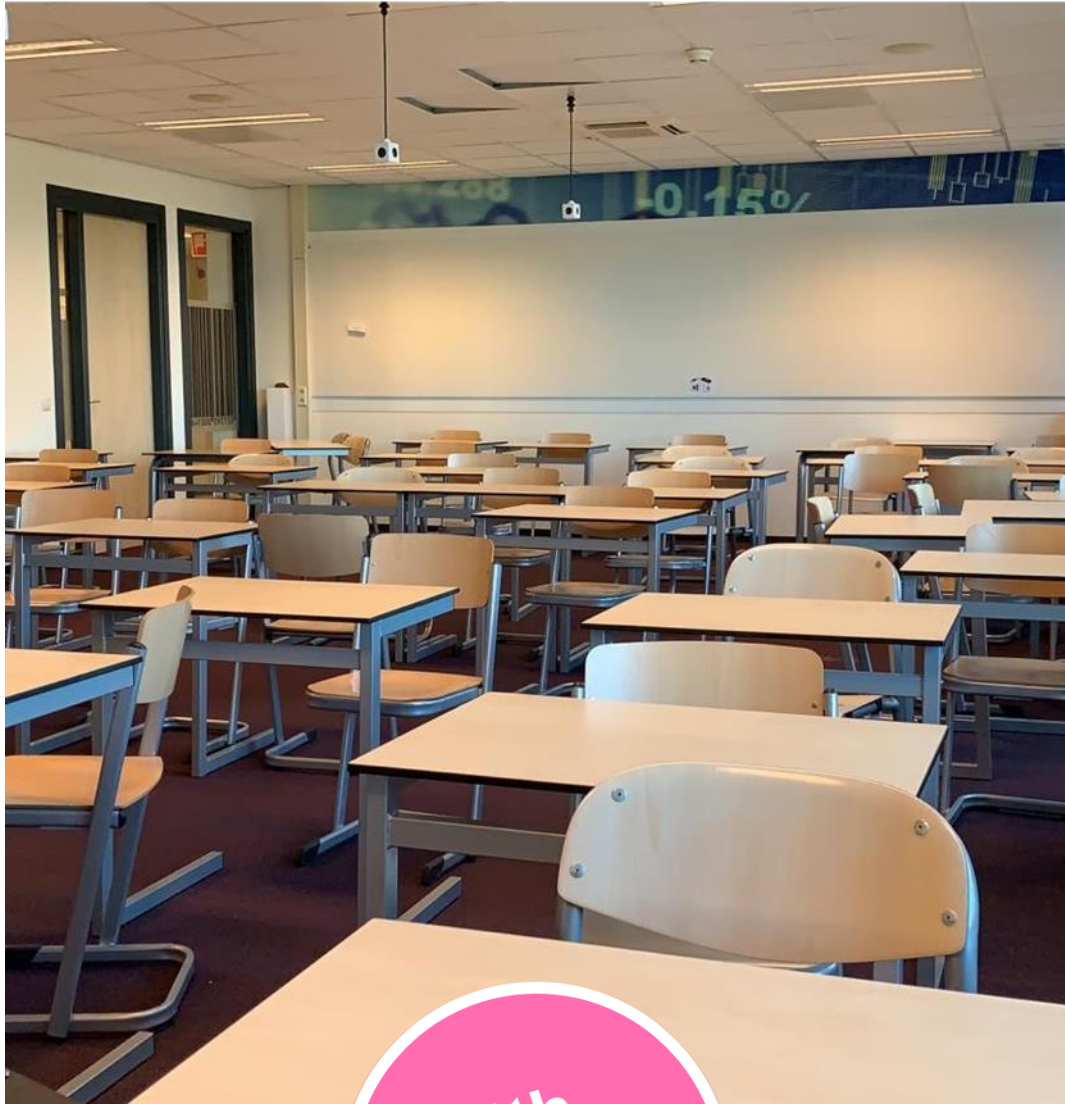


# Marketing Management

## Semester Manual: Semester 4



Study year 2020-21  
Version 2021

## **Preface**

Welcome to the fourth semester of your studies. We are delighted to still have you on board despite corona and we want to thank you for giving us your trust in this strange, erratic time.

Now you are getting closer and closer to your internship and minor and we well understand that you are struggling with one or two uncertainties in this regard right now. Nevertheless - we are here for you and are happy to help you - stay in touch with us.

With this manual we want you to give you an overview of semester 4 of the Marketing Management program. You will get more information during the first contact hours provided by your coaches and lecturers. Sources for further information are also indicated in this document.

All contents of the semester manual reflect the ideal picture of our study programme, as we have designed it for "non-corona times". We would therefore like to point out that during the current corona situation, the didactics and the examination forms of the individual modules may differ from the Semester Manual.

We look forward to another semester with you and wish you an exciting and successful start!

With kind regards,

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## Marketing Management: Our philosophy

Our Philosophy is to offer chances, and we want our students to seize them. Our education creates an environment where we support and inspire young people to achieve their very own, but fullest potential. We expect them to strive for making a difference in motivation, success and self-realization. We at Marketing Management commit ourselves to create and spread knowledge, insights, concepts, and tools to embrace and support, to stipulate and to stimulate this educational process. To help our students to cross the fragile bridge of maturing from self-satisfaction to self-realization and -dependence is one of our major goals.

Education's nature is so much more than just passive consumption. Education is the chance to evolve, and this evolution has to be triggered, carried and driven from within. Thus, ownership as personal responsibility, ambition, curiosity and passion is the cornerstone of educational success and must be lived by students and acknowledged by teachers.

We regard ownership as the very backbone of any personal success. In the first place, students excel for themselves, but nobody else. Education is voluntary, a chance to plant an important foundation for later professional life. Students try and explore, pick their chances or miss them. Ownership is freedom of choice and comes with responsibility for the results. Each perfect brick in this fundament is a personal success, each missed or weak brick might turn out to be an obstacle.

We appreciate the diversity of our learning community, continuously built on respecting individual and cultural values. Our very spirit generates a truly international outlook tackling chances and challenges of the ever-changing global business landscape; by not leaving out the opportunities on our domestic threshold.

### Fundamentals of our conduct:

Show respect	Show enthusiasm	Be part of it	Stay open
Be positive	Dare to be vulnerable	Interact	Be on time
Be a positive example	Be honest and prepared	Meet / reach your goals	Think about the environment – act accordingly
help each other when needed	Share your knowledge with each other	Take responsibility	Be curious

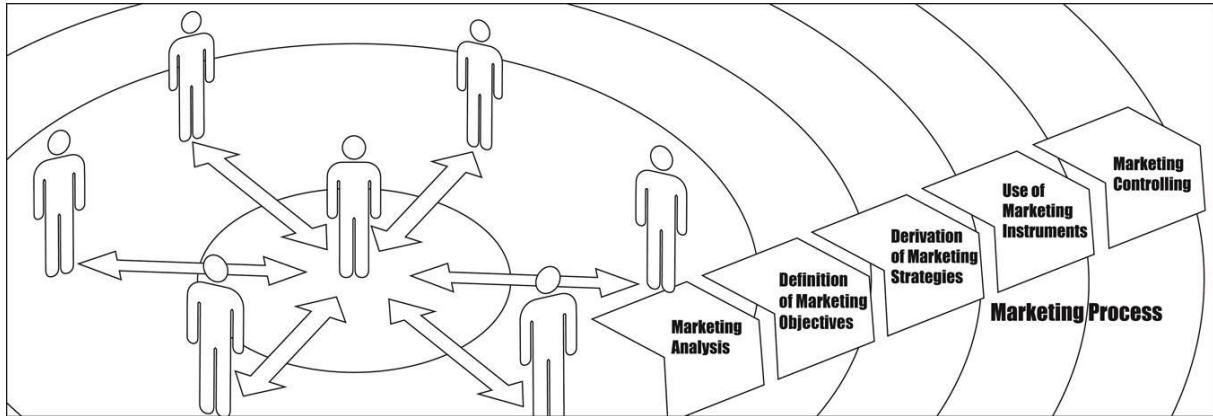
## Overview of year 2 and 3 (The Main Phase)

The second and third year of study is referred to as the main phase and is made up of semesters 1, 2, 3 and 4 each lasting 20 weeks. The courses and structure of the main phase can be found in the following table:

Year 2		Year 3	
Main Phase			
Semester 3	Semester 4	Semester 5	Semester 6
M 31 M Marketing Process III: Brand Management  (5)	M 41 M Marketing Process V: Promotion  (5)	M 51 M Marketing Project V: Business Research (10)	M 61 M Minor (30)
M 32 M Marketing Process IV: Product, Price & Place  (5)	M 42 M Marketing Process VI: Controlling  (5)		
M 33 M Marketing Project III: Qualitative Research  (5)	M 43 M Marketing Project IV: Marketing Research  (5)	M 52 M Personal & Professional Development V: Internship (20)	
M 34 M Marketing Topics V: E-Commerce  (5)	M 44 M Marketing Topics VI: Service-, B2B- & Retail-Marketing (5)		
M 35 M Start Up Factory I  (5)	M 45M Start Up Factory II  (5)		
M 36 M Communication & Culture III: Foreign Language III (3)	M 46 M Communication & Culture IV: Foreign Language IV (2)		
M 37 M Personal & Professional Development III (2)	M 47 M Personal & Professional Development IV (3)		
30 ECTS	30 ECTS	30 ECTS	30 ECTS

As in the propedeutic phase, the curriculum is based on six learning lines providing the horizontal connection through the four years of studying respectively the three study levels:

- **Marketing Process Learning Line:** The Marketing Process Line is considered the major line of the curriculum. Conforming to the marketing process steps, it provides the fundamental framework for a marketer. It covers topics from analysis to objectives, strategies, operations and Marketing controlling.



- **Research and Project Learning Line:** The Research Learning Line consists of a series of consecutive Marketing Projects. The projects address a variety of different marketing subjects. As project complexity increases, the research learning line contributes to the students' ability to (independently) solve complex marketing problems, by applying a systematic approach and showing a critical attitude.
- **Marketing Topics learning Line:** Adding to the Marketing Process (s.a.), the Marketing Topics Learning Line covers Marketing topics that are relevant in the current business world. A strong focus is placed on Digitalization but also Skills such as Creativity are addressed and worked on.
- **Business & Economics Learning Line:** The marketer is supposed to be a business professional and as such needs to understand major business and economics contexts. This Learning Line therefore focusses on Business Administration, general Economics but also International Trade and Law.
- **Communication & Culture Learning Line:** The Communication & Culture Line focusses on the one hand on foreign languages and on the other hand on Intercultural Competence. During the four years of studying students will be prepared to work effectively in an international and intercultural environment.
- **Personal & Professional Development Line:** In the Personal & Professional Development Line the student works and reflects on his study progress, his strengths and weaknesses and his personal profiling. The line provides possibilities for individual choices such as workshops and guest lectures. During the whole study the student is coached and supported by a lecturer.

