

Marketing Management

Semester Manual: Semester 7



Study year 2022-23
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Preface

It's good to have you back and that we can continue to work together. You finished your major work placement and your minor. This was a challenge, given the circumstances during the corona pandemic.

Now you start the final and the last year of your Marketing studies. We from the Marketing Management Team are convinced that we have put together an instructive and exciting study programme for you to prepare you in the best possible way for the challenges in your future professional life.

The 7th semester is part of the G(raduation) Phase in which you will complete your theoretical training. Existing knowledge will be deepened and new knowledge will be built up.

This manual is intended to provide you with an overview of the 7th semester. It shows the framework conditions and content of the individual modules. In the lectures you will receive more information.

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

With best regards,

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Educational Vision and Philosophy of Marketing Management

Based on the educational vision of the Fontys International Business School, we at Marketing Management have derived our educational vision and philosophy:

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

Education is the chance to evolve, and this evolution has to be triggered, carried and driven from within. Thus, ownership as personal responsibility, ambition, curiosity and passion is the cornerstone of educational success and must be lived by students and acknowledged by teachers.

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

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

We are a learning community. With a positive critical attitude we are going to enthusiastically and curiously participate in the world of MARKETING. We take active part, are sincere and prepared – as individuals with our own responsibility.

Fundamentals of our conduct:

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

Overview of the 4th year (The Graduation Phase)

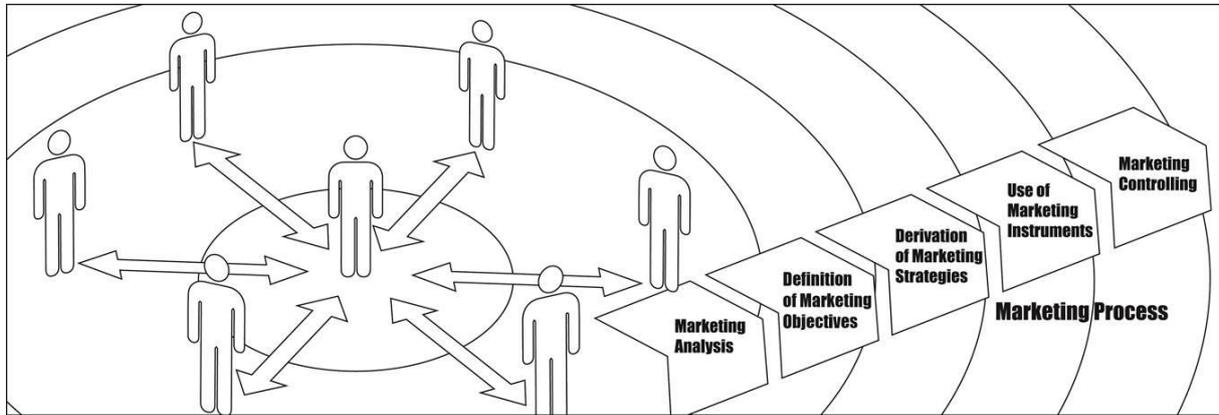
The 4th year is divided into the semesters 7 and 8. The 7th semester includes classes on campus, in the 8th semester the Graduation Project will be carried out. The courses and structure of the graduation phase can be found in the following table:

Year 4	
Phase 3: Graduation phase	
S7	S8
<p>G71M Marketing Synthesis: Marketing Plan (10)</p>	
<p>G72M Marketing Topics VII: CRM Data Analytics (5)</p>	<p>G81M Marketing Graduation Assignment (25)</p>
<p>G73M Marketing Topics VIII: Sales & Law (5)</p>	
<p>G74M Business and Economics III: International Trade (5)</p>	
<p>G75M Communication & Culture V: Intercultural Business Competences (5)</p>	<p>G82M Personal & Professional Development VI (5)</p>
30 EC	30 EC

(source: OER 2022 – 2023, p. 28)

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

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



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

In the first year of study, the learning lines are taught in separate courses (by still maintaining the interrelations between them as all content of the courses is harmonized). The research courses for instance contribute to the marketing courses or the business courses in a way that students learn to find reliable data and critically assess it. In later stages of the curriculum, starting in the main phase, the links between the learning lines are even more evident since they are more and more united to larger learning arrangements (see the multi-coloured courses in the curriculum overview). Examples are the G71M in the 7th semester or the Graduation Project in the 8th semester of the curriculum.

Examination Programme Matrix International Marketing Cohort 2019

The 4th year of study is your G-Phase. The last steps before being a Marketer.

G71MD/E/N19	Marketing Synthesis: Marketing Plan	10	Main course		100	5,5	1,0 - 10,0	Yes			
G71-1MD/E/N19	Marketing Synthesis: Marketing Concept	0	Sub-course	Project assignment	50	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
G71-2MD/E/N19	Marketing Synthesis: Marketing Research	0	Sub-course	Research assignment	50	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
G71-3MD/E/N19	Marketing Synthesis: Assessment	0	Sub-course	Peer assessment	0	5,5	haald;Niet beha	Yes		Nee	15 werkdagen
G72MD/E/N19	Marketing Topics VII: CRM Data Analytics	5	Main course	Project assignment	100	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
G73MD/E/N19	Marketing Topics VIII: Sales & Law	5	Main course	Knowledge test	100	5,5	1,0 - 10,0	Yes	90	Ja	10 werkdagen
				Case study							
G74MD/E/N19	Business and Economics III: International Trade	5	Main course	Knowledge test	100	5,5	1,0 - 10,0	Yes	90	Ja	10 werkdagen
				Case study							
G75MD/E/N19	Communication & Culture V: Intercultural Business Competences	5	Main course	Project assignment	100	5,5	1,0 - 10,0	Yes		Nee	15 werkdagen
				Case study							
G81MD/E/N19	Graduation Assignment	25	Main course	Final thesis	100	5,5	1,0 - 10,0	Yes		No	
G82MD/E/N19	Personal & Professional Development VI	5	Main course		100	5,5	Passed/Failed				
G82-1MD/E/N19	Personal & Professional Development		Sub-course	Portfolio assessment	50	5,5	Passed/Failed	No		Nee	15 working days
G82-2MD/E/N19	AV points		Sub-course	Behavioural assessment	50	5,5	Passed/Failed	No		Nee	15 werkdagen

(source: OER 2022 – 2023, p, 120)

Basic organisational information

Teaching and Examination regulations (TER/OER)

The official teaching and examination regulations of Marketing Management can be found online on Connect.

