

Marketing Management Manual



Study year 2025-26
Version Sept. 2026

1. 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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2. 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.

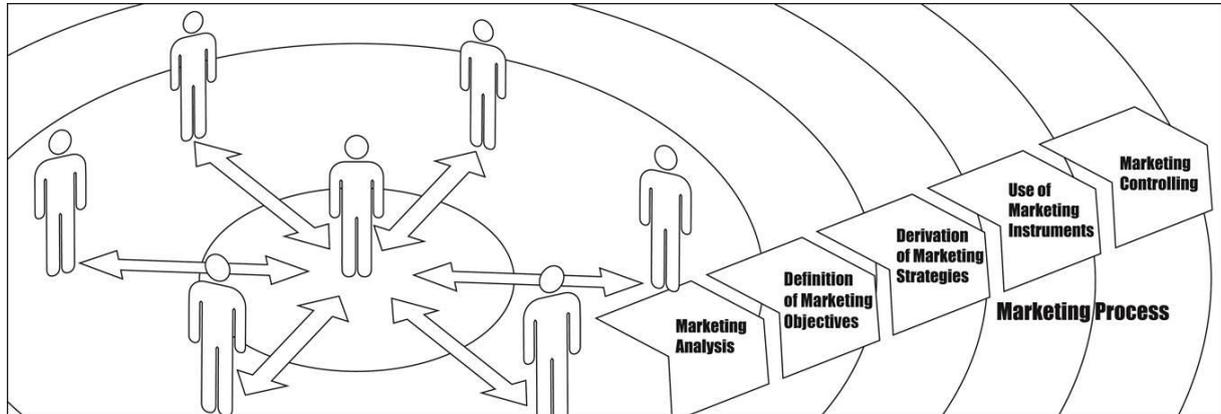
We value the diversity of our learning community, continuously built on respecting individual and cultural values. Our spirit fosters a truly international outlook, addressing the opportunities and challenges of the ever-changing global business landscape, without overlooking the opportunities available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

3. 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.

4. 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)	
30 ECTS	G82M Personal & Professional Development VI (5 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.

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

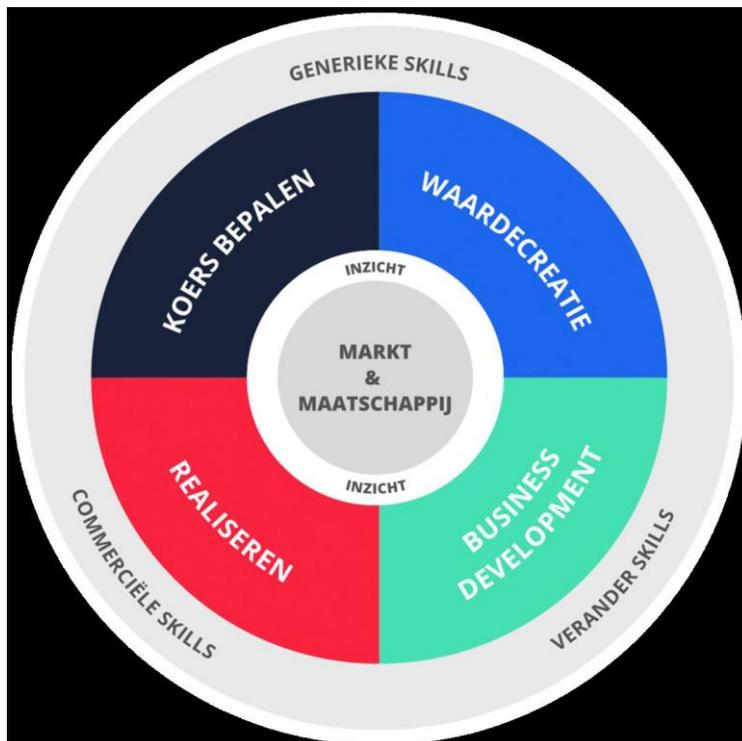
Policy for use of artificial intelligence tools for assessment

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.

6. 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/cooperation/initiative/assertiveness/adaptability/leadership/commercial awareness/conscientiousness)

Learning Outcomes per Level

Program Learning Outcomes	Main Phase Capable	Graduation Phase Capable	Professionally Competent
<p>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.</p>	<p>Based on thorough knowledge of marketing and a sufficient market awareness, the student can identify <i>market developments</i> and opportunities, taking into account all stakeholders.</p> <p>The student has knowledge of relevant analysis techniques and can perform these for a given <i>problem definition</i>.</p> <p>The student is able to generate insight into internal and external business relations and to map these business relations. In doing so, he initiates, <i>develops, and maintains these relationships</i>.</p> <p>The students spots and identifies cultural differences.</p>	<p>The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets.</p> <p>The student can apply the internal skills, capacities, and resources of the organization as strengths to <i>generate competitive advantages</i>.</p> <p>Through research and analysis, the student is able to generate innovative and creative product ideas and convert them into new or adapted products, <i>taking into account the consequences for the organization</i>.</p> <p>In his role as a prudential (as well investigating and understanding) bridge builder, the student can maintain and strengthen internal and external relations by <i>communicating</i> with all parties involved at appropriate moments of contact and also on a diverse, cross-cultural level</p>	<p>The CE-er is able to develop a vision with stakeholders based on 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 <i>cooperate</i> with worldwide.</p> <p>The CE-er uses research and analysis in a well-founded and transparent way to come up with new ideas that can lead to impact for the stakeholders. If this is evident, it also implies the adaptation or development of a new business model for the organization/product and/or a change strategy for the organization/product.</p> <p>When formulating the course, the CE-er is sensitive to <i>connecting</i> at a content and human level. He acts (works) as a bridge builder in this.</p>