In the first year of study, the learning lines are taught in separate courses (by still maintaining the interrelations between them as all content of the courses is harmonized). The research courses for instance contribute to the marketing courses or the business courses in a way that students learn to find reliable data and critically assess it. In later stages of the curriculum, starting in the main phase, the links between the learning lines are even more evident since they are more and more united to larger learning arrangements (see the multi-coloured courses in the curriculum overview). Examples are the Start Up Factory in the second year or internship and business research in the third year of the curriculum.

## Basic organisational information

### Teaching and Examination regulations (TER/OER)

The official teaching and examination regulations of Marketing Management can be found [online](#).

### Exam participation

Students in the foundation year, also known as propaedeutic phase could only participate in the exams of their own stream (September or February). In the main phase it is possible to take part in all the exams, no matter at what moment the student has started the study (September or February). Written exams are offered three times per study year in the main phase (usually one in January and two in June/July).

### Retakes of the propedeutic phase

Students that still have to pass courses from the propedeutic phase can take part in the offered exams of the corresponding winter/summer semester. If you have started your studies in September and need to retake P25M for example, than you can take the exams at the end of your fourth semester (the summer semester). The exam will not be offered at the end of the winter semester for you. This is basically the same rule as in your first year.

### Yearly academic calendar

For an overview of the academic calendar i.e. teaching weeks, exam weeks, public holidays, vacation and other important calendar items use this link to the annual calendar: [Schedules FIBS 2020-21](#)

### Registration for tests

The Student Service Center (SSC) enrolls all students for the examinations of their current learning arrangements as well as for those that have been failed in the past. If a student has passed a course but wants to improve the grade, the student needs to check the News for students on Connect in order to get in touch with the SSC and follow specified procedures to enroll. Students have one chance to improve their grade if they have already passed the exam before.

### Student Service Centre

The Student Service Center (SSC) offers a wide range of services for the FIBS students before, during and after their studies. Details can be found on Connect via the link:

<https://connect.fontys.nl/instituten/fibs/Services/SSC/Pages/default.aspx> or by contacting the SSC desk on campus.

### Plagiarism and fraud

In higher education, plagiarism is (ethically) unacceptable. It is considered fraud. FIBS uses software programmes to detect and locate plagiarism. For further information, please see information article 37 of the OER 2020-2021, the booklet “Hoofdlijnen Auteursrecht”, and a note on plagiarism (<https://connect.fontys.nl/diensten/OenO/Paginas/Auteursrecht-en-plagiat.aspx>).

### Quality assurance

All learning arrangements shall be evaluated as of the end of the semester. At this time, an email shall be sent to you. By clicking on the hyperlink contained, the evaluation sheet may be accessed. Please place your remarks or proposals for improvement for this learning arrangement within this web based evaluation sheet. The Quality Coordinator will then analyse the evaluation sheets. On the basis of these analyses, adaptations will be made in order to improve the learning arrangement. For any other remarks or proposals, please feel free to contact the quality assurance coordinator of MM, Lena Böhler via [l.boehler@fontys.nl](mailto:l.boehler@fontys.nl) or the quality assurance team of FIBS via [fibs-quality@fontys.nl](mailto:fibs-quality@fontys.nl).



### Relation to the national framework

All concerned stakeholders of Commerciële Economie in the Netherlands regularly create a common profile for all study courses of CE/Marketing Management. This profile is binding for the universities, and all universities dedicate themselves to develop study courses that have this profile as a reliable backbone. It is the starting point for each individual shaping. Being fully integrated, it is assured that the complete set of Exit Qualifications (eindkwalificaties/leerresultaten) is completely (and traceable) covered by the study course. Besides, the labor market can rely on this general foundation and the acquired qualifications of the graduates.

The latest version is valid for the period from 2018 to 2022, and relates directly to the current and future situation for Marketing and Marketing Professionals described above. Hence, the profile offers an excellent foundation for Marketing Management of FIBS.

Please find below the essences of this profile.



The graphic above has to be understood as a flexible form of a rotating disk to visualize the highly integrated Education Profile.

The central part “Market” works as an axis for the turntables “Program Learning Outcomes” and the “21<sup>st</sup> Century Skills”. These discs deliver and create insights *from* and *for* the centrally standing market. All skills can be flexibly combined and used to realize the Program Learning Outcomes. They work like a toolbox for the CEer to fulfill the core functions of modern marketing:

**Set a Course:** The CE Professional sets the commercial course as a seminal construction from creating a Vision, using Research Data, developing ideas, taking all stakeholders into account and integrating them, detecting and seizing chances, building bridges and being responsible. Since not working in a vacuum, the CE Professional is a go-between connecting both knowledge and people.



**Create Value:** The CE Professional creates sustainable values for the company, the client and the society and community. He does this by thoroughly analyzing the needs and wants of modern markets, consumers and the planet. He draws conclusions, sets objectives and strategies. He knows the customer and his customer journey of the chosen target groups. The CE Professional is an integral part of the corporation and the community at the same time and contributes to their success.

**Realization:** Based on the concept developed, the CE Professional realizes a sustainable commercial product or service for existing or potential stakeholders. By suggesting creative solutions and facilitating (parts of) the implementation process, he demonstrates assertiveness and assumes (financial) responsibility in order to achieve the desired commercial results. He offers solutions, supports where necessary and acts responsible. He integrates all stakeholders, external and internal parties and knows how to react in changing environments and situations.

**Business Development:** The CE Professional understands the constant necessity of flow in an ever-changing business landscape. Modern Business is never a standstill, change is the only constant. The CEer analyzes and develops differentiating and/or innovative concepts and revenue models to optimize value. He thus integrates a sustainable growth and concerns of the stakeholders and acts as a far-seeing shear force.

**Insights** are not explicitly elaborated since they are situationally delivered for and from the market. Insight is thus an integral part of our Research Line.

To enable students to work towards the final level in a purposeful manner, MM has developed a so-called Program Learning Outcome Matrix (PLO Matrix). This breaks down the final level (starting competency) of the five Program Learning Outcomes into the previous levels, i.e. graduation competent and main phase competent. This makes it easier to link examinations to PLOs in a concrete manner and to translate learning outcomes into learning objectives for a concrete examination.

In addition, the PLO Matrix serves to clarify where the connection between PLOs and 21st century skills are: “21st Century Skills are implicitly (*in Italics*) and explicitly (**in bold and Italics**) included”.

**Glossary:**

At main and graduation phase competency level, we refer to “students”, at starting competency level to “CE professionals”.

For ease of reference, we refer to “he”, but “he” can also be taken to include “she”.

When referring to “products”/“product concepts”, etc., this also refers to services.

When referring to “communication”, this refers to suitable communication, both verbal and non-verbal, or online as well as offline.

When referring to “organization”, this refers to corporations, companies, units, etc.

21st century skills are implicitly (in *Italics*) and explicitly (in bold and *Italics*) included (critical faculties & problem-solving skills/creativity/curiosity/communication/co-operation/initiative/assertiveness/adaptability/leadership/commercial awareness/conscientiousness)

**Learning Outcomes per Level**

<b>Program Learning Outcomes</b>	<b>Main Phase Capable</b>	<b>Graduation Phase Capable</b>	<b>Professionally Competent</b>
<b>Set a Course:</b> The CE Professional sets the commercial course as a seminal construction from creating a Vision, using Research Data, developing ideas, taking all stakeholders into account and integrating them, detecting and seizing chances, building bridges and being responsible. Since not working in a vacuum, the CE Professional is a go-between connecting both knowledge and people.	<p>Based on thorough knowledge of marketing and a sufficient market awareness, the student can identify <i>market developments</i> and opportunities, taking into account all stakeholders.</p> <p>The student has knowledge of relevant analysis techniques and can perform these for a given <i>problem definition</i>.</p> <p>The student is able to generate insight into internal and external business relations and to map these business relations. In doing so, he initiates, <i>develops, and maintains these relationships</i>.</p> <p>The students spots and identifies cultural differences.</p>	<p>The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets.</p> <p>The student can apply the internal skills, capacities, and resources of the organization as strengths to <i>generate competitive advantages</i>.</p> <p>Through research and analysis, the student is able to generate innovative and creative product ideas and convert them into new or adapted products, <i>taking into account the consequences for the organization</i>.</p> <p>In his role as a prudential (as well investigating and understanding) bridge builder, the student can maintain and strengthen internal and external relations by <i>communicating</i> with all parties involved at appropriate moments of contact and also on a diverse, cross-cultural level</p>	<p>The CE-er is able to develop a vision with stakeholders based on <b>commercial awareness</b>. He looks forward, sees opportunities in international or even global markets, and has a keen eye for the competitive advantage of the organization as well as that of possible relevant partners to <i>cooperate</i> with worldwide.</p> <p>The CE-er uses research and analysis in a well-founded and transparent way to come up with new ideas that can lead to impact for the stakeholders. If this is evident, it also implies the <b>adaptation</b> or development of a new business model for the organization/product and/or a change strategy for the organization/product.</p> <p>When formulating the course, the CE-er is sensitive to <i>connecting</i> at a content and human level. He acts (works) as a bridge builder in this.</p>

