

Marketing Management

Semester Manual: Semester 3



Study year 2022-23
Version February 2023

Preface

Dear students,

You have successfully completed your first year in our study programme. Now we welcome you to the second year of your studies, which means welcome to the main phase.

With this manual we want you to give you an overview of semester 3 and an outlook to the main phase 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.

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

With kind regards,

The teamleaders Marketing Management

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Table of Contents

Preface	2
Marketing Management: Our philosophy	4
Overview of year 2 and 3 (The Main Phase).....	5
Basic organisational information.....	7
Relation to the national framework	8
M31M Marketing Process III: Brand Management	16
M32M: Marketing Process IV: Product, Price & Place	16
M33M: Marketing Project III: Qualitative Research	22
M34M & Marketing Topics V: E-Commerce	29
M35M: Start Up Factory	42
M36M: Foreign Language III.....	43
M37M: PPD	44

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

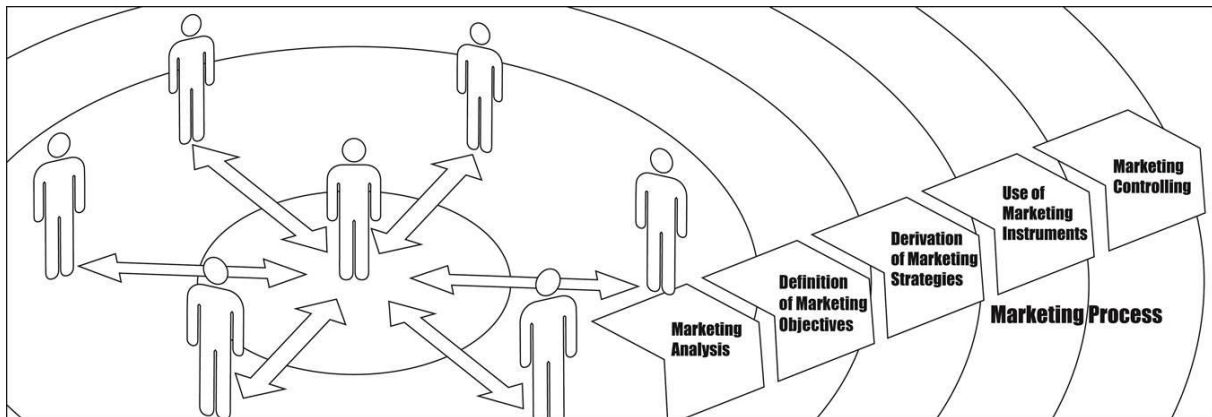
Overview of year 2 and 3 (The Main Phase)

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 52 M Personal & Professional Development V: Internship (20)	
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. Conform 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 2022-2023, the booklet “Hoofdlijnen Auteursrecht”, and a note on plagiarism (<https://connect.fontys.nl/diensten/OenO/Paginas/Auteursrecht-en-plagiat.aspx>).

Quality assurance

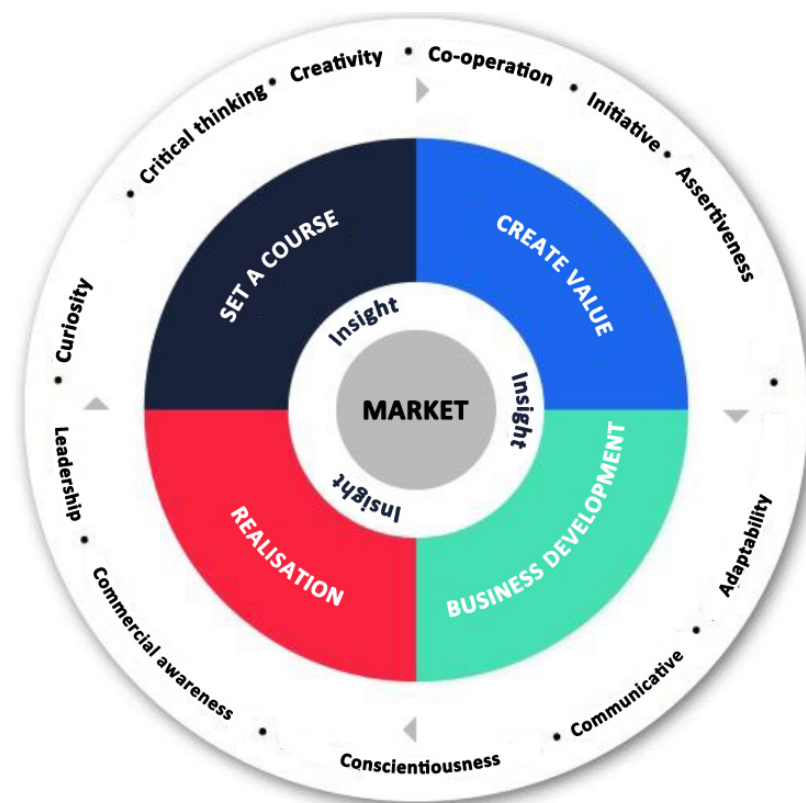
All learning arrangements shall be evaluated as of the end of the semester. At this time, an email shall be sent to you. By clicking on the hyperlink contained, the evaluation sheet may be accessed. Please, place your remarks or proposals for improvement for this learning arrangement within this web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

Relation to the national framework

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

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

Please find below the essences of this profile.



