

# Marketing Management

## Semester Manual: Semester 4



Study year 2021-22  
Version February 2022

## **Preface**

Dear students,

Welcome to the fourth semester of your studies.

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

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

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

With kind regards,

**Max Klöters**

Study Programme Manager

[m.kloters@fontys.nl](mailto:m.kloters@fontys.nl)

+31 8850 77507

**Maike Busch**

Manager Main Phase

[m.busch@fontys.nl](mailto:m.busch@fontys.nl)

+31 8850 83978

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## Marketing Management: Our philosophy

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

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

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

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

### Fundamentals of our conduct:

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

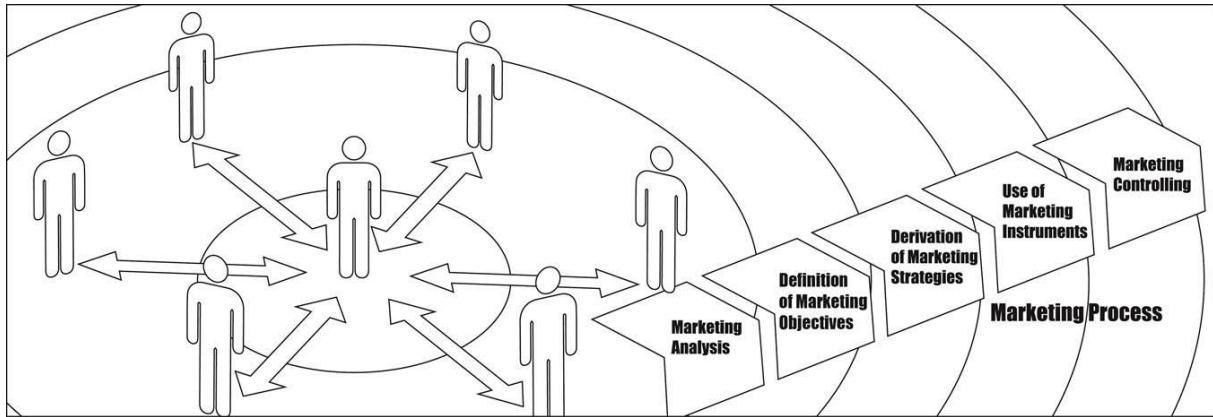
### Overview of year 2 and 3 (The Main Phase)

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

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

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

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



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

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

## Basic organisational information

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

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

### Retakes of the propedeutic phase

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

### Yearly academic calendar

For an overview of the academic calendar i.e. teaching weeks, exam weeks, public holidays, vacation and other important calendar items 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](mailto:fibs-quality@fontys.nl).

## Relation to the national framework

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

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

Please find below the essences of this profile.



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

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

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

**Create Value:** The CE Professional creates sustainable values for the company, the client and the society and community. He does this by thoroughly analyzing the needs and wants of modern markets,

consumers and the planet. He draws conclusions, sets objectives and strategies. He knows the customer and his customer journey of the chosen target groups. The CE Professional is an integral part of the corporation and the community at the same time and contributes to their success.

