Marketing Management
Manual

Preface

Dear MM Student,

Welcome to the Marketing Management study program! We hope you have a great time at Fontys International Business School and appreciate your trust in us.

This handbook serves as a guide, providing an overview of the entire MM study program, including all semesters, modules, and our teaching approach. During the initial contact hours, your student coaches and lecturers will provide you with more detailed information. Additionally, this document includes sources for further information.

We are looking forward to an inspiring and challenging journey with you!

Best regards,

The team leaders of Marketing Management

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1. Marketing Management: Our philosophy

Our philosophy is to offer opportunities, encouraging our students to seize them. Our educational approach creates an environment that supports and inspires young people to achieve their fullest potential. We expect our students to strive to make a difference in motivation, success, and self-realization. At Marketing Management, we commit to creating and disseminating knowledge, insights, concepts, and tools to embrace and support, stimulate and encourage this educational process. Helping our students transition from self-satisfaction to self-realization and independence is one of our major goals.

Education is so much more than just passive consumption; it is a chance to evolve, an evolution that must be initiated, carried, and driven from within. Personal responsibility, ambition, curiosity, and passion are the cornerstones of educational success and must be embraced by students and acknowledged by teachers.

We view ownership as the backbone of personal success. Students excel primarily for themselves, not for others. Education is voluntary, a chance to lay a crucial foundation for future professional life. Students will try and explore, seize opportunities or miss them. Ownership is the freedom of choice, coupled with responsibility for the results. Each perfect brick in this foundation is a personal success; each missed or weak brick can become an obstacle.

We value the diversity of our learning community, continuously built on respecting individual and cultural values. Our spirit fosters a truly international outlook, addressing the opportunities and challenges of the ever-changing global business landscape, without overlooking the opportunities available at 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

2. Overview of the Marketing Management curriculum

The Marketing Management curriculum is structured around six learning lines, providing a cohesive framework throughout the four years of study across three levels:
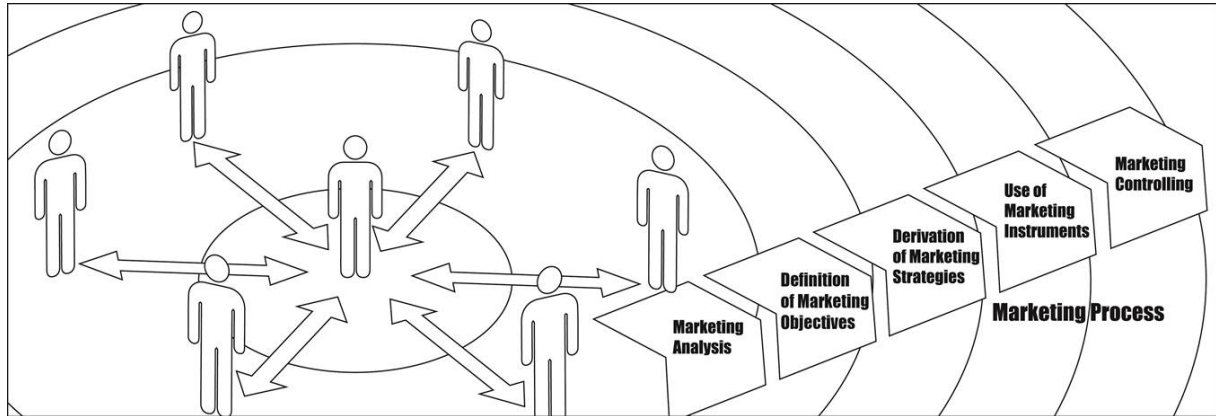
- **Marketing Process Learning Line:** This line serves as the core of the curriculum. Aligned with the marketing process steps, it establishes the fundamental framework for marketers. Topics covered include analysis, objectives, strategies, operations, and marketing control.

- **Research and Project Learning Line**: This line consists of a series of consecutive marketing projects that address various marketing subjects. As project complexity increases, the research learning line enhances students' ability to independently solve complex marketing problems by applying a systematic approach and maintaining a critical attitude.

- **Marketing Topics Learning Line:** In addition to the Marketing Process, the Marketing Topics Learning Line delves into relevant marketing subjects in today's business world. While digitalization is a key focus, other skills such as creativity are also emphasized and developed.

- **Business & Economics Learning Line**: Marketers must understand broader business and economic contexts. This learning line focuses on business administration, general economics, international trade and law.

- **Communication & Culture Learning Line**: This line emphasizes foreign languages and intercultural competence. Over the four years of study, students are prepared to work effectively in international and intercultural environments.

- **Personal & Professional Development Line**: In this line, students reflect on their study progress, strengths, weaknesses, and personal growth. It offers opportunities for individual choices, including workshops and guest lectures. Throughout their studies, students receive coaching and support from a student coach.

During the first year of study, the learning lines are taught as separate courses (while maintaining interrelations). For example, research courses contribute to marketing or business courses, helping students learn to find reliable data and critically assess it. As students progress, especially during the main phase, the connections between learning lines become more evident, culminating in larger learning arrangements (such as the multi-colored courses in the curriculum overview). Notable examples include the Start-Up Factory in the second year and internships and business research in the third year of the curriculum.

3. Overview of year 1 (The Propedeutic Phase)

The first year of study is known as the **propedeutic phase**, consisting of semesters 1 and 2, each lasting 20 weeks. The courses and structure of the propaedeutic phase are outlined in the following table:

Propedeutic Phase	
Semester 1	**Semester 2**
P11M Marketing Process I: Introduction & Analysis (5 ECTS)	P21M Marketing Process II: Objectives & Strategies (5 ECTS)
P12M Marketing Project I: Desk Research (5 ECTS)	P22M Marketing Project II: Quantitative Research (5 ECTS)
P13M Marketing Topics I: Consumer Behaviour (5 ECTS)	P23M Marketing Topics III: Online Marketing (5 ECTS)
P14M Marketing Topics II: Creativity & Presentation (5 ECTS)	P24M Marketing Topics IV: Design Thinking (5 ECTS)
P15M Business & Economics I: Business Administration & Microeconomics (5 ECTS)	P25M Business & Economics II: Business Administration & Macroeconomics (5 ECTS)
BusEng Business English (5 ECTS)	
P17M Personal & Professional Development I (2 ECTS)	P27M Personal & Professional Development II (3 ECTS)
30 ECTS	**30 ECTS**

The curriculum structure reflects the marketing process, encompassing five pivotal steps: Marketing Analysis, Marketing Objectives, Marketing Strategies, Marketing Instruments, and Marketing Controlling. These stages are explicitly addressed within the "Marketing Process Learning Line (P11M, P21M, etc.).

In addition to the Marketing Process line, six other learning lines are crafted to bolster the marketing process and equip students with indispensable skills, knowledge, and mindset:

Marketing Process Learning Line (P11M and P21M): This foundational learning line serves as the backbone of the entire curriculum, guiding students through the initial three steps of the marketing process in their first year. Semester 1 focuses on Marketing Analysis, while Semester 2 delves into Marketing Objectives and Marketing Strategies.

Research and Project Learning Line (P12M and P22M): In this learning line, students immerse themselves in projects related to various Marketing Process topics. Simultaneously, they engage in research, acquiring and applying skills in different research methods effectively.

Marketing Topics Learning Line (P13M, P14M, P23M, and P24M): This comprehensive learning line provides insights into subjects that underpin the Marketing Process. Covering areas such as consumer behavior and online marketing, it explicitly emphasizes skill acquisition. Core competencies essential for marketers, including creativity, design thinking, and presentation skills, are specifically highlighted within this line.

Business and Economics Line (P15M and P25M): Recognizing the intertwining of Marketing with economic sciences and business administration, this line underscores the importance of understanding business and economics for Marketing experts.

Communication & Culture Line (Business English): Situated at the heart of Europe, FIBS places a strong emphasis on foreign language communication and cross-cultural understanding. This line equips students to engage effectively with diverse cultural backgrounds.

Personal and Professional Development Line (P17M and P27M): With the goal of nurturing students' talents and talents and prepare them optimally for their future careers.

Detailed information on all the described courses can be found in the semester manuals 1 and 2.