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

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

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

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

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

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

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

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

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

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

Glossary:

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

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

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

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

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

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

Learning Outcomes per Level

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

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

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Main phase International Marketing (MIM)	Leeropbrengsten					Toets vorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
Hooffase semester 3							
M31M Marketing Process III: Brand Management	X	X	X	X		Kennistoets/Casustoets	5
M32M Marketing Process IV: Product, Price & Place	X	X	X	X		Kennistoets/Casustoets	5
M33M Marketing Project III: Qualitative Research	X		X	X	X	Onderzoeksopdracht	5
M34M Marketing Topics V: E-Commerce			X	X		Projectopdracht/Pitch	5
M35M Start Up Factory I	(X)	(X)	(X)	(X)	(X)		5
M36M Communication & Culture III: Foreign Language III	X	X	X	X		Portfolio-assessment	3
M37M Personal & Professional Development III	X	X	X	X	X	Portfolio-assessment	2
Totaal Leeropbrengsten/Credits	5	4	6	6	2		30

MIM35, 3 LO's have to be in consultation between the student and the coach

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

M31M Marketing Process III: Brand Management

	English	Dutch	German
ProgRESS-code	M31ME_D_N		
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140hrs/5ECTS		

Brief description

Marketing is a social and managerial process by which individuals and groups obtain what they need and want by creating and exchanging products and value with others. The heart of business success lies in its marketing, thus very many aspects of any business depend on a successful marketing.

Brand Management is more than a dashy logo and brand name. Around this the LA concentrates on all aspects of developing and leading a brand. The branded articles are analyzed, a brand is developed and the article is embedded in the company's portfolio. Besides all kinds of branding techniques are discussed to develop a viable brand identity that offers the company the chance to gain a sustainable position in modern, international markets.

The LA also focuses on critical factors for brands, the legal protection of the brand and the value of the brand.

Modern market situations are analyzed and the leading of a sustainable and promising brand portfolio is negotiated in detail. The students will dive in actual Brands and Companies and learn how to run Brands in a sustainable way.

Relationship to HBO-Bachelor level

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

Didactic methods

The LA consists primarily of interactive lectures (theory and practice) connected with topic-referred, practice-oriented exercises consisting of case studies to be solved by the students in teamwork and self-study time. The students also prep presentations about successful Branded Houses and Houses of Brands to get a proper and deep insight in current and modern markets.

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

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 goal in relation to the learning outcomes

The student can

- analyze relevant market data and parameters for leading brands
- understand both consumers and competitors
- classify and evaluate modern Brand Controlling Models

This Learning Goal refers to KB Set a Course, BD Business Development, R Realization

The student can

- develop Brand Strategies
- develop Identities and Positioning, also by knowing and applying Identity models
- derive and develop positioning also in an international/intercultural context

This Learning Goal refers to WC Create Values, BD Business Development

The student can

- categorize and develop names and logos
- perform the creative process of Branding and is able to evaluate and recommend
- understands how to run a Brand

This Learning Goal refers to WC Create Values, BD Business Development

The student can

- categorize, evaluate and justify Brand Architectures/Hierarchies
- understand and plan Brand Stretches and correlate that to the consumer's Needs and Wants
- relate to the economic reality of companies and markets

This Learning Goal refers to WC Create Values, BD Business Development, KB Set a Course

Examination

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

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

Literature

English Stream

Author	Title	Compulsory	Secondary
Aaker	Building Strong Brands, 2010	X	
Kapferer	The New Strategic Brand Management: Advanced Insights and Strategic Thinking (New Strategic Brand Management: Creating & Sustaining Brand Equity, 2012		X
Riezebos	Brand Management: A Theoretical and Practical Approach, 2002		X
Keller.	Strategic Brand Management		X

Dutch Stream

Author	Title	Compulsory	Secondary
Keller	Strategisch merkenmanagement, 4 ^e editie	X	
Boer	Brand Design, 6e editie		X
Kalsem/Kostelijk	Merkpositioneering, 1 ^e editie		X
Riezebos	Merkenmanagement		X

German Stream

Author	Title	Compulsory	Secondary
Esch	Strategie und Technik der Markenführung, 2017	X	
Esch	Identität – Das Rückgrat starker Marken, 2016		X
Burmann et al	Identitätsbasierte Markenführung, 2021		X
Aaker/Stahl/Stöckle	Marken erfolgreich gestalten: Die 20 wichtigsten Grundsätze der Markenführung, 2015		X
Kapferer	The New Strategic Brand Management: Advanced Insights and Strategic Thinking (New Strategic Brand Management: Creating & Sustaining Brand Equity), 2012		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 ¹	22.5
Tutorials ²	12.0
Project work	6.0
Self-study	99.5
Total 5 ECTS for this course	140

¹ Lectures have a maximum of 90 students.