<p>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.</p>	<p>The student can understand research and data from third parties and carry out routine data and market research.</p> <p>The student <i>can carry out a limited internal and external analysis based on a given problem definition.</i></p> <p>The student can generate insight into various, diverse target groups, also by spotting and identifying cultural distinctions</p> <p>The student can demonstrate basic knowledge of the relationship between economic issues and ethical sustainable entrepreneurship.</p>	<p>The student can use consumer behaviour as a starting point for <i>maintaining the commercial ambitions.</i></p> <p>The student <i>can investigate and understand international market opportunities and translate them into objectives and creative ideas.</i></p> <p>The student <i>can develop, draw up, and substantiate a marketing plan.</i></p> <p>The student can control the execution of the marketing measures and the achievement of the goals with appropriate tools.</p>	<p>On the basis of the commercial course, the CE-er comes up with well-founded proposals for sustainable value creation for the customer, the organization, and society.</p> <p>The CE-er chooses his target group based on research and analysis. He learns to understand his customer and his customer journey by critically analysing and researching actual behaviour, based on which he formulates goals, means and a time frame that demonstrably lead to value creation.</p> <p>The CE-er is able to interpret, create and demonstrate the concept of value in a variety of ways and goes beyond the <i>financial-economic principles of the organization.</i></p> <p>In doing so, the CE-er takes both the perspective of the customer and the perspective of the organization into account while processing and relating to cultural differences.</p>
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<p>Realization: Based on the concept developed, the CE Professional realizes a sustainable commercial product or service for existing or potential stakeholders. By suggesting creative solutions and facilitating (parts of) the implementation process, he demonstrates assertiveness and assumes (financial) responsibility in order to achieve the desired commercial results. He offers solutions, supports where necessary and acts responsible. He integrates all stakeholders, external and internal parties and knows how to react in changing environments and situations.</p>	<p>The student can identify elements of a marketing plan, make analyses and, based on those, formulate measurable marketing objectives and apply strategic options.</p> <p>The student is able to set up a simple project organization and <i>give guidance</i> when making a plan of action. He can name the basic elements of project management and generate limited insight into his own management skills.</p> <p>The student can draw up simple financial overviews.</p> <p>The student <i>can establish, develop and maintain relationships</i>, both verbally and in writing.</p> <p>The student can distinguish organizational models and generate insight into the structure of an organization. He can keep to agreements about time and the result to be delivered. The student actively participates in group processes and <i>works together collegially</i> in a professional environment. He can spot and identify cultural differences. He <i>can report</i> in a clear and structured way, taking into account the correct use of language and using modern, adequate means. He can give a short <i>descriptive presentation</i>.</p>	<p>The student can design an action plan to achieve the marketing objectives.</p> <p><i>Together with others</i>, the student can analyse changes for all functional areas of the organization from a general <i>marketing problem definition</i> and develop, draw up, and substantiate a marketing plan (or a sub plan derived from it) on the basis of a given marketing policy within the framework of a complex real life situation. The student is able <i>to account</i> for his own choices with regard to the plan and to monitor and adjust the progress.</p> <p>The student can draw up a concrete sales, account, or supplier plan including financial accountability.</p> <p>The student can communicate with his stakeholders at an adequate level. He can independently investigate and understand cultural differences.</p> <p>The student can <i>work in a result-oriented way</i> within an organization and <i>initiates</i> his own work paths. He is active in setting goals and <i>participates in working agreements</i>.</p> <p>The student is able to justify, reflect, and adapt his own choices, which indicates involvement and critical self-assessment. He can independently set and realize goals in a more complex situation and translate feedback and self-reflection into an improvement plan.</p>	<p>The CE-er takes the <i>initiative</i> to convert plans/concepts into activities that contribute to the intended result, in consultation with internal and external parties.</p> <p>He is able to <i>manage</i> the execution process as a whole or in parts and to coordinate the activities of the parties involved in order to arrive at a desired commercial product or service.</p> <p>He has learned to achieve maximum effect within the budget.</p> <p>He is <i>enterprising</i> and investigates <i>innovative</i> and sustainable solutions.</p> <p>He has an overview of tasks and is able to <i>communicate</i> well. This communication is aimed at the commitment of stakeholders. He has the ability <i>to connect</i> the interests of different parties and to allow stakeholders to recognise their own interests in the result while processing and relating to cultural differences.</p> <p>He pays attention to details and completes the task at hand. He is able to work towards the result <i>under high pressure and within deadlines</i>.</p>
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<p>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.</p>	<p>The student can use basic skills to understand and explain a business model.</p> <p>The student can take stakeholders and the organization into account. The student has insight into innovations and/or changes.</p> <p>The student can develop concepts at a limited level based on market data and developments.</p> <p>The student has knowledge of the basic business tools for communication and has first insights into how to communicate in a multi-cultural business environment.</p> <p>The student can describe and analyze the organization and economic environment in order to put together a simple earnings model.</p>	<p>The student is able to draw up a plan in which an innovative and sustainable value proposition is formulated.</p> <p>The student can generate innovative and creative product ideas and develop product concepts in complex situations.</p> <p>The student can justify the choices made to his own organization (management) and to customer relations.</p> <p>The student can design and manage a project or company, also in collaboration with others. In doing so, the student can communicate with different target groups, investigating and understanding cultural differences (whether domestic or cross-border).</p>	<p>Given the commercial strategy and the value creation the CE-er is capable of obtaining his commercial goals from the market.</p> <p>The CE-er has the ability to translate insight into stakeholders and the organization into concepts that create value. The CE-er can anticipate and/or initiate an innovation or change.</p> <p>The CE-er has insight into innovative market developments worldwide and can develop concepts in a business model.</p> <p>The CE-er has an eye for different interests and can create support. For this to happen, he must be able to communicate well backed by his intercultural competence.</p> <p>The CE-er knows the own strength of the organization and can also involve potential partners. He ensures a supported concept and revenue model with sustainable value for all stakeholders.</p>
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<p>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.</p>	<p>The student can carry out a practical research project <i>in collaboration</i> with others, based on a given problem definition.</p> <p>The student is able to find relevant sources.</p> <p>The student can <i>collect</i> and process relevant data based on prescribed theories, models and methods.</p> <p>The student can <i>present</i> the most important research results.</p> <p>The student can define what is meant by an <i>investigative</i> attitude and matching behavior.</p> <p>The student is capable of (linearly) following a pre-structured and therefore rather modestly complex research process.</p>	<p>In consultation with the instructor, the student can describe the practical problem, as well as the causes and effects of the problem.</p> <p>The student can independently carry out a moderately complex research project.</p> <p>The student can search for specific sources (including international professional literature) and <i>determine the relevance and credibility of the sources found</i>.</p> <p>The student can collect and analyze data based on selected theories, models and methods.</p> <p>The student can justify research results to the client on the basis of a report and/or presentation.</p> <p>The student can show <i>an investigative attitude with appropriate behavior</i>.</p> <p>The student is, coached by a lecturer, capable of <i>iteratively (i.e.: non-linearly) moving in a mildly complex research process</i>.</p>	<p>On the basis of a practical problem, the CE-er can independently <i>define and justify a problem definition, research questions and objective</i>.</p> <p>The CE-er can independently carry out a complex research project, if relevant with an international perspective.</p> <p>The CE-er can <i>justify</i> his choice of sources, theories, models, and methods.</p> <p>The CE-er can thoroughly and systematically collect and analyze data he has obtained.</p> <p>The CE-er can <i>critically</i> reflect on the quality of data.</p> <p>The CE-er can present specific advice and the resulting implications for the client.</p> <p>The CE-er can <i>critically</i> reflect on his own research attitude and research behavior.</p> <p>The CE'er is largely independently capable of <i>iteratively (i.e.: non-linearly) moving</i> in a comprehensive and complex research process.</p>
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7. Examination overview MM 2024-2025

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 Commerciële Economie 2025-2026.
- For students from the English or German stream see: FIBS TER Commerciële Economie 2025-2026.

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 Marketing (Commerciële Economie)								
Curriculum Marketing	Graduation phase 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								
G81M Marketing Graduation Assignment		(X)	(X)	(X)	(X)	(X)	Final thesis	2 5
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		3 0
Total Learning outcomes /Credits Graduation Phase		6 - 7	5 - 6	5 - 6	5 - 6	3 - 4		6 0

G81M, 3 LOs have to be chosen in consultation between the student and the university supervisor

8. Detailed information per module

9. G71M Marketing Synthesis: Marketing Plan

	English	Dutch	German
ProgRESS-code	G71ME	G71MN	G71MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	280 hours / 10 ECTS		

Brief description

The study Marketing Management (Dutch: commerciële economie) of FIBS is aligned with the national profile CE (=commerciële economie).

The profile has been adapted to the latest developments making it future proof again. A student who has finished this study will be seen as a person who has knowledge of the market and its customers, being proactive in exploring opportunities by conducting solid research from a commercial and social perspective deciding on valuable advice for the company.

Having studied Marketing Management the student creates a strong base enabling oneself to develop into a change agent and/ or connecting roles. The student will develop a strong skill set to be able to solve complex issues for organisations. These complex issues can go from climate and environmental issues, to health issues, demographic developments, security, economics and education. For this reason the national profile emphasizes strongly on the **skill development**.

Our study at FIBS has implemented projects in each semester. In the 7th semester we focus on preparing students to become the young professional ready to start his/her professional career. One of the reasons for offering projects is to discover your own personal learning process as the professional. Not only reflecting on your own performance but also developing yourself as a project team member.

The module G71, marketing synthesis is conducted by means of a project where you will create a marketing plan for a specific company.

The full extent of your study will be part of building this plan, your knowledge, skills and expertise combined together and in cooperation with fellow students is the starting point for this module.

Showing that you are able to work independently, pro actively on an assignment for a company. Communicating to different stakeholders, sharing information, sharing your own development process and keeping focus on the final result is crucial to be successful in this project.

Within the framework of the "Marketing Process" teaching line, the individual steps of the marketing process are successively explained and applied in this project.

In the first step, the models for marketing analysis are discussed in order to then develop the objectives and marketing strategies conceptually based on this situation description, which define the outline for action as a strategic guideline. Building on this strategic concept, the brand strategy (brand management) is then defined in the next phase and the operational / tactical marketing is elaborated in terms of the four instruments of product policy, price policy, distribution policy and communication policy. Due to the enormous relevance of measuring success, the measuring instruments are discussed in the last step of marketing controlling in order to then check the achievement of objectives and make possible adjustments if necessary.

Finally, the students and future marketing managers are then able and competent to link the several phases of the marketing process in the form of a stringent and holistic **Marketing Concept**, so that such a conceptual approach can be applied to all relevant professional field.

The project contains all the project steps to develop the marketing concept. Starting point is the project plan, forming the group, laying out the rules of engagement, defining the way of working, managing your expectations and making sure that all group members are fully aligned.

The process of how to run a project is key. Which means that this is part of the overall assessment of the project.

Also the reflection on your own performance is part of the overall assessment. These 2 crucial aspects are on an individual level.

The final marketing concept is the group result. The result of a well managed process, applying your knowledge, skills and experience which you have gained during your study so far.

In the testing part of this course manual you can find more information. Also published on Canvas G71.

For you as a student almost finishing your study stepping into the graduation phase we expect a higher level of working independently as a group, but also as an individual on this marketing concept. Showing yourself, your team and your coach that you are ready to step into semester 8, graduation assignment.

Didactic methods

G71M primarily involves **project work in groups of 5 members from your own class**.

After an explanation of the **Project Assignment** and the briefing of the company, the students work independently on the development of a **Marketing Concept** for the company.

Project meetings where we together create a learning community are offered on a weekly basis. In this learning community you are working in your own project group, but share working space/ meeting space with other groups which could be an opportunity to learn from each other.

The coach is focussed on you and your group concerning the process (how you run the project) and your personal development and how you work on your own defined learning goals (reflection)

Depending on the development of your group / process/ individual performance, the coach will give feedback.

During the semester you will also receive peer feedback from your team members. This is part of your individual learning process which comes back in the final individual portfolio (see examination overview on Canvas)

The process is being assessed in the end by the coach on an individual level.(see examination overview on Canvas)

During the final presentation, each group presents and defends its Marketing Concept (see examination overview on Canvas).

Group grades are based on the submitted concept as well as the presentation. During the presentation, the presentation itself and the content of the concept will be assessed. In addition, the team performance and the answers to the questions during the defence of the concept will be evaluated.

See also the planning of the semester for all the different elements, including deadlines etc.

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 5: 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 5: Relation to the national framework / level “Professionally competent”.

Course goals in relation to the learning outcomes

The Commercial Economist (CE'er), change agent of the future can...