4. Overview of year 2 and 3 (The Main Phase)

The second and third years of study are collectively referred to as the **main phase** and consist of semesters 3, 4, 5, and 6, each lasting 20 weeks. The courses and structure of the main phase are outlined in the following table:

Year 2		Year 3	
Main Phase			
Semester 3	Semester 4	Semester 5	Semester 6
M31M Marketing Process III: Brand Management (5 ECTS)	M41M Marketing Process V: Promotion (5 ECTS)	M51M Marketing Project V: Business Research (10 ECTS)	M61M Minor (30 ECTS)
M32M Marketing Process IV: Product, Price & Place (5 ECTS)	M42M Marketing Process VI: Controlling (5 ECTS)		
M33M Marketing Project III: Qualitative Research (5 ECTS)	M43M Marketing Project IV: Marketing Research (5 ECTS)	M52M Personal & Professional Development V Internship (20 ECTS)	
M34M Marketing Topics V: E-Commerce (5 ECTS)	M44M Marketing Topics VI: Service-, B2B- & Retail Marketing (5 ECTS)		
SUF I Start Up Factory I (5 ECTS)	SUF II Start Up Factory II (5 ECTS)		
M36M Communication & Culture I: Foreign Language I (3 ECTS)	M46M Communication & Culture II: Foreign Language II (2 ECTS)		
M37M Personal & Professional Development III (2 ECTS)	M47M Personal & Professional Development IV (3 ECTS)		
30 ECTS	**30 ECTS**	**30 ECTS**	**30 ECTS**

Marketing Process Learning Line (M31M, M32M, M41M, and M42M): This leading line extends into the second year of the curriculum, covering Marketing Instruments, Marketing Controlling, and Brand Management.

Research and Project Learning Line (M33M and M43M): Continuing into the second year, this line encompasses Qualitative and Marketing Research.

Marketing Topics Learning Line (M34M and M44M): Providing insights into topics supporting the Marketing Process, this line covers areas such as E-Commerce, Service-, B2B- & Retail-Marketing.

Start-Up Factory I & II (SUF I & II): In these learning arrangements, students collaborate across degree programs in a self-founded Start-Up Factory.

Communication & Culture Line (M36M and M46M): Essential for cross-border communication and cultural understanding, this line ensures students can effectively communicate in foreign languages and comprehend the cultural backgrounds of individuals across borders.

Personal and Professional Development Line (M37M, M47M, and M52M): Including the third and fourth courses of the Personal and Professional Development line, as well as the Internship, this line focuses on talent development and optimal career preparation.

Detailed information on all the described courses can be found in the semester manuals 3 and 4.

5. Overview of year 4 (The Graduation Phase)

The 4th year is divided into the semesters 7 and 8. The 7th semester includes classes on campus, in the 8th semester the Graduation Project will be carried out. The courses and structure of the graduation phase can be found in the following table:

Year 4	
Graduation Phase	
Semester 7	**Semester 8**
G71M Marketing Synthesis: Marketing Plan (10 ECTS)	G81M Marketing Graduation Assignment (25 ECTS)
G72M Marketing Topics VII: CRM Data Analytics (5 ECTS)	
G73M Marketing Topics VIII: Sales & Law (5 ECTS)	
G74M Business & Economics III: International Trade (5 ECTS)	
G75M Communication & Culture III: Intercultural Business Competences (5 ECTS)	G82M Personal & Professional Development VI (5 ECTS)
30 ECTS	**30 ECTS**

Marketing Projects (G71M and G81M): These projects, such as the Marketing Synthesis in the seventh semester or the Graduation Assignment in the last semester, integrate all six learning lines into larger learning arrangements. They serve as comprehensive exercises where students apply their knowledge and skills acquired throughout the curriculum.

Marketing Topics Learning Line (G72M and G73M): In these learning arrangements, students gain insights into topics supporting the Marketing Process, such as CRM Data Analytics and Sales & Law.

Business and Economics Line (G74M): Given the inherent connection of Marketing with economic sciences and business administration, understanding International Trade is imperative for Marketing experts.

Communication & Culture Line (G75M): Situated at the crossroads of Europe, FIBS emphasizes foreign language communication and cross-cultural understanding. This ensures that students can effectively communicate in foreign languages and comprehend the cultural backgrounds of individuals across borders.

Personal and Professional Development Line (G82M): This final course of the Personal and Professional Development line aims to ensure that students develop their talents, reflect on their development, and are optimally prepared for their careers after graduation.

Detailed information on all the described courses can be found in this manual.

6. Basic organisational information

Study Advice

Students are required to obtain a minimum of **45 ECTS** from the **available 60 ECTS**. This is the basis for the study advice which the student receives at the end of semester two. The official teaching and examination regulations of Marketing Management can be found online.

For the English version you can click on the right top end of the page to switch the language to English.

Yearly academic calendar

For an overview of the academic calendar i.e. teaching weeks, exam weeks, public holidays, vacation and other important calendar items you can check the annual calendar on Fontys Connect (Schedules – Annual calendars).

Registration for learning arrangements

In order to access the online learning environment on Canvas, a student must be registered for Participating Educational Activites on ProgressWWW. Deadlines and latest details can be found on Connect via the link: Subject-registration (fontys.nl)

Registration for tests

In order to be allowed to participate in an exam, assignment or assessment, a student must be registered for Participating test(s) on ProgressWWW. Deadlines and latest details can be found on Connect via the link: Subject-registration (fontys.nl)

Exceptions!

Certain subjects have a separate selection process. Students are enrolled or instructed to enroll for those subjects in ProgressWWW once their application has been approved by the coordinators / institutes responsible for that module.

Those subjects are:
- Work Placement,
- StartUp Factory
- Minors

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: Home (fontys.nl)

Student can contact the SSC via e-mail (ssc-venlo@fontys.nl) or phone (+31 (0)8850 76022).

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 2024-2025, the booklet "Hoofdlijnen Auteursrecht", and a note on plagiarism.

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, adaptions will be made in order to improve the learning arrangement. For any other remarks or proposals, please feel free to contact the quality assurance team of FIBS via fibs-quality@fontys.nl.

Policy for use of artificial intelligence tools for assessment

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.

7. Relation to the national framework

The new National Education Profile for Commercial Economics (LOP-CE) redefines the role of future Commercial Economists (CEs), emphasizing a holistic approach to value creation that includes economic, social, ecological, and ethical dimensions. This profile, inspired by the Exploratory Report and Sector Plan HEO, underscores the importance of sustainable development and multiple value creation.

Key learning outcomes are 1. Set a Course; 2. Creating Value; 3. Business Development and 4. Realization. The CE professional is envisioned as a market and customer expert who identifies opportunities through a PPP (people, planet, profit) framework, leveraging new economic principles, data, and technology to balance commercial success with societal impact.

The core promise of a Commercial Economist (CE'er) is encapsulated in **four learning outcomes**, alongside generic, commercial, and change-management skills:

1. Set a Course
2. Creating Value
3. Business Development
4. Realization

At the heart of this profile is "market and society," with the four learning outcomes, insight and flexible skills positioned around it. The CE'er optimizes multiple value creation for organizations, bridging sectors and encouraging both commercial and societal perspectives. They identify new opportunities, translating them into commercial strategies that consider climate, environment, health, and society impacts.

1. Set a Course: The CE'er sets the commercial course for products, services, brands, or organizations, based on vision, market opportunities, and sustainable competitive advantage. They analyze market trends and collaborate with stakeholders to create strategic visions that integrate economic and societal impacts.

2. Creating Value: CE'ers generate creative ideas and innovative opportunities, analyzing consumer behavior and market trends to develop products and campaigns that are both commercially successful and socially valuable. They create sustainable value for customers, organizations, and society.

3. Business Development: CE'ers co-create sustainable business models with stakeholders, understanding market dynamics to formulate profitable concepts contributing to multiple value creation. They balance economic and social responsibilities, creating innovative and viable business plans.

4. Realization: CE'ers implement market-oriented activities aligned with organizational strategies, aiming for profitability and positive societal impact. They lead and coordinate marketing activities, ensuring sustainable commercial results through effective communication and stakeholder collaboration.

CE Skills:

1. **Generic Skills:** Critical thinking, problem-solving, creativity, curiosity, communication, collaboration, initiative, perseverance, adaptability, leadership, and responsibility.

2. **Commercial Skills:**
   Digital skills, data analysis, technological citizenship, commercial conversation skills, and financial calculations. The rapid advancements in AI, particularly Generative AI, necessitate the development of advanced commercial skills.

3. **Change skills**
   To be a good connector and to initiate changes, the CE'er must have ethical awareness, relationship awareness, proactivity, future agility, mental flexibility, and the ability to demonstrate leadership.