<p><b>Create Value:</b> The CE Professional creates sustainable values for the company, the client and the society and community. He does this by thoroughly analyzing the needs and wants of modern markets, consumers and the planet. He draws conclusions, sets objectives and strategies. He knows the customer and his customer journey of the chosen target groups. The CE Professional is an integral part of the corporation and the community at the same time and contributes to their success.</p>	<p>The student can understand research and data from third parties and carry out routine data and market research.</p> <p>The student <i>can carry out a limited internal and external analysis based on a given problem definition.</i></p> <p>The student can generate insight into various, diverse target groups, also by spotting and identifying cultural distinctions</p> <p>The student can demonstrate basic knowledge of the relationship between economic issues and ethical sustainable entrepreneurship.</p>	<p>The student can use consumer behavior as a starting point for <i>maintaining the commercial ambitions.</i></p> <p>The student <i>can investigate and understand international market opportunities and translate them into objectives and <b>creative</b> ideas.</i></p> <p>The student <i>can develop, draw up, and substantiate a marketing plan.</i></p> <p>The student can control the execution of the marketing measures and the achievement of the goals with appropriate tools.</p>	<p>On the basis of the commercial course, the CE-er comes up with well-founded proposals for sustainable value creation for the customer, the organization, and society.</p> <p>The CE-er chooses his target group based on research and analysis. He learns to understand his customer and his customer journey by <b>critically</b> analyzing and researching actual behavior, based on which he formulates goals, means and a time frame that demonstrably lead to value creation.</p> <p>The CE-er is able to interpret, create and demonstrate the concept of value in a variety of ways and goes beyond the <i>financial-economic principles of the organization.</i></p> <p>In doing so, the CE-er takes both the perspective of the customer and the perspective of the organization into account while processing and relating to cultural differences.</p>
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<p><b>Realization:</b> Based on the concept developed, the CE Professional realizes a sustainable commercial product or service for existing or potential stakeholders. By suggesting creative solutions and facilitating (parts of) the implementation process, he demonstrates assertiveness and assumes (financial) responsibility in order to achieve the desired commercial results. He offers solutions, supports where necessary and acts responsible. He integrates all stakeholders, external and internal parties and knows how to react in changing environments and situations.</p>	<p>The student can identify elements of a marketing plan, make analyses and, based on those, formulate measurable marketing objectives and apply strategic options.</p> <p>The student is able to set up a simple project organization and <i>give guidance</i> when making a plan of action. He can name the basic elements of project management and generate limited insight into his own management skills.</p> <p>The student can draw up simple financial overviews.</p> <p>The student <i>can establish, develop and maintain relationships</i>, both verbally and in writing.</p> <p>The student can distinguish organizational models and generate insight into the structure of an organization. He can keep to agreements about time and the result to be delivered. The student actively participates in group processes and <i>works together collegially</i> in a professional environment. He can spot and identify cultural differences. He <i>can report</i> in a clear and structured way, taking into account the correct use of language and using modern, adequate means. He can give a short <i>descriptive presentation</i>.</p>	<p>The student can design an action plan to achieve the marketing objectives.</p> <p><i>Together with others</i>, the student can analyse changes for all functional areas of the organization from a general <i>marketing problem definition</i> and develop, draw up, and substantiate a marketing plan (or a sub plan derived from it) on the basis of a given marketing policy within the framework of a complex real life situation. The student is able <i>to account</i> for his own choices with regard to the plan and to monitor and adjust the progress.</p> <p>The student can draw up a concrete sales, account, or supplier plan including financial accountability.</p> <p>The student can communicate with his stakeholders at an adequate level. He can independently investigate and understand cultural differences.</p> <p>The student can <i>work in a result-oriented way</i> within an organization and <i>initiates</i> his own work paths. He is active in setting goals and <i>participates in working agreements</i>.</p> <p>The student is able to justify, reflect, and adapt his own choices, which indicates involvement and critical self-assessment. He can independently set and realize goals in a more complex situation and translate feedback and self-reflection into an improvement plan.</p>	<p>The CE-er takes the <i>initiative</i> to convert plans/concepts into activities that contribute to the intended result, in consultation with internal and external parties.</p> <p>He is able to <i>manage</i> the execution process as a whole or in parts and to coordinate the activities of the parties involved in order to arrive at a desired commercial product or service.</p> <p>He has learned to achieve maximum effect within the budget.</p> <p>He is <i>enterprising</i> and investigates <i>innovative</i> and sustainable solutions.</p> <p>He has an overview of tasks and is able to <i>communicate</i> well. This communication is aimed at the commitment of stakeholders. He has the ability <i>to connect</i> the interests of different parties and to allow stakeholders to recognise their own interests in the result while processing and relating to cultural differences.</p> <p>He pays attention to details and completes the task at hand. He is able to work towards the result <i>under high pressure and within deadlines</i>.</p>
<p><b>Business Development:</b> The CE Professional understands the constant necessity of flow in an ever-changing business landscape. Modern Business is never a standstill, change is the only constant. The CEer analyzes and develops differentiating and/or innovative concepts and revenue models to optimize value. He thus</p>	<p>The student can use basic skills to understand and explain a business model.</p> <p>The student can take stakeholders and the organization into account. The student has insight into innovations and/or changes.</p> <p>The student can develop concepts at a limited level based on market data and developments.</p>	<p>The student is able to draw up a plan in which an innovative and sustainable value proposition is formulated.</p> <p>The student can generate innovative and creative product ideas and develop product concepts in complex situations.</p> <p>The student can justify the choices made to his own</p>	<p>Given the commercial strategy and the value creation the CE-er is capable of obtaining his commercial goals from the market.</p> <p>The CE-er has the ability to translate insight into stakeholders and the organization into concepts that create value. The CE-er can anticipate and/or initiate an innovation or change.</p>

<p>integrates a sustainable growth and concerns of the stakeholders and acts as a far-seeing shear force.</p>	<p>The student has knowledge of the basic business tools for communication and has first insights into how to communicate in a multi-cultural business environment.</p> <p>The student can describe and analyze the organization and economic environment in order to put together a simple earnings model.</p>	<p>organization (management) and to customer relations.</p> <p>The student can design and manage a project or company, also in collaboration with others. In doing so, the student can communicate with different target groups, investigating and understanding cultural differences (whether domestic or cross-border).</p>	<p>The CE-er has insight into innovative market developments worldwide and can develop concepts in a business model.</p> <p>The CE-er has an eye for different interests and can create support. For this to happen, he must be able to communicate well backed by his intercultural competence.</p> <p>The CE-er knows the own strength of the organization and can also involve potential partners. He ensures a supported concept and revenue model with sustainable value for all stakeholders.</p>
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<p><b>Insight:</b> The CE-er contributes solutions to a practical problem by systematically carrying out research that leads to advice consisting of concrete recommendations and/or a concrete implementation plan for the client. He does this with a critical research attitude, using recognized theories, models and methods and by collecting and analyzing relevant data.</p>	<p>The student can carry out a practical research project <i>in collaboration</i> with others, based on a given problem definition.</p> <p>The student is able to find relevant sources.</p> <p>The student can <i>collect</i> and process relevant data based on prescribed theories, models and methods.</p> <p>The student can <i>present</i> the most important research results.</p> <p>The student can define what is meant by an <i>investigative</i> attitude and matching behavior.</p> <p>The student is capable of (linearly) following a pre-structured and therefore rather modestly complex research process.</p>	<p>In consultation with the instructor, the student can describe the practical problem, as well as the causes and effects of the problem.</p> <p>The student can independently carry out a moderately complex research project.</p> <p>The student can search for specific sources (including international professional literature) and <i>determine the relevance and credibility of the sources found</i>.</p> <p>The student can collect and analyze data based on selected theories, models and methods.</p> <p>The student can justify research results to the client on the basis of a report and/or presentation.</p> <p>The student can show <i>an investigative attitude with appropriate behavior</i>.</p> <p>The student is, coached by a lecturer, capable of <i>iteratively (i.e.: non-linearly) moving in a mildly complex research process</i>.</p>	<p>On the basis of a practical problem, the CE-er can independently <i>define and justify a problem definition, research questions and objective</i>.</p> <p>The CE-er can independently carry out a complex research project, if relevant with an international perspective.</p> <p>The CE-er can <i>justify</i> his choice of sources, theories, models, and methods.</p> <p>The CE-er can thoroughly and systematically collect and analyze data he has obtained.</p> <p>The CE-er can <i>critically</i> reflect on the quality of data.</p> <p>The CE-er can present specific advice and the resulting implications for the client.</p> <p>The CE-er can <i>critically</i> reflect on his own research attitude and research behavior.</p> <p>The CE'er is largely independently capable of <i>iteratively (i.e.: non-linearly) moving in a comprehensive and complex research process</i>.</p>
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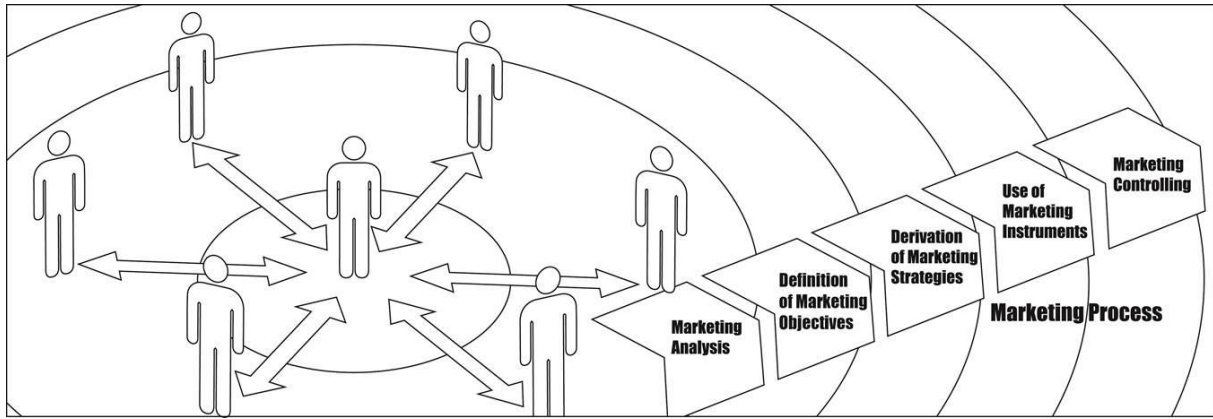
The relationship between the learning outcomes, the courses of the fourth semester and the form in which the learning outcomes are assessed can be found in the following table:

Hoofdfase semester 4							
M41M Marketing Process V: Promotion	X	X	X	X		Casustoets/Projectopdracht	5
M42M Marketing Process VI: Controlling	X	X	X	X		Kennistoets/Casustoets	5
M43M Marketing Project IV: Marketing Research	X		X	X	X	Onderzoeksopdracht	5
M44M Marketing Topics VI: Service-, B2B- & Retail-Marketing	X	X				Kennistoets/Casustoets	5
M45M Start Up Factory II	(X)	(X)	(X)	(X)	(X)		5
M46M Communication & Culture IV: Foreign Language IV	X	X	X	X		Vaardigheidstoets	2
M47M Personal & Professional Development IV	X	X	X	X	X	Portfolio-Assessment	3
Totaal Leeropbrengsten/Credits	6	5	5	5	2		30

MM36: 3 LOs have to be chosen in consultation between the student and the coach

Detailed information on the courses of the fourth semester including the corresponding tests can be found below.





	<b>English</b>	<b>Dutch</b>	<b>German</b>
<b>ProgRESS-code</b>	<b>M41ME19</b>	<b>M41MN19</b>	<b>M41MD19</b>
<b>Lecturers involved</b>	<b>RIES01</b>	<b>BURL01</b>	<b>PETM05</b>
<b>Study load / ECTS</b>	<b>140 hours / 5 ECTS</b>		

### **Brief Description**

When launching, leading and marketing a brand and its products in our modern world of abundance and diversity, a dashy, prudential and best superior communication is inevitable. For this, the students learn to develop a complete Communication Concept, deduce objectives and develop the orchestration of all Communication Instruments.

In this LA, a special focus is set on the deduction of a Communication Concept for a fictitious company and its marketing situation and communication requirements.

The students form “Agencies” and have to pitch for “winning” the rewarded budget. The LA is a logical follow-up to prior Marketing Subjects and the competences achieved are valuable prerequisites for the task to be solved.

### **Relationship to HBO-Bachelor level**

The Learning Arrangement is based on the relevant Learning Outcomes for Marketing Management formulated by the Landelijke opleidingsprofiel and the CE/IM/MM opleidingsprofiel. For details see below.