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

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

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

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

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

**Glossary:**

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

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

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

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

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

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

**Learning Outcomes per Level**

<b>Program Learning Outcomes</b>	<b>Main Phase Capable</b>	<b>Graduation Phase Capable</b>	<b>Professionally Competent</b>
<b>Set a Course:</b> The CE Professional sets the commercial course as a seminal construction from creating a Vision, using Research Data, developing ideas, taking all stakeholders into account and integrating them, detecting and seizing chances, building bridges and being responsible. Since not working in a vacuum, the CE Professional is a go-between connecting both knowledge and people.	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.  The student has knowledge of relevant analysis techniques and can perform these for a given <i>problem definition</i> .  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> .  The students spots and identifies cultural differences.	The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in domestic and transnational markets.  The student can apply the internal skills, capacities, and resources of the organization as strengths to <i>generate competitive advantages</i> .  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> .  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	The CE-er is able to develop a vision with stakeholders based on <b>commercial awareness</b> . He looks forward, sees opportunities in international or even global markets, and has a keen eye for the competitive advantage of the organization as well as that of possible relevant partners to <i>cooperate</i> with worldwide.  The CE-er uses research and analysis in a well-founded and transparent way to come up with new ideas that can lead to impact for the stakeholders. If this is evident, it also implies the <b>adaptation</b> or development of a new business model for the organization/product and/or a change strategy for the organization/product.  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><b>Create Value:</b> The CE Professional creates sustainable values for the company, the client and the society and community. He does this by thoroughly 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 <b>critically</b> 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><b>Realization:</b> Based on the concept developed, the CE Professional realizes a sustainable commercial product or service for existing or potential stakeholders. By suggesting creative solutions and facilitating (parts of) the implementation process, he demonstrates assertiveness and assumes (financial) responsibility in order to achieve the desired commercial results. He offers solutions, supports where necessary and acts responsible. He integrates all stakeholders, external and internal parties and knows how to react in changing environments and situations.</p>	<p>The student can identify elements of a marketing plan, make analyses and, based on those, formulate measurable marketing objectives and apply strategic options.</p> <p>The student is able to set up a simple project organization and <i>give guidance</i> when making a plan of action. He can name the basic elements of project management and generate limited insight into his own management skills.</p> <p>The student can draw up simple financial overviews.</p> <p>The student <i>can establish, develop and maintain relationships</i>, both verbally and in writing.</p> <p>The student can distinguish organizational models and generate insight into the structure of an organization. He can keep to agreements about time and the result to be delivered. The student actively participates in group processes and <i>works together collegially</i> in a professional environment. He can spot and identify cultural differences. He <i>can report</i> in a clear and structured way, taking into account the correct use of language and using modern, adequate means. He can give a short <i>descriptive presentation</i>.</p>	<p>The student can design an action plan to achieve the marketing objectives.</p> <p><i>Together with others</i>, the student can analyse changes for all functional areas of the organization from a general <i>marketing problem definition</i> and develop, draw up, and substantiate a marketing plan (or a sub plan derived from it) on the basis of a given marketing policy within the framework of a complex real life situation. The student is able <i>to account</i> for his own choices with regard to the plan and to monitor and adjust the progress.</p> <p>The student can draw up a concrete sales, account, or supplier plan including financial accountability.</p> <p>The student can communicate with his stakeholders at an adequate level. He can independently investigate and understand cultural differences.</p> <p>The student can <i>work in a result-oriented way</i> within an organization and <i>initiates</i> his own work paths. He is active in setting goals and <i>participates in working agreements</i>.</p> <p>The student is able to justify, reflect, and adapt his own choices, which indicates involvement and critical self-assessment. He can independently set and realize goals in a more complex situation and translate feedback and self-reflection into an improvement plan.</p>	<p>The CE-er takes the <i>initiative</i> to convert plans/concepts into activities that contribute to the intended result, in consultation with internal and external parties.</p> <p>He is able to <i>manage</i> the execution process as a whole or in parts and to coordinate the activities of the parties involved in order to arrive at a desired commercial product or service.</p> <p>He has learned to achieve maximum effect within the budget.</p> <p>He is <i>enterprising</i> and investigates <i>innovative</i> and sustainable solutions.</p> <p>He has an overview of tasks and is able to <i>communicate</i> well. This communication is aimed at the commitment of stakeholders. He has the ability <i>to connect</i> the interests of different parties and to allow stakeholders to recognise their own interests in the result while processing and relating to cultural differences.</p> <p>He pays attention to details and completes the task at hand. He is able to work towards the result <i>under high pressure and within deadlines</i>.</p>
<p><b>Business Development:</b> The CE Professional understands the constant necessity of flow in an ever-changing business landscape. Modern Business is never a standstill, change is the only constant. The CEer analyses and develops differentiating and/or innovative concepts and revenue models to optimize value. He thus integrates a sustainable</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>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><b>Insight:</b> The CE-er contributes solutions to a practical problem by systematically carrying out research that leads to advice consisting of concrete recommendations and/or a concrete implementation plan for the client. He does this with a critical research attitude, using recognized theories, models and methods and by collecting and analyzing relevant data.</p>	<p>The student can carry out a practical research project <i>in collaboration</i> with others, based on a given problem definition.</p> <p>The student is able to find relevant sources.</p> <p>The student can <i>collect</i> and process relevant data based on prescribed theories, models and methods.</p> <p>The student can <i>present</i> the most important research results.</p> <p>The student can define what is meant by an <i>investigative</i> attitude and matching behavior.</p> <p>The student is capable of (linearly) following a pre-structured and therefore rather modestly complex research process.</p>	<p>In consultation with the instructor, the student can describe the practical problem, as well as the causes and effects of the problem.</p> <p>The student can independently carry out a moderately complex research project.</p> <p>The student can search for specific sources (including international professional literature) and <i>determine the relevance and credibility of the sources found</i>.</p> <p>The student can collect and analyze data based on selected theories, models and methods.</p> <p>The student can justify research results to the client on the basis of a report and/or presentation.</p> <p>The student can show <i>an investigative attitude with appropriate behavior</i>.</p> <p>The student is, coached by a lecturer, capable of <i>iteratively (i.e.: non-linearly) moving in a mildly complex research process</i>.</p>	<p>On the basis of a practical problem, the CE-er can independently <i>define and justify a problem definition, research questions and objective</i>.</p> <p>The CE-er can independently carry out a complex research project, if relevant with an international perspective.</p> <p>The CE-er can <i>justify</i> his choice of sources, theories, models, and methods.</p> <p>The CE-er can thoroughly and systematically collect and analyze data he has obtained.</p> <p>The CE-er can <i>critically</i> reflect on the quality of data.</p> <p>The CE-er can present specific advice and the resulting implications for the client.</p> <p>The CE-er can <i>critically</i> reflect on his own research attitude and research behavior.</p> <p>The CE'er is largely independently capable of <i>iteratively (i.e.: non-linearly) moving in a comprehensive and complex research process</i>.</p>
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The relationship between the learning outcomes, the courses of the fourth semester phase and the form in which the learning outcomes are assessed can be found in the following table:

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

MIM35: 3 LOs have to be chosen in consultation between the student and the coach

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

## M41M Marketing Process V: Promotion

	English	Dutch	German
<b>ProgRESS-code</b>	<b>M41ME20</b>	<b>M41MN20</b>	<b>M41MD20</b>
<b>Lecturers involved</b>	<b>Please, refer to the current schedules.</b>		
<b>Study load / ECTS</b>	<b>140 hours / 5 ECTS</b>		

### Brief Description

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

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

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

### Relationship to HBO-Bachelor level

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

### Didactic methods

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

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

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

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

## Overview of Learning Outcomes in this LA

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

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

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

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

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

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

### **BD: Business Development**

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

## Course Goals in relation to the Learning Outcomes

The student can

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

The student can

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

The student can

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

The student can

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

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

The student can

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

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

**Examination**

Examination form (OER)	Project Assignment		
Duration of examination	90 minutes per group, duration of a pitch all in all: up to 270 minutes		
Examination period	The Pitches take place in L13-15. Feedback and possible Extra-Examinations and Grades afterwards.		
What will be examined?	Development and Presentation of a Communication Concept		
Specific examination criteria	Communication Concept (Situation Analysis, Communication Objectives and Target Group, Integrated Communication, Copy Strategy, Media Selection and Budget Allocation, Media Layout, Performance Review)	70%	
	Presentation Style	10%	
	Questions (General and on Individual Level)	20%	

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

**Re-Examination**

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

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

**Study Load Hours**

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

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures <sup>1</sup>	24
Project Hours	80
Self-study <sup>2</sup>	34,5
Examination	1,5
<b>Total 5 ECTS for this course</b>	<b>140</b>

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

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

## Literature

### English Stream

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

### Dutch Stream

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

### German Stream

Author	Title	Compulsory	Secondary
Bruhn, Manfred	Kommunikationspolitik – Systematischer Einsatz der Kommunikation für Unternehmen , 8. Aufl. 2015.	X	
Kroeber-Riel, Werner und Franz-Rudolf Esch	Strategie und Technik der Werbung: Verhaltenswissenschaftliche und neurowissenschaftliche Erkenntnisse, 8. Aufl. 2015.	X	
Runia, Peter u. a.	Marketing. Prozess- und praxisorientierte Grundlagen, 5. Aufl. 2019.	X	
Schweiger, Günter und Gertraud Schrattenecker	Werbung, 10. Aufl. 2021.		X
Kotler, Philip, Hermawan Kartajaya und Iwan Setiawan	Marketing 4.0 – Leitfaden für das Marketing der Zukunft, 2017.		X
Bak, Peter Michael	Werbe- und Konsumentenpsychologie, 2. Aufl. 2019.		X

## Programme

This semester consists of 15 education weeks.

### Week schedule English Stream

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

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

### Week schedule Dutch Stream

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

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

L15	Pitch 1	Presentation of Dutch group (1,5 hrs)	1.5 hrs per group
E/RE		Feedback, Grading, possible Oral Exams	1.5 hrs per group

### **Week schedule German Stream**

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

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

L13	Pitch Produkt 1	mit 3-4 Gruppen	ca. 5 h pro Pitch
L14	Pitch Produkt 2	mit 3-4 Gruppen	ca. 5 h pro Pitch
L15	Pitch Produkt 3	mit 3-4 Gruppen	ca. 5 h pro Pitch
E/RE	Feedback – Grades		Gruppengespräche

### **Quality assurance**

The results and comments that are shown by the final semester evaluations, have led to the following improvements: some minor adjustments; course is offered for the first time as of February 2020.