Exam participation

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

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 tests

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

Student Service Centre

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

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

Plagiarism and fraud

In higher education, plagiarism is (ethically) unacceptable. It is considered fraud. FIBS uses software programmes to detect and locate plagiarism. For further information, please see information article 37 of the OER 2021-2022, the booklet “Hoofdlijnen Auteursrecht”, and a note on plagiarism (<https://connect.fontys.nl/diensten/OenO/Paginas/Auteursrecht-en-plagiaat.aspx>).

Quality assurance

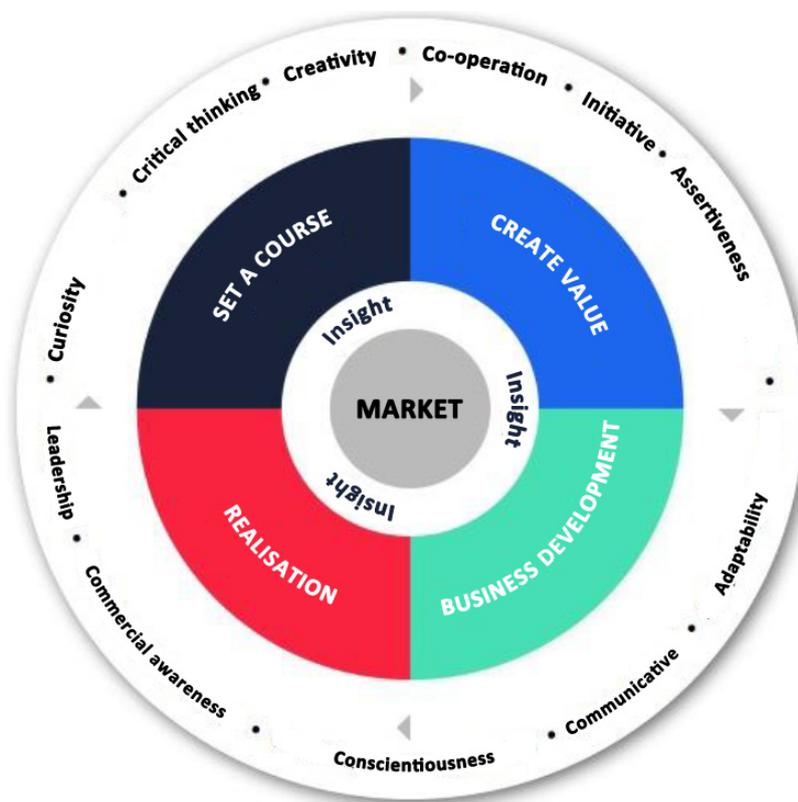
All learning arrangements shall be evaluated as of the end of the semester. At this time, an email shall be sent to you. By clicking on the hyperlink contained, the evaluation sheet may be accessed. Please, place your remarks or proposals for improvement for this learning arrangement within this web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

Relation to the national framework

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

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

Please find below the essences of this profile.



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

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

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

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

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

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

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

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

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

Glossary:

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

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

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

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

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

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

Learning Outcomes per Level

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>
<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</p>	<p>The student can use basic skills to understand and explain a business model.</p> <p>The student can take stakeholders and the organization into account. The student has insight into innovations and/or changes.</p> <p>The student can develop concepts at a limited level based on market data and developments.</p>	<p>The student is able to draw up a plan in which an innovative and sustainable value proposition is formulated.</p> <p>The student can generate innovative and creative product ideas and develop product concepts in complex situations.</p> <p>The student can justify the choices made to his own</p>	<p>Given the commercial strategy and the value creation the CE-er is capable of obtaining his commercial goals from the market.</p> <p>The CE-er has the ability to translate insight into stakeholders and the organization into concepts that create value. The CE-er can anticipate and/or initiate an innovation or change.</p>

<p>integrates a sustainable growth and concerns of the stakeholders and acts as a far-seeing shear force.</p>	<p>The student has knowledge of the basic business tools for communication and has first insights into how to communicate in a multi-cultural business environment.</p> <p>The student can describe and analyse the organization and economic environment in order to put together a simple earnings model.</p>	<p>organization (management) and to customer relations.</p> <p>The student can design and manage a project or company, also in collaboration with others. In doing so, the student can communicate with different target groups, investigating and understanding cultural differences (whether domestic or cross-border).</p>	<p>The CE-er has insight into innovative market developments worldwide and can develop concepts in a business model.</p> <p>The CE-er has an eye for different interests and can create support. For this to happen, he must be able to communicate well backed by his intercultural competence.</p> <p>The CE-er knows the own strength of the organization and can also involve potential partners. He ensures a supported concept and revenue model with sustainable value for all stakeholders.</p>
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<p>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 an <i>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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The relationship between the learning outcomes, the courses of the graduation phase and the form in which the learning outcomes are assessed can be found in the following table:

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Graduation phase International Marketing (GIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
Afstudeerfase semester 7							
G71M Marketing Synthesis: Marketing Plan	X	X	X	X	X	Project Assignment + Research Assignment	10
G72M Marketing Topics VII: CRM Data Analytics	X	X			X	Project Assignment + Written Exam (Case Study/Studies)	5
G73M Marketing Topics VIII: Sales & Law	X	X	X	X		Written Exam (Case Study/Studies)	5
G74M Business & Economics III: International Trade	X		X	X		Written Exam (Case Study/Studies)	5
G75M Communication & Culture V: Intercultural Business Competences	X	X	X	X		Project Assignment	5
Totaal Leeropbrengsten/Credits	5	4	4	4	2		30