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

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW ³	Subject/Learning goal	Self-study for next class	Contact hours
L1	History of Brands and What is a Brand?	Repetition of lecture content	2,25
L2	Modern Markets and what to do? Kick-off of Tutorial Rounds	Repetition of lecture content, Prepping of Company Topic	2,25
L3	Product and Brand? Where is the difference? Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L4	Identity and Creation	Repetition of lecture content, Prepping of Company Topic	2,25
L5	Positioning and the HowTo Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L6	The Branding: Make your brand visible Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L7	Psychology and the Consumer Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L8	Feedback-Week		2,25
L9	How to Run a Brand? Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L10	How to Run a Brand? Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L11	Brand Architectures Presentation of a Branded Company	Repetition of lecture content, Prepping of Company Topic	2,25
L12	Brand Architectures and Hierarchies Practice-oriented Exercises	Repetition of lecture content, Prepping of Exam	2,25
L13	Brand Hierarchies Practice-oriented Exercises	Repetition of lecture content, practice-oriented exercises	2,25
L14	Brand Hierarchies Practice-oriented Exercises	Repetition of lecture content, practice-oriented exercises	2,25
L15	Brand Controlling: Is that possible? Practice-oriented Exercises	Repetition of lecture content, practice-oriented exercises	2,25

Quality assurance

The results and comments that are shown by the final semester evaluations, have led to the following improvements: The LA was positively reviewed by the students, minor adjustment is to practice more from the beginning

³ LW = lesson week.

M32M: Marketing Process IV: Product, Price & Place

	English	Dutch	German
ProgRESS-code	M32ME	M32MN	M32MD
Lectures involved	Please, refer to the current schedules		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

Marketing is a social and managerial process by which individuals and groups obtain what they need and want by creating and exchanging products and value with others. The heart of business success lies in its marketing, thus very many aspects of any business depend on a successful marketing. This Learning Arrangement covers the decisions related to the product, the price and the place - as three important tactical instruments of the Marketing Mix. The product policy - often described as the "heart of marketing" - describes the decisions companies make regarding individual products, product lines and product mixes. Furthermore the steps of the new-product development process are defined and the stages of the product life-cycle are described. In many markets the price determines the buying decision and therefore general pricing approaches are described. The last topic covers the nature and importance of marketing channels, retailers and wholesalers and major channel alternatives are explained.

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

The LA consists primarily of interactive lectures (theory) connected with topic-referred, practice-oriented exercises and self-study time. This work form has been consciously selected due to the fact that Product, Price and Place Policy is a topic which focuses on the tactical instruments which have to be linked to the preassigned Marketing Objectives and Strategies (e.g. Target Group, Positioning) Students have to learn the basic framework of the marketing process and how to define the tactical instruments. Especially in the self-study time the student should deepen the theoretical knowledge to be able to describe the different tactical instruments and apply the knowledge to practical examples.

Overview of learning outcomes in this LA

KB: Koers bepalen / Determining ambitions

The student is able to identify opportunities and gain competitive advantages for the organization through analysis among stakeholders and through opportunities in the environment and market.

The student can apply the internal skills, capacities, and resources of the organization as strengths to generate competitive advantage.

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.

WC: Waarde creëren / Creating value

The student can map market opportunities and translate them into objectives and creative ideas.

The student can develop, draw up, and substantiate a marketing plan.

BD: Business Development

The student can generate innovative and creative product ideas and develop product concepts in complex situations.

R: Realiseren / Achieve

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.

I: Inzicht / Insight

-

Course goal in relation to the learning outcomes

The student can explain and apply the decisions concerning the product / product policy such as

- o Levels of a product and product classification
- o Product decisions: product-mix and product-line decisions and product-policy decisions (e.g. product innovation, variation, differentiation, relaunch, elimination)
- o Packaging and Labelling
- o Service policy
- o Product life cycle management
- o New product development process / innovation process

This learning goal refers to KB: Koers bepalen / Determining ambitions, WC: Waarde creëren / Creating values, BD: Business development and R: Realiseren / Achieve

The student can explain and apply the decisions concerning the price setting / pricing decisions and price policy such as

- o Definition of the term “price” / “pricing”
- o The factors affecting price decisions
- o Price setting (cost-based pricing, competition-based pricing and the consumer`s perspective – psychology and perception of price setting)
- o Price positioning
- o New-product pricing
- o Instruments of the price policy such as segmented pricing or product-bundle pricing
- o Conditions and discounts

This learning goal refers to KB: Koers bepalen / Determining ambitions WC: Waarde creëren / Creating values and R: Realiseren / Achieve

The student can explain and apply the decisions concerning the place / place policy such as

- o The field of decision of physical distribution/logistics and channel management
- o Distribution / channel level (number of channel levels)
- o Multi-channel distribution
- o Types of distribution / channel breadth – number of marketing intermediaries
- o Numeric and weighted distribution as distribution operating figures
- o Types of retailers and wholesalers
- o Marketing logistics and supply chain management as a very brief introduction

This learning goal refers to KB: Koers bepalen / Determining ambitions WC: Waarde creëren / Creating values and R: Realiseren / Achieve

Examination

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

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

Re-examination

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

Literature

English Stream

Author	Title	Compulsory	Secondary
Kotler/Armstrong	Principles of Marketing, 17th Edition	X	
Poloian	Retailing Principles, 2nd Edition		X
Verhage	Marketing Fundamentals		X

Dutch Stream

Author	Title	Compulsory	Secondary
Rustenburg/de Gouw/de Geus	Strategische en operationele marketingplanning		X
Borchert/Vink	Marketing: modellen en berekeningen		X
Verhage/Visser	Grondslagen van de marketing	X	

German Stream

Author	Title	Compulsory	Secondary
Runia/Wahl/Geyer/Thewißen	Marketing. Prozess- und praxisorientierte Grundlagen, 5. Aufl.	X	
Becker	Marketing-Konzeption, 11. Aufl.		X
Kotler/Keller/Opresnik	Marketing-Management, 15. Aufl.		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 ⁴	22,5
Tutorials ⁵	15
Consultation hours ⁶	0
Peer feedback	0
Project work	0
Workshop	0
Self-study	101
Examination	1,5
Total 5 ECTS for this course	140

⁴ Lectures have a maximum of 90 students.

