement, which becomes stronger the longer the stay abroad has lasted. On the one hand, one can settle anywhere and adapt to the local culture. On the other hand, people are no longer really at home anywhere. Expatriates are often not understood by their old circle of friends and acquaintances when they

return to their own country. The topics of conversation are often completely different and views have often deviated from the established norm in the country of origin during a long-term stay abroad.

In many cases, the return to work is also experienced as disappointing. Former expatriates often miss the challenge they had abroad and find it difficult to connect with their colleagues. They often worked very independently abroad, after which it is often difficult for them to ask the boss for permission for every little detail.



2. COMPETENCIES

The aim of this minor is to gain intercultural experience at a location other than your own environment. For example, you are a guest on Curaçao and you will have to adapt to the environment. You feel what it is like to be a minority. You learn to be sensitive in various situations. In Dutch business, the population of employees is becoming **increasingly multicultural and international**. Internationalization plays an increasingly important role in business and professional contacts. The world is changing faster and faster. Lifelong learning is a must to be able to keep up with this changing society. The competences acquired in this minor will allow you to form a better picture of how multicultural cooperation can be established and how it can be successful.

The minor IMEO works on 4 core competencies. These competences are based on the document Key Competences for Lifelong Learning – A European Framework. This is a document recommended by the European Parliament and the European Council. [European Parliament & Council (2006, December 30). Recommendation. 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. Official Journal of the European Union, L 394.]

The 4 competencies of the minor IMEO are:

Intercultural Awareness
International Business
International Communication
International Experience

The competences are described below.

Intercultural Awareness

People live with and in a culture on a daily basis, but dealing with a different culture is quite an art. "Cultural awareness" is one of the competences for lifelong learning, as formulated by the European Parliament. For the IMEO student, intercultural awareness means that:

- he / she has insight into intercultural differences;
- he / she is aware of the impact of intercultural differences in the field of international cooperation
- he / she can empathize with and adapt to different cultures for the benefit of international cooperation.

With regard to the acquisition of cultural knowledge, the student uses his own cultural frame of reference as a starting point. The student is willing to acquire knowledge about a different culture, making use of relevant sources.

With regard to intercultural sensitivity, the student knows what the most important sensitivities are between different cultures and how he can deal with these sensitivities from an open view (non-judgmental).

International Business

To remain viable, companies must continuously adapt to changes in the environment. Successful companies formulate strategic policy based on analyzes and translate this into a strategic plan and current policy. Companies that operate internationally have to deal with additional external factors. It is important for them to take into account international legislation, but also the cultural context of stakeholders, in particular customers. A company that does business in Curaçao will have to adapt its policy to the multicultural society that is so characteristic of the island.

With regard to (international) strategic planning, the student can analyze the profile (mission and vision) and objectives of the company. The student is able to make an analysis of the external and internal environment, with the accompanying SWOT analysis and confrontation analysis. Based on these analyzes, the student can formulate possible entry strategies when a company wants to enter a new (foreign) market.

With regard to the (international) marketing policy, the student can draw up a marketing plan on the basis of the strategic policy and outline the marketing mix tailored to the target group. The student can substantiate the extent to which the marketing plan is geared to the specific cultural context in which the company operates.

International Communication

Successful intercultural communication does not only depend on the intercultural competences that a person may or may not possess. It also helps to master the (basic principles of the) local language. In Curaçao, Spanish is one of the locally spoken languages, next to Dutch and Papiamentu. The student has a basic command of spoken and written Spanish.

Intercultural Experience

The international (personal) experience of the world citizen is also characterized by regular stay (for a shorter or longer period) abroad. He / she must then be aware of his / her own behavior and actions and the effect thereof on the international environment in which he / she operates.

The student directs and regulates his own development with regard to taking initiative, acting independently and flexibility. The student learns from his own experience and can independently solve problems in an international context.

With regard to intercultural experience, the student gains experience in a multicultural company and is able to approach and understand a current issue or problem relevant to the company from multiple cultural angles. With the help of this knowledge, the student can prepare an advisory report for a company.

The student can reflect on his own actions in a different cultural context. The student can indicate which cultural differences he has experienced, what they do to him / her and how he / she reacts to them. He / she can also articulate and substantiate the influence of living and working in a different culture on his / her personal development.



3. TEST PLAN and ASSIGNMENTS

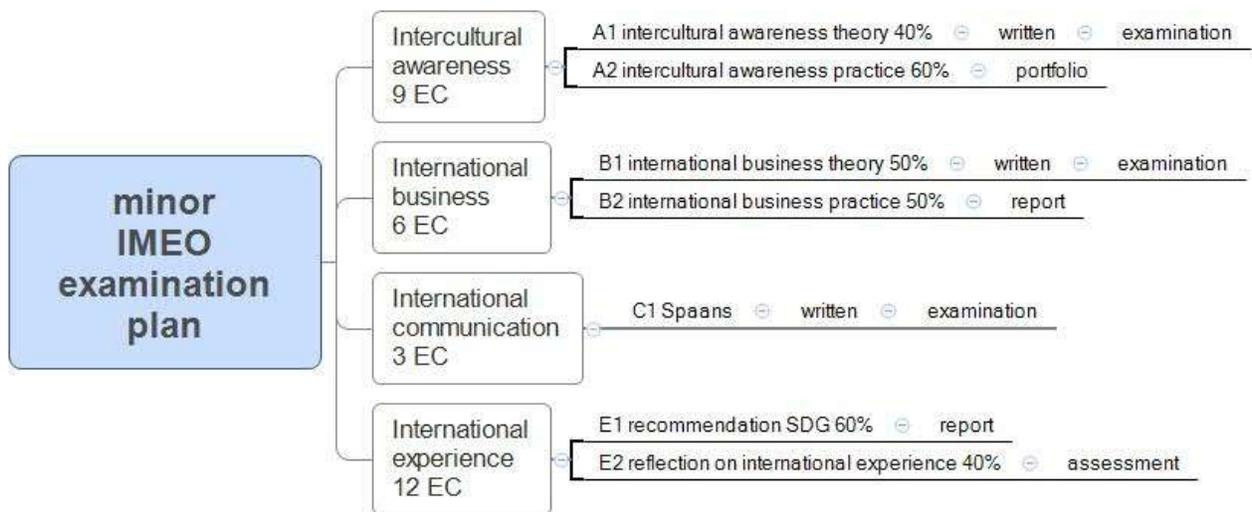
The test plan consists of 7 tests in total;

3 written tests, 3 papers and 1 assessment.

- Intercultural Awareness has 2 partial tests
- International Business has 2 partial tests
- International Communication has 1 main test
- International Experience has 2 partial tests

The weighting of the tests, the test format and the corresponding ECTS are listed in the overview below.

IMEO is a block minor, if all tests have been passed, the student receives the 30 EC



All parts individually must be completed with a pass (> = 5.5), so no compensation is possible.