**Didactic methods**

The LA consists of lectures to provide the necessary theoretical knowledge with further explanation by practical examples and cases. Meanwhile, the students develop a Communication Concept for a given company/brand/product. In a Pitch, each agency introduces their campaign and a winner is declared. The grades are based on the handed-in concept and the Pitch. During the Pitch, the presentation, the defence, the standing as a team and the content of the concept itself is evaluated. During the Pitch only the competing agencies are allowed to partake.

Besides the presentation, the group has to defend their concepts and to answer questions. To make sure that all members of the group have gained the relevant competences each student will be questioned. If doubts about the competence level occur, this will be subject to an individual oral exam for the respective student.

After each group's presentation a short feedback is given. Full feedback and grades are given afterwards. After the lecturer has awarded a final group mark for each group, the members of every group determine the final mark for every individual member. Each individual mark must not be higher or lower than 1 grade compared to the group's mark and the average of the individual marks must match the group's mark. Any alteration of the grades has to be made evident (with protocols and task performance). The final grades are still given by the lecturers.

Students who have not be able to show the relevant level of competence for the group's grade or the pass mark will be given an individual grade.

## Overview of Learning Outcomes in this LA

### **KB: Koers bepalen / Set a Course**

- The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets.
- The student can apply the internal skills, capacities, and resources of the organization as strengths to generate competitive advantages.
- In his role as a prudential (as well investigating and understanding) bridge builder, the student can maintain and strengthen internal and external relations by communicating with all parties involved at appropriate moments of contact and also on a diverse, cross-cultural level.

### **WC: Waarde creëren / Creating Values**

- The student can use consumer behavior as a starting point for maintaining the commercial ambitions.
- The student can investigate and understand international market opportunities and translate them into objectives and creative ideas.
- The student can control the execution of the marketing measures and the achievement of the goals with appropriate tools.

### **R: Realiseren / Realization**

- The student can design an action plan to achieve the marketing objectives.
- Together with others, the student can analyse changes for all functional areas of the organization from a general marketing problem definition and develop, draw up, and substantiate a marketing plan (or a sub plan derived from it) on the basis of a given marketing policy within the framework of a complex real life situation. The student is able to account for his own choices with regard to the plan and to monitor and adjust the progress.
- The student can communicate with his stakeholders at an adequate level. He can independently investigate and understand cultural differences.
- The student can work in a result-oriented way within an organization and initiates his own work paths. He is active in setting goals and participates in working agreements.
- The student is able to justify, reflect, and adapt his own choices, which indicates involvement and critical self-assessment. He can independently set and realize goals in a more complex situation and translate feedback and self-reflection into an improvement plan.

### **BD: Business Development**

- The student is able to draw up a plan in which an innovative and sustainable value proposition is formulated.
- The student can generate innovative and creative product ideas and develop product concepts in complex situations.
- The student can justify the choices made to his own organization (management) and to customer relations.
- The student can design and manage a project or company, also in collaboration with others. In doing so, the student can communicate with different target groups, investigating and understanding cultural differences (whether domestic or cross-border).

## Course Goals in relation to the Learning Outcomes

The student can

- explain and apply different **Communications Objectives**
  - based on the “hierarchy of objectives” the student is able to deduce the **Communication Objectives** as the main functional objectives for a coherent Communication Concept
  - operationalize objectives SMART and explain the means-end-relation between the different levels of objectives
  - distinguish between cognitive, affective and conative Communication Objectives
- This Learning Goal refers to WC, BD and R

The student can

- explain and apply different **Strategical Approaches** such as:
  - Integrated Communication
  - Copy Strategy
  - Creation
- This Learning Goal refers to KB, BD and R

The student can

- explain and apply **Communication Instruments** (above-the-line and below-the-line) such as:
  - Classical Advertising (TV, Print, OOH etc.)
  - Public Relations
  - Sales Promotion – with Staff, Trade and Consumer Promotion
  - Direct Marketing
  - Event Marketing, Sponsoring, Product Placement etc.
  - Online-Marketing (is just covered very superficially due to the recent offer of two additional Learning Arrangements (P23M and M34M) focusing on Online-Marketing / E-Commerce in detail)
- This Learning Goal refers to WC, BD and R

The student can

- determine the **Communication Budget / Media Selection**
  - Inter-, Intra-Media Selection
  - Terms of Media Selection
  - Advertising Timing
  - Budgeting Methods

This Learning Goal refers to KB, WC, BD and R

The student can

- develop a **coherent Communication Concept**
  - knows the different steps of Campaign Planning
  - assembly the single parts of a communication plan to an coherent Communication Concept
- This Learning Goal refers to KB, WC, BD and R

The Controlling Part (Advertising Effectiveness and Controlling) is covered in the Learning Arrangement MIM42 “Marketing Controlling”

**Examination**

Examination form (OER)	Project Assignment		
Duration of examination	90 minutes per group, duration of a pitch all in all: up to 270 minutes		
Examination period	The Pitches take place in L13-14. Feedback and possible Extra-Examinations and Grades afterwards.		
What will be examined?	Development and Presentation of a Communication Concept		
Specific examination criteria	Communication Concept (Communication Objectives and Target Group, Integrated Communication, Copy Strategy, Media Selection and Budget Allocation, Media Layout, Performance Review)	70%	
	Presentation Style	10%	
	Questions (General and on Individual Level)	20%	

The content of the test of this LA is always related to the Course Goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

**Re-Examination**

Student groups that have not passed the exam may improve (on basis of a repair) the written part of their concepts with a final result of a 5.5 tops.

Students who fail either the repair or on an individual level undergo a retake in the coming semester.

## Literature

### English Stream

Author	Title	Compulsory	Secondary
Grow/ Altstiel	Advertising Creative: Strategy, Copy, and Design; 5th Edition 2020	X	
Winchester	Integrated Marketing Communication; OUP Australia/New Zealand, 2019	X	
Kotler/Armstrong	Principles of Marketing; 17th Global Edition		X

### Dutch Stream

Author	Title	Compulsory	Secondary
Pelsmacker/Geuens/van den Berg	Marketingcommunicatie	X	

### German Stream

Author	Title	Compulsory	Secondary
Bruhn, Manfred	Kommunikationspolitik – Systematischer Einsatz der Kommunikation für Unternehmen , 8. Aufl. 2015.	X	
Kroeber-Riel, Werner und Franz-Rudolf Esch	Strategie und Technik der Werbung: Verhaltenswissenschaftliche und neurowissenschaftliche Erkenntnisse, 8. Aufl. 2015.	X	
Runia, Peter u. a.	Marketing. Prozess- und praxisorientierte Grundlagen, 5. Aufl. 2019.	X	
Schweiger, Günter und Gertraud Schrattenecker	Werbung, 9. Aufl. 2016.		X
Kotler, Philip, Hermawan Kartajaya und Iwan Setiawan	Marketing 4.0 – Leitfaden für das Marketing der Zukunft, 2017.		X
Bak, Peter Michael	Werbe- und Konsumentenpsychologie, 2. Aufl. 2019.		X

## Study Load Hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures <sup>1</sup>	22
Project Hours	80
Self-study <sup>2</sup>	36,5
Examination	1,5
<b>Total 5 ECTS for this course</b>	<b>140</b>

## Programme

This semester consists of 15 education weeks.

### Week schedule English Stream

LW <sup>3</sup>	Subject/Learning goal	Self-study for next class	Contact hours
L1	Kick-off	Group forming, raffle of product, self-study	Interactive lecture (L 2 hrs)
L2	Company Meetings	Processing of Meeting and Briefing	Interactive lecture (L 2 hrs)
L3	Communication Process, Integrated Communication	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L4	Communication Objectives, Target Group, Core Message, Copy Strategy	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L5	Advertising Psychology and Social Engineering, Creation and Cross Media	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L7	Communication Instruments (ATL)	Processing the topics in relation to project work, Turning in of Rebriefing	Interactive lecture (L 2 hrs)
L8	Feedback Week	Feedback to Rebriefing	C (1.5hrs)
L9	Communication Instruments (ATL/BTL)	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L10	Communication Instruments (BTL)	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L11	Media Planning & Budgeting	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L12	Media Planning & Budgeting	Processing the topics in relation to project work, <b>Turning in of all Pitch Materials</b>	Interactive lecture (L 2 hrs)
L13	Pitch 1	With up to 3 groups	1.5 hrs per group
L14	Pitch 2	With up to 3 groups	1.5 hrs per group
L15	Possible oral exams	Feedback, Grading, possible Oral Exams	1.5 hrs per group
E/RE			

<sup>1</sup> Lectures have a maximum of 90 students.

<sup>2</sup> Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

<sup>3</sup> LW = lesson week.



### Week schedule Dutch Stream

LW <sup>4</sup>	Subject/Learning goal	Self-study for next class	Contact hours
L1	Kick-off, forming of group, discussing rules and roles	Group forming, briefing , self-study	Interactive lecture (L 2 hrs)
L2	Communication Objectives, Target Group, empathizing with your target group	Preparation for company meeting, study of market trends and target groups	Interactive lecture and workshop (L 2 hrs)
L3	Company Meetings	Processing of Meeting and Briefing	Interactive lecture and role play (L 2 hrs)
L4	Communication Process, Integrated Communication	Processing the topics in relation to project work	Interactive lecture and workshop (L 2 hrs)
L5	Core Message, Copy Strategy, buyer personas	Processing the topics in relation to project work	Interactive lecture and workshop (L 2 hrs)
L7	Advertising Psychology and Social Engineering, Creation and Cross Media	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L8	Communication Instruments (ATL)	Processing the topics in relation to project work, <b>Turning in of Rebriefing</b>	Interactive lecture (L 2 hrs)
L9	Feedback Week	Feedback to Rebriefing	C (1.5hrs)
L10	Communication Instruments (ATL/BTL)	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L11	Communication Instruments (BTL)	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L12	Media Planning & Budgeting	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L13	Media Planning & Budgeting	Processing the topics in relation to project work, <b>Turning in of all Pitch Materials</b>	Interactive lecture (L 2 hrs)
L14	Open door consultation	Preparation for pitch	
L15	Pitch 1	Presentation of Dutch group (1,5 hrs)	1.5 hrs per group
E/RE		Feedback, Grading, possible Oral Exams	1.5 hrs per group

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<sup>4</sup> LW = lesson week.