⁵ Tutorials are lectures for a group of maximum 30 students.

⁶ Consultation hours are individual meeting hours with a tutor.

Programme

This semester consists of 15 education weeks.

Week schedule English

LW ⁷	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction		2,5
L2	The Marketing Mix - Product		2,5
L3	The Marketing Mix - Product		2,5
L4	The Marketing Mix - Product		2,5
L5	The Marketing Mix - Product		2,5
L6	The Marketing Mix - Product		2,5
L7	The Marketing Mix - Product		2,5
L8	Feedback Week		2,5
L9	The Marketing Mix - Price		2,5
L10	The Marketing Mix - Price		2,5
L11	The Marketing Mix - Price		2,5
L12	The Marketing Mix - Place		2,5
L13	The Marketing Mix - Place		2,5
L14	The Marketing Mix - Place		2,5
L15	The Marketing Mix - Repetition & Summary		2,5

Week schedule Dutch

LW ⁸	Subject/Learning goal	Self-study for next class	Contact hours
L1	Inleiding en overzicht marketingproces	Inleiding en marketingproces	2,5
L2	Marketingmixinstrument PRODUCT	Productontwikkeling	2,5
L3	Marketingmixinstrument PRODUCT	Productniveaus, producttypologieën, assortiment	2,5
L4	Marketingmixinstrument PRODUCT	Merkenstrategie	2,5
L5	Marketingmixinstrument PRODUCT	Kwaliteit, klantenservice, design en verpakking	2,5
L6	Marketingmixinstrument PRODUCT	Productlevenscyclus	2,5
L7	Marketingmixinstrument PRODUCT	Productpolitieke beslissingen	2,5
L8	Feedback Week		2,5
L9	Marketingmixinstrument PRIJS	Begrippen en invloeden op prijsbepaling	2,5
L10	Marketingmixinstrument PRIJS	Methoden van prijsbepaling	2,5
L11	Marketingmixinstrument PRIJS	Praktijkopdracht	2,5

⁷ LW = lesson week.

⁸ LW = lesson week.

L12	Marketingmixinstrument PLAATS	Begrippen en typen distributiekkanalen	2,5
L13	Marketingmixinstrument PLAATS	Distributie-intensiteit en distributiekgetallen	2,5
L14	Marketingmixinstrument PLAATS	Praktijkopdracht	2,5
L15	Samenhang marketingmixinstrumenten		2,5

Week schedule German

LW ⁹	Subject/Learning goal	Self-study for next class	Contact hours
L1	Einführung: Einordnung in den Marketing-Prozess		2,5
L2	Produktpolitik: Begriff, Konzeptionsebenen, Typologien	Übungsaufgaben	2,5
L3	Produktpolitik: Ebenen	Übungsaufgaben	2,5
L4	Produktpolitik: Markenstrategien, Verpackung, Service	Übungsaufgaben	2,5
L5	Produktpolitik: Produktlebenszyklus	Übungsaufgaben	2,5
L6	Produktpolitik: Produktpolitische Entscheidungen	Übungsaufgaben	2,5
L7	Produktpolitik: Innovationsprozess	Übungsaufgaben	2,5
L8	Feedback Week		2,5
L9	Kontrahierungspolitik: Begriff, Bedeutung	Übungsaufgaben	2,5
L10	Kontrahierungspolitik: Einflussfaktoren der Preisfestlegung	Übungsaufgaben	2,5
L11	Kontrahierungspolitik: Preispolitische Dimensionen, Konditionenpolitik	Übungsaufgaben	2,5
L12	Distributionspolitik: Entscheidungsbereiche, Distributionsstufen, Multi Channel Management	Übungsaufgaben	2,5
L13	Distributionspolitik: Distributionsformen, Distributionsgrad	Übungsaufgaben	2,5
L14	Distributionspolitik: Betriebsformen des Einzelhandels, Reisende vs. Handelsvertreter, Marketinglogistik	Übungsaufgaben	2,5
L15	Marketing-Mix: Zusammenfassung		2,5

⁹ LW = lesson week.

Quality assurance

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

The evaluations showed that the LA was properly assessed.

Therefore, only marginal improvements concerning the distribution of the main topics on the semester weeks are necessary.

M33M: Marketing Project III: Qualitative Research

	English	Dutch	German
ProgRESS-code	M33ME	M33MN	M33MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140 SBU / 5 ECTS		

Brief description

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

Relationship to HBO-Bachelor level

The M33 course contributes to the following (level 3) PLOs:

PLO Insight (level 3 indicators):

- On the basis of a practical problem, the CE-er can independently define and justify a problem question, research questions and research aim.
- The CE-er can justify his choice of sources, theories, models, and methods.
- The CE-er can critically reflect on the quality of data.
- The CE-er can critically reflect on his own research attitude and research behavior.

PLO Value creation (level 3 indicator):

- The CE-er chooses his target group based on research and analysis.