Task overview

ASSIGNMENT OVERVIEW 	
PREPARATION	Acceptance of your examination board
Preparation	CV and motivation letter mail to Jan Bollen Pitch in Enschede
ON CURACAO	3 assignments submit on black board (A2 B2 E1) 3 examinations (A1 B1 C1) restit of 3 examinations on Curacao
Intercultural awareness	A1: examination intercultural awareness A2: portfolio intercultural awareness <ul style="list-style-type: none"> A21: slavery Kura Hulanda A22: culture analysis A23: local population survey
International business	B1: examination international business B2: report international business
International communication	C1: examination Spanish
International experience	E1: report SDG recommendation E2: portfolio reflection <ul style="list-style-type: none"> work curriculum mid term assessment end term assessment presentation in Enschede
BLOCK MINOR	30 EC when all assignments are completed

4. MINOR ORGANISATION

The minor is a co-production between

1. SAXION / School of Commerce and Entrepreneurship (SCE) /
Project leader J.W. Bulbs

and

2. The local work-learn companies supported by The University of the Dutch Caribbean (UDC), as intermediaries.

Saxion:

- provides the program structure.
- recruits students.
- prepares students.
- provides a digital communication channel (Blackboard).

UDC:

- acts as an intermediary between local businesses and students.
- mediates in work-learn-place, the employer chooses the student.
- arranges work permit and further formalities.
- advises in living space.
- makes self-study space available.
- makes computer facilities available.
- acts as the first point of contact for questions.
- is the first point of contact in case of emergency

Students communicate digitally with each other and with the Saxion teacher via Dropbox and e-mail. Students have a group meeting at UDC once a week to prepare and carry out the minor assignments.

Saxion teachers: Marco Strijks
 Ben Platier
 Jan Bollen

UDC support Rikkert de Graaf
 Cyriel van der Vegt
 Angela Perez
 Laura Vernooijs
 Laura Vernooijs is the contact person for the Work learning places

5. COMMUNICATION and SUBMIT POINTS

Preparation

In order to find a suitable work–learn plaque, the student must mail his / her curriculum vitae and motivation letter to Jan Bollen (j.w.bollen@saxion.nl) at least 2 months in advance. Jan Bollen then communicates with our partner in Curaçao, for the search for work–learn places.

Blackboard

All *assignments to be assessed A1 (= A21, A22, A23) B2, E1, E2 must be placed* directly on Blackboard. External students can log in via www.leren.saxion.nl The login name is the Saxion student number **xxxxx@student.saxion.nl**, the “” first “” password is the student's date of birth. External students will be notified of this after registration. Then it shows itself “by itself””. Lecturers will give feedback on the assignments in Blackboard and then give a final assessment by means of a grade.

I have lost / forgotten my password, what now?

If you have forgotten the password, you can request a new password yourself via <http://account.saxion.nl> using your private e–mail address known to Saxion. Select the option 'Forgot Password' and follow the on–screen instructions. Within a few seconds, the activation code will be sent to the email address you have registered in Studielink. You can use this email to create a new password. *The new temporary password is valid for 24 hours.*

6. FORMALITIES and OV YEAR CARD

Because you are going to work / learn at a company, you need a work / residence permit in Curaçao. You must bring the following items with you to apply for your work / residence permit. You must submit these documents to the internship coordinator (Laura Vernooijs) **on Curaçao, immediately upon arrival**. (For questions directly to Curaçao, mail directly to minor@udc.cw)

1. **Passport**, will be scanned in Curaçao at the first meeting.

2. **Certificate of Good Conduct (V.O.G.)** costs are for your own account

This must not be older than 2 months on the day of arrival in Curaçao and can be requested from the municipality where you are registered. For this you need a special application form.

This hardcopy form has already been pre-filled by Jan Bollen, mail him (j.w.bollen@saxion.nl) and it will be sent to you, complete it yourself and take it to your municipality. **Do not fill in PS online;**)

Pay attention! The application for the VOG can take approximately 4 weeks and **it may not be older than 2 months** (when you start your minor). The costs are for your own account.

3. **Health insurance**, copy of your health insurance policy sheet

Pay attention! Convince yourself that your health costs are covered for *the entire period* in Curaçao (worldwide coverage), check this with your health insurance, otherwise you will have to take out additional insurance in the travel insurance.

If this is not the case, you can get cheap additional insurance from JOHO. These offer a good package especially for students who are going to work / learn abroad.
www.joho.nl

4. **Travel insurance**, copy of your travel insurance policy sheet

5. **Third party liability insurance** for yourself, no copy required.

6. Internship contract.

This contract is made together with Laura Vernooijs on site on Curaçao and signed by the work-learn company.

The following applies to Non-Dutch students: As a tourist you can be on the island for a maximum of 3 months. Therefore, book a return ticket with a return date within these 3 months, but with the option to change the date. You can then postpone the return date later.

PLEASE NOTE: IF ONE DOCUMENT IS MISSING, YOU CANNOT APPLY FOR A WORK / RESIDENCE PERMIT!

OV annual card fee (only Dutch students)

As a minor student you can temporarily withdraw your public transport year card. You will then receive a monthly reimbursement. You can apply for the reimbursement using the OV-reimbursement abroad form. Also have this form signed by Jan Bollen.

HOUSING AND TRANSPORT

UDC advises when looking for housing in Curaçao. They have experience in finding suitable and affordable housing for students. Safety is important in Curaçao. For all questions about housing, mail to: minor@udc.cw Experiences about housing from previous students are also collected. If you want an update on housing, send an email to Jan Bollen, and he will send you the latest version. Please note there are certainly **NO GO areas** in Curaçao, student houses that are not safe, keep this in mind. Curaçao belongs to the Tropics, if you live in a house on Curaçao it will regularly happen that one or more cockroaches are walking around in your room, maybe even mice. Furthermore, it may be that the heavy rain showers your room wet or that the electricity fails. This happens to everyone who lives on Curaçao and is something that you always have to get used to.

In Curaçao you definitely need a car to cover the distances. There are also various car rental companies on Curaçao, here too, safety and reliability go for the lowest price.

UDC

The special character of the Curaçao labor market places certain demands on the appearance and behavior of our students. We are a business school that prepares students for the job market. Based on this, the following rules have been set:

Students who do not look sufficiently well-groomed can be denied access to the lectures.

Among other things, the following is not allowed:

Men: nose bells, eyebrow piercings, lip piercings, shorts, three-quarter pants, flip-flops, and tank tops.

Ladies: nose bells, eyebrow piercings, lip piercings, shorts, skirts that are too short, floating blouses, bellies, flip-flops, slippers (and also birckenstocks)

Eating and drinking is strictly prohibited in the premises. Wearing a cap / other headgear is prohibited in the classroom. The use of a mobile phone during lectures is not permitted and must be **switched off**, not even in the “standby” position.

The board / management can refuse a student access to the building if the rules of dress code are not observed by a student. The student is then requested to come back when this is the case. ""

Also inquire in advance at your internship what they expect from you in terms of clothing. Here on Curaçao, they attach great importance to a clean appearance at your workplace.

7. TEACHERS

Ieder onderwerp heeft een eigen begeleidende docent. Je opdrachten worden dan ook door betreffende persoon beoordeeld. Hier worden de docenten aan je voorgesteld. Als je vragen hebt over de opdracht dan kun je die direct via het Saxion mailadres aan hun stellen.



