



Generic Level Descriptions
2023/2024



Level	Junior - Portfolio 1A	Junior – end-Level 1	Intermediate – end-Level 2	Intermediate – additional requirements portfolio Internship abroad	Bachelor – end-Level 3
<i>Complexity and guidance*</i> <i>Your business challenges</i>	A set of simple business challenges or elements of more complex challenges in a familiar context. Limited in size / number of stakeholders / limited conflicting interests and risks. Under systematic guidance.	A set of challenges or elements of more complex challenges in an international business context. Limited in size / number of stakeholders / limited conflicting interests and risks. Under systematic guidance.	A set of challenges in an international business context. Moderate in size / more than one stakeholder / multidisciplinary / larger organizations, potential conflicting interests, and risks. Under general direction.	Plus: living and working in a different cultural context, in a country which is not equal to the country where the student followed his/her secondary education. 	A challenge which represents the complexity and uncertainty of a real-life international business context, in a specialized field of study or work. High degree of autonomy / limited guidance.
<i>What you do ...</i> <i>How will you work on business challenges to complete your levels in collaboration with the peers in your community, guided by your personal coach and supported by the IB business coaches?</i>	<i>You work on one or more business challenges or elements thereof in a familiar context. Your business challenges, the elements you focus on (or your specific assigned tasks are easy to understand.</i> <i>You are guided by your coach and higher-level students in finding suitable challenges, approaching the challenge’s problem, building your portfolio, and engaging in suitable learning activities.</i>	<i>You work on one or more business challenges. Each business challenge addresses one or more IB Worlds. Make sure that all business challenges together cover all applicable Worlds and include international element.</i> <i>You are guided by your coach and higher-level students, while you find suitable challenges, build your portfolio, and engage in suitable learning activities.</i>	<i>Your business challenges cover more than one IB World. They are clearly situated in an international context, include multiple stakeholders with potentially conflicting interests.</i> <i>You consult with your coach on a regular basis and provide some initial guidance to lower-level students, whom you support to find suitable challenges, build your portfolio, and engage in suitable learning activities.</i>	<i>You immerse yourself in a new cultural environment. You actively engage with local people in a professional and personal environment.</i> <i>During your internship you regularly consult with your coach (and relevant business coaches) to reflect on your experiences abroad covering all IB worlds.</i>	<i>The complexity of your business challenges represents real-life international business. They provide a comprehensive view on all IB worlds with a focus on your specialisation.</i> <i>You take the lead in consulting with your coach and with the relevant business coaches and provide guidance to lower-level students with whom you collaborate in some of your challenges.</i>

Demonstrating knowledge and understanding <i>You are able to ...</i>	Demonstrate a basic understanding of <ul style="list-style-type: none"> at least two business disciplines (Finance, Operations & Supply Chain, Marketing, Organisation & People), ERS (Ethics, Responsibility, Sustainability), your own global competences. 	Identify and explain basic international business concepts and models, explain how these concepts and models link together. Identify the dimensions of the IB Worlds in your business challenge and how these relate.	Demonstrate a broad understanding of current international business concepts and models, the interrelatedness of these concepts and models, and the implications of ethics, responsibility, sustainability, culture, and globalisation on international business.		Demonstrate a critical understanding of current international business concepts and models and the distinctive IB lens, which are partly informed by the forefront of a specialised business field.
<i>What you do ...</i> <i>to gain and deepen knowledge on</i> <ul style="list-style-type: none"> <i>International Business,</i> <i>business ethics, responsibility, and sustainability (ERS), and international and global perspectives, and intercultural sensitivity’ (Global Minds).</i> 	<i>Explore the IB worlds and learn</i> <ul style="list-style-type: none"> <i>about basic international business concepts,</i> <i>what ethics, responsibility, and sustainability (ERS) are,</i> <i>about your own global competences, and what culture is.</i> <i>You can:</i> <ul style="list-style-type: none"> <i>read introductory texts & textbooks</i> <i>find information in the LibGuide,</i> <i>join events that appeal to you</i> <i>follow online beginner’s courses related to IB.</i> 	<i>Ask yourself questions about basic IB theories - concepts, models, and tools (e.g., what is a marketing plan; what is culture? What are the UNSDGs?). Follow the news and how local and global events are impacting international business. Consult peers, coaches, and business experts for information on your business challenge. Understand and identify the ERS and Global Minds dimensions of the business challenges and explain this to other students and coaches.</i>	<i>You engage with current business practices and ask yourself which different or new IB concepts, models and tools are available for solving a business challenge (e.g., a PESTLE analysis, Porters Five Forces, scenario planning, or a SWOT). Explore the business implications of the ERS and Global Minds dimensions of the IB lens (e.g., what are the implications for the company to reduce its ecological footprint; how to improve the collaboration with international partners?).</i>	<i>To understand and reflect on your international and intercultural experiences, you deepen your theoretical knowledge about intercultural and global competences and collaboration. You develop an informed perspective on the UNSDGs and their implications for businesses (e.g., you engage with the Principles of Responsible Management (PRME), the European Green Deal, the UN Global compact).</i>	<i>Reflect on the limitations of business concepts, models, and tools as simplifications of reality and what this implies for problem solving (e.g., a confrontation matrix). Search for innovative knowledge and insights and how these are applied in practice (e.g., the use of data and AI; block chain; chat bots). Research case studies applying business scenarios based on different value propositions related to the ERS dimensions (e.g., growth – degrowth; sustainable – regenerative), cultural contexts and globalisation.</i>