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, both verbally and in writing.

PLO Determining ambitions (level 3 indicator):

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

PLO Achieve (level 3 indicators):

- The CE-er takes the initiative to convert plans/concepts into activities that contribute to the intended result, in consultation with internal and external parties.
- The CE-er 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.

Didactic methods

The teaching method is a mixture of tutorials and project work. The tutorials offer the essentials of qualitative marketing research. In the tutorials, lecturers will instruct and coach students in that process of researching. Students will have to consider all available options for data collection and, most importantly, learn to justify their choice of data collection. Based on scientific literature, students will also develop a measurement instrument to obtain the required data, before turning to data collection / field research.

In sum, M33 is all about the preparation and execution of a basic qualitative research. As such, it requires students to collect relevant data. Students need to self-study and familiarize themselves with the subject under study. Nevertheless, consultation sessions are scheduled by the lecturer. For a more detailed weekly planning, see below.

Overview of learning outcomes in this LA

Course goals related to PLO Insight (level 2 indicators):

- In collaboration with others, the student can partially carry out a practical research project, based on a given problem.
- The student is able to find relevant sources.
- The student knows how to collect relevant data based on prescribed theories, models and methods.

The student can define what is meant by a research attitude and matching behaviour.

Course goal related to PLO Determining ambitions (level 2 indicators):

Building on previous course content and research project experiences, students will be able to identify and derive a research project including the research gap and research objectives.

Course goals related to PLO Value creation (level 2 indicators)

The student will be able to understand third party research and data and conduct a qualitative research project.

Course goal related to PLO Business development (level 2 indicators)

The student has first insights into how to communicate in writing in a business environment.

Course goal related to PLO Achieve (level 2 indicators)

The student is able to manage a simple project and draw up a plan of action that enhances project management.

Course goal in relation to the learning outcomes

The main aims of M33 are to;

- introduce students into the subjects of qualitative research
- determine an appropriate (qualitative) data collection procedure for the purpose of the project
- learn how to justify the choices made in the data collection procedure.
- write a report in accordance with an international standard for scientific writing (i.e. Harvard)
- learn to select most relevant finding and present them appropriately.

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

Examination

<p>Examination form (written, oral, report, other)</p>	<p>Students have to submit an individual report in L15. This report consisting of maximum 4.000 words (excluding the front matter and measurement instrument). The exact amount of words should be indicated on title page. Report must be written in Times New Roman 12, with 1.5 line spacing, in Harvard style. The report should be structured in accordance with the guidelines (for specific guidelines on report structure, see: M33 portal). The individual report is assessed on a 1-10 scale, using the assessment form as published on the M33 portal.</p>
<p>Duration of examination</p>	<p>n/a</p>
<p>Examination period</p>	<p>The deadline for submitting the reports and files is set on 29th of May 2023 (23.59.59h).</p>
<p>What will be examined?</p>	<p>The report should consist of three elements; front matter, core text, end matter.</p> <p><u>Front matter:</u> This should include:</p> <ul style="list-style-type: none"> - Cover - Title page - Summary - Table of content - Preface - List of tables / figures - List of abbreviations <p><u>Core text:</u> This should include:</p> <ul style="list-style-type: none"> - Introduction - Description of the topic - Project definition - Theoretical framework <ul style="list-style-type: none"> > Positioning of project in field of marketing > Topic depends on information that needs to be obtained from potential customers abroad - Analysis: <ul style="list-style-type: none"> > Data collection procedure > Operationalization (from theory to measurement instrument) - Results and recommendation - Critical appraisal <p>(For a template, see portal M33)</p> <p><u>End matter:</u></p> <ul style="list-style-type: none"> - Glossary - References - List of appendices (if applicable) - Appendices (if applicable)
<p>Specific examination criteria</p>	<p>Assessment of the individual report consists of two different parts:</p> <p><u>Part A:</u> Research (determines 70% of the final grade).</p>

	<p>Part B: Reporting (determines 30% of the final grade)</p> <p>More details are to be found in the assessment form (see: portal M33). In order to pass this course, the student should obtain a final grade of 5,5 (on average).</p>
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The content of the test of this LA is always related to the course goals described above. The test criteria of this LA meet the requirements as stipulated by the Management Team in the FIBS test policy. The test criteria are in accordance with the demands for adequacy, transparency, validity and reliability.

Re-examination

<p>A report below 5.5 has failed. The individual report can fail on either one or both part(s); Part A (content) and/or Part B (reporting). The student needs to repair the insufficient part(s) after having received feedback from the lecturer. The student will have 10 working days to repair the report, starting on the first working day after feedback is provided by the lecturer. The maximum grade for revised report is 5,5.</p> <p>IMPORTANT: Students will have <u>one repair option</u> only.</p>

Literature

English Stream

Author	Title	Compulsory	Secondary
Merriam (2003)	Qualitative Research: A Guide to Design and Implementation, 4th Edition	X	

Dutch Stream

Author	Title	Compulsory	Secondary
Baarda et al. (2018)	Basisboek Kwalitatief Onderzoek	X	
de Bont (2014)	Doing In-Company Research Projects: A Step by Step Approach.		X