## M42M Marketing Process VI: Marketing Controlling

	English	Dutch	German
<b>ProgRESS-code</b>	<b>M42ME20</b>	<b>M42MN20</b>	<b>M42MD20</b>
<b>Lecturers involved</b>	Please, refer to the current schedules	Please, refer to the current schedules	Please, refer to the current schedules
<b>Study load / ECTS</b>	<b>140 hours / 5 ECTS</b>		

### Brief Description

Marketing and valid Marketing processes are not possible without a consistent database. The complete Marketing process is based on data and numbers, whereas especially controlling -the last part of the process- is dependent on valid data. The aim of the Learning Arrangement at hand is, to provide students with a basic understanding of Controlling and marketing-related Controlling tools and key performance indicators (KPI). Controlling is an essential part of the modern understanding of Marketing.

### 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 IM opleidingsprofiel. For details see below.

### Didactic methods

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

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

## Overview of Learning Outcomes in this LA

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

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

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

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

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

- The student can design an action plan to achieve the marketing objectives.
- Together with others, the student can analyse changes for all functional areas of the organization from a general marketing problem definition and develop, draw up, and substantiate a marketing plan (or a sub plan derived from it) on the basis of a given marketing policy within the framework of a complex real life situation. The student is able to account for his own choices with regard to the plan and to monitor and adjust the progress.
- The student can 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.

### **Course Goals in relation to the Learning Outcomes**

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

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

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

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

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

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

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

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

### **Examination**

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

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

### **Re-examination**

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

## Study Load Hours

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

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures	22,5
Tutorials <sup>6</sup>	15
Self-study <sup>7</sup>	101
Examination	1,5
<b>Total 5 ECTS for this course</b>	<b>140</b>

## Literature

### Dutch Stream

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

### German Stream

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

### English Stream

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

## Programme

This semester consists of 15 education weeks.

<sup>6</sup> Tutorials are lectures for a group of maximum 30 students.

<sup>7</sup> Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc.

**Week schedule Dutch Stream**

<b>LW<sup>8</sup></b>	<b>Subject/Learning goal</b>	<b>Self-study for next class</b>	<b>Contact hours</b>
L1	Inleiding Marketing Controlling: welke positieve van marketing controlling binnen het marketingproces	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L2	Indeling Marketingcontrolling in strategische en operationele marketing controlling	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L3	Functies van Marketing Controlling binnen het marketingproces	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L4	Marketingacties als gevolg van marketingdoelen en ondernemingsdoelen: doel van kengetallen	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L5	Kengetallen Product: commerciële productcalculaties, waaronder life time value, bedrijfseconomische calculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L6	Kengetallen Product: commerciële productcalculaties, waaronder life time value, bedrijfseconomische calculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L7	Kengetallen Prijs: commerciële prijscalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L8	Kengetallen Prijs: commerciële prijscalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L9	Kengetallen Plaats: commerciële plaatscalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L10	Kengetallen Plaats: commerciële plaatscalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L11	Kengetallen Promotie: commerciële promotiecalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L12	Kengetallen Promotie: commerciële promotiecalculaties	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L13	Marketingbudgettering en verschillenanalyse	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L14	Marketingbudgettering en verschillenanalyse	Artikelen, hoofdstukken lezen. Opdrachten en opgaven maken	2,5
L15	Tentamenoefening		2,5

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<sup>8</sup> LW = lesson week.

**Week schedule English Stream**

<b>LW<sup>9</sup></b>	<b>Subject/Learning goal</b>	<b>Self-study for next class</b>	<b>Contact hours</b>
L1	Introduction to Marketing Controlling: position of marketing within the marketing process	Studying learning topics, making exercises and reading relevant research articles	2,5
L2	Operational and strategic planning	Studying learning topics, making exercises and reading relevant research articles	2,5
L3	Functions of Marketing Controlling within the marketing process	Studying learning topics, making exercises and reading relevant research articles	2,5
L4	Marketing campaigns as a result of marketing objectives and entrepreneurial objectives: purpose of Key Performance Indicators	Studying learning topics, making exercises and reading relevant research articles	2,5
L5	Key Performance Indicators Product: Life Time Value & Business calculations	Studying learning topics, making exercises and reading relevant research articles	2,5
L6	Key Performance Indicators Product: Life Time Value & Business calculations	Studying learning topics, making exercises and reading relevant research articles	2,5
L7	Key Performance Indicators Price; commercial price calculations	Studying learning topics, making exercises and reading relevant research articles	2,5
L8	Key Performance Indicators Price; commercial price calculations	Studying learning topics, making exercises and reading relevant research articles	2,5
L9	Key Performance Indicators Distribution: commercial distribution calculations	Studying learning topics, making exercises and reading relevant research articles	2,5
L10	Key Performance Indicators Distribution: commercial distribution calculations	Studying learning topics, making exercises and reading relevant research articles	2,5
L11	Key Performance Indicators Promotion: commercial promotional calculations	Studying learning topics, making exercises and reading relevant research articles	2,5
L12	Key Performance Indicators Promotion: commercial promotional calculations	Studying learning topics, making exercises and reading relevant research articles	2,5
L13	Marketing budget and variance analysis	Studying learning topics, making exercises and reading relevant research articles	2,5