Applying knowledge and understanding <i>You are able to ...</i>	Apply your knowledge and understanding to simple business challenges.	Apply basic international business concepts and models, while considering the ERS dimensions and the (inter)cultural, global /international context.	Select and apply relevant international business concepts and models, while including ERS dimensions and the implications of the (intercultural) and societal context in the application.	+ with sensitivity to the local context.	Develop new perspectives and innovative solutions, while integrating the dimensions of the distinctive IB lens.
<i>What you do ...</i> ‘How to use knowledge and experience to solve an international business challenge in an ethical, sustainable and beneficial way?’	<i>What basic IB concepts do you know (see above: Demonstrating knowledge and understanding) and how can you use them to understand the challenge and answer the research questions?</i> <i>Identify several ERS, intercultural, and global/international context related aspects of your challenges.</i>	<i>What basic IB concepts do you know (see above: Demonstrating knowledge and understanding) and how can you use them to understand the challenge and answer the research questions?</i> <i>Identify several ERS, intercultural, and global/international context related aspects of your challenges, and reflect on them (e.g., what is an ethical issue of social media and how to deal with it?).</i>	<i>Analyse the business challenge and ask yourself the question which problem(s) or gap(s) the challenge represents. Consider all dimensions of the IB lens. Formulate clear research question(s) (e.g., which financial, legal and transport issues need to be considered when importing from Asia; how to collaborate with Asian producers; and how to ensure sustainability along the supply chain). Research the literature related to this problem or gap and select the suitable IB concepts, models, or tools and apply these to your business challenge.</i>	<i>You search for understanding of the local (cultural/ societal) context, and how this influences the analysis of the problem and the gap. Read literature that reports on the application of IB models and tools in different (cultural / societal) contexts.</i>	<i>Ask yourself which knowledge gap you need to address in your challenges and reflect on how you can apply new insights from business research to existing theories and models, or how you can combine existing IB concepts and models to develop innovative solutions for newly arising business issues (e.g., How to decouple business success from economic growth or an increasing use of resources?).</i>

Research informed problem solving <i>You are able to ...</i>		Form an opinion on a challenge, identify practical/operational solutions, their benefits, and limitations, collaborate with peers to implement these.	Systematically collect evidence to analyse the root cause of a challenge, form an opinion, create practical solutions for desired business goals, implement these practical solutions, and consider multiple stakeholders.		Based on a multi-perspective analysis of the business challenges you formulate research questions. You develop your own ILOs related to the IB programme learning outcomes in which you integrate all IB worlds Systematically collect evidence to inform desired business goals and associated innovative strategic options / scenarios, critically weigh the strategic options on the best solution, demonstrate mastery to implement an innovative solution considering multiple stakeholders, their interests, and worldviews.
<i>What you do ...</i> ‘How to collect new information and evidence to answer my research question in an ethical, sustainable, and mutual beneficial way?’		<i>You identify the relevant issues or problem of the challenge, and you determine which IB worlds are part of the challenge. You formulate one or more simple research questions and your own ILOs connected to the relevant IB Worlds</i> <i>You identify which information is needed to answer your research question(s) (e.g., how to make a cost-benefit</i>	<i>You formulate a research question (with possible sub questions). You develop your own ILOs based on an understanding of the relationships between the IB Worlds (e.g., how to optimize an international supply chain requires collaboration with culturally different partners who may have different perspectives on the need to reduce its ecological footprint). You indicate which elements of the Worlds</i>	<i>You develop ILOs on working and living abroad. You ask questions how cultural and societal conditions influence the feasibility of your work and the solutions you recommend. How will these fit in a local context?</i>	<i>Ask yourself who the relevant stakeholders are and their possibly conflicting business goals. You develop RQs and collect evidence that will provide you with a broad, multifaceted understanding of the challenge and its root causes (e.g., the root cause is not the lack of resources to develop a social media strategy, but a lack of systematic evidence to convince the CFO of its potential positive impact). You evaluate</i>

