

Marketing Marketing

Semester Manual: Semester 2



Study year 2023-24
Version February 2023

Preface

Dear students,

You have successfully completed your first semester in our study programme. We are convinced that we have put together an instructive and exciting study programme for you to prepare you in the best possible way for the challenges in your future professional life. Thank you very much for your trust in us.

Your new role as a student with all its freedoms and duties is no longer unfamiliar to you. The second semester, as part of the Propedeutic Phase, is still part of the foundation year in which existing knowledge will be deepened and new knowledge built up.

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

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

With best regards,

The teamleaders Marketing Management

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Educational Vision and Philosophy of Marketing Management

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

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

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

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

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

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

Fundamentals of our conduct:

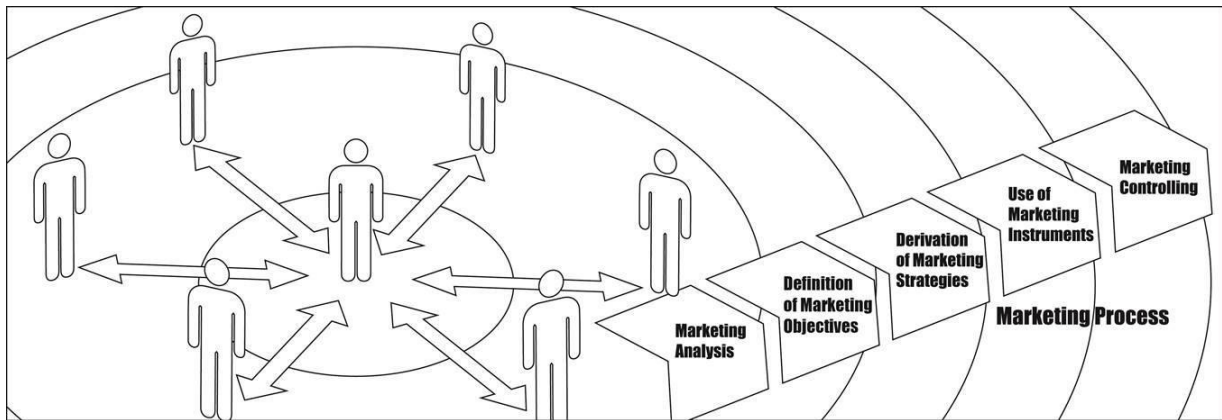
Show respect	Show enthusiasm	Be part of it	Stay open
Be positive	Dare to be vulnerable	Interact	Be on time
Be a positive example	Be honest and prepared	Meet / reach your goals	Think about the environment – act accordingly
help each other when needed	Share your knowledge with each other	Take responsibility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

Overview of year one (The Propedeutic Phase)

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

	Year 1	
i	Propedeutic Phase	
	Semester 1	Semester 2
Marketing Process	P 11 M Marketing Process I: Introduction & Analysis (5)	P 21M Marketing Process II: Objectives & Strategies (5)
Marketing Project	P 12 M Marketing Project I: Desk Research (5)	P 22 M Marketing Project II: Quantitative Research (5)
Marketing Topics	P 13 M Marketing Topics I: Consumer Behaviour (5)	P 23 M Marketing Topics III: Online Marketing (5)
Minor	P 14 M Marketing Topics II: Creativity & Presentation (5)	P 24 M Marketing Topics IV: Design Thinking (5)
Business & Economics	P 15 M Business & Economics I (5)	P 25 M Business & Economics II (5)
Communication & Culture	P 16 M Communication & Culture I: Foreign Language I (3)	P 26 M Communication & Culture II: Foreign Language II (2)
Personal & Professional Development	P 17 M Personal & Professional Development I (2)	P 27 M Personal & Professional Development II (3)
	30 ECTS	30 ECTS

The structure of the curriculum follows the structure of the marketing process which consists of five steps: Marketing Analysis, Marketing Objectives, Marketing Strategies, Marketing Instruments and Marketing Controlling:



Those five steps are explicitly addressed in the learning line “Marketing Process ” (**P11M, P21M...**). This learning line is content-wise the leading line for the whole curriculum with the first year of the curriculum covering the first three steps of the process. Semester 1 focusses the Marketing Analysis, Semester 2 Marketing Objectives and Marketing Strategies.