For the subject
The teacher is

international experience
Marco Strijks: m.strijks@saxion.nl



For the subjects

international awareness
International business
international communication

The teacher is

Ben Platier: l.m.l.platier@saxion.nl



For
The teacher is

intercultural awareness
Jan Bollen
j.w.bollen@saxion.nl

Mr. Bollen also has the overall coordination of the minor IMEO



For the subject **intercultural awareness** the teacher is mr.
Rikkert de Graaf: rdegraaf@udc.cw



For the subject **international business** the teacher is mr.
Cyriel van der Vegt: cvdvegt@udc.cw



For **International communication / Spanish**
the teacher is **Angela Perez aperez@udc.cw**



For the **Work-training companies**
the coordinator is mrs.
Laura Vernooijs: lvernooijs@udc.cw

8. Preparation for CV MOTIVATION LETTER and PITCH

CV and Motivation letter

The employer chooses / decides which student he wants to have as a minor student. To prepare for this, you will prepare a Curriculum Vitae (CV) in English and write a motivation letter (ML) in English. You may still have contact with the company prior to the selection (Skype interview), so include your Skype name in your CV. You will be informed via UDC whether you have been selected by the work–training company.

The minor itself is in Dutch, although the supervisors of the work placement company are sometimes English–speaking and the working language in that case is English. You work 4 days a week at your work–training company. If students work in the tourism industry, this may mean that you also have to work weekends, which means that you have a number of days off during the week. Clearly indicate in your motivation letter whether or not you are available for the tourism industry.

Send your CV and motivation letter to Jan Bollen (j.w.bollen@saxion.nl)

Kick–off meeting and Team introduction

Saxion organizes a kick–off meeting at Saxion Enschede, well before the start of the minor. Students introduce themselves and Jan Bollen checks all formalities and provides detailed information regarding the implementation of the minor. Subsequently, starting lectures are given. The starting lectures are introduced by the subject–specific teachers: Ben Platier, Jan Bollen and Marco Strijks.

Before the introduction, you present yourself to the group through a PowerPoint presentation. The presentation must in any case contain; personal details including training, motivation for participation, learning goals for yourself, expectations of Curaçao based on some culture knowledge and expectations with regard to your own development. Try to present yourself in the PowerPoint as original as possible, maximum 4 minutes.

Take your ppt with you on stick during the kick–off meeting

Work–training company

The work–training company is the stepping stone to further explore the (work) culture of Curaçao. You work there 4 days a week and 1 day a week you go to university. It often concerns organizational activities, and please note that it is not an internship of your own study program. Have the internship contract signed by the company in the first week of your work–learn period and submit a scan to Laura Vernooijs, so that you are insured during the time that you work at the work–study company.

9. ASSIGNMENTS

Intercultural awareness 9 EC

The part intercultural awareness consists of 2 sub-assignments *Intercultural awareness theory (40%)* and *Intercultural awareness practice (60%)*. Both partial assignments are described here.

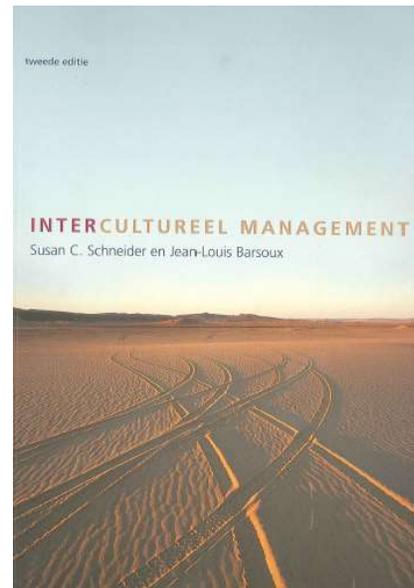
9.1 Intercultural Awareness theory A1

For the subject Intercultural Awareness the following book is available:

Intercultural management
Susan C. Schneider and Jean-Louis Barsoux
ISBN-10; 90-430-0706-4

- Hs 1: The cultural undercurrent
- Hs 2: Exploring culture
- Hs 3: Cultural spheres in interaction
- Hs 4: Culture and organization
- Hs 5: Culture and strategy
- Hs 6: Culture and HRM
- Hs 7: The “international” manager
- Hs 8: The multicultural team

The study material is made available to the student during the time that he / she stays on Curaçao.



Increasing world trade makes it increasingly difficult to see business as a local matter. “The global village” idea is constantly reflected in political and trade ideas. While most entrepreneurs may never go abroad for business, they still often engage in a conversation by phone, mail or email with their headquarters abroad or their foreign producers / consumers. It is precisely this [verbal] contact that is so important to avoid differences about what is said and what is actually meant. In our country of international trade, we are increasingly in contact with other cultures and customs. With so many international acquisitions and alliances being made, we have to consider different thoughts and actions. What can motivate one person in another country can demotivate another. In many cases, the foreign assignment or deployment goes wrong due to insufficient preparation and acclimatization. This can become a costly business for a company. Within this section we pay a lot of attention to the costly consequences of employee failure in other countries or conflicts within the workplace that can arise [on purpose or perhaps] due to ignorance. The graduated student must immediately recognize problems arising from differences in culture and, through his knowledge of intercultural management, be able to take effective measures to improve the working atmosphere and / or to prevent legal problems. Since (international) business implies that there will be contact with other cultures or legislation, rules, customs, etc., the relationship with management and economically oriented knowledge is also present within this component.

Intercultural awareness theory consists of workshops in which basic concepts of intercultural management are discussed.

The knowledge acquired is tested in writing with, if necessary, a resit in Curaçao.

9.2 Intercultural Awareness practice A2

This portfolio contains 3 assignments:

1. Slave Museum Kura Hulanda A21 (25%)
2. Culture analysis A22 (50%)
3. Local population survey A23 (25%)

All parts individually must be completed with a pass (> = 5.5), so no compensation is possible. The commands are described below.

Slave museum Kura Hulanda A21

Within 1 month after the start of the minor, visit the slave museum Kura Hulanda with a guide. Kura Hulanda is an anthropological museum that provides an overview of the dominant cultures in Curaçao. It provides an overview of the first inhabitants, the slave trade and Antillean art. The Museum Kura Hulanda houses impressive collection pieces of African art and religion. The slave trade, with all its atrocities and the Dutch involvement in it, are discussed here.

Make a report of the visit to Kura Hulanda. State clearly what the balance of power was like in the times of slavery, who the actors were and how slavery was carried out. Also answer the questions: What does Kura Hulanda mean? What appealed to you? What made an impression? What was new to you? It is mainly about the personal experience you have gained. So also give your impression. The report is maximum 2 * A4.



Place the assignment A21 in Blackboard and send an attention email to Ben Platier I.m.I.platier@saxion.nl so that he can check it.

Cultuuranalyse A22

This assignment is about cultural differences and cultural topics. You will describe your experiences with cultural differences in Curaçao.

Below are 9 cultural differences: they are mentioned in the book Intercultural Management

- Monochrome polychrome
- Strong context – weak context
- Small power distance – large power distance
- Individualist culture– collectivist culture
- Male culture – female culture
- Short term focus – long term focus
- Low uncertainty – high uncertainty
- Universalist culture – particularist culture
- Artifacts

Choose 5 aspects from the list above and add 1 yourself. In total you have six aspects on which you can analyze cultural differences. Describe the cultural aspects and analyze the difference between Curaçao and the Netherlands for each cultural aspect. Then write a paper about your personal experiences: How did you deal with cultural differences. Also indicate whether you have experienced cultural differences between Curaçao and the Netherlands as an advantage or disadvantage. Answer the following question at the end:

Which facets of Curaçao culture would you like to take back to the Netherlands and which not? “
Size at least 4 * A4.