Afstudeerfase semester 8							
G81M Marketing Graduation Assignment	(X)	(X)	(X)	(X)	(X)	Graduation Report + Final Presentation	25
G82M Personal & Professional Development VII	X	X	X	X	X	Portfolio Assessment	5
Totaal Leeropbrengsten/Credits	1	1	1	1	1		30
Totaal Leeropbrengsten/Credits afstudeerfase	5	4	4	4	3		60

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

G71MD/E/N Marketing Synthesis: Marketing Plan

	English	Dutch	German
ProgRESS-code	G71ME19	G71MN19	G71MD19
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	280 hours / 10 ECTS		

Brief description

The course **G71M** covers the entire marketing process in the form of an integrated and holistic **Marketing Synthesis: Marketing Plan**. This includes an analysis and a planning phase as well as additional tasks of implementation and control of the decided marketing measures.

The course **G71M Marketing Synthesis: Marketing Plan** (10 Credits = 280 hours study load) consists of **two modules**:

G71.1M (group work “Marketing Concept”) and **G71.2M** (individual “Marketing Research”).

The module **G71.1M** is to be assigned to the "Marketing Process" teaching line in particular - but also touches on all other teaching lines as an integrative overall **Marketing Concept**.

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

In the first step, the models for marketing analysis are discussed in order to then develop the goals 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 operative / 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 **G71.2M** module enables students to study a particular marketing topic, which must contribute to a specific aspect of interest to the Marketing Concept (= **G71.1M** group product). By carrying out an individual **Marketing Research**, which helps to answer a research (sub) question of the Marketing Concept, students acquire in-depth insights into a particular marketing theme. Meanwhile, this project contributes to, and serves as a basis for the later graduation project. The **G71.2M** module further extends the Marketing Research project learning line, and builds on knowledge and skills acquired in previous courses in that respective learning line (i. e. P12M, P22M, M33M, M43M and M51M).

Relationship to HBO-Bachelor level

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

Didactic methods

The module **G71.1M** primarily involves **project work in groups of 6 to 8 members**. After an explanation of the **Project Assignment** and the briefing of the real company, the students work independently on the development of a **Marketing Concept** for the company. Project meetings with the supervising **G71.1M-coach** are offered weekly and two peer assessments are carried out during the semester. In a **Pitch**, each group presents and defends its Marketing Concept.

Groups grades are based on the submitted concept as well as the Pitch. During the Pitch, the presentation and 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. During the Pitch only the competing agency is allowed to partake.

Detailed feedback will be given when all presentations have been given and evaluated.

For **G71.2M** there are time slots for coaching session scheduled as well. The aim of the course is to let students carry out a specific **Marketing Research**, thereby also preparing for the graduation research project in semester 8. Hence, appointed **G71.2M lecturers** will take on the role of coach and assessors for the **individual Research Report** only.

Overview of learning outcomes in this course

KB: Koers bepalen / Determining ambitions

- The CE-er is able to develop a vision with stakeholders based on commercial awareness. He looks forward, sees opportunities in the market, and has a keen eye for the competitive advantage of the organization as well as that of possible relevant partners to cooperate with.
- 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.

WC: Waarde creëren / Creating values

- On the basis of the commercial course, the CE-er comes up with well-founded proposals for sustainable value creation for the customer, the organization, and society.
- The CE-er chooses his target group based on research and analysis. He learns to understand his customer and his customer journey by critically analysing and researching actual behaviour, based on which he formulates goals, means and a time frame that demonstrably lead to value creation.
- The CE-er is able to interpret, create and demonstrate the concept of value in a variety of ways and goes beyond the financial-economic principles of the organization.
- In doing so, the CE-er takes both the perspective of the customer and the perspective of the organization into account.

BD: Business Development

- 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 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, both verbally and in writing.
- 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.

R: Realiseren / Achieve

- 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.
- 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.

I: Inzicht / Insight

- On the basis of a practical problem, the CE-er can independently define and justify a hypothesis, research questions and objective.
- The CE-er can independently carry out a complex research project.
- 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.

Course goals in relation to the learning outcomes

The student 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 also in form of a **poster presentation**, 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 KB, WC, BD, R, I

- 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 KB, WC, BD, R, I

- 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.

→ This learning goal refers to WC, BD, R, I

Examination

Examination form G71.1M (written, oral, report, other)	<i>Project Assignment (counts 50 % of G71M)</i>																											
Duration of examination	<ul style="list-style-type: none"> max. 45 minutes presentation per group + max. 30 minutes questions = total examination time approx. 75 minutes per group (presentation incl. questions) probably on campus in Venlo (if necessary online via "MS Teams") 																											
Examination period	Hand-in Marketing Concept and Group File end of LW 14 . The Pitches / Presentations take place in LW 15 + 16 . Feedback and grades afterwards.																											
What will be examined?	G71.1M: Marketing Concept (ppt file) with final oral presentation.																											
Specific examination criteria	<ul style="list-style-type: none"> Group's grade for the Marketing Concept <table border="1" data-bbox="762 801 1273 1093"> <thead> <tr> <th colspan="3">Assessment Criteria</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Marketing Concept (80% weighting in total)</td> <td>80%</td> </tr> <tr> <td></td> <td>Analysis</td> <td>20%</td> </tr> <tr> <td></td> <td>Objectives</td> <td>10%</td> </tr> <tr> <td></td> <td>Strategy</td> <td>25%</td> </tr> <tr> <td></td> <td>Marketing Mix</td> <td>40%</td> </tr> <tr> <td></td> <td>Controlling</td> <td>5%</td> </tr> <tr> <td>2</td> <td>Presentation Style</td> <td>10%</td> </tr> <tr> <td>3</td> <td>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; The groups decide themselves how many members present. In principle, however, all group members must "contribute"; All group members (including those who do not present) 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 and - Peer Assessments (LW 7 and 13). These serve as evidence of adequate participation of each group members. 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%																										