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<sup>9</sup> LW = lesson week.

L14	Marketing budget and variance analysis	Studying learning topics, making exercises and reading relevant research articles	2,5
L15	Questions and test preparation		2,5

### **Week schedule German Stream**

<b>LW<sup>10</sup></b>	<b>Subject/Learning goal</b>	<b>Self-study for next class</b>	<b>Contact hours</b>
L1	Ausgangsbasis/ Grundlagen KLR	Aufgaben und Übungen	2,5
L2	Wiederholung KLR	Aufgaben und Übungen	2,5
L3	Controllingverständnis & Grundlagen	Aufgaben und Übungen	2,5
L4	Controllingverständnis & Grundlagen	Aufgaben und Übungen	2,5
L5	Operative und strategische Planung	Aufgaben und Übungen	2,5
L6	Kennzahlen	Aufgaben und Übungen	2,5
L7	Kennzahlen	Aufgaben und Übungen	2,5
L8	Marketing Controlling	Aufgaben und Übungen	2,5
L9	Kennzahlensysteme	Aufgaben und Übungen	2,5
L10	Kennzahlensysteme/Product Life Cycle Costing	Aufgaben und Übungen	2,5
L11	Target Costing	Aufgaben und Übungen	2,5
L12	Target Costing	Aufgaben und Übungen	2,5
L13	Shareholder Value	Aufgaben und Übungen	2,5
L14	Berichtswesen	Aufgaben und Übungen	2,5
L15	Klausurvorbereitung	Aufgaben und Übungen	2,5

### **Quality assurance**

The results and comments that are shown by the final semester evaluations, have led to the following improvements: Taking actual developments and cases into account.

The evaluations showed that the LA was properly assessed. Therefore improvements were not necessary.

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<sup>10</sup> LW = lesson week.

## M43M: Marketing Projects IV: Marketing Research

	English	Dutch	German
ProgRESS-code	M43ME20	M43MN20	M43MD20
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 SBU / 5 ECTS		

### Brief description

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

In this project students work on skills, which are essential for their internship.

### Relationship to HBO-Bachelor level

The M43M course contributes to the following (level 3) PLOs:

#### PLO Set a course (level 3 indicators):

- 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.

#### PLO Realization (level 3 indicators):

- 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 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 recognize 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.

#### PLO Business Development (level 3 indicator):

- 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.

**PLO Insight (level 3 indicators):**

- On the basis of a practical problem, the CE-er can independently define and justify a problem definition, research questions and objective.
  - The CE-er can independently carry out a complex research project, if relevant with an international perspective.
  - The CE-er can justify his choice of sources, theories, models, and methods.
  - The CE-er can thoroughly and systematically collect and analyze data he has obtained.
  - The CE-er can critically reflect on the quality of data.
  - The CE-er can present specific advice and the resulting implications for the client.
  - The CE-er can critically reflect on his own research attitude and research behavior.
- The CE'er is largely independently capable of iteratively (i.e.: non-linearly) moving in a comprehensive and complex research process.

**Didactic methods**

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

**Overview of learning outcomes in this LA**

**Course goals related to PLO Set a course (level 2 indicators):**

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

**Course goal related to PLO Realization (level 2 indicators):**

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

**Course goals related to PLO Business Development (level 2 indicators)**

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

**Course goal related to PLO Insight (level 2 indicators)**

- In consultation with the instructor, the student can describe the practical problem, as well as the causes and effects of the problem.
- The student can independently carry out a moderately complex research project.
- The student can search for specific sources (including international professional literature) and determine the relevance and credibility of the sources found.
- The student can collect and analyze data based on selected theories, models and methods.

- The student can justify research results to the client on the basis of a report and/or presentation.
- The student can show an investigative attitude with appropriate behavior.
- The student is, coached by a lecturer, capable of iteratively (i.e.: non-linearly) moving in a mildly complex research process.