- Formulate a **problem definition** and **research question(s)** independently based on the context as the basis of a solid problem analysis / draw up a **project plan** individually, which includes details of the distribution of work, a time schedule, with an explanation of why a particular type of research was opted for.

→ This learning goal refers to PLO Set a Course, Create Value, Business Development, Realization and Insight

Establish a Marketing Concept

- Depending on the company's mandate, a **situation analysis** should be carried out.
- **Objectives** should be formulated.
- **Strategic options** should be identified.
- Building on this strategic concept, the **brand strategy (brand management)** is then defined.
- The **operative / tactical marketing** is elaborated in terms of the four instruments of product policy, price policy, distribution policy and communication policy. Depending on the company's mandate, priorities may be set here.
- The **measuring instruments** are discussed in the last step of marketing controlling in order to then check the achievement of objectives and make possible adjustments if necessary.
- Compile a **presentation** with graphics, draw conclusions and give recommendations.
- Profess **sources**.

→ This learning goal refers to PLO Set a Course, Create Value, Business Development, Realization and Insight

- Take personal responsibility as a team member for the success of the project
 - Carry out **roles** and **tasks** within a team.
 - Show an **active attitude** in the process and **taking over responsibility**.
 - **Determine** and **taking the responsibility for tasks**.
 - Meet **deadlines**.
 - Share one's own **opinion / be convincing**.
 - Deal with **feedback/criticism**.
 - **Listen actively** during group meetings.
 - Show an **active and positive non-verbal attitude**.
 - **Communicate** in an effective and appropriate way with group members and other project participants.
 - **Hold the attention** of the audience during a meeting.
 - Give **feedback**.
 - **Participate actively** in group communication process.

Interim Examination

Examination form G71	<p>Group grade:</p> <p>Project Marketing concept (counts 50 % of final grade G71)</p> <p>Individual grades:</p> <p>Skill test I (30% of final grade G71)</p> <p>Skill test II (20% of final grade G71)</p>
Assessment scale	<p>1-10</p> <p>Minimum requirement to pass the Subtest Project: 5.5</p>
Registration for examination	<p>Students have to register in ProgressWWW at the beginning of the semester</p>
Duration of examination	<p>Skill test I Individual grade: during the semester, final assessment by the coach at the end of the semester (30% of the final grade)</p> <p>Skill test II Individual grade: end of the semester handing in reflection portfolio (20% of the grade)</p> <p>Presentation Marketing Concept, group grade:</p> <ul style="list-style-type: none"> • max. 30 minutes presentation per group + max. 20 minutes questions = total examination time approx. 50 minutes per group (presentation incl. questions) • on campus in Venlo (50% of the final grade)
Examination period	<ul style="list-style-type: none"> • Skill test I Process, week 16-18 • Skill test II Reflection, week 16-19 (deadline handing in portfolio see week planning CM) • Marketing Concept presentation week 15-16 <p>Hand-in Marketing Concept presentation, supporting word doc 15 pages core text, Group File, statement of authenticity and AI Statement end of LW 14 via GradeWork. See deadline also in the schedule.</p> <p>The Presentations take place in LW 15 + L16. Feedback and grades afterwards. (coach makes planning)</p>
What will be examined?	<p>G71:</p> <ul style="list-style-type: none"> - Process skilltest I (individual) - Reflection skilltest II (individual) - Marketing concept (group)

Specific examination criteria	<ul style="list-style-type: none"> • Group's grade for the Marketing Concept (membership in a G71 group required) <table border="1" data-bbox="743 250 1251 533"> <thead> <tr> <th colspan="2">Assessment Criteria</th> </tr> </thead> <tbody> <tr> <td>1 Marketing Concept (80% weighting in total)</td> <td>80%</td> </tr> <tr> <td> Analysis</td> <td>20%</td> </tr> <tr> <td> Objectives</td> <td>10%</td> </tr> <tr> <td> Strategy</td> <td>25%</td> </tr> <tr> <td> Marketing Mix</td> <td>40%</td> </tr> <tr> <td> Controlling</td> <td>5%</td> </tr> <tr> <td>2 Presentation Style</td> <td>10%</td> </tr> <tr> <td>3 Questions</td> <td>10%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • All group members must be present; • If a student is absent, the examination is considered not to have been taken; • All group members take part in the presentation! • All group members are asked questions; they must all be able to answer questions about the project and in depth about their area of responsibility; • If a group member is not able to answer questions, someone from the group should and may step in. • Each group must keep various records over the semester: <ul style="list-style-type: none"> - Task and Timesheets, - Overview Activities - Group rules, way of working - Minutes - All research etc done during the semester • These serve as evidence of adequate participation of each group member. (proces) • The group thus has the opportunity to identify any "free riders" in the group and to decide on consequences together with the supervising lecturers. 	Assessment Criteria		1 Marketing Concept (80% weighting in total)	80%	Analysis	20%	Objectives	10%	Strategy	25%	Marketing Mix	40%	Controlling	5%	2 Presentation Style	10%	3 Questions	10%
Assessment Criteria																			
1 Marketing Concept (80% weighting in total)	80%																		
Analysis	20%																		
Objectives	10%																		
Strategy	25%																		
Marketing Mix	40%																		
Controlling	5%																		
2 Presentation Style	10%																		
3 Questions	10%																		
Skill test I Process	<p>See separate document, available in Canvas 30% of the final grade (individual)</p> <p>Can only be assessed by the coach if the pre-conditions are met. Meaning: student has been present and with clear arguments maximum has missed 2 coaching sessions. Mandatory are:”introduction week 1, interim talks and final presentation.</p>																		
Skill test II Reflection	<p>See separate document, available on Canvas 20% of the final grade (individual)</p>																		

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

Skill test I:

A repair for skill test I is possible. It can be improved with a maximum of 1 point by writing a 2 pager feedback on what considering the assessment of the coach (examiner) should be improved by the student when working in a project group. Ofcourse based on the skills / performance indicators from skill test I. Delivered within 8 days via Gradework.

A repair is only possible if the student has been assessed the first time by the coach. If the pre-conditions are not met the student cannot repair this part. Result is retaking the project next semester.

Skill test II:

When the reflection portfolio is not passed with a minimum of a 5,5 the student has a repair chance. The coach (examiner) will give feedback what needs to be improved.

Based on this the student needs to deliver a repair within 8 days via gradework.

Marketing concept:

Student groups that have not passed the G71 Project Assignment may improve (on basis of a repair) the written part of their concepts with a final result of a 5.5 tops.

REPAIR: If the group grade is ≤ 5.4 , the group can revise the Marketing Concepts in writing. The maximum repair mark for G71 is then 5.5.

- The presentation and question round will not be repeated.
- The students receive feedback on which deficits of the Marketing Concept need to be revised (repair within 1 week).

Literature
(most recent edition)

English Stream

Author	Title	Compulsory	Secondary
Aaker, David	Building Strong Brands		x
Altstiel, Tom; Grow, Jeann	Advertising Creative: Strategy, Copy, and Design		x
Jones, Gareth; Hill, Charles	Theory of Strategic Management with Cases		x
Kapferer, Jean-Noel	The New Strategic Brand Management: Advanced Insights and Strategic Thinking (New Strategic Brand Management: Creating & Sustaining Brand		x
Keller, Kevin Lane	Strategic Brand Management		x
Kotler, Philip; Gary Armstrong; Opresnik, Marc Oliver	Principles of Marketing		x
Riezebos, Rik	Brand Management: A Theoretical and Practical Approach		x
Winchester, Maxwell	Integrated Marketing Communication		x

Dutch Stream

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

German Stream

Author	Title	Compulsory	Secondary
Becker, Jochen	Marketing-Konzeption. Grundlagen des strategischen und operativen Marketing-Managements		x
Bruhn, Manfred	Kommunikationspolitik – Systematischer Einsatz der Kommunikation für Unternehmen		x
Esch, Franz-Rudolf	Strategie und Technik der Markenführung		x
Esch, Franz-Rudolf Hrsg.	Handbuch Markenführung		x
Foscht, Thomas, Bernhard Swoboda, Hanna Schramm-Klein	Käuferverhalten		x
Meffert, Heribert, Christoph Burmann, Manfred Kirchgeorg	Marketing – Grundlagen marktorientierter Unternehmensführung		x
Kotler, Philip, Gary Armstrong, Lloyd C. Harris, Nigel Piercy	Grundlagen des Marketing		x
Kotler, Philip, Kevin Lane Keller, Friedhelm Bliemel	Marketing-Management. Strategien für wertschaffendes Handeln		x
Kotler, Philip, Hermawan Kartajaya und Iwan Setiawan	Marketing 4.0 – Leitfaden für das Marketing der Zukunft		x

Müller, Tina und Hans-Willi Schroiff	Warum Start-Ups und Produkte floppen – Die 10 Todsünden des Marketings im Zeitalter der Digitalisierung		x
Runia, Peter, Frank Wahl, Olaf Geyer, Christian Thewißen (2019)	Marketing. Eine prozess- und praxisorientierte Einführung	x	

Study load hours

G71 does not include many lectures. However, consultations with the company (kick-off) and with the assigned lecturer are required.

Each student is expected to spend 280 hours for the group project.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ¹	1
Tutorials ²	0
Self-study ³ / project meetings / coaching	278
Examination	1
Total	280

¹ Lectures have a maximum of 90 students.