## Week schedule German Stream

LW <sup>5</sup>	Subject/Learning goal	Self-study for next class	Contact hours
L1	Kick-off Veranstaltung mit Gruppenbildung; Marketingprozess; Kommunikationspolitik, -prozess, -wirkung	Gruppenbildung, Selbststudium Literatur	Interaktive Veranstaltung (V 2 h)
L2	„Pitch-Verlosung“; Agenturen und Briefing; Kommunikationsziele	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Branche/ Unternehmen/ Produkt/ Marke gem. Briefing	Interaktive Veranstaltung (V 2 h)
L3	Zielgruppe, Kaufentscheidung, Botschaft; Kommunikationsstrategie/ Copy Strategy	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Zielgruppen und Positionierung gem. Briefing	Interaktive Veranstaltung (V 2 h)
L4	Interinstrumentelle Allokation, Inter- und Intra-Mediaselektion; Fachbegriffe der Mediaplanung	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2 h)
L5	Mediabudgetierung	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2 h)
L6	Above the Line I	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2 h)
L7	Above the Line II	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation Einreichung Re-Briefings	Interaktive Veranstaltung (V 2 h)
L8	Feedback Week – Re-Briefing		Gruppengespräche
L9	Above the Line III	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2 h)
L10	Below the Line	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2 h)
L11	Grundlagen der Werbepsychologie; integrative Kommunikationskonzepte (Corporate Identity, Integrierte Kommunikation und Cross Media-K.)	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2 h)
L12	Werbewirkungs- und Werbeerfolgs- messung; aktuelle Entwicklungen	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation Einreichung Präsentation und GD	Interaktive Veranstaltung (V 2 h)
L13	Pitch Produkt 1	mit 3-4 Gruppen	ca. 5 h pro Pitch
L14	Pitch Produkt 2	mit 3-4 Gruppen	ca. 5 h pro Pitch
L15	Ggf. mündliche Prüfungen		
E/RE	Feedback – Grades		Gruppengespräche

<sup>5</sup> LW = lesson week.

**Quality assurance**

The results and comments that are shown by the final semester evaluations, have led to the following improvements: Not applicable yet; course is offered for the first time as of February 2020.

## Name LA: **Marketing Controlling**

	<b>English</b>	<b>Dutch</b>	<b>German</b>
<b>ProgRESS-code</b>	M42ME19	M42MN19	M42MD19
<b>Lectures involved</b>	JAGC01	VERP01	GREK01 /BOLB01
<b>Study load / ECTS</b>	140 hours / 5 ECTS		

### **Brief description**

Marketing and valid Marketing processes are not possible without a consistent database. The complete Marketing process is based on data and numbers, whereas especially controlling -the last part of the process- is dependent on valid data. The aim of the Learning Arrangement at hand is, to provide students with a basic understanding of Controlling and marketing-related Controlling tools from an operational and strategic perspective. Controlling is a part of the corporate management system whose main task is to plan, manage and control all areas of the company. Controlling is where the data from accounting and other sources converge. Controlling is therefore an essential part of the modern understanding of Marketing.

### **Relationship to HBO-Bachelor level**

The course contributes to the HBO-Bachelor level as a marketer needs a sufficient market awareness to identify the market developments and opportunities, taking into account all stakeholders. Based on a systematically carried out analysis in a transparent way the marketer gets profound knowledge of the environment, the market and the company itself – and the suitable analytical tools are covered in this course.

### **Didactic methods**

The LA consists primarily of interactive lectures (theory) connected with topic-referred, practice-oriented exercises and self-study time. This work form has been consciously selected due to the fact that marketing analysis is a rather complex topic. Students have to learn the basic framework of the marketing process and how to analyse trends, the market and the company. Especially in the self-study time the student should deepen the theoretical knowledge to be able to describe the different tools and apply the knowledge to practical examples.

## Overview of learning outcomes in this LA

### **KB: Koers bepalen / Determining ambitions**

- The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets.
- The student can apply the internal skills, capacities, and resources of the organization as strengths to generate competitive advantages.
- In his role as a prudential (as well investigating and understanding) bridge builder, the student can maintain and strengthen internal and external relations by communicating with all parties involved at appropriate moments of contact and also on a diverse, cross-cultural level

### **WC: Waarde creëren / Creating values**

- The student can control the execution of the marketing measures and the achievement of the goals with appropriate tools.

### **BD: Business Development**

### **R: Realiseren / Achieve**

- The student can design an action plan to achieve the marketing objectives.
- Together with others, the student can analyse changes for all functional areas of the organization from a general marketing problem definition and develop, draw up, and substantiate a marketing plan (or a sub plan derived from it) on the basis of a given marketing policy within the framework of a complex real life situation. The student is able to account for his own choices with regard to the plan and to monitor and adjust the progress.
- The student can draw up a concrete sales, account, or supplier plan including financial accountability.
- The student can communicate with his stakeholders at an adequate level. He can independently investigate and understand cultural differences.
- The student can work in a result-oriented way within an organization and initiates his own work paths. He is active in setting goals and participates in working agreements.
- The student is able to justify, reflect, and adapt his own choices, which indicates involvement and critical self-assessment. He can independently set and realize goals in a more complex situation and translate feedback and self-reflection into an improvement plan.

### **I: Inzicht / Insight**

## Course goal in relation to the learning outcomes

The student knows theoretic basics in controlling and marketing controlling and can explain them.

The student can explain methods for operational and strategical planning, and knows the difference.

The student can solve exercises with the help of contribution margin accounting.

The student knows general company and special marketing related key performance indicators, can calculate them and explain their meaning in decision making.

The student can identify and evaluate different standard system of key figures.

The student can apply "Target Costing" and "Product Lifecycle Costing".

The student can understand and apply the "Shareholder-Value" approach.

The student knows the importance of reporting systems in controlling as a part of the marketing process.

**Examination**

Examination form (written, oral, report, other)	Knowledge Test / Case Study (written exam)
Duration of examination	1,5 hour (90 minutes)
Examination period	Exam period as indicated in FIBS calendar
What will be examined?	The Learning Goals stated above
Specific examination criteria	Students will get questions in order to test the theoretical knowledge of the subject and their ability to apply these aspects to the work practice.

The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

**Re-examination**

The retake exam follows the same rules as the regular exam, so see the information stated above.



**Literature**  
**(most recent edition)**

## English Stream

Author	Title	Compulsory	Secondary
Ray Garrison, Eric Noreen, Peter Brewer	Managerial Accounting	X	
Robert Libby , Patricia Libby, et al.	Financial Accounting	X	
Luke M. Froeb, Brian T. McCann, Michael R. Ward, Shor	Managerial Economics		X
Alfred Rappaport	Creating Shareholder Value		X
Benjamin Graham	The Intelligent Investor		X
Milton Friedman	The Social Responsibility of Business is to Increase its Profits		X

## Dutch Stream

[illegible]

### German Stream

Author	Title	Compulsory	Secondary
Ehrmann, Harald	Marketing-Controlling	x	
Schmidt, Andreas	Kostenrechnung		x
Weber, Jürgen	Einführung in das Controlling	x	
Schmolke, S.; Deitermann, M.	Industrielles Rechnungswesen		x
Fischer, T.; Möller, K.; Schultze, W.	Controlling: Grundlagen, Instrumente und Entwicklungsperspektiven	X	

### Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures <sup>1</sup>	22,5
Tutorials <sup>2</sup>	15
Self-study <sup>3</sup>	101
Examination	1,5
<b>Total 5 ECTS for this course</b>	<b>140</b>

<sup>1</sup> Lectures have a maximum of 90 students.

<sup>2</sup> Tutorials are lectures for a group of maximum 30 students.

<sup>3</sup> Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

**Programme**

This semester consists of 15 education weeks.

**Week schedule English**

LW <sup>4</sup>	Subject/Learning goal	Self-study for next class	Contact hours
L1	Repetition of the basics of accounting	If applicable, exercises and the review of research articles	2,5
L2	Introduction to Controlling	If applicable, exercises and the review of research articles	2,5
L3	Operational and strategic planning	If applicable, exercises and the review of research articles	2,5
L4	Operational and strategic planning	If applicable, exercises and the review of research articles	2,5
L5	Operational and strategic planning	If applicable, exercises and the review of research articles	2,5
L6	Key Performance Indicators	If applicable, exercises and the review of research articles	2,5
L7	Key Performance Indicators	If applicable, exercises and the review of research articles	2,5
L8	Target costing	If applicable, exercises and the review of research articles	2,5
L9	Target costing	If applicable, exercises and the review of research articles	2,5
L10	Target costing	If applicable, exercises and the review of research articles	2,5
L11	Product Life Cycle Costing (PLCC)	If applicable, exercises and the review of research articles	2,5
L12	Shareholder Value Management	If applicable, exercises and the review of research articles	2,5
L13	Shareholder Value Management	If applicable, exercises and the review of research articles	2,5
L14	Reporting	If applicable, exercises and the review of research articles	2,5
L15	Reporting and clarification of the last questions	If applicable, exercises and the review of research articles	2,5

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<sup>4</sup> LW = lesson week.

### Week schedule Dutch

LW <sup>5</sup>	Subject/Learning goal	Self-study for next class	Contact hours
L1	Inleiding Marketing Controlling: welke positieve van marketing controlling binnen het marketingproces	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L2	Indeling Marketingcontrolling in strategische en operationele marketing controlling	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L3	Functies van Marketing Controlling binnen het marketingproces	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L4	Marketingacties als gevolg van marketingdoelen en ondernemingsdoelen: doel van kengetallen	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L5	Kengetallen Product: commerciële productcalculaties, waaronder life time value, bedrijfseconomische calculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L6	Kengetallen Product: commerciële productcalculaties, waaronder life time value, bedrijfseconomische calculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L7	Kengetallen Prijs: commerciële prijscalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L8	Feedback Week	Feedback op de gegeven lessen: herhaling lesstof	2,5
L9	Kengetallen Prijs: commerciële prijscalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L10	Kengetallen Plaats: commerciële plaatscalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L11	Kengetallen Plaats: commerciële plaatscalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L12	Kengetallen Promotie: commerciële promotiecalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L13	Kengetallen Promotie: commerciële promotiecalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L14	Marketingbudgettering en verschillenanalyse	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L15	Marketingbudgettering en verschillenanalyse	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5

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<sup>5</sup> LW = lesson week.

### Week schedule German

LW <sup>6</sup>	Subject/Learning goal	Self-study for next class	Contact hours
L1	Ausgangsbasis/ Grundlagen KLR	Aufgaben und Übungen	2,5
L2	Wiederholung KLR	Aufgaben und Übungen	2,5
L3	Controllingverständnis & Grundlagen	Aufgaben und Übungen	2,5
L4	Controllingverständnis & Grundlagen	Aufgaben und Übungen	2,5
L5	Operative und strategische Planung	Aufgaben und Übungen	2,5
L6	Kennzahlen	Aufgaben und Übungen	2,5
L7	Kennzahlen	Aufgaben und Übungen	2,5
L8	Marketing Controlling	Aufgaben und Übungen	2,5
L9	Kennzahlensysteme	Aufgaben und Übungen	2,5
L10	Kennzahlensysteme/Product Life Cycle Costing	Aufgaben und Übungen	2,5
L11	Target Costing/Conjoint Analyse	Aufgaben und Übungen	2,5
L12	Target Costing/Conjoint Analyse	Aufgaben und Übungen	2,5
L13	Shareholder Value	Aufgaben und Übungen	2,5
L14	Berichtswesen	Aufgaben und Übungen	2,5
L15	Klausurvorbereitung	Aufgaben und Übungen	2,5

### Quality assurance

The evaluations of the former corresponding LA showed that the LA were properly assessed, however, adaptations have been made due to the new curriculum:

Taking actual developments and cases into account.