German Stream

Author	Title	Compulsory	Secondary
Gläser, Laudel (2010)	Experteninterviews und qualitative Inhaltsanalyse: als Instrumente rekonstruierender Untersuchungen	X	
Mayring (2016)	Einführung in die qualitative Sozialforschung		X
Flick (2007)	Qualitative Sozialforschung: Eine Einführung		X
Lamnek, Krell (2016)	Qualitative Sozialforschung		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 ¹⁰	22,5
Consultation hours ¹¹	13,5
Field research	104
Total 5 ECTS for this course	140

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW ¹²	Subject/Learning goal	Self-study for next class	Contact hours
L1	Kick-off / Project description & scheduling	Read manual, buy necessary course materials; get ready! Find a project.	2 hours, 30 minutes
L2	Fundamentals of qualitative research	Finding a project. Read about qualitative research.	2 hours, 30 minutes
L3	Differentiating quantitative vs. qualitative research	Formulate a project description	2 hours, 30 minutes
L4	Key principles of qualitative research	Formulate a project description	2 hours, 30 minutes
L5	Methods of qualitative research	Send project description to the lecturer	2 hours, 30 minutes
L6	Methods of qualitative research	Consider feedback and start with your qualitative research.	2 hours, 30 minutes
L7	Methods of qualitative research	Perform qualitative research.	2 hours, 30 minutes
L8	Summarizing qualitative methods	Perform and evaluate qualitative research. Start writing the individual report	2 hours, 30 minutes
L9	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L10	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes

¹⁰ Tutorials are lectures for a group of maximum 30 students.

¹¹ Consultation hours are individual meeting hours with a tutor.

¹² LW = lesson week.

L11	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L12	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L13	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L14	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer	2 hours, 30 minutes
L15	Individual coaching / feedback	Continue writing the individual report + Sign up for individual talk with lecturer / Submission of the report	2 hours, 30 minutes

Quality assurance

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

The course was evaluated very well. Based on the feedback received, the number of qualitative instruments addressed was nevertheless reduced.

M34M: Marketing Topics V: E-Commerce

	English	Dutch	German
ProgRESS-code	M34ME	M34MN	M34MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	140h / 5		

Brief description

E-Commerce refers to the use of electronic means and technologies to conduct commerce (sale, purchase, transfer, exchange of products, services and/or information), including within business, business-to-business, and business-to-consumer interactions.

In this module the students get insights into value creation in e-commerce and the parties involved. The aim of the module is to enable students so analyse current business models and identify crucial indicators of success. Based on the insights gathered from real-life examples the students are supposed to develop an own e-commerce related business model.

Relationship to HBO-Bachelor level

With this LA, students achieve a broad professionalization of their knowledge and skills in e-commerce. The problem of targeted work is ensured by the professional approach of this LA. The combination of all skills and information to an integrative e-commerce business concept requires scientific tailoring, methodical work and reflective thinking and acting. A high degree of creativity is also necessary. Overall, this LA represents an advanced qualification for a management function in national and international marketing - especially in e-commerce.

Didactic methods

The Learning Arrangement consists of interactive lectures (theory) that provide the necessary theory and practice of e-commerce. At the same time, the students develop their concepts as a potential e-commerce start-up and present themselves in a competitive presentation in front of potential investors.

Procedure: At the beginning of the first week, the students meet in groups. The groups develop a written concept for their potential e-commerce start-up. This concept is submitted to the lecturer digitally. In a presentation (pitch), the "start-ups" present their ideas do the potential investors (lecturers). The individual development stages are accompanied by lectures and exercises in which the necessary theoretical and practical knowledge is imparted and developed.

Overview of learning outcomes in this LA

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).

R – Realisation

- 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 goal in relation to the learning outcomes

Course goals related to PLO “BD - Business Development”

- By the end of this module, the student will be able to identify customer needs and use various tools and techniques to generate a minimum of 3 unique product ideas for an e-commerce business, and develop 1 of those ideas into a detailed product concept including target market, unique selling point, and potential challenges.

Therefore, the students have to use different e-Marketing analysis instruments (e.g. Helium10, Analyze, shopdoc, similarweb, Google Analytics) for a detailed market analyses regarding existing companies on the market. Based on these results students can understand and explain business models as well as strengths and weaknesses of the competitors as well as of their own business ideas.

- By the end of this module, the student will be able to evaluate and justify the implementation of various E-commerce strategies, such as website design, pricing, and marketing tactics, to both internal management and external customer stakeholders.

The students have to prepare and conduct a pitch presentation which is a common method for start-ups to convince an investor of the start-up ideas. In order to justify their own choices, students have to answer questions about the pitch as well as the literature used in this learning arrangement.

Course goal related to “R - Realisation”

- Upon completion of this module, the student will be able to identify key metrics and objectives for an e-commerce marketing campaign and develop a comprehensive action plan to achieve those objectives. To do so the student will be able to use the different steps of the the e-commerce value chain.

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.