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

Program Learning Outcomes	Main Phase Capable	Graduation Phase Capable	Professionally Competent
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.	Based on thorough knowledge of marketing and a sufficient market awareness, the student can identify *market developments* and opportunities, taking into account all stakeholders. The student has knowledge of relevant analysis techniques and can perform these for a given *problem definition*. The student is able to generate insight into internal and external business relations and to map these business relations. In doing so, he initiates, *develops, and maintains these relationships*. The students spots and identifies cultural differences.	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	The CE-er is able to develop a vision with stakeholders based on **commercial awareness**. 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 *cooperate* with worldwide. 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 **adaptation** or development of a new business model for the organization/product and/or a change strategy for the organization/product. When formulating the course, the CE-er is sensitive to *connecting* at a content and human level. He acts (works) as a bridge builder in this.

Create Value			
Create Value: The CE Professional creates sustainable values for the company, the client and the society and community. He does this by thoroughly analysing 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.	The student can understand research and data from third parties and carry out routine data and market research. The student *can carry out a limited internal and external analysis based on a given problem definition.* The student can generate insight into various, diverse target groups, also by spotting and identifying cultural distinctions The student can demonstrate basic knowledge of the relationship between economic issues and ethical sustainable entrepreneurship.	The student can use consumer behaviour 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.* The student can control the execution of the marketing measures and the achievement of the goals with appropriate tools.	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. The CE-er chooses his target group based on research and analysis. He learns to understand his customer and his customer journey by **critically** analysing and researching actual behaviour, based on which he formulates goals, means and a time frame that demonstrably lead to value creation. The CE-er is able to interpret, create and demonstrate the concept of value in a variety of ways and goes beyond the *financial-economic principles of the organization.* 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.

Realization:	The student can identify	The student can design an	The CE-er takes the
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.	elements of a marketing plan, make analyses and, based on those, formulate measurable marketing objectives and apply strategic options. The student is able to set up a simple project organization and *give guidance* when making a plan of action. He can name the basic elements of project management and generate limited insight into his own management skills. The student can draw up simple financial overviews. The student *can establish, develop and maintain relationships*, both verbally and in writing. 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 *works together collegially* in a professional environment. He can spot and identify cultural differences. He *can report* in a clear and structured way, taking into account the correct use of language and using modern, adequate means. He can give a short *descriptive presentation*.	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.	*initiative* to convert plans/concepts into activities that contribute to the intended result, in consultation with internal and external parties. He is able to **manage** 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. He has learned to achieve maximum effect within the budget. He is *enterprising* and investigates *innovative* and sustainable solutions. He has an overview of tasks and is able to **communicate** well. This communication is aimed at the commitment of stakeholders. He has the ability *to connect* the interests of different parties and to allow stakeholders to recognise their own interests in the result while processing and relating to cultural differences. He pays attention to details and completes the task at hand. He is able to work towards the result *under high pressure and within deadlines*.

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 analyses 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.	The student can use basic skills to understand and explain a business model. The student can take stakeholders and the organization into account. The student has insight into innovations and/or changes. The student can develop concepts at a limited level based on market data and developments. 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. The student can describe and analyze the organization and economic environment in order to put together a simple earnings model.	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).	Given the commercial strategy and the value creation the CE-er is capable of obtaining his commercial goals from the market. 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. The CE-er has insight into innovative market developments worldwide and can develop concepts in a business model. 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. 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.

Insight:			
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.	The student can carry out a practical research project **in collaboration** with others, based on a given problem definition. The student is able to find relevant sources. The student can *collect* and process relevant data based on prescribed theories, models and methods. The student can *present* the most important research results. The student can define what is meant by an *investigative* attitude and matching behavior. The student is capable of (linearly) following a pre-structured and therefore rather modestly complex research process.	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*.	On the basis of a practical problem, the CE-er can independently *define and justify a problem definition, research questions and objective.* The CE-er can independently carry out a complex research project, if relevant with an international perspective. The CE-er can *justify* his choice of sources, theories, models, and methods. The CE-er can thoroughly and systematically collect and analyze data he has obtained. The CE-er can *critically* reflect on the quality of data. The CE-er can present specific advice and the resulting implications for the client. The CE-er can *critically* reflect on his own research attitude and research behavior. The CE'er is largely independently capable of *iteratively (i.e.: non-linearly) moving* in a comprehensive and complex research process.

8. Examination overview MM 2025-2026

A detailed overview of all examinations can be found here: https://oer.fontys.nl/
Different documents are relevant depending on the language stream:
- For students from the Dutch stream see: FIBS OER Commerciele Economie 2024-2025.
- For students from the English or German stream see: FIBS TER Commerciele Economie 2024-2025.

The relationship between the learning outcomes, the courses and the form in which the learning outcomes are assessed can be found in the following table:

Format LO and Credits FIBS Marketing Management (Commerciële Economie)							
Curriculum Propedeuse Marketing Management (PxxM)	Learning outcomes					Form of test	Credits
	KB	**WC**	**BD**	**R**	**I**		
KB Set course; WC Create value; BD Business development; R Realise; I Insight							
Propedeuse semester 1							
P11M Marketing Process I: Introduction & Analysis	X	X		X	X	Written test	5
P12M Marketing Project I: Desk Research	X	X	X	X	X	Report	5
P13M Marketing Topics I: Consumer Behaviour	X	X				Written test	5
P14M Marketing Topics II: Creativity & Presentation			X	X	X	Report + Portfolio + Presentation	5
P15M Business & Economics I: Business Administration & Microeconomics	X	X	X	X		Written test	5
Business English (in Semester 1 or 2)	(X)	(X)	(X)	(X)		Written test + oral test	0 (5)
P17M Personal & Professional Development I	X	X	X	X	X	Portfolio	2
Total Learning outcomes /Credits	5 (6)	5 (6)	4 (5)	5 (6)	4		27 (32)
Propedeuse semester 2							
P21M Marketing Process II: M-Objectives & Strategies	X	X		X	X	Written test	5
P22M Marketing Project II: Quantitative Research	X	X	X	X	X	Report + Project	5
P23M Marketing Topics III: Online Marketing			X	X		Project	5
P24M Marketing Topics IV: Design Thinking			X	X	X	Project	5
P25M Business & Economics II: Business Administration & Macroeconomics	X	X	X	X		Written test	5
Business English (in Semester 1 or 2)	(X)	(X)	(X)	(X)		Written test + oral test	5 (0)
P27M Personal & Professional Development II	X	X	X	X	X	Portfolio	3
Total Learning outcomes /Credits	5 (4)	5 (4)	6 (4)	7 (6)	4		33 (28)

Total Learning outcomes /Credits Propedeuse	10	10	10	12	8		60

Curriculum Main phase Marketing Management (MxxM)	Learning outcomes					Form of test	Credits
	KB	WC	BD	R	I		
KB Set course; WC Create value; BD Business development; R Realise; I Insight							
Main phase semester 3							
M31M Marketing Process III: Brand Management	X	X	X	X		Written test	5
M32M Marketing Process IV: Product, Price & Place	X		X			Written test	5
M33M Marketing Project III: Qualitative Research	X		X	X	X	Report	5
M34M Marketing Topics V: E-Commerce			X	X		Report	5
M35M Start Up Factory I	(X)	(X)	(X)	(X)	(X)	Portfolio assessment + Presentation	5
M36M Communication & Culture III: Foreign Language III	X	X	X	X		Written test	3
M37M Personal & Professional Development III	X	X	X	X	X	Portfolio	2
Total Learning outcomes /Credits	5 (6)	3 (4)	6 (7)	5 (6)	2 (3)		30
Main phase semester 4							
M41M Marketing Process V: Promotion	X	X	X	X		Written test + Project	5
M42M Marketing Process VI: Controlling	X	X	X	X		Written test	5
M43M Marketing Project IV: Marketing Research	X		X	X	X	Project	5
M44M Marketing Topics VI: Service-, B2B- & Retail-Marketing	X	X				Written test	5
M45M Start Up Factory II	(X)	(X)	(X)	(X)	(X)	Portfolio assessment + Presentation	5
M46 Communication & Culture IV: Foreign Language IV	X	X	X	X		Oral exam	2
M47M Personal & Professional Development IV	X	X	X	X	X	Portfolio	3
Total Learning outcomes /Credits	6 (7)	5 (6)	5 (6)	5 (6)	2 (3)		30
Total Learning outcomes /Credits 2. year	11 - 13	8 - 10	11 - 13	10 - 12	4 - 6		60

Main phase semester 5							
M51M Marketing Project V: Business Research	(X)	(X)	(X)	(X)	(X)	Report	20
M52M Personal & Professional Development V: Internship	(X)	(X)	(X)	(X)	(X)	Portfolio	10
Total Learning outcomes /Credits	0 - 2	0 - 2	0 - 2	0 - 2	0 - 2		30