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<sup>6</sup> LW = lesson week.

### Name LA: M43 – Marketing Research

	<b>English</b>	<b>Dutch</b>	<b>German</b>
<b>ProgRESS-code</b>	<b>M43ME19</b>	<b>M43MN19</b>	<b>M43MD19</b>
<b>Lectures involved</b>	<b>NN</b>	<b>Mr. van Kessel</b>	<b>Mr. Brimmen</b>
<b>Study load / ECTS</b>	<b>140 SBU / 5 ECTS</b>		

#### **Brief description**

The module prepares students for the challenges of qualitative project work and serves as a first basis for further reports. Many students use expert interviews as part of their theses to gain insights from the companies.

#### **Relationship to HBO-Bachelor level**

The course contributes to the HBO-Bachelor level as a marketer needs a sufficient market awareness to identify the market developments and opportunities, taking into account all stakeholders. Based on a systematically carried out analysis in a transparent way the marketer gets profound knowledge of the environment, the market and the company itself – and the suitable analytical tools are covered in this course.

#### **Didactic methods**

The learning arrangement consists of a practical project. This allows students to apply knowledge in practice, which has been acquired in the previous subjects. Although there are no scheduled lessons, students shall contact the accompanying lecturer regularly. It is recommended to notify the lecturer about the current state of the project biweekly.

## Overview of learning outcomes in this LA

### **KB: Koers bepalen / Determining ambitions**

- The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets. The CE-er can justify his choice of sources, theories, models, and methods.
- In his role as a prudential (as well investigating and understanding) bridge builder, the student can maintain and strengthen internal and external relations by communicating with all parties involved at appropriate moments of contact and also on a diverse, cross-cultural level

### **WC: Waarde creëren / Creating values**

### **BD: Business Development**

- The student can justify the choices made to his own organization (management) and to customer relations.

### **R: Realiseren / Achieve**

- Together with others, the student can analyze changes for all functional areas of the organization from a general marketing problem definition and develop, draw up, and substantiate a marketing plan (or a sub plan derived from it) on the basis of a given marketing policy within the framework of a complex real life situation. The student is able to account for his own choices with regard to the plan and to monitor and adjust the progress.
- The student can communicate with his stakeholders at an adequate level. He can independently investigate and understand cultural differences.
- The student can work in a result-oriented way within an organization and initiates his own work paths. He is active in setting goals and participates in working agreements.

### **I: Inzicht / Insight**

- In consultation with the instructor, the student can describe the practical problem, as well as the causes and effects of the problem.
- The student can independently carry out a moderately complex research project.
- The student can search for specific sources (including international professional literature) and determine the relevance and credibility of the sources found.
- The student can collect and analyze data based on selected theories, models and methods.
- The student can justify research results to the client on the basis of a report and/or presentation.
- The student can show an investigative attitude with appropriate behavior.
- The student is, coached by a lecturer, capable of iteratively (i.e.: non-linearly) moving in a mildly complex research process.



## Course goal in relation to the learning outcomes

The main aims of M43M are to;

- solve a complex practical problem in a group, on the basis of market research methods.
- point out what methods and techniques are available for a research and make use of them.
- independently draw up a research plan including budget and explanation of the choice of method.
- write a report with graphic representations and account for the study results to the client.
- evaluate the study carried out.
- develop insight into own way of working and that of others.
- handle unexpected events which distract group processes and react in an adequate way. .

These aims align with the learning outcomes of the course, as stated in the box above.

## Examination

Examination form (written, oral, report, other)	Students have to submit a <b>group</b> report and have to hold a presentation incl. Q&A session. The report consists of maximum 8000 words (excluding the front matter and measurement instrument). The exact amount of words should be indicated on title page. The report must be written in Times New Roman 12, with 1.5 line spacing, in Harvard style. It should be structured in accordance with the guidelines (for specific guidelines on report structure, see: M43M portal). The <b>group</b> report is assessed on a 1-10 scale, using the assessment form as published on the M43M portal.
Duration of examination	Presentation of 30 minutes + Q&A session of 15 Minutes
Examination period	The deadline for submitting the group report and group files is set on Friday, 18 June 2021, 11.59.59 p.m. (before midnight)
What will be examined?	The overall grade for the research project consists of the following parts:  <b>1. Project plan (Go/No Go)</b> – <i>The project plan must be passed in order to continue with the project. Is the project plan insufficient the group has once the possibility to revise it. If the project plan is still insufficient after the revision the project stops and M43M cannot be passed in the current semester.</i>

### **Content of the “Project plan”**

- Company description
- Problem description
- Research objective
- Methodology (The scientific approach how the problem can be solved)
- Time budget (140 hours) and time schedule (How do you plan the project?)
- Distribution of tasks (Who is responsible for what in the project group?)

**2. Final report (60%) / presentation (20%) / questions (20%)** – *This is the basis for grading the project. Stick to the following structure.*

### **Final Report / Final presentation**

The report must be written according to the generally applicable rules of the FIBS (see script "Reporting"). Every student has to contribute to the group report (indicate the chapter you have worked on) and to the presentation. All group members are expected to write at the report and participate in the presentation.

### **Chapters of the report / presentation**

Cover page  
Title page  
Summary  
Preface  
Table of content  
List of figures  
1 Introduction  
2 Company description  
3 Project description (For this chapter you nearly find everything in your project plan)  
    3.1 Problem definition  
    3.2 Research objectives  
    3.3 Research approach  
4 Theoretical approach  
    4.1 Theoretical classification into the marketing process  
    4.2 Literature review / critical examination of theory  
5 Analysis (Based on the theory explained in chapter 4 of your report)  
6 Results and recommendations  
7 Critical appraisal  
Glossary  
List of literature  
Appendices  
Statement of Authenticity

Specific examination criteria	<p>The group project is graded by means of the M43M grading form. The different grading criteria shall support the lecturer to evaluate the project in a holistic manner. After grading the group project the grade can be individualized by the group members, taking into account the individual performance of each student (see relevant documents of the group dossier). The individualized grades can deviate from the group grade. In order to pass this learning arrangement a group member must achieve a grade of at least 5.5 in all assessment criteria.</p> <p>The group leader submits a grade suggestion to the lecturer. The lecturer examines the suggestions and determines the final grades.</p> <p>All group members must partake in the examination. In the question and answer round (Q&amp;A) every group member shall answer questions.</p>
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The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

### **Re-examination**

There is a possibility of repeating the corresponding components, if the grade is below 5.5 in one or more assessment criteria. The overall grade for the repetition of the corresponding part can be a maximum of 5.5. The retake takes place during the retake weeks.

**IMPORTANT:** Students will have one repair option only.

**Literature**  
**(most recent edition)**

## English Stream

[illegible]

## Dutch Stream

[illegible]

**German Stream**

<b>Author</b>	<b>Title</b>	<b>Compulsory</b>	<b>Secondary</b>
The literature need results from the defined project.			

**Study load hours**

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

M43M does not include direct contact hours. However, consultations with the client and with the assigned lecturer are required. Each student is expected to spend 140 hours for this project.

**Programme**

This semester consists of \_\_\_\_ education weeks.

**Week schedule****Semester 4, Week 1:** start of the project

When the project starts, an lecturer is assigned to each team. The lecturer provides assistance and assesses the project. First, the project group should contact the client for a briefing. The student group writes a project plan (see Semester Manual M43M: Examination - Content of the “Project plan”) and sends it to the lecturer and to the client not later than two weeks after the kickoff meeting with the client. The group leader should keep contact to the client and the supervising lecturer. Upon acceptance of the concept the implementation phase starts.

Each group is responsible to set up a group dossier (online). In this the following documents have to be compiled: - Overview activities M43M - Peer Assessment M43M - Task and Timesheet M43M

After finishing the research a report and presentation must be prepared. The presentation can take place at the client’s company or in Venlo.

The whole project must not be completed later than Friday, 18 June 2021, 11.59.59 p.m. (deadline).

**Quality assurance**

The evaluations of the former corresponding LA showed that the LA were properly assessed, however, adaptations have been made due to the new curriculum:

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

Not applicable.

**Name LA: Service-, B2B- & Retail Marketing**

	<b>English</b>	<b>Dutch</b>	<b>German</b>
<b>ProgRESS-code</b>	M44ME19	M44MN19	M44MD19
<b>Lectures involved</b>	B. te Lindert	H. Walboomers	N. Alfken, B. Thewissen
<b>Study load / ECTS</b>	SBU 140 / ECTS 5		

**Brief description**

This Learning Arrangement (LA) focuses on three special branches aligned with marketing. After completing the course the students will be familiar with current knowledge in services-, B2B- and retail-marketing. Hence, this will enable them to complete the level of phase 2 (bachelor competent). The range of subjects will both be discussed from a strategic as well as an operative perspective. Especially the differences towards consumer goods marketing is highlighted.

Analysis of the special characteristics and peculiarities of services-, B2B- and retail-marketing ask for scientific tailoring, method-working and critical thinking and acting. Further on, a high degree of creativity is crucial.

Finally, this LA presents basic qualification for a management position in both national and international marketing.

**Relationship to HBO-Bachelor level**

The course contributes to the HBO-Bachelor level as the service industry, business-to-business industry and retail industry play a tremendous role in economies worldwide. Moreover, students have to acquire knowledge in these specific marketing disciplines as gaining strategic competitive advantage for services differs a lot from physical products.

**Didactic methods**

For M44 five timeslots are scheduled. The teaching method is a mixture of interactive lectures (theory) connected with topic-referred, practice-oriented exercises and self-study time. Three timeslots a week are spent on interactive lectures (theory) which present the necessary theory and experience in service, business-to-business and retail marketing. Tutorials (two timeslots per week) focus on practical exercises to deepen the understanding of the topics discussed in lectures. In order to follow the course and to consolidate the knowledge, students have to prepare and follow-up on the class materials in their self-study time.



## Overview of learning outcomes in this LA

### **KB: Koers bepalen / Determining ambitions**

The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets. The student can apply the internal skills, capacities, and resources of the organization as strengths to generate competitive advantages. Through research and analysis, the student is able to generate innovative and creative product ideas and convert them into new or adapted products, taking into account the consequences for the organization. In his role as a prudential (as well investigating and understanding) bridge builder, the student can maintain and strengthen internal and external relations by communicating with all parties involved at appropriate moments of contact and also on a diverse, cross-cultural level.

### **WC: Waarde creëren / Creating values**

The student can use consumer behavior as a starting point for maintaining the commercial ambitions. The student can investigate and understand international market opportunities and translate them into objectives and creative ideas. The student can develop, draw up, and substantiate a marketing plan.