		<i>analyses for this business challenge?); w to collect that information (e.g., ask the company, search for independent public information such as annual reports); and what conclusions you can draw from the information you have found. Use the conclusion to identify one or more practical solutions. Discuss with the challenge owner which solution could be implemented and how to measure success.</i>	<i>are in focus to solve the business problem. Ask yourself who the subjects are of your research and which tools (e.g., interviews, surveys, dashboard for kpis) you can use to collect reliable information that will answer your research question(s). Practice how to use these tools and select the appropriate tools for your RQ(s). Collect data and describe the steps in the process of data collection. Use the findings to create practical and/or new solutions that add value to the company. Consider multiple solutions. Decide on the optimal solution and reflect on the outcomes or recommendations (e.g., what are the benefits, what are the risks and downsides? How do we measure if the solution works?).</i>		<i>possible solutions or scenarios using evidence-based criteria (e.g., cost - benefit analysis; organisational capability) and develop action plans and timelines for implementing the optimal solutions sensitive to the local context.</i>
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Collaboration, convincing others and creating buy in <i>You are able to ...</i>	Demonstrate willingness to collaborate in diverse peer groups within the community.	Demonstrate willingness to collaborate within diverse peer groups, with experts and challenge owners. Explain a challenge, the problem-solving method/approach used, practical solutions, their benefits and limitations to experts, fellow students, and challenge owners, while including the dimensions of the distinctive IB lens.	Demonstrate initiative while collaborating within diverse peer groups, with experts and challenge owners. Engage in a dialogue on a challenge, possible problem-solving approaches /methods, and related solutions, their benefits, and limitations in the context of desired business goals with experts, fellow students, and challenge owners, while considering the dimensions of the distinctive IB lens. Present a logical argument that links a strategy to the proposed practical solutions.	+ engage in a culturally appropriate and effective dialogue.	Demonstrate leadership to collaboratively develop common reference towards strategic goals and ways of working. Engage in a critical dialogue (why, what if, so what) on a challenge, possible problem-solving approaches/methods, and related solutions, their benefits, and limitations in the context of desired business goals with experts, fellow student, and challenge owners, while integrating the dimensions of the distinctive IB lens.
<i>What you do ...</i> <i>‘How do I effectively and appropriately work with others to achieve my goals in an ethical, sustainable and beneficial way?’</i>	<i>You work on your challenges with students in your community. Try to create a group of students with different backgrounds. Reflect on your role during group work and any issues that you encountered while collaborating.</i>	<i>In the process of solving the business challenge, you not only focus on the problem at hand, but you also listen to the ideas and suggestions of your fellow students to create a joint understanding of the challenge and how best to solve it. You regularly communicate within your group to check everyone is still on the same page.</i>	<i>You and your team regularly consult with a wide range of stakeholders (e.g., the challenge owner, business coaches) on the progress of your research, alternative solutions, and possible setbacks or limitations. Explain to challenge owners and other students which IB theory applies (or not) to your business challenge and how ERS and Global Minds dimensions are embedded</i>	<i>You treat others respectfully and with an open mind. You are curious, actively asking questions on how to behave in certain cultural contexts. You focus on understanding first by listening, observing, and analysing what you have in common and where there might be differences. You focus on developing relationships that will help to reach your goals to some degree.</i>	<i>From the start of a challenge, you actively consult with multiple stakeholders on their view and perspectives. You move beyond their stated positions and seek out their underlying goals and opportunities for reconciliation in case of conflicting goals (e.g., the CMO aims to boost reputation through a social media campaign; the CFO aims to run cost efficient</i>