To "dive deeper into the culture" you choose 1 culture topic. There are some questions to get you started, but you will need to find more information yourself. This can be literature, but can of course also be obtained from the internet (reliable sources). And most importantly: What is YOUR opinion? The report is maximum 2 * A4.

1. Music
 - ✓ Which music is typical for Curaçao?
 - ✓ What is the origin of that music?
 - ✓ Which festivities are there throughout the year and which do you like best?
2. Literature
 - ✓ Which currents have (been)?
 - ✓ Which authors were there or were there?
 - ✓ What interests you and why?
3. Papiamentu
 - ✓ What made Papiamentu originate?
 - ✓ Which basic languages does Papiamentu consist of?
 - ✓ What do you think of the role of Papiamentu in education?

4. May 30, 1969
 - ✓ What prompted the strike on May 30, 1969?
 - ✓ What were the consequences then?
 - ✓ What is still noticeable today and what do you think about it?
5. World Heritage
 - ✓ Which parts of Curaçao are on the World Heritage List?
 - ✓ What is being done to save that part?
 - ✓ What do you think about this list existing and buildings being restored?
6. Country houses
 - ✓ From what period do these country houses date?
 - ✓ How many are still there?
 - ✓ What was their function and what is their function?
7. Colonialism
 - ✓ What role did the Netherlands play in this?
 - ✓ How has that role changed over the years?
 - ✓ What do you think of the current role of the Netherlands?
8. Education
 - ✓ Who set up the education of Curaçao?
 - ✓ What are the differences with the education system in the Netherlands?
 - ✓ What do you think of those differences?
9. State form
 - ✓ What form of government has the island had over the centuries?
 - ✓ How is that arranged now?
 - ✓ What do you think of the role of the Netherlands at the moment?
10. Tourism
 - ✓ What role does tourism play at the moment?
 - ✓ What made it so developed?
 - ✓ Do you think that's a good development?

Place the assignment A22 in Blackboard and send an attention email to Jan Bollen j.w.bollen@saxion.nl so that he can check it.

Local population survey A23

You can perform this assignment in pairs. The aim of the assignment is to get a picture of the image of the Netherlands among local Curaçaoans.

Prepare a questionnaire of at least 15 questions. First, look in the literature to find out which guidelines a good survey must meet. For example, do not ask leading questions (“Why do the Curaçaoans think negatively about the Dutch students?”) Or two questions in 1 (“What do you think of the political relationship between the Netherlands and Curaçao and why?”). Also think carefully about the order of the questions (don't start with "sensitive" questions: "how much do you earn per month?"). And pay attention to the structure and form of the questions (open versus closed questions).

The topics that should at least appear in the question set are:

- ✓ history with the Netherlands
- ✓ politics in Curaçao
- ✓ press in Curaçao
- ✓ the relationship between Curaçao and the Netherlands (the separate status of Curaçao in the kingdom)
- ✓ image of the Dutch in Curaçao

The intention is to interview at least 10 people per student who meet the criteria. In order to obtain a sufficient and reliable response, the interviews are best conducted face to face. Respondents must be local, preferably indigenous, Curaçaoans. This could include a combination of respondents in the learning workplace and, for example, random “on the street”. Of course you have to describe the characteristics of the interviewees, so do not forget to ask about some of these matters (education, age, whether or not they have lived in NL, etc.).

The results attempt to answer the following question: "How does" the Curaçaoan "think about the Netherlands and" the Dutchman "?"

Try to explain how the people of Curaçao get their image of the Netherlands and the Dutch. That explanation is not easy to find. In any case, try to substantiate the possible explanation as much as possible. In the final conclusion, answer the question: “How do the Curaçaoans in the sample think about“ the Dutchman ”?”

Create a report with the following components:

Introduction with the purpose of the survey

- ✓ A description of the respondents: age, gender, lived in the Netherlands? etc
- ✓ The questionnaire and how it came about
- ✓ The method of collection: place and shape
- ✓ Per question / category of questions an analysis and possible explanation of ways of thinking
- ✓ The final conclusion
- ✓ The elaborated interviews (as attachments)

Place the assignment A23 in Blackboard and send an attention email to Ben Platier I.m.I.platier@saxion.nl

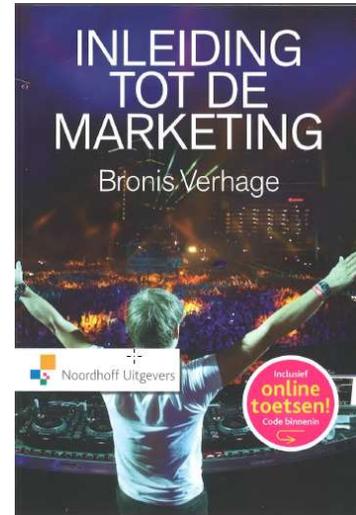
International business 6 EC

The international business component consists of 2 partial assignments *International business theory (50%) and International business (50%)*. Both partial assignments are described here.

9.3 International business theory B1

For the subject International business the following book is available:

Introduction to Marketing
Bronis Verhage
ISBN-978 90 01 79709 6



- H. 1: What is marketing?
- H. 2: Marketing planning and strategy development
- H. 3: Buying behavior of customers
- H. 4: Market segmentation
- H. 12: International Marketing

The study material is made available to the student during the time that he / she stays on Curaçao.

International business theory consists of a number of workshops in which basic concepts of international strategy development and marketing are discussed. The topics to be covered are: macro environment, meso environment, internal analysis, SWOT analysis, strategic options, marketing strategy, segmentation, positioning, marketing mix and international marketing.

The acquired knowledge is tested in writing with, if necessary, a resit in Curaçao.

9.4 International business practice B2

The assignment *International business practice* consists of writing a strategic plan for the organization that serves as your learn-work company. In order to draw up a good strategy, you need to gain insight into the organization and its environment. Include at least the following partial assignments in the strategic plan:

1. Company profile

Describe your learn–work company in a general sense: size, products / services, organizational structure and current objectives and strategy.

2. Macro environment

The company is located on the island of Curaçao. For the macro environment, this means that you will immerse yourself in important aspects of this society. For the macro environment part you need to use the DESTEP factors. From a business perspective you look at the relevant developments in the demographic, economic, socio–cultural, ecological and political–legal field. It is important that you do not just describe the current situation. For insight into the macro environment, you look to the past, the present, but especially also to the future. Are developments favorable or unfavorable and what is known about future developments? Base your statements on reputable written sources. The conclusion of this section concerns the most important opportunities and threats there are for companies in the same industry as your work–training company.

3. Meso environment

To map the meso environment, you will discuss the industry and the stakeholders. Porter's 5–forces model can be used to map out the macro / meso environment. In addition, it is also necessary to go into more detail at the level of the market segments with which the company deals and determine the extent to which the company distinguishes itself from competitors.