### **BD: Business Development**

-

### **R: Realiseren / Achieve**

-

### **I: Inzicht / Insight**

-

## Course goal in relation to the learning outcomes

- To understand the definition of service marketing, to understand strategic and tactical services marketing topics and to apply strategic and tactical services marketing topics into practice  
This learning goal refers to: KB, WC
- To identify challenges and characteristics of B2B markets, to comprehend the difference of consumer marketing and B2B marketing, to apply special B2B needs to suitable strategic and operational marketing decisions  
This learning goal refers to: KB, WC
- To understand strategic and tactical retail marketing topics, to apply strategic and tactical retail marketing topics into practice  
This learning goal refers to: KB, WC

**Examination**

Examination form (written, oral, report, other)	Kennistoets/Casustoets
Duration of examination	90 minutes
Examination period	Exam week
What will be examined?	The learning goals stated above.
Specific examination criteria	Students will get questions in order to test the theoretical knowledge of the subject and their ability to apply these aspects to the work practice.

The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

**Re-examination**

The retake exam follows the same rules as the regular exam, so see the information stated above. It takes place in the re-examination period as stated in the FIBS calendar.

**Literature**  
**(most recent edition)**

## English Stream

<b>Author</b>	<b>Title</b>	<b>Compulsory</b>	<b>Secondary</b>
Wilson, A.; Zeithaml, V.; Bitner, M.; Gremler, D.	Services Marketing – Integrating customer focus across the firm		X
De Vries, W.; van Helsdingen, P.; Borchert, T.	Service Marketing Management – An Introduction		X
Zimmermann, A.; Blythe, J.	Business to Business Marketing Management – A global perspective		X
Hutt M.; Speh T.	Business Marketing Management: B2B, International Edition		X
Biemans, W.	Business to Business Marketing: A Value-Driven Approach		X
Goworek, H.; McGoldrick, P.	Retail Marketing Management - Principles and Practice		X
Quix, F.; van der Kind, R.	Retail Marketing		X
Ennis, S.	Retail Marketing		X
Grewal, D.; Weitz, B.; Levy, M.	Retail Marketing		X
Kotler, P.; Armstrong G.; Harris, L.; Piercy, N.	Principles of Marketing, European edition		X

## Dutch Stream

[illegible]

### German Stream

Author	Title	Compulsory	Secondary
Haller, Sabine	Dienstleistungsmanagement		x
Meffer, Heribert et al.	Dienstleistungsmarketing		x
Pförsch, Waldemar A. et al.	Business-to-Business-Marketing		x
Eckhardt, Gordon H.	Business-to-Business-Marketing		x
Backhaus, Klaus et al.	Industriegütermarketing		x
Haller, Sabine	Handelsmarketing		x
Swoboda, Bernhard et al.	Handelsmanagement		x
Schröder, Hendrik	Handelsmarketing		x

### Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures <sup>1</sup>	22,5
Tutorials <sup>2</sup>	15
Self-study <sup>3</sup>	101
Examination	1,5
<b>Total 5 ECTS for this course</b>	<b>140</b>

<sup>1</sup> Lectures have a maximum of 90 students.

<sup>2</sup> Tutorials are lectures for a group of maximum 30 students.

<sup>3</sup> Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

**Programme**

This semester consists of 16 education weeks.

**Week schedule English**

<b>LW<sup>4</sup></b>	<b>Subject/Learning goal</b>	<b>Self-study for next class</b>	<b>Contact hours</b>
L1	Retail Marketing	Literature review to prepare and revise lecture / exercises	2,5
L2	Retail Marketing	Literature review to prepare and revise lecture / exercises	2,5
L3	Retail Marketing	Literature review to prepare and revise lecture / exercises	2,5
L4	Retail Marketing	Literature review to prepare and revise lecture / exercises	2,5
L5	Retail Marketing	Literature review to prepare and revise lecture / exercises	2,5
L6	Retail Marketing	Literature review to prepare and revise lecture / exercises	2,5
L7	Dienstenmarketing	Literature review to prepare and revise lecture / exercises	2,5
L8	Feedback Week		2,5
L9	Dienstenmarketing	Literature review to prepare and revise lecture / exercises	2,5
L10	Dienstenmarketing	Literature review to prepare and revise lecture / exercises	2,5
L11	Business Marketing	Literature review to prepare and revise lecture / exercises	2,5
L12	Business Marketing	Literature review to prepare and revise lecture / exercises	2,5
L13	Business Marketing	Literature review to prepare and revise lecture / exercises	2,5
L14	Business Marketing	Literature review to prepare and revise lecture / exercises	2,5
L15	Business Marketing	Literature review to prepare and revise lecture / exercises	2,5
L16	Feedback Week		2,5

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<sup>4</sup> LW = lesson week.

## Week schedule Dutch

LW <sup>5</sup>	Subject/Learning goal	Self-study for next class	Contact hours
L1	Services-Marketing: Introduction and definition	Literature review to prepare and revise lecture / exercises	2,5
L2	Services-Marketing: Managing intangibility and lack of ownership / Managing inseparability	Literature review to prepare and revise lecture / exercises	2,5
L3	Services-Marketing: Managing heterogeneity / Managing perishability	Literature review to prepare and revise lecture / exercises	2,5
L4	B2B-Marketing: Introduction and definition	Literature review to prepare and revise lecture / exercises	2,5
L5	B2B-Marketing: Strategy and value creation	Literature review to prepare and revise lecture / exercises	2,5
L6	B2B-Marketing: Marketing mix	Literature review to prepare and revise lecture / exercises	2,5
L7	B2B-Marketing: Marketing mix	Literature review to prepare and revise lecture / exercises	2,5
L8	Feedback Week		2,5
L9	Retail-Marketing: Introduction and definition	Literature review to prepare and revise lecture / exercises	2,5
L10	Retail-Marketing: Strategy and supply chain management	Literature review to prepare and revise lecture / exercises	2,5
L11	Retail-Marketing: Marketing mix	Literature review to prepare and revise lecture / exercises	2,5
L12	Retail-Marketing: Marketing mix	Literature review to prepare and revise lecture / exercises	2,5
L13	Retail-Marketing: Marketing mix	Literature review to prepare and revise lecture / exercises	2,5
L14	Retail-Marketing: Retail internationalization	Literature review to prepare and revise lecture / exercises / prepare review questions	2,5
L15	Repetition & Questions	Literature review to prepare and revise lecture / exercises / prepare review questions	2,5
L16	Feedback Week	Literature review to prepare and revise lecture / exercises / prepare review questions	2,5

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<sup>5</sup> LW = lesson week.

### Week schedule German

LW <sup>6</sup>	Subject/Learning goal	Self-study for next class	Contact hours
L1	Dienstleistungsmarketing: Einführung DL-Marketing	Literaturstudium zur Vorlesungsvorbereitung und -chbereitung, Übungsaufgaben	2,5
L2	Dienstleistungsmarketing: Leistungsfähigkeit des DL-Anbieters und Integration des Externen Faktors	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L3	Dienstleistungsmarketing: Immaterialität	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L4	Handelsmarketing: Einführung und Handelslandschaft	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L5	Handelsmarketing: Standortpolitik	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L6	Handelsmarketing: Sortimentspolitik	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L7	Handelsmarketing: Category Management	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L8	Feedback Week		2,5
L9	Handelsmarketing: Preispolitik	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L10	Handelsmarketing: Kommunikationspolitik	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L11	Handelsmarketing: Verkaufsraumgestaltung	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L12	B2B Marketing: Einführung	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L13	B2B Marketing: Zielsetzung & Strategie	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L14	B2B Marketing: Produkt- und Preispolitik	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L15	B2B Marketing: Distributions- und Kommunikationspolitik	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L16	Feedback Week		2,5

### Quality assurance

The evaluations of the former corresponding LA showed that the LA were properly assessed, however, adaptionns have been made due to the new curriculum:

- Details were adapted in several sub-topics according to evaluations.
- Adaption made for online education.

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<sup>6</sup> LW = lesson week.



## **M45M, Start Up Factory**

For more information about the Start Up Factory please see the separate Start Up Factory manual.

## M46M Communication & Culture IV: Language IV

	English	Dutch	German
<b>ProgRESS-code</b>	<b>M46ME19</b>	<b>M46MN19</b>	<b>M46MD19</b>
<b>Lectures involved</b>	<b>Ms J. Burkin</b>	<b>Ms I. Raath</b>	<b>Ms J. Burkin Ms J. Lümmer Ms I. Raath</b>
<b>Study load / ECTS</b>	<b>2</b>		

### Brief description

This learning arrangement is a course designed to prepare students to use English in a business environment at B2 – C1 level.

When preparing for a career in the field of Business negotiations and correspondence are vital parts of the profession. Negotiating is a process by which compromise or agreement can be obtained while avoiding conflict. The principles of fairness, mutual benefit and constructive relationship are the keys to a successful negotiation. Negotiation skills can be of great benefit in resolving differences that may arise between you and others and help you get what you want.

However, sometimes a conflict or disagreement might arise as we all have different needs, wants, aims and beliefs. The essence of negotiation is to try to reach agreements without causing future barriers to communications. Students will learn the stages of a business negotiation and will get to negotiate on a business topic. This will be done both in speaking and writing (emails).

### Relationship to HBO-Bachelor level

During the course students will learn to take communication to the next level. Negotiating in a foreign language means being able to clearly formulate your needs and wants in order to be successful. Additionally, after completing this course, the students will be able to apply the acquired knowledge in a business environment. On the whole, this course with its contents, is an important addition to the general development of business students, as the knowledge of English in the globalizing business environment has become a necessary tool to advance careers.

## Didactic methods

Theory and practice will alternate. Students will work together and will give each other feedback. At the end of the course students have to demonstrate that they are capable of communicating clearly and reaching their goals. Working in groups/pairs as well as individually during the lessons, combined with interactive tasks are the main didactic approaches used in the course. In addition, video recordings will enable the student to self-reflect and learn by doing. During class, there will be room for explanation, discussion and questions. All four language skills are practised during this semester, but speaking skills will be focused on in particular. .

## Overview of Learning Outcomes in this LA

### KB – Set a course

- In his role as a prudential (as well investigating and understanding) bridge builder, the student can maintain and strengthen internal and external relations by *communicating* with all parties involved at appropriate moments of contact and also on a diverse, cross-cultural level.

### WK – Create value

- The student *can investigate and understand international market opportunities and translate them into objectives and **creative** ideas.*
- The student *can develop, draw up, and substantiate a marketing plan.*

### BD – Business Development

- The student is able to draw up a plan in which an innovative and sustainable value proposition is formulated.
- The student can justify the choices made to his own organization (management) and to customer relations.
- The student can design and manage a project or company, also in collaboration with others. In doing so, the student can communicate with different target groups, investigating and understanding cultural differences (whether domestic or cross-border).

### R – Realisation

- The student can communicate with his stakeholders at an adequate level. He can independently investigate and understand cultural differences.

## Course goal in relation to the competence profile

The student is able to communicate using appropriate English while being aware of cultural differences.