Examination form G71.2M (written, oral, report, other)	<i>Individual Report (counts 50 % of G71M)</i> The Report consists of maximum 12 pages core text (excluding the front and end matters). The Report must be written in Times New Roman 12pt, with 1.5 line spacing, ref. in Harvard style. The Report is assessed on a 1-10 scale, using the assessment form as published on CANVAS.
Duration of examination	n/a
Examination period	The deadline for submitting the individual Report in GradeWork is set on Friday in LW 10, 23:59 o'clock .
What will be examined?	G71.2M: The assessment for the individual Report (100 % of final grade for G71.2M) contains two parts: Part A (= research content – accounts for 75% of final grade) and Part B (= reporting – accounts for 25% of final grade). The report must be written in line with FIBS reporting guidelines. The structure of the Report could be as follows: <u>Front matters:</u> Cover page Title page Summary Preface Table or content List of figures <u>Core text:</u> 1. Introduction 2. Company and/or industry description (if applicable) 3. Project description 3.1 Problem definition 3.2 Research aim 3.3 Research approach and justification of the research methodology 4. Theoretical approach 4.1 Theoretical classification into the marketing process 4.2 Literature review / critical examination of theory 5. Analysis (in line with theoretical framework) 6. Conclusions and recommendations 7. Critical appraisal <u>End matters:</u> Glossary List of references Appendices Statement of Authenticity
Specific examination criteria	The individual Report is graded by means of the G71.2M grading form. The different grading criteria are used by the lecturer to evaluate the Report in a semi-holistic manner. In order to pass this module, the student must obtain an average grade of at least 5.5 on both parts (Part A = research content and Part B = reporting).

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

Re-examination

Student groups that have not passed the **G71.1M 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 **G71.1M** 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 to be done within 2 weeks).

IMPORTANT: Students will have one repair option only.

- If the repair is not passed, **G71.1M** must be redone in the next semester as part of a new project.
- Partial grades of a passed **G71.1M** project cannot be improved in the current semester. This is only possible within the framework of a completely new **G71.1M** project in the following semester.

There is a possibility of repairing the respective insufficient part(s) of the **G71.2M individual Research Report**. If the grade for either Part A or Part B, or both is below 5.5, the student needs to repair that particular part / those parts. The overall grade for repaired Reports can be maximum 5.5. The repair takes place within two weeks after feedback. Students will have one repair option only.

**Literature
(most recent edition)**

The literature need results from the defined project. As part of the G71.2M report, it is the student's responsibility to find out the appropriate literature.

English Stream

Author	Title	Compulsory	Secondary
Aaker, David (2010)	Building Strong Brands		x
Altstiel, Tom; Grow, Jean (2020)	Advertising Creative: Strategy, Copy, and Design		x
Jones, Gareth; Hill, Charles (2010)	Theory of Strategic Management with Cases		x
Kapferer, Jean-Noel (2012)	The New Strategic Brand Management: Advanced Insights and Strategic Thinking (New Strategic Brand Management: Creating & Sustaining Brand		x
Keller, Kevin Lane (2012)	Strategic Brand Management		x
Kotler, Philip; Gary Armstrong; Opresnik, Marc Oliver (2018)	Principles of Marketing		x
Riezebos, Rik (2002)	Brand Management: A Theoretical and Practical Approach		x
Winchester, Maxwell (2019)	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 (2006)	Marketing-Konzeption. Grundlagen des strategischen und operativen Marketing-Managements		x
Bruhn, Manfred (2015)	Kommunikationspolitik – Systematischer Einsatz der Kommunikation für Unternehmen		x
Esch, Franz-Rudolf (2010)	Strategie und Technik der Markenführung		x
Esch, Franz-Rudolf Hrsg. (2019)	Handbuch Markenführung		x
Foscht, Thomas, Bernhard Swoboda, Hanna Schramm-Klein (2015)	Käuferverhalten		x
Meffert, Heribert, Christoph Burmann, Manfred Kirchgeorg (2008)	Marketing – Grundlagen marktorientierter Unternehmensführung		x
Kotler, Philip, Gary Armstrong, Lloyd C. Harris, Nigel Piercy (2016)	Grundlagen des Marketing		x
Kotler, Philip, Kevin Lane Keller, Friedhelm Bliemel (2007)	Marketing-Management. Strategien für wertschaffendes Handeln		x
Kotler, Philip, Hermawan Kartajaya und Iwan Setiawan (2017)	Marketing 4.0 – Leitfaden für das Marketing der Zukunft		x
Müller, Tina und Hans-Willi Schroiff (2020)	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

G71.1M 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 **140 hours for the group project**. Additionally, the same amount of hours have to be spend **individually** on the **Report (G71.2M)**. Study load hours are the total number of hours (of 60 minutes each) a student has to spend on a course.

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ¹	10
Tutorials ²	10
Self-study ³ / project meetings / coaching	258,5
Examination	1,5
G71M	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.

Programme

This semester consists of 15 education weeks.