Next to the Marketing Process line there are six other learning lines. Those learning lines are meant to support the Marketing process and enable students to develop the necessary skills, knowledge and attitude.

P12M and P22M is the Marketing Project line in which students work in projects on different topics connected to the Marketing Process. At the same time this line can be seen as the research learning line. In their projects students acquire skills in different research methods and learn to select and apply those in the right context.

P13M and P23M is the Marketing Topics I line. In those learning arrangements students get insights in all the topics that support the Marketing Process. This line covers topics such as consumer behaviour or Online Marketing.

P14M and P24M is the Marketing Topics II line. The corresponding learning arrangements explicitly cover the skills that a marketer should acquire, e.g. creative thing, design thinking or presentations skills.

P15M and P25M is the Business and Economics line. Since Marketing is part of the economic sciences and all actions in Marketing are closely related to the business administration it is essential that Marketing experts also understand the business and economics background.

P16M and P26M is the Communication & Culture Line. Since FIBS is located in the centre of Europe and in the centre of the border area it is essential that students are able to communicate in foreign languages and understand the cultural background of people across borders. Next to the mandatory foreign language in P16 and P26 students are given the possibility to follow extra-curricular courses to acquire skills in additional languages.

P17M and P27M are the first two courses of the Personal and Professional Development line. The goal of PPD is to ensure that students develops his or her talents and is optimally prepared for the future. Details on all courses described can be found later on in this manual.

Basic organisational information

Binding Study Advice

Students are required to obtain a minimum of **52 ECTS** from the **available 60 ECTS** and achieve a “pass” for P27M within 12 months of enrolment in order to continue studies. This is the basis for the binding study advice which the student receives at the end of semester two. The official teaching and examination regulations of Marketing Management can be found [online](#)

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 News for students on Connect in order to get in touch with the SSC and follow specified procedures to enroll. Students have one chance to improve their grade if they have already passed the exam before.

Student Service Centre

The Student Service Center (SSC) offers a wide range of services for the FIBS students before, during and after their studies. Details can be found on Connect via the link: <https://connect.fontys.nl/instituten/fibs/Services/SSC/Pages/default.aspx> or by contacting the SSC desk on campus.

Plagiarism and fraud

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

Quality assurance

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

Relation to the national framework

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

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

Please find below the essences of this profile.



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

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

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

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

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

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

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

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

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

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

Glossary:

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

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

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

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

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

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

Learning Outcomes per Level

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

<p>Create Value: The CE Professional creates sustainable values for the company, the client and the society and community. He does this by thoroughly analysing the needs and wants of modern markets, consumers and the planet. He draws conclusions, sets objectives and strategies. He knows the customer and his customer journey of the chosen target groups. The CE Professional is an integral part of the corporation and the community at the same time and contributes to their success.</p>	<p>The student can understand research and data from third parties and carry out routine data and market research.</p> <p>The student <i>can carry out a limited internal and external analysis based on a given problem definition.</i></p> <p>The student can generate insight into various, diverse target groups, also by spotting and identifying cultural distinctions</p> <p>The student can demonstrate basic knowledge of the relationship between economic issues and ethical sustainable entrepreneurship.</p>	<p>The student can use consumer behaviour as a starting point for <i>maintaining the commercial ambitions.</i></p> <p>The student <i>can investigate and understand international market opportunities and translate them into objectives and creative ideas.</i></p> <p>The student <i>can develop, draw up, and substantiate a marketing plan.</i></p> <p>The student can control the execution of the marketing measures and the achievement of the goals with appropriate tools.</p>	<p>On the basis of the commercial course, the CE-er comes up with well-founded proposals for sustainable value creation for the customer, the organization, and society.</p> <p>The CE-er chooses his target group based on research and analysis. He learns to understand his customer and his customer journey by critically analyzing and researching actual behavior, 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 course of the propedeutic phase and the form in which the learning goals and learning outcomes are assessed can be found in the following table:

Format LO en Credits FIBS International Marketing (Commerciële Economie)							
Curriculum Propedeuse International Marketing (PIM)	Leeropbrengsten					Toetsvorm	Credits
	KB	WC	BD	R	I		
KB Koers bepalen; WC Waarde creëren; BD Business development; R Realiseren; I Inzicht							
Propedeuse semester 1							
P11M Marketing Process I: Introduction & Analysis	X	X		X	X	Kennistoets/Casustoets	5
P12M Marketing Project I: Desk Research	X	X	X	X	X	Onderzoekopdracht	5
P13M Marketing Topics I: Consumer Behaviour	X	X				Kennistoets/Casustoets	5
P14M Marketing Topics II: Creativity & Presentation			X	X	X	Vaardigheidstoets	5
P15M Business & Economics I: Business Administration & Microeconomics	X	X	X	X		Kennistoets/Casustoets	5
P16M Communication & Culture I: Foreign Language I	X	X	X	X		Vaardigheidstoets	3
P17M Personal & Professional Development I	X	X	X	X	X	Portfolio-Assessment	2
Totaal Leeropbrengsten/Credits	6	6	5	6	4		30
Propedeuse semester 2							
P21M Marketing Process II: M-Objectives & Strategies	X	X		X	X	Kennistoets/Casustoets	5
P22M Marketing Project II: Quantitative Research	X	X	X	X	X	Onderzoekopdracht	5
P23M Marketing Topics III: Online Marketing			X	X		Projectopdracht	5
P24M Marketing Topics IV: Design Thinking			X	X	X	Vaardigheidstoets	5
P25M Business & Economics II: Business Administration & Macroeconomics	X	X	X	X		Kennistoets/Casustoets	5
P26M Communication & Culture II: Foreign Language II	X	X	X	X		Vaardigheidstoets	2
P27M Personal & Professional Development II	X	X	X	X	X	Portfolio-Assessment	3
Totaal Leeropbrengsten / Credits	5	5	6	7	4		30
Totaal Leeropbrengsten/Credits propedeuse	11	11	11	13	8		60

P21M: Marketing Process II: Objectives & Strategies

	English	Dutch	German
ProgRESS-code			P21MD22F
Lectures involved	Please, refer to the current schedule		
Study load / ECTS	5 ECTS/140hrs		

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. The focus of this LA lies on deriving objectives on different levels and combining them with seminal marketing strategies in order to reach the set objectives.

For this, the derivation and development of objectives is trained. An overview of relevant marketing strategies is given, compared and combined.

The students train this by analyzing existing companies/brands and developing fitting objectives and turning them into a strategic marketing approach.

Relationship to HBO-Bachelor level

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

Didactic methods

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 Strategic Marketing with setting objectives and developing seminal marketing strategies is a rather complex topic. Students have to learn the basic framework of the marketing process and how to set measurable objectives and think about suitable strategies. Especially in the self-study time the student should deepen the theoretical knowledge to be able to describe the different strategic approaches and apply the knowledge to practical examples.

Overview of learning outcomes in this LA

KB: Koers bepalen / Determining ambitions

- Based on thorough knowledge of marketing and a sufficient market awareness, the student can identify market developments and opportunities, taking into account all stakeholders.

WC: Waarde creëren / Creating values

- The student can generate insight into target groups.
- The student can demonstrate basic knowledge of the relationship between economic issues and ethical sustainable entrepreneurship.