Main phase semester 6							
Minor							30
Total Learning outcomes /Credits	0	0	0	0	0		30

Total Learning outcomes /Credits Main phase	13 - 15	8 - 12	11 - 15	10 - 14	4 - 8		120

Side notes:

M35M, 3 LOs have to be in consultation between the student and the coach

M45M, 3 LOs have to be in consultation between the student and the coach

M51M, depending on the research project. M52M, 3 LOs have to be chosen in consultation

Format LO and Credits FIBS Marketing Marketing (Commerciële Economie)							
Curriculum Graduation phase Marketing Marketing (GxxM)	Learning outcomes					Form of test	Credits
	KB	WC	BD	R	I		
KB Set course; WC Create value; BD Business development; R Realise; I Insight							
Graduation Phase semester 7							
G71M Marketing Synthesis: Marketing Plan	X	X	X	X	X	Project + Skill test I + Skill test II	10
G72M Marketing Topics VII: CRM Data Analytics	X	X			X	Project + Skill test I + Skill test II	5
G73M Marketing Topic VIII: Sales & Law	X	X	X	X		Written Test + Written Test	5
G74M Business & Economics III: International Trade	X		X	X		Written test	5
G75M Communication & Culture V: Intercultural Business Competences	X	X	X	X		Project	5
Total Learning outcomes /Credits	5	4	4	4	2		30

Graduation Phase semester 8								
Graduation Phase semester 8								
G81M Marketing Graduation Assignment	(X)	(X)	(X)	(X)	(X)	Final thesis	25	*G81M, 3 LOs have to be chosen in consultation between the student and the university supervisor*
G82M Personal & Professional Development VII	X	X	X	X	X	Portfolio + Portfolio	5	
Total Learning outcomes /Credits	1 - 2	1 - 2	1 - 2	1 - 2	1 - 2		30	
Total Learning outcomes /Credits Graduation Phase	6 - 7	5 - 6	5 - 6	5 - 6	3 - 4		60	

9. Detailed information per module

M41M Marketing Process V: Promotion

	English	**Dutch**	**German**
ProgRESS-code			M41MD23F
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours / 5 ECTS		

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 unit of study, 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 unit of study is a logical follow-up to prior Marketing Subjects and the competences achieved are valuable prerequisites for the task to be solved.

Didactic methods

The unit of study M41M consists of lectures to provide the necessary theoretical knowledge with further explanation by practical examples and cases. Additionally, the unit involves project work in groups of approx. 6 members. 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. Groups 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.

After each group's presentation short feedback is given. Full feedback and grades are given afterwards. After the lecturer has awarded a 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 must be made evident (with protocols and task performance). The final grades (80 percent of the M41M interim examination) are still given by the lecturers.

In addition, students take a short **30-minute written test**. The individual grade achieved in this test counts for 20 percent of the M41M interim examination.

Relationship to HBO-Bachelor level

This unit of study contributes to the following PLOs:

Set a Course	Create Value	Realization	Business Development	Insight
x	x	x	x	

For a detailed description of the Program Learning Outcomes, see chapter 4: Relation to the national framework.

Overview of learning outcomes in this unit of study

For a detailed description of the Program Learning Outcomes per level see chapter 4: Relation to the national framework / level "Graduation Phase Capable".

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 Set a Course, Business Development and Realization

The student can
- explain and apply different **Strategical Communication Approaches** such as:
  - Integrated Communication
  - Copy Strategy
  - Creation
- This learning goal refers to Set a Course, Business Development and Realization

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 units of study (P23M and M34M) focusing on Online-Marketing / E-Commerce in detail)
- This learning goal refers to Create Value, Business Development and Realization

The student can
- determine the **Media Selection / Communication Budget**
  - Inter-, Intra-Media Selection
  - Terms of Media Selection
  - Advertising Timing
  - Budgeting Methods
  This learning goal refers to Set a Course, Create Value, Business Development and Realization

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 Set a Course, Create Value, Business Development and Realization

The Controlling Part (Advertising Effectiveness and Controlling) is covered in the unit of study M42M "Marketing Controlling".

Interim Examination

Examination form	**Subtest: Project** (counts **80 %** of Interim Examination M41M)
Assessment scale	1-10 Minimum requirement to pass: 5.5
Registration for examination	Students have to register in ProgressWWW at the beginning of the semester
Duration of examination	60 minutes per group, duration of a pitch all in all up to 240 minutes
Examination period	Hand-in **Communication Concept** (max. 350 slides), **Group File** and **AI Statement** end of **LW 12** via GradeWork. The **Pitches** / Presentations take place in **LW 13-15**. Feedback and Grades afterwards.
What will be examined?	Development and Presentation of a Communication Concept. In regard of the use of Artificial Intelligence, each group has to turn in an AI Statement (for details please see below) signed by the group members.
Specific examination criteria	<table><tr><td>Communication Concept (Situation Analysis, Communication Objectives and Target Group, Integrated Communication, Copy Strategy, Media Selection and Budget Allocation, Media Layout, Performance Review)</td><td>70%</td></tr><tr><td>Presentation Style</td><td>10%</td></tr><tr><td>Questions (General and on Individual Level)</td><td>20%</td></tr></table>

Examination form	**Subtest: Written exam – closed book** Knowledge Test / Case Study (counts **20 %** of Interim Examination M41M)
Assessment scale	1-10 Minimum requirement to pass: 5.5
Registration for examination	Students have to register in ProgressWWW at the beginning of the semester
Duration of examination	30 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. Only the calculator **"Casio FX82..."** is allowed.

Please note:
Both subtests have to be at least 5.5 to pass the module.

AI policy in this unit of study

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.
We stick to this policy in every learning arrangement of MM. For each written assignment that students submit, the statement of authenticity should indicate which AI tools have been used and for which purposes.

An additional AI logbook is not required.
When the assessor has doubts about the integrity of the report content since it largely relies on the misuse of AI tools, this will be reported to the Examination Board as fraud.

Re-examination

Subtest: Project (counts 80 % of M41M)

Student groups that have not passed the project 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 resit in the coming semester.

Subtest: Written exam (counts 20 % of M41M)

The retake exam (resit) follows the same rules as the regular interim exam (sit), so please see the information stated above.

Please note:
Both subtests have to be at least 5.5.

Literature
(most recent edition)

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; 19th Global Edition		X

Dutch Stream

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

German Stream

Author	Title	Compulsory	Secondary
Runia, Peter/ Wahl, Frank/ Geyer, Olaf/ Thewißen, Christian	Marketing. Prozess- und praxisorientierte Grundlagen 6. Aufl., 2025.	X	
Bruhn, Manfred	Kommunikationspolitik – Systematischer Einsatz der Kommunikation für Unternehmen, 10. Aufl., 2025.	X	
Franz-Rudolf Esch und Dennis Esch	Strategie und Technik der Markenführung, 10. Aufl. 2024.	X	
Schweiger, Günter und Gertraud Schrattenecker	Werbung, 10. Aufl. 2021.		X
Kotler, Philip, Hermawan Kartajaya und Iwan Setiawan	Marketing 4.0 – Leitfaden für das Marketing der Zukunft, 2017.		X
Bak, Peter Michael	Werbe- und Konsumenten-psychologie, 2. Aufl. 2019.		X

Study load hours

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures[1]	24
Project Hours	80
Self-study[2]	34,5
Examination	1,5
Total 5 ECTS for this unit of study	140

Programme

This semester consists of 15/16 education weeks.

<u>Week schedule English Stream</u>

LW[3]	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	Processing the topics in relation to	Interactive

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[1] Lectures have a maximum of 90 students.

[2] Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

[3] LW = lesson week.

	Group, Core Message, Copy Strategy	project work	lecture (L 2 hrs)
L5	Advertising Psychology and Social Engineering, Creation and Cross Media	Processing the topics in relation to project work, **Turning in of Rebriefing**	Interactive lecture (L 2 hrs)
L6	Feedback to Rebriefing	Processing Feedback to Rebriefing	Individual group talks (L 2 hrs)
L7	Communication Instruments (ATL)	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L8	Communication Instruments (ATL) Feedback Week	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
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, **Turning in of all Pitch Materials including AI Statement in Gradework**	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	Pitch 3	With up to 3 groups	1.5 hrs per group
L16		Feedback, Grading	Group Talks

Week schedule Dutch Stream

LW[4]	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)

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[4] LW = lesson week.