### Course goal in relation to the learning outcomes

The main aims of M43M are to;

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

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

### Examination

Examination form (written, oral, report, other)	Students have to submit a <b>group</b> report and have to hold a presentation incl. Q&A session. The report consists of maximum 8000 words (excluding the front matter and measurement instrument). The exact amount of words should be indicated on title page. The report must be written in Times New Roman 12, with 1.5 line spacing, in Harvard style. It should be structured in accordance with the guidelines (for specific guidelines on report structure, see: M43M portal). The <b>group</b> report is assessed on a 1-10 scale, using the assessment form as published on the M43M portal.
Duration of examination	Presentation of 30 minutes + Q&A session of 15 Minutes
Examination period	The deadline for submitting the group report and group files is set on Monday, <b>24 June 2022, 11.59.59 p.m.</b> (before midnight).
What will be examined?	The overall grade for the research project consists of the following parts:  <b>1. Project plan (Go/No Go)</b> – <i>The project plan must be passed in order to continue with the project. Is the project plan insufficient the group has once the possibility to revise it. If the project plan is still insufficient after the revision the project stops and M43M cannot be passed in the current semester.</i>  <b>Content of the “Project plan”</b> <ul style="list-style-type: none"> <li>- Company description</li> <li>- Problem description</li> <li>- Research objective</li> </ul>

	<ul style="list-style-type: none"> <li>- Methodology (The scientific approach how the problem can be solved)</li> <li>- Time budget (140 hours) and time schedule (How do you plan the project?)</li> <li>- Distribution of tasks (Who is responsible for what in the project group?)</li> </ul> <p><b>2. Final report (60%) / presentation (20%) / questions (20%)</b> – <i>This is the basis for grading the project. Stick to the following structure.</i></p> <p><b>Final Report / Final presentation</b>  The report must be written according to the generally applicable rules of the FIBS (see script "Reporting"). Every student has to contribute to the group report (indicate the chapter you have worked on) and to the presentation. All group members are expected to write at the report and participate in the presentation.</p> <p><b>Chapters of the report / presentation</b></p> <p>Cover page  Title page  Summary  Preface  Table of content  List of figures  1 Introduction  2 Company description  3 Project description (For this chapter you nearly find everything in your project plan)      3.1 Problem definition      3.2 Research objectives      3.3 Research approach  4 Theoretical approach      4.1 Theoretical classification into the marketing process      4.2 Literature review / critical examination of theory  5 Analysis (Based on the theory explained in chapter 4 of your report)  6 Results and recommendations  7 Critical appraisal  Glossary  List of literature  Appendices  Statement of Authenticity</p>
Specific examination criteria	<p>The group project is graded by means of the M43M grading form. The different grading criteria shall support the lecturer to evaluate the project in a holistic manner. After grading the group project the grade can be individualized by the group members, taking into account the individual performance of each student (see relevant documents of the group dossier). The individualized grades can deviate from the group grade.</p>

	<b>Note:</b> In order to pass this learning arrangement the group must achieve a grade of at least 5.5 in all evaluation criteria. (see grading form)
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The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

### **Re-examination**

The students need to repair the insufficient part(s) after having received feedback from the lecturer. The students will have 10 working days to repair the report, starting on the first working day after feedback is provided by the lecturer. The total maximum grade for the repaired report is 5,5.

### **Literature**

The literature need results from the defined project.

### **Study load hours**

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

### **Programme**

This semester consists of 15 education weeks.

### Schedule English / Dutch / German

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

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

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

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

The whole project must not be completed later than **24 June 2022, 11.59.59 p.m.** (deadline).

### **Quality assurance**

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

Not applicable.

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

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

### Brief description

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

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

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

### Relationship to HBO-Bachelor level

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

### Didactic methods

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

## Overview of learning outcomes in this LA

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

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

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

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

## Course goal in relation to the learning outcomes

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

## Examination

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

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

## Re-examination

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

## Literature

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

### German Stream

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

## Study load hours

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	37,5
Self-study	101
Examination	1,5
<b>Total 5 ECTS for this course</b>	<b>140</b>

**Programme**

This semester consists of 15 education weeks.