² Tutorials are lectures for a group of maximum 30 students.

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

LW ⁴	Subject/Learning goal	Self-study for next class/ Key focus points	Contact hours	Project hours
L1	Kick-off project G71	<ul style="list-style-type: none"> - Form your group, communicate via email by Thursday the 4th of September - Set up your way of working - Start group file in teams, invite coach - Dive into the business of the company - Create project plan - Go through the testing formats - Define personal learning goals based on skill test I and II 	2	17
L2	Assignment company/ project plan	<ul style="list-style-type: none"> - Focus on project plan - Defining personal development goals - Set up way of working - Managing expectations - Applying your skills/ knowledge and expertise, Marketing process 	5	14
L3	Project work Content: Project Plan / Marketing concept	<ul style="list-style-type: none"> - Finishing project plan - Process focus, what is going well, what needs to be done - Marketing content, self study 	5	14
L4	Project work Content: Marketing Concept	<ul style="list-style-type: none"> - Content Marketing Concept; - Who is doing what, what has been delivered so far - Planning next steps - Delivering Q&A to coach, see schedule for deadlines 	5	14
L5	Project work Q&A company	<ul style="list-style-type: none"> - Moving forward with your group - Updating/ improving work done - Actively work on information gained via the Q&A 	5	14
L6	Project work	<ul style="list-style-type: none"> - Next steps in your marketing concept - Improving process of working together - Processing the topics in relation to project work; - Delivering input for week 7 skill test II to coach (see deadlines in schedule) 	5	14
L7	Project meeting skill test II	<ul style="list-style-type: none"> - Next steps in your marketing concept - Skill test II interim talk with coach - Continuing your project work 	5	14
L8	Project meeting Skill test I	<ul style="list-style-type: none"> - Processing the topics in relation to project work; - Skill test I interim talk with coach - Continuing your project work 	5	14
L9	Project work	<ul style="list-style-type: none"> - Implement the feedback from L7 and L8 - Focus on the team work - Which steps to take, focus on your planning 	5	14

⁴ LW = lesson week.

L10	Project work	<ul style="list-style-type: none"> - Next steps for your marketing concept - Check way of working, are you meeting deadlines? - What about your research and output, is the level high enough? - Your own personal development! 	5	14
L11	Project meeting	<ul style="list-style-type: none"> - Next steps for your marketing concept - Check way of working, are you meeting deadlines? - What about your research and output, is the level high enough? - Deliver input to coach for week 12, skill test II interim talk 	5	14
L12	Project meeting	<ul style="list-style-type: none"> - Next steps for your marketing concept - Check way of working, are you meeting deadlines? - What about your research and output, is the level high enough? - Deliver input to coach for week 13, skill test I interim talk 	0,5	18
L13	Project work	<ul style="list-style-type: none"> - Focus on finalizing your concept - Start up focus on preparing presentation - Make sure your files are all up to date 	0,5	18
L14	Project work	<ul style="list-style-type: none"> - Last details for your concept - Follow deadlines see schedule!! - Deliver everything in time via gradework see deadline in the schedule overview (Friday the 12th of December 16:00 o'clock) 	5	14
L15+ L16	Presentation /Oral assessment group work	<p style="text-align: center;">Planning via your coach</p> <ul style="list-style-type: none"> - Delivering skill test II Monday the 5th of January 18:00 o'clock Gradework 	1	14
E/RE	Feedback – Grades	Feedback, Grading / possible Repair, see examination info and deadlines also in Gradework		

Quality assurance

Considering the new national profile and the feedback from the internal audit committee the marketing management team has worked on improving the assessment and the way of working for projects. The improvements made are focused on imbedding skill development via monitoring and assessing the process of running a project and via students having to reflect on their own individual development based on a pre-defined skill set. The process as well as the reflection are individual parts of the assessment which brings more transparency, reliability and validity to the overall assessment of project G71.

10. G72M Marketing Topics VII: CRM Data Analytics

	English	Dutch	German
ProgRESS-code	G72ME	G72MN	G72MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

This learning arrangement trains students in dealing with complex customer data. They learn how to spot trends out of complex data and give recommendations to build and maintain customer loyalty. Customers are increasingly demanding individually designed products/services, analogous to an individual customer/consumer approach. This customer requirement must be fulfilled by companies in order to achieve positive market and sales success in the long term through the targeted establishment of a customer relationship. During the LA, the difference between transaction marketing and relationship marketing will be discussed. Subsequently, the basics of CRM as well as the conceptual elements for building a CRM system will be presented and connected with the application of market research tools.

The LA is structured as follows:

- Introduction to the module / Understanding Customer Relationships
- Strategical CRM
- Analytical CRM
- Operational CRM
- Simulation Game

There will be lecture- and practice lessons in the first half of the semester. In the practice hours, students lead discussion rounds on CRM-relevant topics and practical tasks are discussed in the practice hours. The exercises are fundamentally relevant to the testing moment at the end of the course and to participating in the simulation.

The students will work in an interactive simulation game, in which theoretical models will be applied and discussed. To do this, there will be three CRM days on which the students will work in groups on their simulation under the guidance of their lecturers/coaches. The CRM days will be concluded with a “boardroom meeting” in which each group presents an update of the simulation to the lecturer and has the opportunity to request feedback.

Furthermore, each student will be given the opportunity to plan an individual feedback meeting with their lecturer.

Didactic methods

Lectures and a practice lesson take place in the weekly courses. Exercises are discussed in the plenum within the series of events. Solutions are worked out together with the students in the respective practice hours. In this way, solutions are made available to all students present. Active participation in the exercises is expected and required. The students should therefore have already dealt with the exercises and theory in advance.

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

For a detailed description of the Program Learning Outcomes, see chapter 5: 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 5: Relation to the national framework / level “Professionally competent”.

Course goals in relation to the learning outcomes

The main aims of this learning arrangement are:

- Thorough understanding of CRM and its role(s) within an organization.
- Deep understanding of (customer) relationships in order to create value for the organization.
- Being able to distinguish between and successfully use different forms of CRM.
- Analyse and interpret large data sets in order to gain insights and translate them into actionable recommendations.
- Understand different methods of analysis and learn how and when to use them.
- The student is able to identify important KPI's and derive important indications for the management from them.

Examination

Project

The student groups (group size between 5 and 6 students) have to show their ability of applying the theoretical knowledge gained during the semester in the simulation game. They demonstrate this by making their decisions data-driven and through critical consideration. To test each student's individual performance, critical questions are asked within the question round on the application of the knowledge learned (underpinning the decisions made, as well as in-depth questions on the topic of Customer Relationship Management).

For underpinning their progress of the data driven decisions of the simulation game as well as the group progress, students have to hand in supplementary documents in grade work:

- Presentation document (pptx) with a detailed back-up showing the strategy decision (This document must match the document on the day of the presentation on the exam day)
- Period reflections (as one document)
- Peer and self-evaluation
- Proposal for individual performance
- Statement on AI usage (both must be submitted in Gradework (filled in and signed). Failure to submit these will automatically result in failure of the module).

Skills Test 1

Your coach will assess you on the skills/ performance indicators as described in Skills Test 1 at the end of the project. (see excel file in Canvas for all the information, rubrics and grading). Also during the process of running the project your coach will give you feedback on your development.

In order to be graded on Skills Test 1 each student will have to show these skills during the semester, particularly when working on the project. Skills Test 1 can only be assessed by the coach if the pre-conditions are met. Meaning: student has been present and for at least 80% of all scheduled lectures, meetings and coaching sessions. No more than 2 lectures and 1 CRM day can be missed in order to receive a grade. The individual feedback talk and the final presentation are mandatory.

Without active participation or physical presence a grade for Skills Test 1 will not be given.

Examination form	Interim examination (Form: Project)	
Assessment scale	1 – 10 Minimum requirement to pass the exam: The group performance as well as the individual performance must be ≥ 5.5	
Registration for examination	Students have to register in ProgressWWW at the beginning of the semester	
Duration of examination	20 minutes presentation AND question round (10 minutes)	
Examination period	The presentations will take place in LW16. Presentation slides and supplement documents need to be handed in in LW15.	
What will be examined?	The course goals stated above	
Specific examination criteria	The division of the partial grades in terms of group and individual performance is as follows:	
	Project	50%
	<ul style="list-style-type: none"> • Shift from product centric to customer centric approach (50%) • CRM strategy and instruments (30%) • Presentation Style (10%) • Questions (10%) 	
	Individual performance: Skills Test 1	50%
	Individual final grading	100% *
<p>* The group performance as well as the individual performance must be ≥ 5.5 to pass the module. If one part or both are < 5.5 the student and/or the group has/have to do the re-examination/repair</p> <p>The group thus has the opportunity to identify any "free riders" in the group and to decide on consequences together with the supervising lecturers.</p>		

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

Project

Student groups or individual students who have not passed the individual final grading may improve the project assignment on basis of a repair. The final result of the parts that have to be improved is of a 5.5 as maximum.

Re-examination for the different scenarios:

1. Group performance as well as individual performance below 5.5

Student group has to repair the project assignment in total (presentation incl. question round and supplementary documents)

2. Group performance ≥ 5.5 and individual performance below 5.5

Individual student will be examined with regard to the individual performance through an oral exam (20 min.)