Students become aware of what is needed to be a good negotiator. They become aware of the importance of accurate communication and how fluency in English can help them in their future career. Students learn appropriate vocabulary and grammar and feel what it takes to get the deal they need.

\*Level B2 – C1 according to the Common European Framework of References. These are the descriptors for writing:

	Overall	Range	Coherence	Accuracy	Fluency	Interaction
<b>C1</b>	Can express himself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate contributions skilfully to those of other speakers	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers
<b>B2</b>	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with proficient speakers of the language quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.

### Examination

Examination form (OER)	Oral negotiation and portfolio. Students negotiate with each other on a given case study. The negotiation will be recorded and submitted, together with a portfolio of deliverables, on Fontys Onedrive
Duration of examination	15-20 minutes
Examination period	Deadline: Friday 4 June 2021
What will be examined?	
Specific examination criteria	Students show that they: - Can negotiate a business case both in speaking and writing, in clear and comprehensible English - Can use vocabulary and grammar correctly - Can use the conventions negotiations and email writing Students need a minimum of 5.5 to pass this module. <i>For all the specific requirements regarding portfolio and report, see document on the portal.</i>

The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

### Re-examination

Students who do not pass the examination are entitled to redo the recording and to repair/rewrite the portfolio, submitting an improved version within ten working days after receipt of the feedback on the portfolio.

### Literature

Author	Title	Compulsory	Secondary
Various authors	Syllabus Negotiation Skills MIM46	X	
Tim Banks	Writing for Impact 978-1-107-60351-6	X	
Mark Powell	International Negotiations 9780521149921		X
Extra Material on Sharepoint/MSTeams		X	X

### Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Tutorials <sup>1</sup>	22,5
Consultation hours <sup>2</sup>	2
Self-study	21,5
Examination	10
Project work	
Workshop	
<b>ECTS for this course: 3</b>	<b>56</b>

<sup>1</sup> Tutorials are lectures for a group of maximum 30 students.

<sup>2</sup> Consultation hours are individual meeting hours with a tutor.

## Programme

This semester consists of 15 education weeks.

## Week schedule

LW <sup>3</sup>	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction to Negotiation	Reading and completing related exercises and writing assignments before the next class	1.5
L2	Preparation stage I	As before	1.5
L3	Preparation stage II: Building relationships I	As before	1.5
L4	Building relationships II: Persuading, influencing and negotiation skills I	As before	1.5
L5	Persuading, influencing and negotiation skills II	As before	1.5
L6	Planning Form I: Questioning and clarifying I	As before	1.5
L7	Planning Form II: Case study- assign roles	As before	1.5
L8	Questioning and clarifying II	As before	1.5
L9	Review grammar I	As before	1.5
L10	Review grammar II	As before	1.5
L11	Bargaining	As before	1.5
L12	Bargaining	As before	1.5
L13	Clinching the deal	As before	1.5
L14	Clinching the deal	As before	1.5
L15	Wrapping up / question time		1.5

## Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements: Not applicable; course is offered for the first time as of February 2020.

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<sup>3</sup> LW = lesson week.

## M47M PPD

	English	Dutch	German
ProgRESS-code	M47ME19	M47MN19	M47MD19
Lectures involved	MME2A      KESF01 MME2B      BURJ01	MMN2A      URLB01	MMD2A      REEJ01 MMD2B      TREL02 MMD2C      HARD02 MMD2D      BOLB01 MMD2E      PETM05 MMD2F      GRAR01
Study load / ECTS	<b>84h/ 3 ECTS</b>		

### Brief description

#### Basic principles vision PPD

- Students are challenged to discover and develop their talents.
- A distinction is made between study progress, career development and professional development, which come together in personal development.
- The student reflects on dealing with the three pillars (study progress, career development and professional development) that are central to PPD, with personal development as the common denominator.
- There are options and the student has the freedom to have input into his or own study programme, enabling the student to make choices and develop optimally.
- Self-exploration & Personal development is given attention throughout the whole study.
- The focus on career development and professional development continuously increases whereas the study progresses.

### Relationship to HBO-Bachelor level

The overall goal of PPD is to ensure that students end up in the right place and that teachers provide adequate guidance, that the student successfully completes the study (or deliberately concludes to want something different), develops his or her talents and is optimally prepared for the future. Student has insights in what is needed as a professional and what is needed in their occupational field. Therefore, student knows what kind of talent he has and where he can use these skills.

## Didactic methods

The learning arrangement consists primarily of interactive tutorials and individual talks as well as the individual development of a portfolio with the help of an online tool. Coaches takes an accompanying role here; asking the right questions means that students are pushed to use their reflective and critical faculties. They also support them in studying, reflecting on study as well as profession and career, making choices, taking responsibility and being able to work on development as a professional in field of marketing. By using an online tool the student is able to work individual from home on his portfolio. Additionally, the student has to follow workshops in year 2 (credits will be attached to semester 4 PPD).

- The student is the **owner** of his or her own development. The ability to be self-directed, the ability to manage one's own learning process and professional development, is an essential aspect of this.
- Students are **challenged** to investigate and develop their talents by working individual with an online tool.

## Overview of competences in this LA

In PPD the student works on his Study progress, career development and professional development. Doing so the course contributes to all learning outcomes of the study programme
Set a Course
Create Value
Business Development
Realization
Insight
Some learning outcomes apply clearly and directly to PPD, e.g. "The student is able to justify, reflect, and adapt his own choices, which indicates involvement and critical self-assessment. He can independently set and realize goals in a more complex situation and translate feedback and self-reflection into an improvement plan." (Realization). Others might rather be affected on a meta-level, also depending on the personal choices of the various students.



### Course goal in relation to the competence profile

Reflection on qualities; Self-directed learning and reflection	Student can reflect on his study progress in main phase. Student can plan, execute and evaluate his own learning process in main phase.
Career management; Proactive career planning	Student undertakes actions which are necessary for career and professional development. Student can find suitable vacancies and writes convincing applications. Student steers his own development by participating workshops of his choice.
Reflection on motives; Self-reflection	Student reflects on his motivations and inspirations. Student has a first vision of his dream job.
Networking	Student gains insights in possible internships by using his network and interviewing senior students.
(Work) exploration	Student plans his work placement and minor study.
These aims align with the learning outcomes of the course, as stated in the box above.	

### Examination

Examination form (OER)	Individual Portfolio
Duration of examination	n/a
Examination period	The student must turn in the portfolio in L15 at 12 pm at noon on Friday.
What will be examined?	The student's individual portfolio which should prove that the student has met all the requirements set to this final deliverable (see learning goals above).
Specific examination criteria	Individual portfolio has to be developed with the help of the Edubook "Personal & Professional Development IM 2019/2020"

The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

### Re-examination

In case of an insufficient use of language or minor mistakes (which includes spelling, grammar and punctuation), the student needs to repair the portfolio within 10 working-days but latest before the meeting of the Examination Board.
In case of an insufficient proof of achievement of one or more course goals in relation to the learning outcomes, the student needs to retake the examination within 10 working-days but latest before the meeting of the Examination Board.
The re-examination includes the repair of the portfolio and a 20 minute presentation, which will be recorded by the student. Within the 20 minute presentation the student needs to proof by referring to the portfolio and by giving examples that he/she achieved the course goals in relation to the learning outcomes.

## Literature

### English/ Dutch/ German Stream

Author	Title	Compulsory	Secondary
Edumundo	Personal & Professional development IM 2018 /2019 ( <a href="http://fontys.myedumundo.com">fontys.myedumundo.com</a> )	x	

### Study load hours

Study load hours are the total number of hours (of 60 minutes each) a student has to spend on an LA.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures <sup>1</sup>	
Tutorials <sup>2</sup>	8
Consultation hours <sup>3</sup>	3
Group work	
Project	
Self-study <sup>4</sup> work on portfolio	45
Examination	
Other (Workshops)	28
<b>Total 3 ECTS for this course</b>	<b>84</b>

### Programme

This semester consists of 16 education weeks.

### Week schedule English/Dutch/German Stream

LW <sup>5</sup>	Subject/Learning goal of Tutorials (lessons with the whole class)	Content of Coaching (in groups or individually)	Self-study for class	Contact hours
LW1	Welcome to the 4th Semester. Overview of the Semester Planning of Coaching NSE		<b>Corona week semester 3</b> <i>please fill in for individual talk</i>  Know your motivation: Chapter 11: Help! A motivational dip + <b>Portfolio questions (Part 1)</b>	1
LW2		Study advice for students who have not yet passed all PMMs	<b>Portfolio question (Part 2 and 3)</b>	1
LW3	Career planning: - Workshops		<b>Explore your possibilities year 2-4: Take a look at the internship experience of a senior student</b>	1

<sup>1</sup> Lectures have a maximum of 90 students.

<sup>2</sup> Tutorials are lectures for a group of maximum 30 students.

<sup>3</sup> Consultation hours are individual meeting hours with a tutor.

<sup>4</sup> Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

<sup>5</sup> LW = lesson week.

	- Meet and interview of a senior student			
LW4		Individual Talks about Portfolio question 1-3; workshops and current situation ( <i>Corona week semester 4</i> )	<b>Selling yourself: Chapter 3 How to find suitable vacancies</b>	1
LW5	Application and Interview		<b>Selling yourself: Chapter 4 How do I land the internship</b>	1
LW6		Individual Talks about Portfolio question 1-3; workshops and current situation ( <i>Corona week semester 4</i> )	<b>Selling yourself: Chapter 8: the job interview</b>	1
LW7	Selling yourself		<b>Selling yourself: Chapter 9: The STARR method in applications</b>	1
LW8		Individual Talks about Portfolio question 1-3; workshops and current situation ( <i>Corona week semester 4</i> )		1
LW9	Briefing Group Presentation : Marketer jobs (interview)		<b>Know yourself: Chapter 16 Future vision: Dream job</b>	1
LW10		Individual Talks (walk in)	Networking: Chapter 4: Networking via LinkedIn and social media	1
LW11	Inspiration and Motivation Group presentations results of marketer jobs interviews		<b>Know your motivation: Chapter 9: Share your fun and inspiration</b>	1
LW12		Individual Talks (walk in)	<b>Know your motivation: Chapter 13: Portfolio assignment year 2</b>	1
LW13	Refelction and open Question		<b>Portfolio question (Part 4-5)</b>	1
LW14		Individual Talks about Portfolio question 4-5 and Workshop refection	<b>Workshop reflection questions</b>	1
LW15	Individual Talks about Portfolio question 4-5 and Workshop refection		Semester Evaluation	1

**Quality assurance**

The results and comments that are shown by the final semester evaluations, have led to the following improvements:

Based on experience of the last semesters, the content was slightly adjusted in semester 4.



Show respect	Show enthusiasm	Be part of it	Stay open
Be positive	Dare to be vulnerable	Interact	Be on time
Be a positive example	Be honest and prepared	Meet / reach your goals	Think about the environment – act accordingly
help each other when needed	Share your knowledge with each other	Take responsibility	Be curious