Examination

Examination form (written, oral, report, other)	Oral																
Duration of examination	60 minutes (30 min. presentation + ca. 30 min. question round)																
Examination period	LW14 – LW16																
What will be examined?	Development of an e-commerce start-up concept, theoretical models & questions related to lectures given.																
Specific examination criteria	<p>The marking focusses on the conceptional qualities of the e-commerce business idea. The following table shows the marking criteria which account for 100% of the group mark. The group mark accounts for 80% of the final, individual mark.</p> <table border="1"> <thead> <tr> <th colspan="2">Assessment criteria</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Research & Produkt Development (product research & analysis, objectives, strategy, target group, competitors) 20%</td> </tr> <tr> <td>2</td> <td>E-Commerce Value Chain (e-procurement, e-communication, distribution & logistics, e-after sales) 60%</td> </tr> <tr> <td>3</td> <td>Presentation Style 10%</td> </tr> <tr> <td>4</td> <td>Questions 10%</td> </tr> <tr> <td colspan="2">Total Grade Assessment Criteria 1-4 (80%)</td> </tr> <tr> <td colspan="2">Individual Project Performance (20%)</td> </tr> <tr> <td colspan="2">Calculated grade (100%)</td> </tr> </tbody> </table> <p>Part 1 Research & Product Development The market analysis is complete, to the point and errorfree A detailed competitor analysis is given The right conclusions are derived Objectives are fitting, based on the task and based on analysis The right strategic options are chosen The target group strategy is argued (analysis/brand fit) Clear definition and demonstration of Unique Selling Point(s)</p> <p>Part 2: E-Commerce Value Chain The Concept and e-shop (Amazon PDP) is based on part 1 Sub-goals are in line with company/marketing objectives Integration of e-commerce value chain is given: formal, temporal, content-wise Supplier selection is reasonable, costs are calculated errorfree Media selection is complete, reasonable and argued and based on thorough cost analysis Elaboration of e-communication vehicles follows the set objectives, brand fit, etc. Selection of distribution and logistics is reasonable, costs are calculated errorfree Selection of e-after sales approaches are given and reasonable. Costs are calculated errorfree Total budgeting for at least 24 months is correct and reasonable Customer journey is clearly described Requirements of the case are fulfilled Crossmedial approach is taken into account where it is reasonable</p> <p>Part 3: Presentation Style The presentation is professional, well prepped, comprehensive and persuasive A hand out or something similar is given to lecturers The introduction is start-up-like and inviting Jargon is taken into account Presentation is nicely created and visualized All positions of an start-up are covered and fulfilled</p> <p>Part 4: Questions The handling of the situation is making and saving the day Start-up stand together as a team Argumentation is sound All group members are on an individual level able to answer project related questions</p> <p>Based on the peer reviewed, individual performance and the group mark achieved, students have the possibility to adjust their individual performance, accounting for 20% of the final mark.</p> <p>All members of the group are obliged to attend the presentation / examination! Absent student(s) have to attend a separate presentation during the Retake Week.</p>	Assessment criteria		1	Research & Produkt Development (product research & analysis, objectives, strategy, target group, competitors) 20%	2	E-Commerce Value Chain (e-procurement, e-communication, distribution & logistics, e-after sales) 60%	3	Presentation Style 10%	4	Questions 10%	Total Grade Assessment Criteria 1-4 (80%)		Individual Project Performance (20%)		Calculated grade (100%)	
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3	Presentation Style 10%																
4	Questions 10%																
Total Grade Assessment Criteria 1-4 (80%)																	
Individual Project Performance (20%)																	
Calculated grade (100%)																	

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.

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
Chris Anderson	The Long Tail		X
Kenneth Laudon	E-Commerce 2019		X
Dave Chaffey	Digital Business and E-Commerce Management		X

Dutch Stream

Author	Title	Compulsory	Secondary
Dave Chaffey	Principes van Internetmarketing ISBN 9789043024556	X	

German Stream

Author	Title	Compulsory	Secondary
BidX	Amazon PPC Guide 2021	X	
Adference	Der ultimative Amazon PPC Guide 2021	X	
Graf, A., Schneider, H.	Das E-Commerce Buch, 2. Aufl., Frankfurt am Main: dfv Mediengruppe	X	
Kollmann, T.	E-Business: Grundlagen elektronischer Geschäftsprozesse in der Digitalen Wirtschaft		X
OMR (Hrsg.)	Professional Guides to Amazon Marketing – Mehr Sales und höhere Umsätze für Seller und Vendoren		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 ¹³	22.5
Consultation hours ¹⁴	5
Project work & self-study	111.5
Examination	1
Total 5 ECTS for this course	140

Programme

This semester consists of 16 education weeks.

Week schedule English / Dutch / German

LW ¹⁵	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction & E-Commerce Basics	Study of Literature, application regarding own business model	2.5
L2	Value Chain in E-Commerce	Study of Literature, application regarding own business model	2.5
L3	Preparation Consultation Hour	Study of Literature, application regarding own business model	2.5
L4	Consultation Hours – Go/No-Go Product	Feedback on Business Model	2.5
L5	E-Procurement	Study of Literature, application regarding own business model	2.5
L6	E-Procurement & E-Communication	Study of Literature, application regarding own business model	2.5
L7	E-Communication	Study of Literature, application regarding own business model	2.5
L8	Feedback Week / Consultation Hours	Feedback on Business Model	2.5
L9	E-Communication	Study of Literature, application regarding own business model	2.5
L10	E-Distribution	Study of Literature, application regarding own business model	2.5
L11	E-Distribution	Study of Literature, application regarding own business model	2.5
L12	E-After Sales	Feedback on Business Model	2.5
L13	Consultation Hours	Feedback on Business Model	2.5
L14	Final Presentations	Hand in Final Presentation	

¹³ Tutorials are lectures for a group of maximum 30 students.

¹⁴ Consultation hours are individual meeting hours with a tutor.