3. Group performance below 5.5 and individual performance ≥ 5.5

The whole group has to repair the project assignment as stated in scenario 1. Exemption: The individual grade, of the students who have a grade ≥ 5.5 in the individual grading, will remain.

Student groups or students who fail the repair undergo a retake in the next semester.

Skills test 1

A repair for skill test I is possible. It can be improved with a maximum of 1 point by writing a 2 page reflection / feedback on what considering the assessment of the coach should be improved by the student when working in a project group. This should be based on the skills / performance indicators from skill test I. Delivered within 8 days via Gradework.

A repair is only possible if the student has been assessed the first time by the coach. If the pre-conditions are not met the student cannot repair this part. Result is retaking the project next semester.

Literature (most recent edition)

English Stream

Author	Title	Compulsory	Secondary
Francis Buttle, Stan Maklan	Customer Relationship Management Concepts and Technologies	x	
Robert W. Palmatier, Lena Steinhoff	Relationship Marketing in the digital age		x
Compulsory articles		x	
Supplementary articles	(will be earmarked as such)		x

Dutch Stream

Author	Title	Compulsory	Secondary
Francis Buttle, Stan Maklan	Customer Relationship Management Concepts and Technologies	x	
Robert W. Palmatier, Lena Steinhoff	Relationship Marketing in the digital age		x
Compulsory articles		x	
Supplementary articles	(will be earmarked as such)		x

German Stream

Author	Title	Compulsory	Secondary
Francis Buttle, Stan Maklan	Customer Relationship Management Concepts and Technologies	x	
Robert W. Palmatier, Lena Steinhoff	Relationship Marketing in the digital age		x
Manfred Bruhn	Relationship Marketing, das Management von Kundenbeziehungen		x
Compulsory articles		x	
Supplementary articles	(will be earmarked as such)		x

Study load hours

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ¹	2.5
Tutorials ²	40
Self-study ³ / project meetings / coaching	96.5
Examination	1
Total	140

Programme

This semester consists of 16 education weeks.

Week schedule German / English / Dutch

LW ⁴	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction to CRM	Study theory that was discussed in lecture and prepare assignments	2.5
L2	Understanding customer relationships	Study theory that was discussed in lecture and prepare assignments	2.5
L3	Customer Life Cycle	Study theory that was discussed in lecture and prepare assignments	2.5
L4	Strategic CRM	Study theory that was discussed in lecture and prepare assignments	2.5
L5	Analytical CRM	Study theory that was discussed in lecture and prepare assignments	2.5
L6	No lectures (international week)	Study theory that was discussed in lecture and prepare assignments	
L7	Analytical CRM	Study theory that was discussed in lecture and prepare assignments	2.5
L8	Feedback Week/Analytical CRM	mid-term course evaluation	2.5
L9	CRM day 1	Preparing decisions for the Simulation Game	6
L10	Individual feedback meeting	Preparing decisions for the Simulation Game	0.25
L11	CRM day 2	Preparing decisions for the Simulation Game	6
L12	Individual feedback meeting	Preparing decisions for the Simulation Game	0.25
L13	CRM day3	Work on future CRM plan	6
L14	Group feedback meeting	Finalizing project	0,25
L15	Spare week/deadline		
L16	Presentations		

Quality assurance

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

- Less lectures and theoretical sessions, more practical exercises
- More individual and project coaching for students

11. G73M Marketing Topics VIII: Sales & Law

	English	Dutch	German
ProgRESS-code	G73ME	G73MN	G73MD
Lectures involved	Please, refer to the current schedules		
Study load / ECTS	140 hours/5 ECTS		

Brief description

Decision makers in sales and marketing need to understand the impact of regulatory framework for business processes and take this into consideration for decision making in a timely manner. The regulatory environment can influence both. It can influence the choice of a brand name, the planning of a campaign, the alteration of advertising or production plans, and the sale or distribution of products. Among the possible legal boundaries of marketing and sales are the provisions of the act against unfair competition, the trademark act, specific peculiarities including copyrights, patents, and trade legislation as well as other binding European Commission directives. This Learning Arrangement (LA) consists of interactive lectures and practical case studies as well as exercises which are presented by student groups.

Didactic methods

This LA stimulates the student to learn the considered legal and sales knowledge as actively as possible. All lectures will be interactive; students can discuss and pose questions. The lecturer and/or students will be active in involving the whole class. Case studies will complete the active part of the students. Besides this the students will have to prepare exercises in ppt-presentations to be presented in class. Due to this the lecturer will hand out exercises with regard to the content of the lectures. The students have to prepare the presentations in groups and send them to the lecturer within a certain deadline. The lecturer will decide on the group, which will have to present their results during the following lesson.

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 5: Relation to the national framework / level “Professionally competent”.

Overview of learning outcomes in this unit of study

For a detailed description of the Program Learning Outcomes per level see chapter 5: Relation to the national framework / level “Professionally competent”.

Course goals in relation to the learning outcomes

<p>Unit goals related to PLO Set a Course (level 3 indicator):</p> <ul style="list-style-type: none">• 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.
<p>Unit goals related to PLO Create Value (level 3 indicator):</p> <ul style="list-style-type: none">• 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 analyzing and researching actual behavior, 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.
<p>Unit goals related to PLO Business Development (level 3 indicator):</p> <ul style="list-style-type: none">• 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.
<p>Unit goals related to PLO Realization (level 3 indicator):</p> <ul style="list-style-type: none">• The CE-er takes the 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.
<p>Unit goals related to PLO Insight (level 3 indicator):</p> <ul style="list-style-type: none">• 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 thoroughly and systematically collect and analyze data he has obtained.• The CE-er can critically reflect on the quality of data.
<p>The course provides an introduction to the theory and practice of marketing related law within relevant legal norms and judicial decisions. The basics of Intellectual property Law and the</p>

fundamentals of marketing related law will be provided in this course. This module provides the ability to deal with, among other things, a series of norms and decisions in the field of advertising, trademark, patent, and copyright law to identify opportunities and gain competitive advantages. Students will learn the general principles, as well as the nature and significance of respective. They learn to search for the specific legal sources. Students get basic legal knowledge to act adequately in cross-border transactions and to justify their choices made.

At the end of this semester the students will be able to:

- recognize relevant legal impacts in a concrete context
- identify the relevant legal framework as basis for their decisions
- take reasonable actions with respect to the relevant law
- report and give reasons for their decisions
- react adequately against their competitors

Interim Examination

G73 is tested in two separate sub-tests:

Examination form (written, oral, report, other)	Subtest Sales 50% (counts 50% of the examination G73) Written exam (open 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	45 minutes
Examination period	Exam week
What will be examined?	The learning goals stated above.
Specific examination criteria	Students will get questions in order to test the theoretical knowledge of the subject. They will also get case studies to test their ability to apply their knowledge to the practice.

Examination form (written, oral, report, other)	Subtest Law 50% (counts 50% of the examination G73) Written exam (open 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	45 minutes
Examination period	Exam week
What will be examined?	The learning goals stated above.
Specific examination criteria	Students will get questions in order to test the theoretical knowledge of the subject. They will also get case studies to test their ability to apply their knowledge to the 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
Thain & Bradley	Store Wars – The worldwide battle for mindspace and shelfspace, online and in store ISBN: 978-1118374061		x
Lynda Rose Poloian	Retailing Principles – Global, Multichannel and Managerial Viewpoints ISBN: 978-1563677427		x

Dutch Stream

Author	Title	Compulsory	Secondary

German Stream

Author	Title	Compulsory	Secondary
Winkelmann	Vertriebskonzeption und Vertriebssteuerung ISBN: 978-3800642649		x
Albers, Kraft	Vertriebsmanagement (Albers, Kraft) ISBN: 978-3409119658		x
Homburg, Schafer, Schneider	Sales Excellence – Vertriebsmanagement mit System (Homburg, Schafer, Schneider) ISBN: 978-3658062033		x
Ch. Solmecke, S. Kocatepe	Recht im Online-Marketing Rheinwerk Verlag, Aktualisierte 4. Auflage 2023 ISBN 978-3-8362-9601-4		x
	European Patent Office Homepage https://www.epo.org		x

Study load hours

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ⁵	45
Tutorials ⁶	0
Self-study ⁷ / project meetings / coaching	93,5
Examination	1,5
Total	140

⁵ Lectures have a maximum of 90 students.

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 15/16 education weeks.

Week schedule English/ Dutch/ German – Law

LW ⁸	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction, legal terms, basics/Introduction	Relevant literature	3
L2	Legal framework within the product policy; merchandise tagging/Distribution Process and Structure	Relevant literature	3
L3	Product policy; patent, design/Distribution Process and Structure	Relevant literature/exercises	3
L4	Product policy; copyright/Elements of Distribution	Relevant literature	3
L5	Product policy; trademark/Elements of Distribution	Relevant literature	3
L6	Product policy; trademark, slogan/Marketing & Communication for the Sales Process	Relevant literature/exercises	3
L7	Guest lecture (date and person will be published later)/Sales Techniques	Relevant literature	3
L8	Feedback Week		3
L9	Communication policy; misleading advertisement/Sales Techniques	Relevant literature	3
L10	Communication policy; comparative advertisement/Sales Techniques	Relevant literature	3
L11	Communication policy; online marketing/Strategic aspects	Relevant literature/exercises	3
L12	Pricing policy; bait-and-switch-offers/Strategic aspects	Relevant literature	3
L13	Pricing policy; boycott, cartel/Strategic aspects	Relevant literature	3
L14	Distribution policy; franchising, sales persons, license/Test exam	Relevant literature	3
L15 + L16	Repetition, questions, cases/Repetitorium	Relevant literature	3
E/RE			

Programme

This semester consists of 15/16 education weeks.