Week schedule German / English / Dutch

LW ⁴	Subject/Learning goal	Self-study for next class	Contact hours
L1	Kick-off G71M course: Module presentation	Group forming; Self-study manual	5
L2	Kick-off Company: Company presentation and problem definition	Processing of Meeting and Briefing, Self-study literature; Determine research project; Company and / or industry description	5
L3	Content: Project Plan / Poster Presentation	Content Project Plan/ Poster Presentation, Self-study literature; Processing the topics in relation to project work (preparing Poster Presentation); Find / determine individual research project;	5
L4	Content: Marketing Concept	Content Marketing Concept; Self-study literature; Processing the topics in relation to project work (preparing Poster Presentation); Project definition / write Project Plan	5
L5	Poster Presentation (G71.1M)	Self-study literature; Processing the topics in relation to project work; Theoretical framework; Hand-in Project Plan for individual Report (G71.2M-coach)	1
L6	Project meetings; Feedback Project Plan (G71.2M-coach)	Self-study literature; Processing the topics in relation to project work; Write individual Report (Theoretical framework, Research methodology)	1
L7	Project meetings 1. Peer Assessment	Self-study literature; Processing the topics in relation to project work; Write individual Report (Research methodology, Data collection)	1
L8	Project meetings	Processing the topics in relation to project work; Write individual Report (Data collection, Analysis)	1
L9	Project meetings	Processing the topics in relation to project work; Write individual Report (Analysis)	1
L10	Project meetings	Processing the topics in relation to project work; Finalizing individual Report (Conclusions & recommendations, Critical appraisal) Hand-in G71.2M individual Report (using GradeWork)	1
L11	Project meetings	Processing the topics in relation to project work	0,5
L12	Project meetings	Processing the topics in relation to project work	0,5
L13	Project meetings 2. Peer Assessment	Processing the topics in relation to project work	0,5
L14	Project meetings	Processing the topics in relation to project work; Hand-in Marketing Concept + GD (G71.1M-coach)	0,5
L15+ L16	Pitch / Presentation	With up to 3-4 groups	1,5
E/RE	Feedback – Grades	Feedback, Grading / possible Repair	

⁴ LW = lesson week.

Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements: Not applicable yet; course is offered for the first time as of September 2021.

G72M Marketing Topics VII: CRM Data Analytics

	English	Dutch	German
ProgRESS-code	G72ME19	G72MN19	G72MD19
Lectures involved	URLB01	BRUH01	KANK01/BOHL01/GREK01
Study load / ECTS	140 SBU/ 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 Customer Relationship Management (CRM)).
- Understanding customer relationships
- Customer Life Cycle
- Strategic CRM
- Operational CRM
- Analytical CRM

Students are offered a weekly lecture and practice lesson. In the practice hours, students lead discussion rounds on CRM-relevant topics and practical tasks are discussed in the practice hours. These exercises are fundamentally relevant to the testing moment at the end of the course. The students will also work in an interactive simulation game, in which theoretical models will be applied and discussed.

Relationship to HBO-Bachelor level

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

Didactic methods

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.

Overview of learning outcomes in this LA

KB: Koers bepalen / Set a course

The student 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 student is a go between connecting both knowledge and people.

- The student 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.

WC: Waarde creëren / Creating values

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

- The student 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 student 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 student takes both the perspective of the customer and the perspective of the organization into account while processing and relating to cultural differences.

I: Inzicht / Insight

The student contributes solutions to a practical problem by systematically carrying out research that leads to advice consisting of concrete recommendations and/or a concrete implementation plan for the client. He does this with a critical research attitude, using recognized theories, models and methods and by collecting and analyzing relevant data.

- The student can thoroughly and systematically collect and analyze data he has obtained.
- The student can critically reflect on the quality of data.
- The student can present specific advice and the resulting implications for the client.
- The student is largely independently capable of iteratively (i.e.: nonlinearly) moving in a comprehensive and complex research process.

Course goal 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

Examination form (written, oral, report, other)	Project Assignment
Duration of examination	Project assignment: 60 minutes incl. questions (presentation)
Examination period	Presentation in regular examination period
What will be examined?	Lecture slides, exercises, content of lessons, case studies, CRM simulation
Specific examination criteria	Literature, Case studies, CRM Simulation

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

Re-examination

Student groups that have not passed the project assignment may improve, on basis of a repair, the presentation with a final result of a 5.5 maximum.

Students who fail the repair and/or the project assignment undergo a retake in the next semester.

Literature (most recent edition)

English Stream

Author	Title	Compulsory	Secondary
Francis Buttle, Stan Maklan	Customer Relationship Management Concepts and Technologies	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	
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	
Manfred Bruhn	Relationship Marketing, das Management von Kundenbeziehungen		X
Compulsory articles		X	
Supplementary articles	(will be earmarked as such)		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 ⁵	24
Tutorials ⁶	16
Group work	59
Self-study ⁷	40
Examination	1
Total	140
ECTS for this course	5

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 16 education weeks.

Week schedule English/German/Dutch

LW ⁸	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction to CRM	Study theory that was discussed in lecture	2,5
L2	Understanding customer relationships	Study theory that was discussed in lecture	2,5
L3	Customer Life Cycle	Study theory that was discussed in lecture.	2,5
L4	Strategic CRM	Study theory that was discussed in lecture	2,5
L5	Strategic CRM / Analytical CRM	Study theory that was discussed in lecture	2,5
L6	Analytical CRM	Study theory that was discussed in lecture	2,5
L7	Analytical CRM	Study theory that was discussed in lecture	2,5
L8	Feedback week / <i>Kick-off Simulation Game and Decision 1</i>	Preparing decision for the Simulation Game	2,5
L9	Analytical CRM / <i>Simulation Game Decision 2</i>	Study theory that was discussed in lecture / Preparing decision for the Simulation Game	2,5
L10	Analytical CRM / <i>Simulation Game Decision 3</i>	Study theory that was discussed in lecture / Preparing decision for the Simulation Game	2,5
L11	Analytical CRM / <i>Simulation Game Decision 4</i>	Study theory that was discussed in lecture / Preparing decision for the Simulation Game	2,5
L12	Analytical CRM / Operational CRM / <i>Simulation Game Decision 5</i>	Study theory that was discussed in lecture / Preparing decision for the Simulation Game	2,5
L13	Operational CRM / <i>Simulation Game Decision 6</i>	Study theory that was discussed in lecture / Preparing decision for the Simulation Game	2,5
L14	Operational CRM / Repetition Lecture Content and Questions / <i>Simulation Game Decision 7</i>	Study theory that was discussed in lecture / Preparing decision for the Simulation Game	2,5
L15	<i>Simulation Game Decision 8,9</i>	Preparing decision for the Simulation Game	2,5
L16	Feedback week		2,5

⁸ LW = lesson week.