**Week schedule English**

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

**Week schedule Dutch**

<b>LW<sub>5</sub></b>	<b>Subject/Learning goal</b>	<b>Self-study for next class</b>	<b>Contact hours</b>
L1	Dienstenmarketing Management: Introductie	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L2	Dienstenmarketing Management	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L3	Dienstenmarketing Management	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L4	B2B-Marketing: introductie en definitie	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L5	B2B-Marketing: strategie en waardecreatie	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L6	B2B-Marketing: Marketing mix	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L7	B2B-Marketing: Marketing mix	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L8	Feedback Week	Literatuurstudie herziening van lezing	2,5
L9	Retail-Marketing: Introductie en definitie	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L10	Retail-Marketing: Strategy and supply chain management	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L11	Retail-Marketing: Marketing mix	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L12	Retail-Marketing: Marketing mix	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L13	Retail-Marketing: Marketing mix	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L14	Retail-Marketing: Retail internationalization	Literatuurstudie ter voorbereiding en herziening van lezing/oefeningen	2,5
L15	Feedback Week	Literatuurstudie herziening van lezing	2,5

### Week schedule German

LW <sup>11</sup>	Subject/Learning goal	Self-study for next class	Contact hours
L1	Dienstleistungsmarketing: Einführung DL-Marketing	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L2	Dienstleistungsmarketing: Leistungsfähigkeit des DL- Anbieters	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L3	Dienstleistungsmarketing: Integration des Externen Faktors	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L4	Dienstleistungsmarketing: Immaterialität	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L5	B2B Marketing: Einführung	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L6	B2B Marketing: Typologien	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L7	B2B Marketing: Käuferverhalten	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L8	Feedback Week		2,5
L9	B2B Marketing: Buying Center	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L10	Handelsmarketing: Einführung und Begriffsdefinition, Betriebsformen des Groß- und Einzelhandels	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L11	Handelsmarketing: Standortpolitik	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L12	Handelsmarketing: Sortimentspolitik & Category Management	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L13	Handelsmarketing: Preispolitik	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
L14	Handelsmarketing: Verkaufsraumgestaltung (Instore Marketing)	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5

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<sup>11</sup> LW = lesson week.

L15	Wiederholung und Fragen	Literaturstudium zur Vorlesungsvorbereitung und -nachbereitung, Übungsaufgaben	2,5
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### Quality assurance

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

German Stream:

- Course material has been updated.
- The time frame has changed to 4 weeks service marketing and B2B marketing and 5 weeks retail marketing.
- The GAP model is included (service marketing).
- Due to duplication to M32 “Betriebstypen des Einzelhandels” will be reduced and Category Management and replaced with “Category Management” (retail marketing).
- Exercises for B2B marketing have been reduced.

## **M45M: Start Up Factory**

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

### **M46M: Foreign Language III**

The Course Manual was not available at the moment of publishing. Please contact your lecturer or the Language Centre for information.

## M47M: PPD

	English	Dutch	German
ProgRESS-code	M47ME	M47MNL	M47MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	84h/3ECTS		

### Brief description

In the MM study programme, you have not only to focus on acquiring marketing knowledge, but also on developing yourself and your professional skills.

Therefore after your study you will have achieved the Programme Learning Outcomes of MM study programme and at Fontys we believe that today you need more than just knowledge to become and stay successful. A range of career skills, are necessary in our fast-paced and changing world.

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

The five career competences are:

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

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

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

Now think about what activities are still missing to increase your potential. Therefore, invest 28 hours in developing your 21 century skills by following workshops and seminars in year 2 (credits will be attached to semester 4 PPD).

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

### 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

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

The learning arrangement consists primarily of interactive tutorials and 2 mandatory individual talks as well as the individual development of a portfolio with the help of an online tool. Coaches takes an accompanying role here; asking the right questions means that you are pushed to use your reflective and critical faculties. They also support you in studying, reflecting on study as well as profession and career, making choices, taking responsibility and being able to work on development as a professional in field of marketing.

By using an online tool you are able to work individual from home on your portfolio.

Additionally, you have to follow 28 h workshops in year 2.

-You are the **owner** of your own development. The ability to be self-directed, the ability to manage one's own learning process and professional development, is an essential aspect of this.

- You are **challenged** to investigate and develop your talents by working individual with an online tool.

### Overview of learning outcomes in this LA

KB: Koers bepalen / Determining ambitions

WC: Waarde creëren / Creating values

BD: Business Devenlopment

R: Realiseren / Achieve

I: Inzicht / Insight

### Course goal in relation to the learning outcomes

1. Reflection on qualities:
  - I can reflect on my study progress in main phase.
  - I can plan, execute and evaluate my own learning process in main phase with the help of the PPD coach and the STARR method.
2. Reflection on motives:
  - I can reflect on my motivations and inspirations.
  - I have a first vision of my dream job.
3. Work Exploration:
  - I plan my work placement and minor study.
4. Career management:
  - I undertake actions which are necessary for career and professional development.
  - Therefore, I can find suitable vacancies and writes convincing applications.
  - I steer my own development by participating workshops of my choice.
5. Networking:
  - I gain insights in possible internships by using my network and interviewing senior students.