⁸ LW = lesson week.

Week schedule English Stream - Sales

LW⁹	Subject/Learning goal	Self-study for next class	Contact hours
L1	<i>Introduction</i>		
L2	<i>Distribution Process & Structure</i>		
L3	<i>Distribution Process & Structure</i>		
L4	<i>Elements of Distribution</i>		
L5	Elements of Distribution		
L6	Marketing & Communication for the Sales Process		
L7	Sales Techniques		
L8	Feedback Week		
L9	Sales Techniques		
L10	Sales Techniques		
L11	Strategic aspects		
L12	Strategic aspects		
L13	Strategic aspects		
L14	Test exam		
L15 + L16	Repetitorium Feedback + Guest lecture		
E/RE			

⁹ LW = lesson week.

Week schedule German Stream - Sales

LW ¹⁰	Subject/Learning goal	Self-study for next class	Contact hours
L1	Einleitung Sales & Distribution Erwartungen Sales		
L2	Strukturen und Prozesse der Vertriebsorganisation Fallstudie 1		
L3	Die Elemente der Vertriebspolitik		
L4	Marketing- und Kommunikationsgrundlagen für den Vertrieb Fallstudie 2		
L5	Marketing- und Kommunikationsgrundlagen für den Vertrieb		
L6	Marketing- und Kommunikationsgrundlagen für den Vertrieb		
L7	Verkaufstechniken und Operativer Vertrieb		
L8	Feedback Week		
L9	Verkaufstechniken und Operativer Vertrieb		
L10	Strategische Aspekte des Vertriebs Fallstudie 3		
L11	Strategische Aspekte des Vertriebs		
L12	Strategische Aspekte des Vertriebs Fallstudie 4		
L13	Strategische Aspekte des Vertriebs		
L14	Testklausur		
L15 + L16	Repetition Session Feedback + Gastvortrag		
E/RE			

Quality assurance

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

- Course material has been updated and new court decisions of higher courts have been added.
- Distribution policy has been limited to a minimum.
- Legal requirements in the field of online marketing will be kept as additional information without relevance for the exam.

¹⁰ LW = lesson week.

12. G74M Business and Economics III: International Trade

	English	Dutch	German
ProgRESS-code	G74ME	G74MN	G74MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

This course provides knowledge regarding transnational business activities and enables to understand and manage business relationships with foreign companies. In this context import as well as export activities are discussed whereby the focus is set on export business. To broaden the student's knowledge in this specific discipline, a combination of theoretical approaches, discussion of case studies and business related guest lectures will be applied.

Didactic methods

A student obtains knowledge and skills through lectures, tutorials and self-study. During the lectures the student gets acquainted with the theoretical background of the topics mentioned above. Tutorials put focus on the practical experience. Tutorials are dedicated to exercises and a student can deepen his understanding of the discussed topic. Student can ask questions for better understanding during lectures and tutorials. For support of this course there is per chapter content a number of exercise questions and progress tests. The outcome of these exercises are discussed in class. For verification of the students' progress different summative testing methods are used. For successful completion of this course the student is expected to prepare for the classes. Guest lectures by enterprises are offered during the semester, too.

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	

For a detailed description of the Program Learning Outcomes, see chapter 5: 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 5: Relation to the national framework / level Graduation Phase Capable/Professionally competent".

Course goals in relation to the learning outcomes

In the age of globalisation international trade is important, also for small and medium-sized enterprises. International trade is a very broad and complex field and contains its own specific aspects, opportunities and chances. The student knows, understands and can interpret fundamental issues concerning international trade. This includes topics of general economic (e.g. GDP) as well as chosen aspects of the legal frameworks (contract law) and purchase agreement (e.g. INCOTERMS). Furthermore business aspects (e.g. risks of international trade) and marketing content (e.g. entry strategies) are part of this learning arrangement.

- 1) KB: Koers bepalen / Set a Course
 - The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets.
- 2) BD: Business development
 - 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.
- 3) R: Realiseren / Realization
 - 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.
 - He can independently set and realize goals in a more complex situation and translate feedback and self-reflection into an improvement plan.

Interim Examination

Examination

Examination form (written, oral, report, other)	Written exam (open 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	90 minutes
Examination period	During the examination weeks at the end of semester 7 (see FIBS calendar)
What will be examined	All topics of the whole semester (weeks L1-L15) according to the learning goals described above.
Specific examination criteria	The grade needs to be 5,5 or more to finalise the course successfully. The only equipment which is allowed during the examination is a Casio fx-82 calculator.

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

<p>Re-examination is possible in the re-examination weeks as indicated in the MM annual calendar. The same rules as for the regular exam apply.</p>

Literature

English Stream

Author	Title	Compulsory	Secondary
Albaum, G., Duerr, E. and Joslassen, A.	International marketing and export management		X

Dutch Stream

Author	Title	Compulsory	Secondary
H. Veldman, K. Hofstra, A. Jacobs, P. Koelemij en E. Mehring	Exportmanagement, exporteren en internationaliseren	X	

German Stream

Author	Title	Compulsory	Secondary
Büter, C. (2020)	Außenhandel		X
Olfert, K., Kehr, H. (2020)	Außenhandel		X
Green, C.G., Warren, J.K. (2020)	Global Marketing		X

Study load hours

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

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ¹¹	22,5
Tutorials ¹²	15
Self-study ¹³	101
Guest lectures	part of self-study
Examination	1,5
Total 5 ECTS for this course	140

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

During the lessons you will receive more information.

Week schedule Dutch

LW ¹⁴	Subject/Learning goal	Self-study for next class	Contact hours
L1	Inleiding en betekenis van de export 1 De kwaliteit van de Nederlandse export <ul style="list-style-type: none">• Inleiding• Van exportprijzen naar exportkwaliteit• Kenmerken van het bestemmingsland en de kwaliteit van de export• Bedrijvenheterogeniteit en de kwaliteit van de export 2 Theorieën over export <ul style="list-style-type: none">• David Ricardo• Theoretische grondslagen van de export	Opdrachten maken en slides doornemen	2,5
L2	3 Overzicht van export 3.1 Export in Europees en mondiaal perspectief I <ul style="list-style-type: none">• Belangrijke internationale handelstheorieën 3.2 Export in Europees en mondiaal perspectief II <ul style="list-style-type: none">• Internationale handel en ontwikkelingen in de wereldeconomie• Exporteren en de Nederlandse exportsituatie nader gedefinieerd• Handelspolitiek en de Europese Unie• Internationale samenwerking en regionale blokvorming• Het exportbeleid van de EU• Regionalisering en globalisering	Doorlezen hoofdstuk 1 Export in Europees en mondiaal perspectief. Opdrachten maken	2,5
L3	3 Overzicht van export 3.3 Handelspolitiek: barrières en verdragen <ul style="list-style-type: none">• Inleiding• Handelstarieven	Doorlezen publicaties en slides. Opdrachten maken	2,5

¹⁴ LW = lesson week.

	<ul style="list-style-type: none"> • Niet-tarifaire maatregelen • Handelsverdragen <p>3.4 Niet-tarifaire maatregelen en de kwaliteit van de export</p> <ul style="list-style-type: none"> • Inleiding NTM's en de kwaliteit van exportproducten 		
L4	<p>4. Export, een structurele aanpak</p> <ul style="list-style-type: none"> • De Perlmutter-theorie en het internationaliseringsproces • Export en investeren: een stapsgewijs proces? • Patronen in export en investeringen • Stapsgewijs internationaliseren: welke rol spelen verdragen en niet-tarifaire maatregelen? 	Doorlezen hoofdstuk 2 Export, een structurele aanpak: het exportbeleidsplan. Opdrachten maken	2,5
L5	<p>5. Onderzoek en selectie van buitenlandse markten I</p> <ul style="list-style-type: none"> • Groeistrategieën en internationale marketing / global marketing • Groeistrategie en segmenteren • Doelgroepbepaling en positionering • Product-marktcombinaties (PMC's) en product-markttechnologiecombinaties (PMT's) • Segmentatie en landen- en/of regioselectie • Landen-regioselectiemodel • Het geschikte exportland voor segmentatie • Datacollectie • Internet en exportinformatie 	Doorlezen hoofdstuk 3 Onderzoek en selectie van buitenlandse markten. Opdrachten maken	2,5
L6	<p>5. Onderzoek en selectie van buitenlandse markten II</p> <ul style="list-style-type: none"> • Segmentatie en landen- en/of regioselectie • Landen-regioselectiemodel • Het geschikte exportland voor segmentatie • Datacollectie • Internet en exportinformatie 	Doorlezen hoofdstuk 3 Onderzoek en selectie van buitenlandse markten. Opdrachten maken	2,5
L7	<p>6 De keuze van de entreestrategie</p> <ul style="list-style-type: none"> • Manieren van exporteren en entreestrategieën • Indirecte export • Produceren in het buitenland • E-commerce 	Doorlezen hoofdstuk 4 De keuze van een entreestrategie. Opdrachten maken	2,5