Quality assurance

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

- Starting the simulation game at a later point (analytical CRM should be nearly completed)
- Reduction of the amount of lecture slides
- Change of examination form (extension of presentation, no written exam)

G73M Marketing Marketing VIII: Sales & Law

	English	Dutch	German
ProgRESS-code	G73ME18	G73MN18	G73MD18
Lectures involved	Please, refer to the current schedules		
Study load / ECTS	140/5		

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.

The other part of this course, Sales, circumvents around one of the primary activities of each company. The student will get in touch with the basic fundamentals of the Sales & Distribution functions with the market place. Both will be covered from several perspectives ranging from basic operational features like customer visitation planning to strategic decisions how to sell in recurring revenue models.

This Learning Arrangement (LA) consists of interactive lectures and practical case studies as well

Relationship to HBO-Bachelor level

The students:

- will have demonstrated knowledge and understanding in the field of marketing and sales related law. This is supported by texts, self-study and experienced lecturer in this field,
- will have demonstrated knowledge and understanding in the field of sales techniques and sales strategies,
- can apply knowledge and understanding in a manner that indicates a professional status.

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.

Overview of learning outcomes in this LA

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

- identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets,
- describe the problem as well as the causes and effects of the problem,
- search for the specific sources and determine the relevance and credibility of the sources found,
- justify the choices made to his own organization and to customer relations,
- generate innovative and creative product ideas and develop product concepts in complex situations,

Course goal in relation to the learning outcomes

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 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.

Examination

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

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

Re-examination

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

Literature

English Stream

Author	Title	Compulsory	Secondary
			Store Wars – The worldwide battle for mindspace and shelfspace, online and in store (Thain&Bradley) ISBN: 978- 1118374061 Retailing Principles – Global, Multichannel and Managerial Viewpoints (Lynda Rose Poloian) ISBN: 978- 1563677427

Dutch Stream

Author	Title	Compulsory	Secondary

German Stream

Author	Title	Compulsory	Secondary
			Vertriebskonzeption und Vertriebssteuerung (Winkelmann) ISBN: 978-3800642649 Vertriebsmanagement (Albers, Kraft) ISBN: 978-3409119658 Sales Excellence – Vertriebsmanagement mit System (Homburg, Schafer, Schneider) ISBN: 978-3658062033 Recht im Online-Marketing Ch. Solmecke S. Kocatepe Rheinwerk Verlag, 1. Auflage 2016 (ISBN 978-3- 8362-3476-4) European Patent Office Homepage https://www.epo.org

Study load hours

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

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Tutorials ⁹	0
Consultation hours ¹⁰	0
Case study	9
Examination	1,5
Lectures	45
Self-study	84,5
Total 5 ECTS for this course	140

⁹ Tutorials are lectures for a group of maximum 30 students.

¹⁰ Consultation hours are individual meeting hours with a tutor.

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW¹¹	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	Product policy; liability for products/Feedback Week	Relevant literature	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	Repetition, questions, cases/Repetitorium	Relevant literature	3

¹¹ LW = lesson week.

Programme

This semester consists of 16 education weeks.

Week schedule Stream NL & E

LW ¹²	Subject/Learning goal	Self-study for next class	Contact hours
L1	<i>Introduction</i>		3
L2	<i>Distribution Process & Structure</i>		3
L3	<i>Distribution Process & Structure</i>		3
L4	<i>Elements of Distribution</i>		3
L5	Elements of Distribution		3
L6	Marketing & Communication for the Sales Process		3
L7	Sales Techniques		3
L8	Feedback Week		3
L9	Sales Techniques		3
L10	Sales Techniques		3
L11	Strategic aspects		3
L12	Strategic aspects		3
L13	Strategic aspects		3
L14	Test exam		3
L15	Repetitorium		3
L16	Feedback Week + Gastvortrag		3

¹² LW = lesson week.

Week schedule German Stream

LW¹³	Subject/Learning goal	Self-study for next class	Contact hours
L1	Einleitung Sales & Distribution Erwartungen Sales		3
L2	Strukturen und Prozesse der Vertriebsorganisation Fallstudie 1		3
L3	Die Elemente der Vertriebspolitik		3
L4	Marketing- und Kommunikationsgrundlagen für den Vertrieb Fallstudie 2		3
L5	Marketing- und Kommunikationsgrundlagen für den Vertrieb		3
L6	Marketing- und Kommunikationsgrundlagen für den Vertrieb		3
L7	Verkaufstechniken und Operativer Vertrieb		3
L8	Feedback Week		3
L9	Verkaufstechniken und Operativer Vertrieb		3
L10	Strategische Aspekte des Vertriebs Fallstudie 3		3
L11	Strategische Aspekte des Vertriebs		3
L12	Strategische Aspekte des Vertriebs Fallstudie 4		3
L13	Strategische Aspekte des Vertriebs		3

¹³ LW = lesson week.

L14	Testklausur		3
L15	Repetition Session		3
L16	Feedback Week + Gastvortrag		3

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.
- 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.

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.