The conclusion of this section concerns the most important opportunities and threats that exist within the industry for companies in this industry.

4. Internal analysis

The internal analysis is a description of the strengths and weaknesses of the company. You go into business operations. Which competencies or departments within the company are strong or weak? The 7S model offers a good entry point for preparing a business analysis. In addition, the marketing mix can be discussed. The conclusion of this section concerns the most important strengths and weaknesses that exist for the company.

5. SWOT analysis

After determining the opportunities, threats, strengths and weaknesses, you determine, for example on the basis of a confrontation matrix, which components are most important for the company to engage. The quality of the SWOT analysis is assessed on the basis of your analyzes and arguments. Does the company have sufficient capital or expertise (strengths) to be able to respond to external developments that are interesting for the company (opportunities)? Can you assume that the company is really able to respond well to developments?

6. Strategy & Ambitions

After determining which developments are challenging for the company, you determine the company's new strategy and determine which ambitions you think the company should pursue. In the end, choose one option and set a SMART–defined objective for this.

7. Positioning

Segment the market and describe one or more target groups for the chosen option. Indicate how the company should position itself within the chosen market segment in relation to its competitors.

8. Determine the communication mix

Which instruments are used and for what purpose? Check whether, how and why, publicity, public relations, sponsorship, (online) advertising, direct marketing and / or personal sales should be used. Make a concrete description of this and take into account the uniqueness of the country where the organization is located and the cultural aspects that play a role in this.

9. Suppose the company also wants to offer its product (s) or service (s) in Colombia. Which entry barriers can then be expected?**General**

This strategic plan must be recorded in a report of between 8 and 15 pages excluding attachments. Allegations and methods used and other sources must be provided with a source reference according to the APA system. Use the method Introduction to marketing by Bronis Verhage as a basis (see *International Business theory*).

The text must be written in correct Dutch. The writing style used is businesslike and not in the I-form.

Place the assignment B2 in Blackboard and send an attention email to Ben Platier l.m.l.platier@saxion.nl so that he can check it.

International communication 3 EC

The international communication component consists of 1 assignment, which is described below.

9.5 International communication C1

For the subject International communication the following book is available:

Meta profesional 1
Vintertal
ISBN-978 94 6030 9441



preface

Hs 1

Hs 2

The study material is made available to the student during the time that he / she stays on Curaçao.

Knowledge of Spanish increases the chances of success for students who aspire to a job in international world trade. When doing business with Spain and Latin America it is a plus if you speak Spanish. In Latin America it is often an absolute necessity because they speak little or no English there. Spanish is also the most widely spoken language on Curaçao, especially in business.

Spanish is one of the most spoken languages in the world: 570 million people have Spanish as their mother tongue. It is an official language in 21 countries of which Spain and Mexico are among the top 15 largest economies. The language is also spoken in growth markets such as Chile, Peru, Argentina and Colombia. About 90 million people speak Spanish as a second language. In the United States, Spanish is the second most widely spoken language after English.

In this module you will learn to correctly apply the basic grammar and spelling of Spanish. You learn to conduct everyday conversations at a basic level and you can understand reading texts about simple everyday and work-related or cultural themes and answer questions about this in Dutch or in simple Spanish. No prior knowledge of Spanish is required for this module.

The knowledge acquired is tested in writing with, if necessary, a resit in Curaçao.

International experience 12 EC

The international experience component consists of 2 partial assignments *Recommendation report (60%) and Reflection on international experience* through an assessment (40%). Both partial assignments are described here.

9.6 Recommendation report E1

The world is changing and that is happening faster than we sometimes think. Changes take place in the macro environment that have an impact on the micro environment and vice versa. The United Nations has mapped these developments and translated them into the "Sustainable Development Goals" (SDGs). Curaçao is an island of limited size.

Before you leave for Curaçao, you will study the 17 sustainable development goals as described by the United Nations. Use the following websites for this:

- www.un.org/sustainabledevelopment/sustainable-development-goals
- <https://sustainabledevelopment.un.org>
- www.sdgnederland.nl
- www.curacao2030.cw/sustainable-development-goals

From these websites you will automatically come to other information sources that you may of course also use.



The assignment:

Before you leave, you will study the 17 'Sustainable Development Goals' in the Netherlands. During 5 months you will live on Curaçao and work at a work–learn company. During this period you will notice various things in the perspective of the 'Sustainable Development Goals' and you will be amazed about various things. You carry out this assignment in groups of 3 people. (for incomplete groups 2 or 2 + 2) From this surprise, you choose 1 SDG together that can be applied to the local environment and / or to the work–training company. You draw up an implementation plan of the chosen SDG to make the local environment and / or the work–training company 'more sustainable' and to contribute to the SDGs. Because you work in groups, you can design this report for Curaçao in general, for a certain sector specific, a company specific or something of your choice. As long as it relates to the SDGs in perspective to your stay in Curaçao.

If in doubt about the details of this report, please contact Marco Strijks m.strijks@saxion.nl

Based on the chosen SDG, you formulate a question together with your group members and you substantiate why it was chosen. These may be personal motives. Then you describe an 'IST' situation and then a 'SOLL' situation (what will the context of the case look like after your implementation plan?). Based on the difference between 'IST' and 'SOLL' you name at least 2 possible solution directions that will close the gap between the 'IST' and the 'SOLL'. Then you choose 1 possible solution and write an implementation plan about this. Obviously, this plan contains a reference list, with sources that you have consulted. The more specific you are in the approach, the easier it is to implement. Each SDG has several sub-goals!

Brief summary:

1. Choice of 1 SDG including impact description.
2. Analysis "ist-situation": what are the characteristics of the current situation?
3. Intended "soll situation": description of the desired situation.
4. Possible solution directions (2 or more) associated with the chosen SDG.
5. Implementation plan based on 1 chosen solution direction.
 - Who must do what and when to achieve the objective?
 - Purpose of the implementation plan (soll situation).
 - Organization (who / what / how / when).
 - Global planning.

The implementation plan has a size of at least 8 and at most 10 pages, excluding bibliography and appendices. The groups are announced in advance by Jan Bollen. Everyone submits the assignment on blackboard on an individual basis, with or without a personal reflection.

Place the assignment E1 in Blackboard and send an attention email to Marco Strijks m.strijks@saxion.nl so that he can check it.

9.7 Reflection on international experience E2

The *Reflection on international experience* assignment is about the experience (both on a personal level and in the role of professional) that you have gained in Curaçao in the work–learn company. For your experiences as a professional within the work–learn company you use a work curriculum form with regard to knowledge goals and personal development goals and of the company assessments (*mid term and end term*). For all forms, see the appendices in the block book.

For the preparation of the assessment you make **1 document** of the 3 items: work curriculum with written reflection, mid–term assessment and end–term assessment. Upload this document to Blackboard **1 week** before the assessment takes place.

The assessment (20 minutes) of this assignment takes place in Enschede in front of 2 examiners and consists of 2 parts:

- 1 presentation / 10 minutes
- 2 questioning by examiners / 10 minutes

The presentation may last a maximum of 10 minutes and should be about the company, your activities within the company and your experiences within this company. Name 3 meaningful situations that gave you a special and educational experience. Reflect on these situations:

- Indicate how you dealt with the situation
- how you behaved in this situation
- and to what extent your cultural background has influenced this experience and what you have learned from it. At the end of the presentation, also answer the following two questions:

"Would you like to live and work in Curaçao?" and "Which behaviors do you take to the Netherlands and which not?"