L3	Company Meetings	Processing of Meeting and Briefing	Interactive lecture, 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 **Turning in of the Rebriefing**	Interactive lecture and workshop (L 2 hrs)
L6	Feedback to Rebriefing	Processing Feedback to Rebriefing	Individual group talks (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	Feedback Week	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
L9	Communication Instruments (ATL)	Processing the topics in relation to project work	Interactive lecture (L 2 hrs)
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 **Turning in of all Pitch Materials including AI Statement in Gradework**	Interactive lecture (L 2 hrs)
L13	Pitch 1	Presentation of Dutch group (1,5 hrs)	1.5 hrs per group
L14	Pitch 2	Presentation of Dutch group	1.5 hrs per group
L15	Pitch 3	Presentation of Dutch group (1,5 hrs)	1.5 hrs per group
L16		Feedback, Grading	Group Talks

Week schedule German Stream

LW[5]	Subject/Learning goal	Self-study for next class	Contact hours
L1	Kick-off Veranstaltung mit	Gruppenbildung, Selbststudium	Interaktive

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[5] LW = lesson week.

		Literatur	Veranstaltung (V 2,5 h)
	Gruppenbildung; Marketingprozess; Kommunikationspolitik, -prozess, -wirkung	Literatur	Veranstaltung (V 2,5 h)
L2	„Pitch-Verlosung"; Agenturen und Briefing; Kommunikationsziele	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Branche/ Unternehmen/ Produkt/ Marke gem. Briefing	Interaktive Veranstaltung (V 2,5 h)
L3	Zielgruppe, Kaufentscheidung, Botschaft; Kommunikationsstrategie/ Copy Strategy	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Zielgruppen und Positionierung gem. Briefing	Interaktive Veranstaltung (V 2,5 h)
L4	Interinstrumentelle Allokation, Inter- und Intra-Mediaselektion; Fachbegriffe der Mediaplanung	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2,5 h)
L5	Mediabudgetierung	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation **Einreichung Re-Briefing beim Dozenten**	Interaktive Veranstaltung (V 2,5 h)
L6	**Feedbackgespräche – Re-Briefing**		**Gruppengespräche**
L7	Above the Line I	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2,5 h)
L8	Above the Line II	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2,5 h) Preisanfragen (I)
L9	Above the Line III	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2,5 h)
L10	Below the Line	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2,5 h) Preisanfragen (II)
L11	Grundlagen der Werbepsychologie; integrative Kommunikationskonzepte (Corporate Identity, Integrierte Kommunikation und Cross Media-K.)	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation	Interaktive Veranstaltung (V 2,5 h)
L12	Werbewirkungs- und Werbeerfolgs-messung; aktuelle Entwicklungen	Literaturstudium; Verarbeitung zu eigenem Konzept, Schwerpunkt Kommunikation **Upload Präsentation, GD und AI-Statement in GradeWork**	Interaktive Veranstaltung (V 2,5 h)
L13	Pitch Produkt 1	mit 3 Gruppen	ca. 4 h pro Pitch
L14	Pitch Produkt 2	mit 3 Gruppen	ca. 4 h pro Pitch
L15	ggf. Pitch Produkt 3	restl. Gruppen	ca. 4 h pro Pitch
L16	Feedback – Grades		Gruppengespräche

Quality assurance

The evaluations of the unit of study showed that the unit was properly assessed, however, adaptions have continuously been made as e. g. the re-briefing meetings were brought forward to lesson week 6 and two further group meetings scheduled as standard.

M42M Marketing Process VI: Marketing Controlling

	English	**Dutch**	**German**
ProgRESS-code	**M42ME**	**M42MN**	**M42MD**
Lecturers involved	Please, refer to the current schedules		
Study load / ECTS	**140 hours / 5 ECTS**		

Brief Description

This course focusses on the final part of the marketing process. It deals with measuring and evaluating the outcomes of marketing strategies, plans and actions. Results need to be interpreted in order to take corrective action to ensure that marketing objectives are attained. Furthermore, this learning arrangement should help the future marketer to understand and discuss relevant topics with the financial department of a company.

The aim of the Learning Arrangement at hand is, to provide students with a basic understanding of Controlling and marketing-related Controlling tools and key performance indicators (KPI). Controlling is an essential part of the modern understanding of Marketing.

Didactic methods

Within this LA, students acquire a broad professionalization of knowledge and abilities in the field of Marketing Controlling. The problem-oriented work is supported by use of the practice-oriented approach of this LA. The processing of case studies and single assignments requires scientific and methodological working as well as reflective thinking and acting. Furthermore, a high degree of creativity is necessary. In total, this LA provides a basic qualification level for the work of a Controller in a Marketing Management surrounding.

Based on practice-oriented and realistic Marketing Controlling case-studies and assignments, the students exercise company-wide thinking and acting in general as well as the relevance of numbers as the data- and information-basis of Marketing in particular. In Addition to this, the knowledge of the usage of Marketing instruments within a company is extended.

Relationship to HBO-Bachelor level

This unit of study contributes to the following PLOs:

Set a Course	Create Value	Realization	Business Development	Insight
X	X	X	X	

Overview of Learning Outcomes in this LA

For a detailed description of the Program Learning Outcomes, see chapter 4: Relation to the national framework/level: Graduation Phase Capable.

Course Goals in relation to the Learning Outcomes

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

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

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

- The student can identify and select relevant data, translate it into information which can

Interim Examination

Examination form (written, oral, report, other)	Knowledge Test / Case Study (written exam – **closed book**)
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.

AI policy in this unit of study

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.
We stick to this policy in every learning arrangement of MM. For each written assignment that students submit, the "statement of authenticity on AI usage" should indicate which AI tools have been used and for which purposes. An additional AI logbook is not required.
When the assessor has doubts about the integrity of the report content since it largely relies on the misuse of AI tools, this will be reported to the Examination Board as fraud.

Re-examination

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

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	22,5
Tutorials[6]	15
Self-study[7]	101
Examination	1,5
Total 5 ECTS for this course	140

Literature

Dutch Stream

Author	Title	Compulsory	Secondary
M.P. Brouwers en W. Koetzier	Basisboek bedrijfseconomie	X	
	Basisboek bedrijfseconomie Opgaven	X	
	Basisboek bedrijfseconomie-Studentenuitwerkingen	X	
J.C.A. Smal	Commerciële Calculaties I		X

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**
Zerres, Christopher	Handbuch Marketing-Controlling, 2021		**X**

English Stream

Author	Title	Compulsory	Secondary
Neil Bendle, Paul Farris, et al.	Marketing Metrics, 3rd Edition	**X**	
Hanne Knight and Lizette Vorster	Digital Marketing in Practice: Design, Implement and Measure Effective Campaigns.		**X**
Brigitte Feys	Benchmarking for Businesses: Measure and improve your company's performance (Management & Marketing Book 4)		**X**
Amy Foxwell	Marketing: How to Measure Marketing Effectiveness: Applying Marketing Metrics (Win Win Marketing)		**X**
John A. Davis	Measuring Marketing: 110+ Key Metrics Every Marketer Needs		**X**

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[6] Tutorials are lectures for a group of maximum 30 students.

[7] 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 Dutch Stream

LW[8]	Subject/Learning goal	Self-study for next class	Contact hours
L1	Inleiding Marketing Controlling: welke positive van marketing controlling binnen het marketingproces	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L2	Indeling Marketingcontrolling in strategische en operatieve 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	Kengetallen Prijs: commerciële prijscalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L9	Kengetallen Plaats: commerciële plaatscalculaties	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 Promotie: commerciële promotiecalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L12	Kengetallen Promotie: commerciële promotiecalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L13	Marketingbudgettering en verschillenanalyse	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L14	Marketingbudgettering en verschillenanalyse	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L15	Tentamenoefening		2,5
L16	Tentamenoefening		

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[8] LW = lesson week.