	<ul style="list-style-type: none"> • De concurrentie op de buitenlandse markt • Interne invloeden op de keuze van het distributiekanaal • Fusies en overnames • Strategische allianties 		
L8	Evaluatieweek		2,5
L9	7. Aspecten van export en exporttransacties I 7.1 Financiële aspecten <ul style="list-style-type: none"> • Debiteurenbeleid bij export • Internationale betalingswijzen • Indekken tegen wisselkoersrisico 	Doorlezen hoofdstuk 5 Financiële aspecten van exporttransacties. Opdrachten maken	2,5
L10	7. Aspecten van export en exporttransacties II 7.2 Juridische aspecten <ul style="list-style-type: none"> • De exporttransactie • Algemene voorwaarden • Intellectuele eigendomsrechten • Geschillenbeslechting • Tussenpersonen • Consumentenbescherming 	Doorlezen hoofdstuk 6 Belangrijke juridische aspecten bij export. Opdrachten maken	2,5
L11	7. Aspecten van export en exporttransacties III 7.3 Logistieke aspecten <ul style="list-style-type: none"> • Logistiek op strategisch niveau • Douanebeleid (strategisch niveau) • Logistiek op tactisch niveau • Douane op tactisch niveau • Logistiek op operationeel niveau • Douane op operationeel niveau 	Doorlezen hoofdstuk 7 Logistiek en douanebeleid bij export. Opdrachten maken	2,5
L12	8. Interculturele vaardigheden in export I <ul style="list-style-type: none"> • Zelfkennis • Verbale interculturele communicatie • Non-verbale interculturele communicatie 	Doorlezen hoofdstuk 8 Interculturele vaardigheden in export. Opdrachten maken	2,5
L13	8 Interculturele vaardigheden in export II <ul style="list-style-type: none"> • Internationaal zakendoen • Religie en interculturele communicatie 	Doorlezen hoofdstuk 8 Interculturele vaardigheden in export. Opdrachten maken	2,5
L14	Gastcolleges		2,5

L15	Gastcolleges		2,5
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Week schedule German

LW ¹⁵	Subject/Learning goal	Self-study for next class	Contact hours
L1	Bedeutung und Theorien zum Außenhandel	Stoff nachbearbeiten L1	2,5
L2	Rahmenbedingungen des Außenhandels	Stoff nachbearbeiten L2	2,5
L3	Rahmenbedingungen des Außenhandels	Stoff nachbearbeiten L3	2,5
L4	Rahmenbedingungen des Außenhandels	Stoff nachbearbeiten L4	2,5
L5	Rahmenbedingungen des Außenhandels	Stoff nachbearbeiten L5	2,5
L6	Formen des Außenhandels	Stoff nachbearbeiten L6	2,5
L7	Risiken des Außenhandels	Stoff nachbearbeiten L7	2,5
L8	Risiken des Außenhandels	Stoff nachbearbeiten L8	2,5
L9	Formen des Außenhandels	Stoff nachbearbeiten L9	2,5
L10	Ausgewählte Aspekte des Außenhandelsmarketing	Stoff nachbearbeiten L10	2,5
L11	Ausgewählte Aspekte des Außenhandelsmarketing	Stoff nachbearbeiten L11	2,5
L12	Ausgewählte Aspekte des Außenhandelsmarketing	Stoff nachbearbeiten L12	2,5
L13	Ausgewählte Aspekte des Außenhandelsmarketing	Stoff nachbearbeiten L13	2,5
L14	Ausgewählte Aspekte des Außenhandelsmarketing	Stoff nachbearbeiten L14	2,5
L15	Klausurvorbereitung	Stoff nachbearbeiten L15	2,5

Quality assurance

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

¹⁵ LW = lesson week.

13. G75M Communication & Culture V: Intercultural Business Competence

	English	Dutch	German
ProgRESS-code	G75ME	G75MN	G75MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours/5 ECTS		

Brief description

Cultural competence can be defined as “our will and actions to build understanding between people, to be respectful and open to different cultural perspectives, strengthen cultural security and work towards equality in opportunity. Relationship building is fundamental to cultural competence and is based on the foundations of understanding each other’s expectations and attitudes, and subsequently building on the strength of each other’s knowledge, using a wide range of community members and resources to build on their understandings.” (Australian Children’s Education and Care Quality Authority, 2021) Taking this as a starting point, we want to link this understanding to the business world with a focus on the management perspective.

In order to find one’s place in this fast-changing business world and to communicate respectfully with other stakeholders, one should – in the first place - have a clear understanding about him- or herself but also about other behaviours and cultural differences.

The main goal of this module is to give students a better understanding regarding the aspects mentioned above, to introduce helpful tools, to strengthen their intercultural awareness and to have them develop strategies of how to deal with intercultural business challenges in their future working life.

Didactic methods

We use a variety of different methods and sources in order to transfer the knowledge, skills and attitudes required to master this module. They are implemented using interactive lectures. In addition, students are required to work on application challenges, both in groups and individually, in order to gather the skills required.

Lectures are provided in the style of block teaching for this module, meaning that all lectures are provided in an intense block during the International Campus Career Week 2025 (October 6th - 10th, 2025). During the week, students work on a key intercultural project that mainly supports the students’ development. Guest lectures from different cultural backgrounds offer different perspectives and insights to the students.

The module is taught and assessed in English.

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 “Professionally competent”.

Course goals in relation to the learning outcomes

- You are able to create a vision on your future as a global citizen
- You are able to critically reflect on your behaviour as a global citizen
- You are able to understand multiple perspectives and cultural differences
- You have an insight in different developments worldwide and you are able to form a professional opinion on them
- You are able to connect various opinions, develop your own opinion and communicate this in a respectful manner to culturally diverse stakeholders

Interim Examination

<p>Examination form (written, oral, report, other)</p>	<p>The intercultural project is completed with a group assignment. Groups consist of approx. 7 students. Each group hands in a video to prove that the students mastered the content of the project week. The video is evaluated by the lecturer and is subject to a GO/NO-GO decision. The decision is communicated by the lecturer to the members within two weeks after the hand-in deadline.</p> <p><i>GO</i>: A GO means that the student passes the international project. The student may proceed with the G75 course.</p> <p><i>NO-GO</i>: A NO-GO decision means that the student (group) needs to repair the project work based on feedback from the university supervisor. The repaired version of the project work needs to be handed, one week (7 days) after reception of feedback. If the repaired version stays insufficient (NO-GO) the student has to stop the G75 course. That means that the student has to do redo the course (including all examination elements) next academic year.</p> <p>At the end of the semester, students have to hand in an individual video as form of examination according to the examination criteria stated below.</p>
<p>Duration of examination</p>	<p>The video for the intercultural project is allowed to have a duration of 5-8 minutes.</p> <p>The individual video has to have a duration of max. 10 minutes, plus the preparation time for making of the video.</p>
<p>Assessment Scale</p>	<p>1-10 Minimum requirement to pass the project: 5.5 For the individual video all criteria from the grading form have to be addressed to be assessed.</p>

Registration for examination	Students have to register in ProgressWWW at the beginning of the semester
Examination period	<p>The video for the intercultural project has to be handed in by the end of the International Campus Career Week (LW6).</p> <p>The individual video as final assignment of the module has to be uploaded to Gradework by December 15th, 2025 (LW15) before midnight.</p>
What will be examined?	<p>During the assignment for the intercultural project students show evidence that they have mastered the content of the project week regarding their intercultural competence.</p> <p>During the individual video students have to provide evidence they mastered the learning goals (see below), preferably in a creative manner.</p>
Specific examination criteria	<p>Student shows understanding of multiple perspectives and cultural differences/similarities. He/She is able to <u>apply</u> The Culture Map to the context of the countries investigated in the international project week. He/She may add another country of interest if desired. Various relevant perspectives and differences are <u>discussed in depth</u> exceeding a summary of the lecture's content. Thus, the student is not asked to just repeat the findings presented to him/her during the lectures, he/she is asked to dive deeper into some aspects and to do (scientific) research on them. Findings need to be linked to the second criteria.</p> <p>The student makes an analysis of intercultural business developments. He/She uses the findings of his/her research and shows in-depth insights into different (specific) relevant intercultural business developments in the context of the countries investigated in the intercultural G75 project and/or country of desire. Relevant intercultural (business) developments/ situations are <u>analysed</u>. The student is able to add value to the status-quo meaning his/her research on one or several topics has to exceed the examples given during the lecture or stated in the mandatory literature.</p> <p>For the evaluation of his /her behaviour as a global citizen, the student needs to show that he/she is able to <u>reflect</u> his/her behaviour as a global citizen in depth. The theories The Culture Map and Insights Discovery have to be used for this analysis. Various specific situations, especially business related situations, are used for reflection. A reflection consists of serious thought or consideration. Strengths and points for improvement are named.</p> <p>The final topic of the assignment is the creation of the student's personal future vision as a global citizen. He/she is able to <u>create</u> an inspiring vision on his/her future as a global citizen focussing mainly on his/her future working life. It need to be linked to the previous research on business developments. Many different sources and perspectives are used for the vision. The vision is specific, authentic and in line with his/her personality and drives. It is linked to the student's personal evaluation he/she has done before.</p> <p>Additionally the student is able to communicate his/her message in a convincing, creative and respectful manner. Thought needs to be put into this aspect as well. A video is a</p>