Place the assignment E2 in Blackboard and send an attention email to Jan Bollen j.w.bollen@saxion.nl so that he can check it.

[A2] Intercultural awareness practice

$$\text{Caesura } A21 \cdot \{25\% \} + A22 \cdot \{50\% \} + A23 \cdot \{25\% \} = 5,5$$

A21 Slave museum rubric

Competency	Test criteria	Level 1	Level 2	Level 3	Total
Intercultural awareness	Power relations	0 = has described no or very poor power relations	2 = has described power relations sufficiently	3 = has described and analysed power relations	
Intercultural awareness	Actors	0 = does not state who the actors are in slavery	1 = states briefly who the actors are in slavery	2 = states extensively who the actors are in slavery and their mutual relationships	
Intercultural awareness	Implementation	0 = briefly states the way in which slavery was carried out	1 = states the way in which slavery was carried out	3 = stated extensively the way in which slavery was carried out with concrete examples	
Intercultural awareness	Reflection	0 = hardly reflects on the visit to Kura Hulanda	1 = reflects on the visit to Kura Hulanda	2 = reflects in depth on the visit to Kura Hulanda	

Score: each row gives a score. The scores of 4 columns are added up.

Culture analyses A22

Competency	Test criteria	Level 1	Level 2	Level 3	Total
Culture differences					
Intercultural awareness	Cultural terms	0 = has described less than 6 culture terms	1 = has described 6 culture terms, but only moderately elaborated and briefly indicated the differences	2 = has clearly elaborated 6 or more cultural differences with good relevant information based on sources	
Intercultural awareness	Dealing with cultural differences, personal experience and opinion	1 = does not show how he / she deals with cultural differences	2 = knows how to deal with cultural differences, but provides moderate substantiation	3 = knows how to deal with cultural differences and not see that too and can also give examples.	
Culture subject					
Intercultural awareness (subject 1)	Analysis	1 = does not state facts / does not state what impression it has made / does not state your own opinion	2 = states brief content / describes some impressions / gives a meager own opinion	3 = states a complete content / good impression description / clear own opinion Intercultural awareness	
Intercultural awareness (subject 2)	Reflection	0 = does not reflect on the cultural subject	1 = provides a limited reflection on the cultural subject	2 = provides an extensive reflection on the cultural subject and also states a substantiated personal opinion	
Score: each row gives a score. The scores of 4 columns are added up.					

Local Population Survey A23

Competency	Test criteria	Level 1	Level 2	Level 3	Total
Intercultural awareness	Number of representative respondents per pair	0 = <20 respondents	1 = 20 – 30 respondents	2 = at least 30 respondents	
Intercultural awareness	Form and structure of the questionnaire	0 = does not meet the requirements of a good questionnaire	1 = questionnaire largely meets the requirements	2 = questionnaire meets (almost) all requirements	
Intercultural awareness	Processing and analysis of the data	0 = moderate processing and moderate analysis	2 = good processing but moderate analysis of the data	4 = clear processing and good analysis of the data with substantiated conclusion (s)	
Intercultural awareness	Explanation of results	0 = no explanation	1 = moderate explanation (not based on literature)	2 = good explanation (based on relevant literature)	
Score: each row gives a score. The scores of 4 columns are added up.					

[B2] International business rubric

Caesura B2 >= 5,5

Competency	Test criteria	Level 1	Level 2	Level 3	Total
International business	Business analysis	0 = company characteristics are not or hardly explained	1 = the company characteristics are explained	2 = the company characteristics are explained and put into perspective	
International business	SWOT analysis (incl. confrontation analysis)	0 = not all relevant elements are discussed and / or provided with sources	1 = all relevant elements are discussed, but not all provided with sources	2 = all elements are discussed and are provided with reliable and current sources; options are weighed up	
International business	Elaboration of strategy according to objective and positioning	0 = objective and positioning are missing or unclear	1 = objective is not SMART or positioning is not logical and clearly worded	2 = objective is SMART and positioning is logical and clearly worded	
International business	Communication mix (in context)	0 = communication mix is incomplete and / or well worked out	1 = communication mix is complete and well worked out but insufficiently attuned to the target group (s)	2 = complete and well worked out (SMART) and geared to the target audiences	
International business	Entrance strategies	0 = it is not substantiated which strategy has been chosen	1 = it is substantiated which strategy has been chosen	2 = considerations between strategies have been substantiated in relation to the entry thresholds	

Grade: each row gives a score. The scores of 5 the columns are added together

[E1] Recommendation report rubric

Caesura E1 $\geq 5,5$

Competency	Test criteria	Level 1	Level 2	Level 3	Total
International Experience	Choice of SDG and impact description	0 = Do not know how to choose an SDG that has an impact on the local environment or on the work-training company	0.5 = Chooses 1 SDG and describes the impact on the local environment or on the work-training company moderate	1 = Chooses 1 SDG and describes the impact on the local environment or on the work-training company well	
International Experience	Ist-situation	0 = has (very) moderately described the current situation	1 = has clearly described the current situation	2 = has analyzed the current situation on the basis of relevant sources / models	
International Experience	Soll situation	0 = has (very) moderately described the intended future situation, without substantiation	1 = has described the intended future situation with moderate substantiation	2 = has clearly described the intended future situation with clear substantiation	
International Experience	Possible solution directions	0 = cannot name possible solution directions	0.5 = can name possible solution directions but are poorly described	1 = can name possible solution directions and well described on the basis of validated criteria	
International Experience	Implementation plan	0 = writes an incomplete superficial implementation plan	2 = writes an implementation plan but not all points have been worked out	3 = writes a complete implementation plan with detailed action points	
International Experience	Substantiation	0 = has not provided substantiation	0.5 = has provided a moderate substantiation with an incomplete bibliography	1 = has provided a substantiation, using APA including full bibliography	
Grade: each row gives a score. The scores of 6 the columns are added together					

[E2] International Experience rubric

Caesura E2 $\geq 5,5$

Competency	Test criteria	Level 1	Level 2	Level 3	Total
International Experience	Knowledge Goals In work curriculum	0 = has defined unclear knowledge objectives and cannot substantiate them properly in the assessment	1 = has clearly defined knowledge objectives but cannot substantiate all objectives properly in the assessment	2 = has defined 3 clear knowledge objectives and can substantiate them all well in the assessment	
International Experience	Personal Development Goals In work curriculum	0 = has described unclear personal development goals and / or cannot substantiate them in the assessment	1 = has described clear personal development goals but cannot substantiate all goals in the assessment	2 = has described 3 clear personal development goals and can substantiate them all in the assessment	
International Experience	Reflection	0 = Does not reflect or does not reflect moderately on the basis of the STARR method on (achieved or not) knowledge or personal development goals 1	1, 2 = Reflects on 3 (whether or not achieved) knowledge based on the STARR method and personal development goals	3, 4 = Reflects in depth on the basis of the STARR method on 3 (achieved or not) knowledge and personal development goals	
International Experience	International work experience In mid-term and end-term assessments	0 = takes little initiative and / or communicates moderately and / or has no sense of proportion	1 = takes initiatives and / or communicates well and / or has a sense of proportion	2 = takes initiatives, communicates well and has a sense of proportion	
Grade: each row gives a score. The scores of 6 the columns are added together					

Rubrics is given to the student in hard copy after the presentation, 1 for the student, 1 for archive.