Week schedule English Stream

LW[9]	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction to Marketing Metrics for control of the organization.	Studying learning topics, making exercises and reading relevant research articles	2,5
L2	Share of hearts, Minds and Markets. Market shares and competitive analysis.	Studying learning topics, making exercises and reading relevant research articles	2,5
L3	Reporting and Ratios; basic analysis	Studying learning topics, making exercises and reading relevant research articles	2,5
L4	Margins and Profits. Revenues, cost structures and profitability.	Studying learning topics, making exercises and reading relevant research articles	2,5
L5	Product and Portfolio Management. Measures of trial, growth, cannibalization and brand equity.	Studying learning topics, making exercises and reading relevant research articles	2,5
L6	Customer Profitability. Including Customer Lifetime Value.	Studying learning topics, making exercises and reading relevant research articles	2,5
L7	Sales Force & Channel Management. Performance and compensation, distribution coverage and logistics.	Studying learning topics, making exercises and reading relevant research articles	2,5
L8	Sales Force & Channel Management; Key account management	Studying learning topics, making exercises and reading relevant research articles	2,5
L9	Key Performance Indicator Price; commercial price calculations. Price sensitivity and optimization.	Studying learning topics, making exercises and reading relevant research articles	2,5
L10	Key Performance Indicator Price; Pricing strategies, Prisoner's dilemma	Studying learning topics, making exercises and reading relevant research articles	2,5
L11	Key Performance Indicator Promotion and Advertising. Coupons, rebates, reach, coverage.	Studying learning topics, making exercises and reading relevant research articles	2,5
L12	Marketing and Finance; assessing multi-period (marketing) projects	Studying learning topics, making exercises and reading relevant research articles	2,5
L13	Key Performance Indicators on CSR	Studying learning topics, making exercises and reading relevant research articles	2,5
L14	Catching and wrapping up	Studying learning topics, making exercises and reading relevant research articles	2,5

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[9] LW = lesson week.

			2,5
L15	Questions and test preparation		2,5
L16	Questions and test preparation		

Week schedule German Stream

LW[10]	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	Aufgaben und Übungen	2,5
L12	Target Costing	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
L16	Klausurvorbereitung	Aufgaben und Übungen	

Quality assurance

The results and comments that are shown by the final semester evaluation, have led to the following improvements: Taking actual developments and cases into account. Furthermore a stronger focus on marketing KPI´s has been considered.

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[10] LW = lesson week.

M43M Marketing Project IV: Marketing Research

	English	**Dutch**	**German**
ProgRESS-code	M43ME	M43MN	M43MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

In groups, students run a market research (quantitative/qualitative) or a marketing project in a broader sense (i.e. marketing/communication plan combined with an own research for a company/organization. At this, students learn and deepen practical skills such as how to elaborate and evaluate surveys, as well working independently. This subject is based on the previous project and marketing subjects.

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 must contact the supervising lecturer and the client regularly.

Relationship to HBO-Bachelor level

This unit of study contributes to the following PLOs:

Set a Course	Create Value	Realization	Business Development	Insight
X		x	x	x

For a detailed description of the Program Learning Outcomes, see chapter 4: Relation to the national framework.

Overview of learning outcomes in this unit of study

For a detailed description of the Program Learning Outcomes per level see chapter 4: Relation to the national framework / level "Graduation Phase Capable".

Course goals 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 **illustrations** and account for the study results to the client.   - **evaluate** the results critically.   - 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

Interim Examination

Examination form (Written, oral, report, other)	The assessment form is a **research assignment**. For this, every student group must submit a **group report** and must hold a **presentation** incl. **Q&A session**. The report consists of maximum 8,000 words (excluding the front matter and measurement instrument). The exact number 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. The **group report** is assessed on a 1-10 scale, using the assessment form as published on the M43M portal. A **portfolio** (also known as group file) documenting the project work must also be submitted. The group file consists of a clear project plan with a clear structure, peer assessment forms for each peer assessment moment, and is assessed with GO or NO GO. It must be given a GO in order to have the group report assessed
Duration of examination	Presentation of around 30 minutes + Q&A session of 15 Minutes
Examination period	The **deadline for submitting the group report and group file (portfolio)** is set on **Friday, 19 December 2025, 11.59.59 p.m**. (before midnight). The **presentation** is scheduled to take place between **January 12 – 23, 2026**. It is the group's responsibility to schedule a date with the lecturer and the client. The presentation can take place at the client's company, on campus or online.
What will be examined?	The overall grade for the research project consists of the following parts: **1. Project plan (Go/No Go)** – *The project plan must be passed 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.*

	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 applicable rules of the FIBS (see script "Reporting"). Each student must contribute to the group report and to the presentation.
	
	Chapters of the report / presentation
	
	Cover page
	Title page
	Summary
	Preface
	Table or 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
	  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
	Statement of AI Use

Specific examination criteria	Assessment of the group file takes place prior to the assessment of the group report. The group file must be awarded a GO as a precondition for groups to have their group reports assessed.

	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, considering the individual performance of each student (see relevant documents of the group dossier). The individualized grades can deviate from the group grade. To pass this learning arrangement a group member must achieve a grade of at least 5.5 in all assessment criteria. The **group grade determines 50%** of a student's final grade. Assessment of the group consists of three different parts: **Final report (60%)** **Presentation (20%)** **Questions (20%)** The **individual performance also determines 50%** of a student's final grade. This individual performance is assessed by the lecturer as well as peers. The lecturer will be advised by the peers, the lecturer takes the final decision on the grading though. Every student is individually assessed on a variety of criteria in the form of questions asked by the lecturer and peers. In order to pass this course, the student should obtain a final grade of 5,5 (on average). All group members must take part in the examination. In the question-and-answer round (Q&A) every group member shall answer questions.

AI policy in this unit of study

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.
We stick to this policy in every learning arrangement of MM. For each written assignment that students submit, the statement of authenticity should indicate which AI tools have been used and for which purposes. An additional AI logbook is not required.
When the assessor has doubts about the integrity of the report content since it largely relies on the misuse of AI tools, this will be reported to the Examination Board as fraud.

Re-examination

Retake exams follow the same assessment rules as the regular exam (as stated above). Yet, some specifications to the retake are given below: Group file If the group file receives a NO GO, the student group will receive feedback from the lecturer as to how to improve the file. The group will then have the possibility to submit a repaired group file in 10 working days, starting on the first working day after feedback is provided by the lecturer.

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.

<u>Group report</u>
The group report can fail on either one or both part(s); Part A (content) and/or Part B (reporting). The student group needs to repair the insufficient part(s) after having received feedback from the lecturer. The group will have 10 working days to repair the report, starting on the first working day after feedback is provided by the lecturer. The maximum grade for repaired part(s) (i.e. part A and/or part B) is 5,5.

<u>Presentation</u>
If the presentation is not passed, it can be repeated. 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: Student groups will only have the possibility to repair once. They cannot repair both, the group file and group report, one after another. If, for example, a group has repaired the group file (i.e. turned a NO GO into a GO) the group report will be assessed. However, if that same group also fails the group report (i.e. a group score below 5,5), there is no possibility to also repair the group report. In that particular case, students who do not have an average score of 5,5 or up, will have to retake the entire project, meaning that they will have to carry out a new project in a new semester.

Literature

The literature needs follow from the defined project. A detailed discussion of the theory is expected.

Study load hours

| Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Tutorials	15
Consultation hours	20
Peer feedback	5
Field research execution	100
Total 5 ECTS for this course	140

Programme

This semester consists of 15/16 education weeks.

<u>Week schedule English / Dutch / German</u>

LW	Subject/Learning goal	Self-study for next class	Contact hours
L1	Kick-off	Read manual, buy necessary course materials; get ready! Finalise forming groups and set up a group file. If necessary: find a client.	2 hours, 30minutes

L2	Group work	Finding a client. Read about quantitative/qualitative research. <u>Send group file to lecturer</u>	2 hours, 30minutes
L3	Group work	Process feedback provided by the lecturer. Improve.	2 hours, 30 minutes
L4	Group work / presentation of project plans by the groups	Carry out preliminary (desk) research and compose a draft project description	2 hours, 30minutes
L5	Group work	Carry out desk research on research topic (in preparation for next tutorial).Find theories / models available for your research topic.	2 hours, 30minutes
L6	Group work	Operationalize your theoretical constructs. <u>Set up a draft questionnaire/interview guideline (if applicable) & prepare for peer assessment on questionnaire</u>	2 hours, 30minutes
L7	Peer assessment: Evaluation of the different research approaches.	Process feedback provided by theclass mates. Improve. <u>Send group file incl. draft questionnaire & group peer assessment forms to lecturer</u>	2 hours, 30minutes
L8	Group work	Process feedback provided by the lecturer. Improve.	2 hours, 30minutes
L9	Group work	Discuss and decide on the approachtaken towards data collection. Critically think about the pros andcons of the approach chosen.	2 hours, 30minutes
L10	Group work	Report on the decision and justification of the approach chosen(consider the pros and cons) Finalize approach. Execute field research.	2 hours, 30minutes
L11	Group work	Execute field research / write the report	2 hours, 30minutes
L12	Group work	Execute field research / write the report	2 hours, 30 minutes
L13	Group work	Process feedback provided by the lecturer. Improve. Execute field research / write the report.	2 hours, 30minutes
L14	Group work	Finalize approach. Execute field research / write the report.	2 hours, 30 minutes
L15	Finalize and submit the research reportand group file	Finalize and submit the group report and group file (incl. peer assessmentforms). **<u>Deadline: Friday, 19 December, 2025</u> <u>(23.59.59h)</u>** **The presentation is to take place between January 12 – 23, 2026.**	2 hours, 30minutes

[1] LW = lesson week.