		<i>You jointly communicate with the challenge owner about the problem-solving method and the progress of the work.</i>	<i>in the proposed solutions, which research tools you have used and why, which solutions you propose and why.</i>		<i>operations). You seek out win -win solutions with jointly developed and agreed success criteria, realizing collaboration is about give and take. Thereby you aim to mitigate the impact of cultural differences on business decisions.</i>
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Keep learning <i>You are able to ...</i>	Take some responsibility for the evaluation and improvement of work and study activities.	Receive and provide feedback within the community, process and act on feedback received.	Initiate regular feedback from a variety of stakeholders, reflect on the lessons learned from the learning process and how this feeds forward into the planning of the next steps. Understand the boundaries of your knowledge.	+ reflect on personal abilities, social skills and attitudes that are required or expected in order to function in an intercultural / multilingual context abroad.	Know when to initiate feedback from appropriate stakeholders, grounded in a reflection on the progress of your own learning process.
<i>What you do ...</i> <i>‘How do I keep learning and ensure my currency as a business professional with a responsible global mind?’</i>	<i>You reflect on your own work and ask feedback from coaches in your own community and fellow students you collaborated with. You provide feedback to fellow students to support them in their learning.</i> <i>You register feedback in your portfolio and think about how to improve your work and what to differently next portfolio.</i> <i>You write an overall reflection about your learning experience</i>	<i>Reflect on the progress of the work and the process of collaboration and ask yourself the question what you are learning and what you would do differently in the next challenge. Ask your fellow students, the challenge owners, your coaches, and professionals for feedback on this reflection and what the next steps for learning could be. Provide meaningful feedback to others, which will support them in their learning.</i>	<i>You understand and appreciate that feedback supports your own and others’ personal and professional development. Achieving credits is the logical consequence, not a goal. To broaden your perspective, you regularly ask feedback from a variety of sources. You embrace unexpected or surprising feedback. You ask questions for clarification and reflect on how this can enrich your own ways of working and thinking.</i>	<i>In the process of giving and receiving feedback you are sensitive to the other person’s values and communication styles. You ask yourself how your values (related to the IB mission and vision) and ways of communicating impact others and how you are impacted by the values and communication styles of others. You ensure an open and positive atmosphere. You seek clarification before judging.</i>	<i>You plan and initiate regular and timely feedback, sensitive and aware of your own needs and the needs of other stakeholders in the challenge and in the learning process. The feedback takes the form of a value driven dialogue in which you demonstrate the capability to reflect on the progress of the challenge and the own and others’ learning processes in the context of the IB values as expressed in IB’s mission and vision.</i>

* See ZelCom matrix and table below.

Topic	Definition	Role coach
IB lens	ERS and international, intercultural, and global dimensions of societal and business issues	Understands the IB lens and the implications for international business practice
Instruction	Stepwise guidance on how to solve a problem	
Under systematic guidance (junior)	Pro-active coaching: the student needs regular feedback and pointers to basic business concepts and the specific IB lens; he /she needs guidance to ensure a systematic and evidence-based way of working, and to keep the focus on the actual business challenge	Offers the opportunity for weekly coaching session Supports students to develop ILOs and explore the distinctive IB lens Stimulates and creates opportunities to ask and receive feedback Supports students to reflect and act on feedback
Under general direction (intermediate)	The student initiates regular feedback and searches for new business concepts and models aligned to the specific IB lens. Checks if the new concepts and models used are appropriate to understand / analyse the business challenge and create solutions that can be translated in practical operations	Critical engagement and support through appreciative inquiry aimed at building confidence and connecting the dots between international business concepts and the distinctive IB lens. Provides a mirror to help the student reflect on his knowledge, problem solving approach, teamwork
Self-direction (young professional)	The student plans and initiates feedback and checks if the business concepts and models used are appropriate and in-depth, aligned to the complexity of the international business challenge and its wider corporate and (inter)national / (inter)cultural context.	Collaborates with the student to help navigate the complexity of the graduation challenge

Global Minds dimension of the IB lens	
International competences	refers to the capability to work across different national contexts or in an international context (think of understanding the different legal, economic, or social conditions.)
Intercultural competences	refers to the capability to interact effectively and appropriately with partners with diverse cultural or linguistic backgrounds.
Global competences	refers to the capability to understand diverse local perspectives and contexts, how decisions and behaviour at the local level influence the global and vice versa how global events / decisions influence the local.
Ethics, Responsibility, Sustainability (ERS) dimensions of the IB lens	
Ethics	refers to the capability to take ethical decisions and actions towards the common good which ensure equity and social justice, while being aware of the implications for diverse perspectives and interests.
Sustainability	refers to the capability to take decisions and actions towards achieving the UNSDGs, while considering equity in status and decision making power and social justice.
Responsibility	refers to decisions and actions by individuals / companies and organizations based on ethical judgments and working towards the UNSDGs.