Name student:....

Date :

Examiner 1:....

Examiner 2:....

[E2] Work curriculum form (within 2 weeks)

This form must be completed by the student and approved by the company supervisor. A scan will be sent to minor@udc.cw The student keeps the hard copy for assignment E2

Name student
Name of company / institution
Department.....

Professional development goals (what do you want to develop / learn professionally at your work-training company)? Name three learning objectives: 1 2 3

Personal development goals (which competencies do you want to develop and improve?). Name three learning objectives: 1 2 3

For approval	
Date	Signature of company coach

[E2] Mid term assessment form (9 – 11 weeks)

This form must be completed by the company counselor before the UDC company counselor comes to visit. A scan will be sent to minor@udc.cw The student keeps the hard copy for assignment E2.

Name student

Name of company / institution

Short formulation of the work performed

Assesment	4	6	8	10	not applicable
Insight to the assigned work	<input type="checkbox"/>				
Quality of work	<input type="checkbox"/>				
Intercultural sensitivity	<input type="checkbox"/>				
Cultural integration	<input type="checkbox"/>				
Tempo at execution	<input type="checkbox"/>				
Independence	<input type="checkbox"/>				
Contact with management	<input type="checkbox"/>				
Flexibility	<input type="checkbox"/>				

4 = requires extra attention / insufficient, 6 = sufficient, 8 = good, 10 = excellent

Improvement actions:

Judged by _____ Supervisor's signature _____

Position _____ Student signature _____

Date _____

[E2] End term assessment form (18 – 20 weeks)

This form must be completed by the company counselor before the UDC company counselor comes to visit. A scan will be sent to minor@udc.cw The student keeps the hard copy for assignment E2.

Name student
Name of company / institution
Department
Work period from to

Assesment	4	6	8	10	not applicable
Insight to the assigned work	<input type="checkbox"/>				
Quality of work	<input type="checkbox"/>				
Intercultural sensitivity	<input type="checkbox"/>				
Cultural integration	<input type="checkbox"/>				
Tempo at execution	<input type="checkbox"/>				
Independence	<input type="checkbox"/>				
Contact with management	<input type="checkbox"/>				
Flexibility	<input type="checkbox"/>				

4 = requires extra attention / insufficient, 6 = sufficient, 8 = good, 10 = excellent

Conclusion and recommedation

Judged by	Supervisor's signature
Position	Student signature
Date	

Risico stage op Curaçao onderschat

Op Curaçao zijn veel stagiairs doelwit van overvallen. „Ze beseffen niet dat dit geen Nederland met palmbomen is.”

door **Annemieke van Dongen**

DEN HAAG – Studenten die net onder de vleugels van hun ouders vandaan zijn gekropen en wel zin hebben in een paar maanden zon, zee en strand? Die stuurt de Haagse Hotelschool dus niet op stage naar Curaçao. Het risico dat zulke jongeren in de problemen raken, is volgens stagecoördinator Caroline Schelfhout te groot. „Hotels in Curaçao zijn interessante stageplekken, maar alleen voor verantwoordelijke studenten met de nodige reis- en levenservaring. Daar selecteren we streng op.”

Op Curaçao zijn de afgelopen tijd tientallen Nederlandse stagiairs slachtoffer geworden van overvallen. Dat bevestigt directeur Maarten de Jong van bureau Wereldstage naar aanleiding van berichtgeving in De Telegraaf. Omdat er Nederlands gesproken wordt, is

het Caraïbische eiland een populaire bestemming voor stagiairs van (toeristische) opleidingen. Via Wereldstage lopen er jaarlijks zes- tot zevenhonderd Nederlandse jongeren stage op Curaçao. De laatste twee jaar is het aantal berovingen van stagiairs opvallend gestegen, zegt De Jong. Regelmatig gaan die overvallen gepaard met geweld. Als dieptepunt noemt hij de beroving van een studente die vijf keer met een mes werd gestoken in de parkeergarage van een hotel, op klaarlichte dag. „Stagiairs zijn een doelwit van criminelen. Zij lopen vaak met een iPhone en laptop over straat. Net als toeristen moeten zij extra waakzaam zijn.” De Hotelschool herkent de problemen. Van de ongeveer twintig Haagse hotelmanagers in de dop die jaarlijks naar Curaçao gaan,

zijn er de laatste jaren enkelen beroofd, zegt Schelfhout. „Al was dat meestal op plaatsen waarvan ze achteraf zelf ook wisten dat ze daar 's avonds niet moesten lopen met hun iPad onder de arm.”

Niet zelden is er bovendien drank in het spel, zegt de directeur van Wereldstage. Met een paar tropische cocktails achter de kiezen verliezen stagiairs na een beachparty nog wel eens hun gebruikelijke waakzaamheid.

Het grootste probleem is volgens De Jong echter dat studenten een te naïef beeld hebben van Curaçao. „Dit is geen stukje Nederland met palmbomen. Vanaf de brug zie je hier Colombia liggen. Stagiairs moeten zich goed op hun reis voorbereiden.”

Conclusion; the biggest danger is underestimating your safety, so never go out alone and certainly not in the evening. Look around you if you see anything strange. Never go home last. Also do not go to remote places where you are "alone". The Antilleans know within 1 second that you are an intern. The difference between rich and poor is very big on Curaçao.

Expectations

Curaçao is **not the Netherlands**, on the contrary. Many students who go to Curaçao see it as a permanent vacation. Logical of course with 30 degrees every day, lots of beach and an azure blue sea, and also an environment where Dutch is spoken. This is the ubiquitous image of Curaçao, and will also be completely correct if you go there for 1 week to celebrate a holiday. However, the minor students go there to work, and are therefore **part of society** for 5 months. Then the situation is very different, this must get through. Expectations and reality are then **far apart**. Not all students accept this, they explain their Dutch image of Curaçao society. This is also reinforced because Dutch is spoken daily. This often leads to **mutual misunderstanding**. It is of course the intention that the minor student **adapts** to the society of Curaçao and not the other way around (this will not work anyway). If the minor student can hold its own in Curaçao society, it can proudly say that it has the competence of **international adaptation and integration**, something you can be proud of.

A number of examples of **expectations** and **reality**;

- The work–learn companies are generally small, so you will have to do **all** the necessary activities.
- In Curaçao you can get a job **within 1 hour**, but you can also be fired within 1 hour.
- Labor relations in Curaçao are very hierarchical, the boss is the boss.
- Papiamentu is a young language with few words, if people translate from papiamentu into Dutch, it can sound very directive. (Seems unfriendly but isn't)



- During working hours or school hours, everyone goes to work or school normally dressed, no flip flops, no shorts, no swimwear, no nude, no floating shirts, no spaghetti straps and so on.
- Curaçao is not waiting for you, you are a guest, so show respect.
- Curaçao has fewer rules, so you also have fewer rights than in the Netherlands.
- A bachelor student is characterized by sensitivity and initiative in his behavior.