R: Realiseren / Achieve

- The student can identify elements of a marketing plan, make analyses and, based on those, formulate measurable marketing objectives and apply strategic options.

I: Inzicht / Insight

- The student is able to find relevant sources and resources.
- The student can collect and process relevant data based on prescribed theories, models and methods.

Course goal in relation to the learning outcomes

The student can

- Explain the Goal System and Hierarchy of Objectives:
 - understand and apply the hierarchy of objectives including the meta level, vision, mission, company objectives, marketing objectives and functional objectives
 - be aware of the importance of CSR for the goal system
 - operationalize objectives SMART and explain the means-end-relation between the different levels of objectives
- This learning goal refers to **WC**: Waarde creëren / Creating values and **R**: Realiseren / Achieve

The student can

- explain and apply different Marketing Strategies such as:
 - Product-Market-Expansion grid (Ansoff's Growth Strategies)
 - Cost-Leadership vs. Differentiation Strategy (Porter's Generic Strategies)
 - STP-Strategy incl. market segmentation and targeting selected segments as well as differentiation and positioning (competitive advantage)
 - distinguish the terms differentiation and positioning
 - market entry strategies, competitive strategies as well as vertical marketing strategies
- This learning goal refers to **KB**: Koers bepalen / Determining ambitions

WC: Waarde creëren / Creating values and **I**: Inzicht / Insight

The student can

- explain strategic models such as:
 - define Strategic Business Units (SBU) which operate in the defined fields of business activities
 - explain and adapt the Portfolio Model (e.g. BCG Growth-Share Matrix)
- This learning goal refers to **KB**: Koers bepalen / Determining ambitions

R: Realiseren / Achieve and **I**: Inzicht / Insight

Examination

Examination form (written, oral, report, other)	Written exam, closed book (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. Only the calculator "Casio FX82..." is allowed.
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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 retake exam follows the same rules as the regular exam, so see the information stated above.
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Literature

English Stream

Author	Title	Compulsory	Secondary
Kotler, Philip/ Armstrong, Gary	Principles of Marketing (Global Edition)	x	
Brassington, Frances/ Pettitt, Stephen	Essentials of Marketing	x	
Drummond, Graeme/ Ensor, John	Strategic Marketing	x	
Chernev, Alexander	Strategic Marketing		x
Lee, Nancy/Kotler, Philip	Marketing 4.0 Moving from Traditional to Digital		x

Dutch Stream

Author	Title	Compulsory	Secondary
De Gouw en de Geus	Strategische en operationele marketingplanning	x	
Borchert en Vink	Marketing: modellen en berekeningen		x

German Stream

Author	Title	Compulsory	Secondary
Kotler, Philip/ Armstrong, Gary/ Harris, Lloyd C./ Percy Nigel	Grundlagen des Marketing	x	
Becker, Jochen	Marketing-Konzeption. Grundlagen des ziel-strategischen und operativen Marketing-Managements	x	
Meffert, Heribert/ Burmann, Christoph/ Kirchgeorg, Manfred/ Eisenbeiß, Maik	Marketing. Grundlagen marktorientierter Unternehmensführung	x	
Scharf, Andreas/ Schubert, Bernd/ Hehn, Patrick	Marketing - Einführung in Theorie und Praxis	x	
Runia, Peter/ Wahl, Frank/ Geyer, Olaf/ Thewißen, Christian	Marketing. Eine prozess- und praxisorientierte Einführung.	x	
Bruhn, Manfred	Marketing		x
Kotler, Philip/ Keller, Kevin Lane/ Opresnik, Marc Oliver	Marketing-Management		x
Esch, Franz-Rudolf/ Herrmann, Andreas/ Sattler, Henrik	Marketing - Eine managementorientierte Einführung		x
Kotler, Philip/ Armstrong, Gary	Principles of Marketing (European Edition)		x
Drummond, Graeme/ Ensor, John	Strategic Marketing		x
Brassington, Frances/ Pettitt, Stephen	Essentials of Marketing		x

Study load hours

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

Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)
Lectures ¹	37,5
Self-study ²	101
Examination	1,5
Total 5 ECTS for this course	140

Programme

This semester consists of 15 education weeks.