Quality assurance
The results and comments shown by the final semester evaluations, have led to the following improvements:
The Semester Evaluation did not show a necessity for improvements.

M44M Marketing Topics VI: Service-, B2B- & Retail-Marketing

	English	Dutch	German
ProgRESS-code	M44ME	M44MN	M44MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours / 5 ECTS		

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.

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.

Relationship to HBO-Bachelor level

This unit of study contributes to the following PLOs:

Set a Course	Create Value	Realization	Business Development	Insight
x	x			

For a detailed description of the Program Learning Outcomes, see chapter 4: Relation to the national framework.

Overview of learning outcomes in this unit of study

For a detailed description of the Program Learning Outcomes per level see chapter 4: Relation to the national framework / level "Graduation Phase Capable".

Course goals 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: Set a Course and Create Value
>
> 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: Set a Course and Create Value
>
> To understand strategic and tactical retail marketing topics, to apply strategic and tactical retail marketing topics into practice.
> → This learning goal refers to: Set a Course and Create Value

Interim Examination

Examination form	Written test, closed book
Assessment scale	1-10 Minimum requirement to pass the exam: 5,5
Registration for examination	Students have to register in ProgressWWW at the beginning of the semester
Duration of examination	1,5 hours (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.

AI policy in this unit of study

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.

We stick to this policy in every learning arrangement of MM. For each written assignment that students submit, the "statement of authenticity on AI usage" should indicate which AI tools have been used and for which purposes. An additional AI logbook is not required.

When the assessor has doubts about the integrity of the report content since it largely relies on the misuse of AI tools, this will be reported to the Examination Board as fraud.

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

Author	Title	Compulsory	Secondary
Wouter de Vries Jr, Piet van Helsdingen, Ton Borchert	Service Marketing Management An introduction		X
Ron Cijs, Herwin van den Berg, with Peter de Wolff	The Trade Marketing Dimension "a strategy model for the retail landscape"		X
Alan Wilson, Valarie A. Zeithaml, Mary Jo Bitner, Dwayne D. Gremler	Services Marketing Integrating customer focus across the firm		X
Simon Hall	Innovative B2B Marketing New models, processes- and theory		X
AC Nielsen	Consumer centric category management		X
Constant Berkhout	Retail Marketing Strategy, delivering shopper delight		X

Dutch Stream

Author	Title	Compulsory	Secondary
Wouter de Vries Jr, Emile Lancés, et al.	Dienstenmarketing Management Offline & Online 6e druk	X	
Frank Quix	Retail marketing 7e druk	X	
Supplementary articles	(will be earmarked as such)		X

German Stream

Author	Title	Compulsory	Secondary
Haller, Sabine et al.	Dienstleistungsmanagement		X
Meffer, Heribert et al.	Dienstleistungsmarketing		X
Pförtsch, Waldemar A. et al.	Business-to-Business-Marketing		X
Eckardt, 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

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures[11]	37,5
Tutorials[12]	
Self-study[13] / project meetings / coaching	101
Examination	1,5
Total	**140**

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[11] Lectures have a maximum of 90 students.

[12] Tutorials are lectures for a group of maximum 30 students.

[13] 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 15/16 education weeks.

Week schedule English

LW[14]	Subject/Learning goal	Self-study for next class	Contact hours
L1	Service Marketing	Literature review to prepare and revise lecture / exercises	2,5
L2	Service Marketing	Literature review to prepare and revise lecture / exercises	2,5
L3	Service Marketing	Literature review to prepare and revise lecture / exercises	2,5
L4	Service 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	Retail marketing	Literature review to prepare and revise lecture / exercises	2,5
L8	Feedback Week		
L9	Retail marketing	Literature review to prepare and revise lecture / exercises	2,5
L10	Retail marketing	Literature review to prepare and revise lecture / exercises	2,5
L11	B2B Marketing	Literature review to prepare and revise lecture / exercises	2,5
L12	B2B Marketing	Literature review to prepare and revise lecture / exercises	2,5
L13	B2B Marketing	Literature review to prepare and revise lecture / exercises	2,5
L14	B2B Marketing	Literature review to prepare and revise lecture / exercises	2,5
L15+ L16	Feedback Week		2,5
E/RE	Exam (Retake Exam)		1,5

Week schedule Dutch

LW[15]	Subject/Learning goal	Self-study for next class	Contact hours
L1	Dienstenmarketing Management: Introductie	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L2	Dienstenmarketing Management	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L3	Dienstenmarketing Management	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L4	Dienstenmarketing Management	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L5	B2B-Marketing: introductie	Literatuurstudie ter voorbereiding en herziening	2,5

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[14] LW = lesson week.
[15] LW = lesson week.

	en definitie	van lezing/oefeningen	
L6	B2B-Marketing: strategie en waardecreatie	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L7	B2B-Marketing: Marketing mix	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L8	Feedback Week	Literatuurstudie herziening van lezing	2,5
L9	B2B-Marketing: Marketing mix	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L10	Retail-Marketing: Introductie en definitie	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L11	Retail-Marketing: Strategy and supply chain management	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L12	Retail-Marketing: Marketing mix	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L13	Retail-Marketing: Marketing mix	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L14	Retail-Marketing: Retail Marketing Mix / internationalization	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L15+ L16	Feedback Week	Literatuurstudie herziening van lezing	2,5
E/RE	Exam (Retake Exam)		1,5

Week schedule German

LW[16]	Subject/Learning goal	Self-study for next class	Contact hours
L1	Dienstleistungsmarketing: Einführung DL-Marketing	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L2	Dienstleistungsmarketing: Leistungsfähigkeit des DL-Anbieters	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L3	Dienstleistungsmarketing: Integration des Externen Faktors	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L4	Dienstleistungsmarketing: Immaterialität	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L5	Handelsmarketing: Einführung und Begriffsdefinition, Betriebsformen des Groß- und Einzelhandels	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L6	Handelsmarketing: Standortpolitik	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L7	Handelsmarketing: Sortimentspolitik & 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:	Literaturstudium zur Vorlesungsvorbereitung	2,5

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[16] LW = lesson week.

	Verkaufsraumgestaltung (Instore Marketing)	und -nachbereitung, Übungsaufgaben	
L11	B2B Marketing: Einführung	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L12	B2B Marketing: Typologien	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L13	B2B Marketing: Käuferverhalten	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L14	B2B Marketing: Buying Center	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L15+ L16	Wiederholung und Fragen	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
E/RE	Exam (Retake Exam)		1,5

Quality assurance

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

M47M Personal and Professional Development (PPD) IV

	English	**Dutch**	**German**
ProgRESS-code			M47MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	84 hours / 3 ECTS		

Brief description

In the MM study programme, you have not only to focus on acquiring marketing knowledge, but also on developing yourself and your professional skills.
Therefore after your study you will have achieved the Programme Learning Outcomes of MM study programme and at Fontys we believe that today you need more than just knowledge to become and stay successful. A range of career skills, are necessary in our fast-paced and changing world.

Frans Meijers and Marina Kuijpers have defined these career competencies based on research among employees. This research shows that these competences are important for self-management of one's career while working and learning.

The five career competences are:
1. Reflection on qualities
2. Reflection on motives
3. Work Exploration
4. Career management
5. Networking

The professional competences are accompanied by indicators that show what you can do when you have mastered that competence (see "Course objective in relation to learning outcomes"). By linking activities to this line of development, we give you the opportunity to work in a goal-oriented way, to test your competences in practice and to grow with them. Because when you graduate, you need to have marketing management knowledge, but know-how alone is not enough. Other graduates have also achieved these learning outcomes. That's why we place a strong focus on your personal and professional development (PPD) throughout your studies.

During your studies, there are many activities that help you consciously or unconsciously work on these competences. These need to be recorded and linked to the indicators. Keep in mind that you have already made many decisions in your first year.

Now think about what activities are still missing to increase your potential. Therefore, invest 28 hours in developing your skills by following workshops and seminars in year 2 (credits will be attached to semester 4 PPD).