Adjustment & social targets

Winners vs Losers

A winner is always part of the answer.
A loser is always part of the problem.

A winner always has a plan.
A loser always has an excuse.

A winner says: "Let me do it for you."
A loser says: "That is not my job."

A winner sees an answer for any problem.
A loser sees a problem for any answer.

A winner sees a green near every sandtrap.
A loser sees two sandtraps near every green.

A winner says: "It may be difficult but it's possible."
A loser says: "It may be possible but it's too difficult."

Author Unknown

Social targets

Before you assume,
learn the facts.
Before you judge,
understand why.
Before you hurt someone,
feel.
Before you speak,
think.

QUOTEDIARY.ME

Dealing with the unknown.

Nothing is certain, everything will be fine.

You can get out what's in it.

How does it feel to be the minority.



20/80

Minor regulations

A number of **binding** agreements are made here for the minor to be performed. Meant for you and for our success. Taking this minor implies that you stick to the agreements below.

Appointments:

- Minor students adhere to the planning and deadlines for carrying out and submitting assignments, which are issued by Saxion.
- The school day (Friday) is considered a normal working day of 8 hours.
- Minor students must adhere to the signed work–learn contract.
- All work–learn companies are approved by UDC and Saxion.
- If you are ill, you must immediately report this to your work–learn company and UDC (minor@udc.cw) and submit a doctor's statement to the work–learn company (original) and UDC within 2 days (copy).
- Holiday days and internship pay are different per company, the company determines, there are no rights. Holidays at UDC are in accordance with the school holidays.
- Working hours vary by company. Minor students in the tourist industry must take into account that they work on the weekend according to the timetable.
- Changing work–learn company can result in the minor being discontinued.
- In the event of a conflict, the minor student must respect the decision and assessment of the UDC and Saxion internship office.
- All bottlenecks in the work–learn company must be reported immediately to the UDC internship office.
- The minor student must adhere to the working hours of the work–learn company.
- Minor students must adhere to the dress code of UDC and the work–learn company.
- Negative comments / statements to others about UDC / Saxion that put parties in a bad light will not be tolerated.

DRESSCODE for UDC – Clothing, personal care and hygiene

For men: it is forbidden to wear earrings, nose bells, eyebrow piercings, lip piercings, shorts, three-quarter pants, flip flops, and tank tops. Wearing a cap in class is also prohibited;

For the ladies: it is forbidden, for example, to wear nose bells, eyebrow piercings, lip piercings, shorts, skirts that are too short, floating blouses, flip – flops (slippers). Wearing a cap is prohibited in the classroom.

Example of dress code at a Curaçao school



Traffic tips Curaçao

1. At a T-junction, through traffic always has right of way.
2. Almost nowhere does the right have right of way except for equivalent crucifixions (there aren't many of them). Usually the main road has the right of way.
3. Traffic usually exceeds 70 km / h, even if this is prohibited. If you adjust to this habit and drive relaxed, you won't have many problems. Do not let yourself be rushed by normal traffic. They will pass you anyway.
4. You will be passed both from the right and from the left (also at high speeds). We therefore recommend that you do not always change jobs. Normal traffic does not take this into account, keep your own track.
5. Be aware of cars that suddenly stop in the middle of the road. It may be that someone has seen an acquaintance and wants to greet them. It may also be possible that people have realized that a turn has been missed or that they have driven completely wrong and want to turn around at that moment. There is also often honking. Do not startle too quickly unless the horn lasts a long time or is approaching very quickly.
6. Keeping your distance here is a golden rule that you should definitely adhere to, many of our residents do not think it normal that they have their brake lights broken if they are broken. Or they may simply not be used. You will only find out when you are in the trunk of your predecessor. If a flashing light is already on, this does not necessarily mean that you actually turn off.
7. If it starts to rain on Curaçao, you should not drive faster than 30 to 40 km / h. Assume it has been iced: It will be very slippery here. Keeping a long distance is highly recommended. Pump your brakes and hope the person behind you does the same.
8. The road may be blocked by two cars whose drivers are chatting, be patient... after a while they will drive on again.
9. If you plan to stop, it is a good idea to hit your brake a few times and check your rear mirror to see if the person has seen you. People tend to miss this more often than on the road.
10. Every roundabout has its own rules, these are not always indicated. At some roundabouts everything coming from the right has priority, some roundabouts everything that is on the roundabout. Sometimes half that comes from the right and the other half that is already on the roundabout. So be careful what your predecessor is doing and if a car is very fast, you can safely assume that it has right of way.
11. We also have red light drivers here, when it turns green you first check whether everyone has actually stopped at the previous green (then red) traffic light.
12. Curaçao also has drunk drivers, especially on the weekends and certainly at the end of the month. Holidays such as New Years Eve and Carnival are also very popular. Most drunk drivers often drive very gently and carefully and often stay in or try to accomplish their job. If you meet such a person, do not try to pass him / her but keep a great distance behind him / her.
13. If the driver has one arm hanging out of the window, slightly stretched, it means that he / she wants to stop, brake, needs space, wants to reverse, wants to turn, turns or just wants to park for a short while.

14. Curaçao has many one-way roads, especially in Willemstad. It is quite possible that these will be misused and thus driven in the opposite direction.
15. About 5% of road users are uninsured.
16. If you have a collision, always call the police and / or road service 144/199. Do not make deals with the counterparty, because they can often not be trusted. They assume that you are only a tourist and that you are no longer on the island after a few days.
17. When a car breaks down, many people leave it exactly where it broke, with or without the hood up, with or without legs sticking out from under it, with or without panic lighting.
18. Don't try to avoid lizards. 9 times out of 10, the creature calculates the speed perfectly and makes it. If you brake, the chances are many times greater that the lizard will not make it.
19. Always slow down if you see goats on the side of the road. They often cross the road and do not take traffic into account. Often they do not know where they are going. When they are halfway through, they check if the grass on the other side is really greener, if not they decide to go back again .. or not ... No wee back, no again ...
20. Squealing brakes is a fairly normal phenomenon, different road surface.
21. Golden Rule: Never take precedence, even if you do.



E-mail from a student to Jan Bollen
(published with permission)

Dear Mr. Bollen,

With a smile on my face, I read about the international minor that you offer on Curaçao. It seems interesting and a challenge to learn more about how different human behavior is within different cultures and how you can later process, analyze and apply this in practice.

Internationalization is a big concept and in Dutch business the population of employees is more multicultural than before. Different cultures together form a corporate culture. I am in the second year of my study Human Resource Management + Psychology, and next year I want to learn about a different culture. With my background as a nursing student, I have always found people's behavior interesting and I have always been curious about other habits, questions such as why, and anyway, often come through my mind.

In addition to my curiosity, I am very eager to learn, creative and love to be around people. Especially to learn new things from them. Precisely that you are taken out of your own familiar environment, live in a new environment with different norms and values, a different location than at home, so that you can absorb everything much better and that makes me want to learn a lot from this culture. This will enable me to form a better picture within Dutch companies about how multicultural cooperation is running successfully.