Relationship to HBO-Bachelor level

- 1) Set a Course: The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets. The student can apply the internal skills, capacities, and resources of the organization as strengths to generate competitive advantages. Through research and analysis, the student is able to generate innovative and creative product ideas and convert them into new or adapted products, taking into account the consequences for the organization. In his role as a prudential (as well investigating and understanding) bridge builder, the student can maintain and strengthen internal and external relations by communicating with all parties involved at appropriate moments of contact and also on a diverse, cross-cultural level.
- 2) Business Development: The student is able to draw up a plan in which an innovative and sustainable value proposition is formulated. The student can generate innovative and creative product ideas and develop product concepts in complex situations. The student can justify the choices made to his own organization (management) and to customer relations. The student can design and manage a project or company, also in collaboration with others. In doing so, the student can communicate with different target groups, investigating and understanding cultural differences (whether domestic or cross-border).
- 3) Realization: The student can design an action plan to achieve the marketing objectives. Together with others, the student can analyse changes for all functional areas of the organization from a general marketing problem definition and develop, draw up, and substantiate a marketing plan (or a sub plan derived from it) on the basis of a given marketing policy within the framework of a complex real life situation. The student is able to account for his own choices with regard to the plan and to monitor and adjust the progress. The student can draw up a concrete sales, account, or supplier plan including financial accountability. The student can communicate with his stakeholders at an adequate level. He can independently investigate and understand cultural differences. The student can work in a result-oriented way within an organization and initiates his own work paths. He is active in setting goals and participates in working agreements. The student is able to justify, reflect, and adapt his own choices, which indicates involvement and critical self-assessment. He can independently set and realize goals in a more complex situation and translate feedback and self-reflection into an improvement plan.

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.

Overview of learning outcomes in this LA

- 1) KB: Koers bepalen / Set a Course
- 2) BD: Business development
- 3) R: Realiseren / Realization

Course goal 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.

Examination

Examination form (written, oral, report, other)	Written exam
Duration of examination	90 minutes
Examination period	During the examination weeks at the end of semester 1 (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 LA 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.

Re-examination

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.

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 ¹⁴	22,5
Tutorials ¹⁵	15
Self-study ¹⁶	101
Guest lectures	part of Self-study
Examination	1,5
Total 5 ECTS for this course	140

Programme

This semester consists of 15 education weeks.

Week schedule English

During the lessons you will receive more information.

¹⁴ Lectures have a maximum of 90 students

¹⁵ Tutorials are lectures for a group of maximum 30 students.

¹⁶ Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc

Week schedule Dutch

LW. ¹⁷	Subject/Learning goal	Self-study for next class	Contact hours
L1	<p>Inleiding en betekenis van de export</p> <p>1 De kwaliteit van de Nederlandse export</p> <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 <p>2 Theorieën over export</p> <ul style="list-style-type: none"> • David Ricardo • Theoretische grondslagen van de export 	Opdrachten maken en slides doornemen	2,5
L2	<p>3 Overzicht van export</p> <p>3.1 Export in Europees en mondiaal perspectief I</p> <ul style="list-style-type: none"> • Belangrijke internationale handelstheorieën <p>3.2 Export in Europees en mondiaal perspectief II</p> <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	<p>3 Overzicht van export</p> <p>3.3 Handelspolitiek: barrières en verdragen</p> <ul style="list-style-type: none"> • Inleiding • Handelstarieven • Niet-tarifaire maatregelen • Handelsverdragen <p>3.4 Niet-tarifaire maatregelen en de kwaliteit van de export</p>	Doorlezen publicaties en slides. Opdrachten maken	2,5

¹⁷ LW = lesson week.

	<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 • De concurrentie op de buitenlandse markt • Interne invloeden op de keuze van het distributiekanaal 	Doorlezen hoofdstuk 4 De keuze van een entreestrategie. Opdrachten maken	2,5

	<ul style="list-style-type: none"> • 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. Oprachten 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. Oprachten 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. Oprachten 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. Oprachten 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. Oprachten maken	2,5
L14	Gastcolleges		2,5
L15	Gastcolleges		2,5

Week schedule German

LW.¹⁸	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:

¹⁸ LW = lesson week.

G75M Communication & Culture V: Intercultural Business Competence

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

Relationship to HBO-Bachelor level

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

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 individually and in groups, in order to gather the skills required. A key international project will mainly support the development. Assignments are interactively discussed in class so that students learn from and with each other. Moreover, guest lectures from different cultural backgrounds offer different perspectives and insights to the students.

The module is taught in English.

Overview of learning outcomes in this LA

KB: Koers bepalen / Set a course

The CE-er is able to develop a vision with stakeholders based on commercial awareness. He looks forward, sees opportunities in international or even global markets, and has a keen eye for the competitive advantage of the organization as well as that of possible relevant partners to cooperate with worldwide.

The CE-er uses research and analysis in a well-founded and transparent way to come up with new ideas that can lead to impact for the stakeholders. If this is evident, it also implies the adaptation or development of a new business model for the organization/product and/or a change strategy for the organization/product.

When formulating the course, the CE-er is sensitive to connecting at a content and human level. He acts (works) as a bridge builder in this.

WC: Waarde creëren / Creating values

On the basis of the commercial course, the CE-er comes up with well-founded proposals for sustainable value creation for the customer, the organization, and society.

The CE-er chooses his target group based on research and analysis. He learns to understand his customer and his customer journey by critically analysing and researching actual behaviour, based on which he formulates goals, means and a time frame that demonstrably lead to value creation.

The CE-er is able to interpret, create and demonstrate the concept of value in a variety of ways and goes beyond the financial-economic principles of the organization.

In doing so, the CE-er takes both the perspective of the customer and the perspective of the organization into account while processing and relating to cultural differences.

BD: Business Development

Given the commercial strategy and the value creation the CE-er is capable of obtaining his commercial goals from the market.

The CE-er has the ability to translate insight into stakeholders and the organization into concepts that create value. The CE-er can anticipate and/or initiate an innovation or change.

The CE-er has insight into innovative market developments worldwide and can develop concepts in a business model.

The CE-er has an eye for different interests and can create support. For this to happen, he must be able to communicate well backed by his intercultural competence.

The CE-er knows the own strength of the organization and can also involve potential partners. He ensures a supported concept and revenue model with sustainable value for all stakeholders.

R: Realiseren / Achieve

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.