¹⁵ LW = lesson week.

		Monday, L14, 09.00 h	
L15	Final Presentations		
L16	Final Presentations		

Quality assurance

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

- Integration and explanation of different tools for the research process (e.g. Helium 10, Amalyze, ShopDoc)
- 2nd presentation in front of class (week 8) with peer feedback from students
- Integration of Shopify as platform to set-up an online shop
- More practical assignments during class

M35M: Start Up Factory

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

M36M: Foreign Language III

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

M37M: PPD

	English	Dutch	German
ProgRESS-code	M37ME	M37MNL	M37MD
Lectures involved	Please, refer to the current schedules.		
Study load / ECTS	56h/2ECTS		

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.

Participate in year 2 and 4 in 28 h workshops of your choice to develop the 21st century skills relevant to you.

Network and contribute to the Fontys learning community and earn 28 AV points during your four-year BA programme by organising activities for the learning community or engaging in communicative tasks.

- You are the **owner** of your own development. The ability to be self-directed, the ability to manage 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 know what I am good at and what I am not so good at by reflecting on my study progress in main phase (3rd Semester).
 - I evaluate my learning process (using e.g. the STARR method).
2. Reflection on motives:
 - I get to know myself better through self-tests.
 - I can reflect on my relationship to energy and stress and learn how to recognize problems early.
 - I reflect on my previous work experiences.
3. Work Exploration:
 - I explore my opportunities during main phase of studies.
 - I know in which places first (work) experiences can be gained and qualities can be developed.
4. Career management:
 - I undertake actions which are necessary for career and professional development.
 - I know how to create a personal summary, CV and application letter in order to find an internship.
 - I organise the guidance I need to steer my learning process. (2 Personal Professional Development Meetings)
5. Networking:
 - I reflect on my network.
 - I contribute something to people in my network by collecting AV Points

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"

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 (fontys.myedumundo.com)	x	

Dutch Stream

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

German Stream

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

Study load hours

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

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Tutorials ¹⁶	7
Consultation hours ¹⁷	3
Self-study	46
Total 2 ECTS for this course	56

¹⁶ Tutorials are lectures for a group of maximum 30 students.

¹⁷ Consultation hours are individual meeting hours with a tutor.

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW ¹⁸	Subject/Learning goal	Self-study for next class	Contact hours
L1	Subject/Learning goal of Tutorials (lessons with the whole class): Welcome to the 3th Semester; Reflection on qualities: status quo regarding learning goals and 21 st century skills Study advice for students who have not yet passed all LAs from first year Personal Professional Development Meeting Semester Start	Portfolio question (Part 1)	1 (2)
L2	Personal Professional Development Meeting Semester Start	Learn to study: 9. Help, I'm thrown into the deep end at college! +Portfolio question (Part 2)	
L3	Subject/Learning goal of Tutorials (lessons with the whole class): Goals and Workshops Personal Professional Development Meeting Semester Start	Know yourself: 7. Self image: Test yourself 19. Future vision: Try before you die: what is on your bucket list?	1
L4	Personal Professional Development Meeting Semester Start	Know yourself: 8. Self image: What is typically you? 13. Self image: Energy & Stress <i>minutes of Personal professional Development Meeting</i>	
L5	Subject/Learning goal of Tutorials (lessons with the whole class): Minor Individual Talks (walk in)	Know yourself: 4. Looking back: Work biography, what did I learn from my previous jobs?	1
L6	Individual Talks (walk in)	Selling yourself: 2. What exactly am I looking for in an internship or job?	1
L7	Subject/Learning goal of Tutorials (lessons with the whole class):	Explore your possibilities year 2-4: 12. A part of your study abroad?	1

¹⁸ LW = lesson week.

	Networking and reflect on my relationship to energy Individual Talks (walk in)		
L8	Individual Talks (walk in)	Explore your possibilities year 2-4: 13. On to the internship	
L9	Subject/Learning goal of Tutorials (lessons with the whole class): Career management: Application Part 1 Individual Talks (walk in)	Selling yourself: 5. How do I write an excellent application letter?	1
L10	Individual Talks (walk in)	Selling yourself: 6. Your personal summary	
L11	Subject/Learning goal of Tutorials (lessons with the whole class): Career management: Application Part 2 Individual Talks (walk in)	Selling yourself: 7. How do I create a good CV?	1
L12	Individual Talks (walk in)	Selling yourself: 7. How do I create a good CV?	
L13	Subject/Learning goal of Tutorials (lessons with the whole class): Career management: LinkedIn profile Personal Professional Development Meeting Semester End	Selling yourself: 10. A good LinkedIn profile Networking: 2. The most important considerations of successful networking	1
L14	Personal Professional Development Meeting Semester End	Portfolio question (Part 3-4)	
L15	Personal Professional Development Meeting Semester End	<i>minutes of Personal professional Development Meeting</i>	

Quality assurance

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

Info sessions (minor, stage, kickoff at the beginning of the semester, etc.) will be **planned outside of PPD** classes in the future, but already **in the timetable** from the beginning. And **information about exams** etc. will be communicated by the **phase coordinators** in future.

Personal professional development meetings will be **compulsory** twice a semester, the **minutes** of the meetings are included **in the portfolio**. To make the coaching times of PPD clearer to everybody times slots should be blocked in the timetables (without a room).



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