In this course, you will be challenged to discover and develop your talents and reflect on how you deal with the three pillars (study progress, career development and professional development) that are central to PPD, with personal development as the common denominator. At the beginning of the study programme, PPD focused strongly on study progress, this decreases over the years. Now it is time to focus more on your professional development. Personal development is given attention throughout the whole study. Therefore, you have options and the freedom to help shape your own programme of study, allowing you to make choices and develop in the best way possible.

Didactic methods

We believe that every student has different needs and wants to develop and that you are **responsible** for your own development process.

The learning arrangement consists primarily of interactive tutorials and 2 mandatory Personal and Professional Development meetings documented in MyCoach 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 you are pushed to use your reflective and critical faculties. They also support you 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 you are able to work individual from home on your portfolio.

Participate in year 2 and 4 in 28 h workshops of your choice to develop your skills relevant to you.

Network and contribute to the Fontys learning community and collect 28 Giving Back To Society (GBTS-) Hours (formerly known as AV Points) during your four-year BA programme by organising activities for the learning community or engaging in communicative tasks.

-You are the **owner** of your own development. The ability to be self-directed, the ability to manage

Relationship to HBO-Bachelor level

This unit of study contributes to the following PLOs:

Set a Course	Create Value	Realization	Business Development	Insight
x	x	x	x	x

For a detailed description of the Program Learning Outcomes, see chapter 4: Relation to the national framework.

Overview of learning outcomes in this unit of study

For a detailed description of the Program Learning Outcomes per level see chapter 4: Relation to the national framework / level "Graduation Phase Capable".

Course goals in relation to the learning outcomes

1. Reflection on qualities:
- I know what I am good at and what I am not so good at by reflecting on my study progress in main phase.
- I know which qualities I can use for the profession that I want to do my internship
- I evaluate my learning process (using e.g. the STARR method).

2. Reflection on motives:
- I can reflect on my motivations and inspirations.
- I have a first vision of my dream job.

3. Work Exploration:
- I have an idea of the content of the work I am planning to do my internship
- I know which professional competences are needed in the internship for which I applying
- I know which (learning) activities I need to undertake to be able to get the internship and minor I love to do.

4. Career management:
- I set goals for my skill development. Therefore, I steer my own development by participating workshops of my choice.
- I undertake actions which are necessary for career and professional development. Therefore, I can find suitable vacancies and writes convincing applications.
- I organise the guidance I need to steer my learning process. (2 Personal Professional Development Meetings)

5. Networking:
- I maintain and extend my network
- I gain insights in possible internships by using my network and interviewing senior students.
- I contribute something to people in my network by collecting 28 Giving Back To Society (GBTS-) Hours (formerly known as AV Points)

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

Interim Examination

Examination form	Portfolio
Assessment scale	BEH/NB
Registration for examination	Students have to register in ProgressWWW at the beginning of the semester
Duration of examination	-
Examination period	The student must turn in the portfolio in L15 at 12 pm at noon on Friday.
What will be examined?	Your individual portfolio should prove that you have met all the requirements set to this final deliverable (see course goals above).
Specific examination criteria	Portfolio has to be developed with the help of the Edubook "Personal & Professional Development MM 2024/2025" and handed in via Gradework. - Two individual Talks documented in MyCoach - The plan of action (if applicable) is added to the portfolio. - Statement of Authenticity (incl. AI is added to the portfolio). If the quality and quantity of the exercises in the portfolio meets the criteria of the grading form, you pass the LA. The grading form is included in Gradework and can be found on canvas. The "Statement of Authenticity" and the "Statement of Authenticity on AI usage" are have to be completed, signed and handed in by the student together with the delivered work. A missing statement automatically leads to a failure of the module.

AI policy in this unit of study

To ensure responsible, ethical, and efficient utilization of AI tools in educational settings, Fontys Venlo has implemented a policy. For detailed information, please refer to the Artificial Intelligence (AI) Policy at Fontys Venlo.

We stick to this policy in every learning arrangement of MM. For each written assignment that students submit, the "statement of authenticity on AI usage" should indicate which AI tools have been used and for which purposes. An additional AI logbook is not required.

When the assessor has doubts about the integrity of the report content since it largely relies on the misuse of AI tools, this will be reported to the Examination Board as fraud.

Re-examination

In case of an insufficient use of language or minor mistakes (which includes spelling, grammar and punctuation or missing Appendix), 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 course goals, 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
(most recent edition)

English Stream

Author	Title	Compulsory	Secondary

Dutch Stream

Author	Title	Compulsory	Secondary

German Stream

Author	Title	Compulsory	Secondary
Edumundo	Personal & Professional development MM 2024/25 (fontys.myedumundo.com)	x	

Study load hours

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures[17]	-
Tutorials[18]	8
Self-study[19] / project meetings / coaching	76
Examination	-
Total	**84**

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[17] Lectures have a maximum of 90 students.

[18] Tutorials are lectures for a group of maximum 30 students.

[19] 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 15/16 education weeks.

Week schedule German / English / Dutch

LW[20]	Subject/Learning goal	Self-study for next class	Contact hours
L1	Subject/Learning goal of Tutorials (lessons with the whole class): Welcome to the 4th Semester; **Reflection on qualities**: status quo regarding learning goals and 21st century skills Personal Professional Development Meeting Semester Start	- The plan of action (if applicable) **Reflection on qualities; Self-directed learning and reflection** 4. Motivation for studying: Decreasing motivation over time 5. Your motivation: What activities are you engaged in and what is your motivation for this? 10) Motivation in Work: Motivation factors: 11) Summary: You motivation Map. + Portfolio questions (Part 1)	1
L2	Professional Development Meeting Semester Start	**Reflection on qualities; Self-directed learning and reflection** Portfolio question (Part 2 and 3)	
L3	Subject/Learning goal of Tutorials (lessons with the whole class): **Networking and Work Exploration:** planning internship, planning senior student interview Personal Professional Development Meeting Semester Start	**Networking** 8. Analyse an Internship Experience of a senior student	1
L4	Personal Professional Development Meeting Semester Start	**Career management; Proactive career planning** 3 How do I find a job? 4. Vacancy analysis: is there a match? *PPD Semester Start Minutes meeting 1*	
L5	Subject/Learning goal of Tutorials (lessons with the whole class): **Career management:** sellogram and elevator pitch Individual Talks (walk in)	**Selling yourself** 5. Immerse yourself in the application process 6. Responding	1
L6	Individual Talks (walk in)	**Career management; Proactive career**	

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[20] LW = lesson week.

		planning; selling yourself 12.The job interview	
L7	Subject/Learning goal of Tutorials (lessons with the whole class): **Career management & Reflection on qualities:** planning internship and STARR Individual Talks (walk in)	**Career management; Proactive career planning; selling yourself** 14The STARR method during job applications	1
L8	Individual Talks (walk in)	Evaluation	
L9	Subject/Learning goal of Tutorials (lessons with the whole class): **Reflection on motives:** Dream job Individual Talks (walk in)	**Reflection on motives; Self-reflection** 21. A vision of the future. Images of your desired future 22. a vision of the future. What do you want to achieve in your study programme?	1
L10	Individual Talks (walk in)	Networking: 8. Maintain your network	
L11+LW12	Subject/Learning goal of Tutorials (lessons with the whole class): **Reflection on motives:** fragment/article that inspires Individual Talks (walk in)	**Reflection on motives; Self-reflection:** 6.Your motivation: Motivational activities 7.Your motivation: Motivational topics 8: Your motivation: Motivational people.	1
L12	Subject/Learning goal of Tutorials (lessons with the whole class): Networking Content of Coaching (in groups or individually): Personal Professional Development Meeting Semester End	Reflect on study results: 9. "Reflection on meaningful experience year 1"	1
L13	Subject/Learning goal of Tutorials (lessons with the whole class): Career possibilities Content of Coaching (in groups or individually): Personal Professional Development Meeting Semester End	Reflect on study results 9. "Reflection on meaningful experience year 1"	1
L14	Subject/Learning goal of Tutorials (lessons with the	Career management: **Minutes PPD meeting semester end**	1

	whole class): Semester 3 Outlook and AV-Points Content of Coaching (in groups or individually): Personal Professional Development Meeting Semester End		
L15	Availability for questions and portfolio Hand-in, semester closing Content of Coaching (in groups or individually): Individual Talks (walk in) (optional)		
E/RE			

Quality assurance

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

- Adding MyCoach as tool for the individual coaching