	<p>moving picture which style can be adding to the overall performance in this assessment</p> <p>Each criteria has a weighting factor for the final grade.</p> <p><i>The grading sheet & grading rubrics are available on the G75M Canvas page.</i></p>
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AI policy in this unit of study

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Re-examination

<p>A student that has not passed the examination may repair his/her video on the basis of feedback given by the lecturer. The student will have 10 working days to repair the video, starting on the first working day after feedback is provided by the lecturer.</p> <p>The total maximum grade for the repaired video is 5.5.</p> <p>In case the students fails again, he/she can redo the module/assessments the following semester but has to choose a different main topic for the research part.</p>

Literature (most recent edition)

English Stream

Author	Title	Compulsory	Secondary
Meyer, Erin	The Culture Map	x	
Erikson, Thomas	Surrounded by Idiots	x	

Dutch Stream

Author	Title	Compulsory	Secondary
Meyer, Erin	The Culture Map	x	
Erikson, Thomas	Surrounded by Idiots	x	

German Stream

Author	Title	Compulsory	Secondary
Meyer, Erin	The Culture Map	x	
Erikson, Thomas	Surrounded by Idiots	x	

Study load hours

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ¹⁶	2
Tutorials ¹⁷	20
Self-study ¹⁸ / project meetings / coaching	89.5 / 18 / 10.5
Examination	
Total	140

Programme

This semester consists of 15/16 education weeks.

Week schedule German / English / Dutch

LW ¹⁹	Subject/Learning goal	Self-study for next class	Contact hours
L1	-	-	-
L2	-	-	-
L3	-	-	-
L4	-	-	-
L5	-	-	-
L6	International Campus Career Week G75 intercultural project (including the Culture Map, the Insights Discovery model, international insights from guest lectures and project work) Submission of project work	Students work on group assignments and hand in group project work.	40
L7	-	Repetition content intercultural project	-
L8	Coaching session by appointment	Working on project plan for final assignment	1.5
L9	Coaching session by appointment	Working on project plan for final assignment	1.5
L10	Coaching session by appointment	Preparation project plan / storyline for video. Scheduling coaching appointments	1.5
L11	Coaching session by appointment	Preparation project plan / storyline for video. Scheduling coaching appointments	1.5
L12	Coaching session by appointment	Work on final assignment, prepare coaching sessions	1.5
L13	Coaching session by appointment	Work on final assignment, prepare coaching sessions	1.5

¹⁶ Lectures have a maximum of 90 students.

¹⁷ Tutorials are lectures for a group of maximum 30 students.

¹⁸ Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

¹⁹ LW = lesson week.

L14	Coaching session by appointment	Work on final assignment, prepare coaching sessions	1.5
L15/L16	Coaching session by appointment Submission of final assignment (individual video)	Deadline December 15th , 2025	

Quality assurance

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

Grading sheet and lecture structure have been updated. Intercultural project has been further developed.

14. G82M Personal and Professional Development (PPD) V

	English	Dutch	German
ProgRESS-code	G82ME	G82MN	G82MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

In the MM study program, you have not only focused 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've placed a strong focus on your personal and professional development throughout your studies.

During your studies, there have already been many activities that have helped you consciously or unconsciously work on these competences. These need to be recorded and linked to the indicators. Consider that you have already made many decisions during your studies, e.g. internships, minor and workshops to develop your professional skills and career competencies. Now think about what activities are still missing to increase your potential.

In this final PPD module, the focus is on your own development needs and aspirations. Your student coach was and is there to prepare you for your career, but you are responsible for your own development process and now it is time for the final spurt. So take this last chance before the end of your studies to develop your own professional skills, reflect on your development so far and get ready to start your career.

Didactic methods

G82M-A: PPD

We believe that every student has different needs and wants to develop and that you are responsible for your own development process. Within the last study year you must take the opportunity to develop your career competences and to steer own development:

- In a kick-off event in week 2 of semester 7, the PPD coordinator explains the module and answers questions about the components.
- 28 hours of development hours, in means of workshops or seminars: You participate in workshops of choice offered by Fontys or outside of Fontys to develop your career competences and reach your learning goals in the 7th semester (and 8th semester). Incl. an obligatory Career management seminar (per language stream) in week 4 of semester 7, in which you learn to actively steer your career.
- You analyse your qualities, motives and work values by reflecting on your time at Fontys and by asking for 2 peer feedbacks (1. at the beginning of semester 7 for semester 1-6, 2. at the end of semester 7 for semester 7).
- You create a Personal Job Advertisement including your qualities, motives and work values.
- In the 1. obligatory talk with the Student coach (30 min), you discuss your situation, present your Personal Job Advertisement and plans for the Bachelor internship in semester 7 which is documented in Mycoach and the portfolio.
- You organise career advice from your own network by sending your Personal Job Advertisement to 10 people you know from different walks of life, asking them to recommend 2 or 3 careers that might fit with what you have written.
- You have to find, contact and interview a person working in your dream job or entry job position, to gain further awareness of requirements and daily work routines in your dream or entry job.
- In the 2. obligatory talk with the Student coach (30 min), you present your status quo and plans for subsequent career entry in Semester 8 which is documented in Mycoach and the portfolio.
- You write a "PPD reflection to startup you career". Within this report, you reflect on your learning goals which are linked to learning/development activities related to the career competencies (LO of PPD) and Programme Learning Outcomes (of MM) and documentation of how these were achieved (taking this into account when choosing your workshops and interview partner!) in semester 8.

G82M-B: GBTS hours (formerly known as AV points):

The explanation of G82M-B can be found here ([CM](#))

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 5: 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 5: Relation to the national framework / level "Professionally competent".

Course goals in relation to the learning outcomes

<p>1. Reflection on qualities:</p> <ul style="list-style-type: none"> - - I know what I am good at (Inc. all Programme Learning Outcomes of MM study programme) and what I am not so good at. - - I know which qualities I can use for the profession that I want to do.
<p>2. Reflection on motives:</p> <ul style="list-style-type: none"> - - I indicate what I like and find interesting about my education. - - I know what my work values are. - I make connections between earlier experiences in my life and my values. - - I make connections between professional dilemmas and my values.
<p>3. Work Exploration:</p> <ul style="list-style-type: none"> - - I have an idea of the content of the work I am studying for. - - I know which professional competences are needed in the work for which I am studying. - - I undertake learning activities to be able to develop these professional competences.
<p>4. Career management:</p> <ul style="list-style-type: none"> - - I set goals for my study career. - - I base choices in my learning process on my qualities and values and on my on my personal wishes for the future. - - I organise the guidance I need to steer my learning process.
<p>5. Networking:</p> <ul style="list-style-type: none"> - I have a network of people who can help me with my (study) career. - I maintain and extend my network (incl. min. one person working in my dream job or entry job position). - I contribute something to people in my network.

Interim Examination

Examination form (written, oral, report, other)	Portfolio and GBTS hours (formerly known as AV-Points)
Duration of examination	n/a
Assessment Scale	Pass/Fail
Registration for examination	Students have to register in ProgressWWW at the beginning of the semester
Examination period	The student must turn in the portfolio on Friday of LW8 in Semester 8
What will be examined?	G82M-A: PPD (Portfolio) G82M-B: GBTS hours (formerly known as AV points) Only when both elements have been passed will the 5 ECTS in Progress be credited.
Specific examination criteria	G82M-A: PPD (Portfolio): PPD reflection to start up my career Chapter 1 - Reflection on qualities: Who am I, what can I do? Chapter 2 - Reflection on motives: What do I want, what motivates me? Chapter 3 - Work Exploration: What kind of work suits me?

	<p>Chapter 4 - Career management: What do I want to become? Chapter 5 - Networking: Who can help me?</p> <p>App.1 Extract from "Progress" App.2a 1. Peer feedback (about Semester 1-6) App.2b 2. Peer feedback (about Semester 7) App.3 Minutes of the interview with a person working in the dream/entry job. App.4 Results of the Career management seminar incl. list of action to steer my career App.5 Proof of 28 hours of Development hours (formerly known as workshops hours) (shown should be certificates and timesheet) App.6 Personal Job Advertisement App.7a Minutes of the 1. compulsory Individual Talk with PPD Coach about Personal Job Advertisement and future plans App.7b Minutes of the 2. compulsory Individual Talk with PPD Coach about status quo and future plans App.8 Career advice from my network App.9 Screenshot of the status GBTS hours (formerly known as Organisational Activities (AV)) to prove how many of the 28 hours have been achieved or BEH in progress. App 10 Plan of action (if applicable) App 11 Statement of authenticity (incl. AI) App 12 Statement of authenticity</p> <p>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.</p> <p>G82M-B: The Regulation of G82M-B can be found here (CM)</p> <p>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. Templates for these statements are provided on the Canvas page of the course.</p>
Assessment scale	Pass - Fail

AI policy in this unit of study

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Re-examination

Literature

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Author	Title	Compulsory	Secondary
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Dutch Stream

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