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

### Examination

Examination form (written, oral, report, other)	Individual Portfolio (report)
Duration of examination	n/a
Examination period	The student must turn in the portfolio in L15 at 12 pm at noon on Friday.
What will be examined?	Your individual portfolio should prove that you have met all the requirements set to this final deliverable (see course goals above).
Specific examination criteria	Individual portfolio has to be developed with the help of the Edubook "Personal & Professional Development MM 2020/2021"

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

### Re-examination

In case of an insufficient use of language or minor mistakes (which includes spelling, grammar and punctuation), the student needs to repair the portfolio within 10 working-days but latest before the meeting of the Examination Board.

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

## Literature

### English Stream

Author	Title	Compulsory	Secondary
Edumundo	Personal & Professional development MM 2020/21 (fontys.myedumundo.com)	x	

### Dutch Stream

Author	Title	Compulsory	Secondary
Edumundo	Personal & Professional development MM 2020/21 (fontys.myedumundo.com)	x	

### German Stream

Author	Title	Compulsory	Secondary
Edumundo	Personal & Professional development MM 2020/21 (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 <sup>12</sup>	8
Consultation hours <sup>13</sup>	3
Workshop	28
Self-study	45
<b>Total 3 ECTS for this course</b>	<b>84</b>

<sup>12</sup> Tutorials are lectures for a group of maximum 30 students.

<sup>13</sup> Consultation hours are individual meeting hours with a tutor.

## Programme

This semester consists of 15 education weeks.

### Week schedule English / Dutch / German

<b>LW<sup>14</sup></b>	<b>Subject/Learning goal</b>	<b>Self-study for next class</b>	<b>Contact hours</b>
L1	Subject/Learning goal of Tutorials (lessons with the whole class): Welcome to the 4th Semester; NSE; Overview of the Semester; Planning of Coaching  Study advice for students who have not yet passed all LAs from Semester 2	Corona week semester 4 please fill in for individual talk Know your motivation: Chapter 11: Help! A motivational dip + Portfolio questions (Part 1)	1
L2	Individual Talks about Portfolio question 1-3; workshops and current situation	Portfolio question (Part 2 and 3)	
L3	Subject/Learning goal of Tutorials (lessons with the whole class): Career planning: - Workshops - Meet and interview of a senior student  Individual Talks about Portfolio question 1-3; workshops and current situation	Explore your possibilities year 2-4: Take a look at the internship experience of a senior student	1
L4	Individual Talks about Portfolio question 1-3; workshops and current situation	Selling yourself: Chapter 3 How to find suitable vacancies	
L5	Subject/Learning goal of Tutorials (lessons with the whole class): Briefing Group Presentation: Marketer jobs (interview)  Individual Talks about Portfolio question 1-3; workshops and current situation	Selling yourself: Chapter 4 How do I land the internship	1
L6	Individual Talks (walk in)	Selling yourself: Chapter 8: the job interview	
L7	Subject/Learning goal of Tutorials (lessons with the whole class): Networking  Individual Talks (walk in)	Selling yourself: Chapter 9: The STARR method in applications	1
L8	Individual Talks (walk in)		

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<sup>14</sup> LW = lesson week.

L9	Subject/Learning goal of Tutorials (lessons with the whole class): Application and Selling yourself  Individual Talks (walk in)	Know yourself: Chapter 16 Future vision: Dream job	1
L10	Individual Talks (walk in)	Networking: Chapter 4: Networking via LinkedIn and social media	
L11	Subject/Learning goal of Tutorials (lessons with the whole class): Inspiration and Motivation: Group presentations results of marketer jobs interviews  Individual Talks (walk in)	Know your motivation: Chapter 9: Share your fun and inspiration	1
L12	Individual Talk 2 about Portfolio question 4-5 and Workshop refection	Know your motivation: Chapter 13: Portfolio assignment year 2	
L13	Subject/Learning goal of Tutorials (lessons with the whole class): Semester Evaluation Open Questions  Individual Talk 2 about Portfolio question 4-5 and Workshop refection	Portfolio question (Part 4-5)	1
L14	Individual Talk 2 about Portfolio question 4-5 and Workshop refection	Workshop reflection questions	
L15	Individual Talk 2 about Portfolio question 4-5 and Workshop refection		

### 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.



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