Course goal 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

Examination

Examination form (written, oral, report, other)	Individual video
Duration of examination	The actual video has to have a duration of 15-20 minutes, plus the preparation time for making of the video
Examination period	Video has to be uploaded to Gradework by December 19th, 2022
What will be examined?	Students have to provide evidence they mastered the learning goals, preferably in a creative manner <i>Detailed information will be available on the G75 Canvas page.</i>
Specific examination criteria	You are able to understand multiple perspectives and cultural differences You are able to analyze intercultural business developments You are able to evaluate your behaviour as a global citizen You are able to create a vision for your future as a global citizen You are able to communicate your message in a convincing, creative and respectful manner <i>The grading sheet will be available on the G75 Canvas page.</i>

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

Re-examination

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.
The total maximum grade for the repaired video is 5,5.

Literature

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

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 ¹⁹	10
Tutorials ²⁰	15
Consultation hours ²¹	6
Peer feedback	
Project work	57
Workshop	
Self-study	52
Total 5 ECTS for this course	140

¹⁹ Lectures have a maximum of 90 students.

²⁰ Tutorials are lectures for a group of maximum 30 students.

²¹ Consultation hours are individual meeting hours with a tutor.

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW ²²	Subject/Learning goal	Self-study for next class	Contact hours
L1			
L2			
L3			
L4			
L5			
L6			
L7			
L8			
L9			
L10			
L11	International week with lectures and project assignments	Work on assignments to include in the final video based on the learnings of this week	35
L12	Coaching session	Work on assignment, prepare coaching sessions	1,5
L13	Coaching session	Work on assignment, prepare coaching sessions	1,5
L14	Coaching session	Work on assignment, prepare coaching sessions	1,5
L15/L16	Coaching session / Hand in video	Work on assignment Hand in assignment (Deadline December 19 th , 2022)	1,5

Quality assurance

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

The set-up of the module has been changed to include a key project that integrates the topic more obviously for the students into the business (e.g. marketing) context.

²² LW = lesson week.

G82M PPD

G82MD/E/NL - Personal and Professional Development (PPD) V

	English	Dutch	German
ProgRESS-code	G82ME	G82MNL	G82MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140h/5ECTS		

Brief description

In the MM study programme, you have not only to 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 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...

Relationship to HBO-Bachelor level

The overall goal of PPD is to ensure you end up in the right place and that coaches provide adequate guidance, that you successfully complete your study (or deliberately conclude to want something different), develop your talents and that you are optimally prepared for the future. You will gain insights in what is needed as a professional and what is needed in your occupational field. Therefore, you will know what kind of competences, talent and skills you have and where you can use them.

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 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 PPD coach (30 min), you discuss your situation, present your Personal Job Advertisement and plans for the Bachelor internship in semester 7.
- 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 PPD coach (30 min), you present your status quo and plans for subsequent career entry in Semester 8.
- You write a "PPD reflection to start up 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: Organisational Activities (AV):

We believe that each individual in our University of Applied Sciences has a responsibility in the success of our learning community. So you must invest 28 hours in self-selected organisational activities (AV points) throughout your studies. Within this context you have the possibility to obtain skills and gain experiences regarding the organisation and execution of events as well as participating in activities which enforce social, communicative and organisational skills. This learning arrangement will enable the student to work on these skills. Please check: https://connect.fontys.nl/instituten/fibs/StudyProgrammes/MM/S8/ALA11EN/Exercises/Course%20Manual%20G82_New%20Curriculum_Cohort%202018%20and%20younger.pdf

Overview of learning outcomes in this LA

KB: Koers bepalen / Determining ambitions
WC: Waarde creëren / Creating values
BD: Business Development
R: Realiseren / Achieve
I: Inzicht / Insight

Course goal in relation to the learning outcomes

1. Reflection on qualities:
 - 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.
2. Reflection on motives:
 - 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.
3. Work Exploration:
 - 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.
4. Career management:
 - 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.
5. Networking:
 - 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.

Examination

Examination form (written, oral, report, other)	Individual Portfolio and AV-Points
Duration of examination	n/a
Examination period	The student must turn in the portfolio in L8 of Semester 8 at 12 pm at noon on Monday.
What will be examined?	G82M-A: PPD (Individual Portfolio) G82M-B: Organisational Activities (AV) Only when both elements have been passed will the 5 ECTS in Progress be credited.
Specific examination criteria	G82M-A: PPD (Individual 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? Chapter 4 - Career management: What do I want to become? Chapter 5 - Networking: Who can help me? 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 workshops (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 Organisational Activities (AV) to prove how many of the 28 hours have been achieved G82M-B: Organisational Activities (AV): The required social activities can be obtained during the entire study period. The credits for this learning arrangement will be awarded when 28 AV-points have been achieved. It is recommended that the student checks his AV-status regularly, including Progress at the end of study. Entries into Progress will be made at the end of the fourth year at the latest.

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

Re-examination

In case of an insufficient use of language (which includes spelling, grammar and punctuation), or in case of an insufficient proof of achievement of one or more course goals in relation to the learning outcomes, the student needs to retake the examination within 10 working-days but latest before the meeting of the Examination Board.

Literature

English Stream

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

Dutch Stream

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

German Stream

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

Study load hours

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

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Tutorials ²³	2
Consultation hours ²⁴	2
Workshop	28
Self-study	80
AV-Points	28
Total 5 ECTS for this course	140

²³ Tutorials are lectures for a group of maximum 30 students.

²⁴ Consultation hours are individual meeting hours with a tutor.

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW ²⁵	Subject/Learning goal	Self-study for next class	Contact hours
L1	Semester 7: PPD kick of last year MM		2
L2	Semester 7: G82M briefing (online)		2
L3			
L4	Semester 7: Career management seminar		3
L5			
L6			
L7			
L8	Semester 8: Deadline to hand in Portfolio		
L9			
L10			
L11			
L12			
L13			
L14			
L15			

Quality assurance

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

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

²⁵ LW = lesson week.



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