Week schedule English

LW ³	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction of Topic, Relation to Marketing Process, Reps	Repetition of lecture content, practice-oriented exercises of L1	2,5
L2	Definition of Objectives, Relevance and Forms	Repetition of lecture content, practice-oriented exercises of L2	2,5
L3	Mission & Vision, CoC, Values, CSR	Repetition of lecture content, practice-oriented exercises of L3	2,5
L4	Company Objectives and Structural Necessities	Repetition of lecture content, practice-oriented exercises of L4	2,5
L5	Marketing Objectives and Structural Necessities, Conflicts	Repetition of lecture content, practice-oriented exercises of L5	2,5
L6	Introduction Strategies, SBUs, Strategic Models, Portfolio Strategies	Repetition of lecture content, practice-oriented exercises of L6	2,5
L7	Ansoff's Growth Strategies	Repetition of lecture content, practice-oriented exercises of L7	2,5
L8	Feedback-Week		2,5
L9	Porter's Approach	Repetition of lecture content, practice-oriented exercises of L9	2,5
L10	Kotler's Approach	Repetition of lecture content, practice-oriented exercises of L10	2,5
L11	STP	Repetition of lecture content, practice-oriented exercises of L11	2,5
L12	Positioning	Repetition of lecture content, practice-oriented exercises of L12	2,5
L13	Strategic Sets	Repetition of lecture content, practice-oriented exercises of L13	2,5
L14	Strategic Sets	Repetition of lecture content,	2,5

¹ Lectures have a maximum of 90 students.

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

³ LW = lesson week.

		practice-oriented exercises of L14	
L15/16	Repetition / Questions / Feedback	Repetition of lecture content, practice-oriented exercises of L15/L16	2,5

Week schedule Dutch

LW⁴	Subject/Learning goal	Self-study for next class	Contact hours
L1	Inleiding doelstellingen en strategie	Lees hoofdstuk 1 SOM	2,5
L2	Ondernemingsdoelstellingen	Bestudeer theorie ondernemingsdoelstellingen	2,5
L3	Marketingdoelstellingen, conflicten tussen doelstellingen	Bestudeer theorie marketingdoelstellingen en conflicten tussen doelstellingen	2,5
L4	Toepassingsopdracht ondernemingsdoelstellingen, marketingdoelstellingen en doelconflicten	Afmaken toepassingsopdracht	2,5
L5	Strategie: Ansoff	Bestuderen theorie Ansoff	2,5
L6	Strategie: Kotler	Bestuderen theorie Kotler	2,5
L7	Strategie: Porter, Bowman	Bestuderen theorie Porter&Bowman	2,5
L8	Strategie: Miles&Snow	Bestuderen theorie Miles&Snow	2,5
L9	Toepassingsopdracht strategie	Maken opdracht strategie	2,5
L10	STP: Segmentatie	Bestuderen theorie Segmentatie	2,5
L11	STP: Targeting en Positionering	Bestuderen theorie targeting en positionering	2,5
L12	STP: toepassingsopdracht	Maken toepassingsopdracht STP	2,5
L13	Toepassingsweek: doelstellingen, strategie en STP	Maken toepassingsopdracht doelstellingen, strategie en STP	2,5
L14	Presentaties doelstellingen, strategie en STP	Bestudeer theorie P21	2,5
L15/L16	Repetition / Questions / Feedback	Bestudeer theorie P21	2,5

Week schedule German

LW⁵	Subject/Learning goal	Self-study for next class	Contact hours
L1	Marketing Ziele und Marketing Strategie – Einordnung in den Marketingprozess; Rahmenbedingungen der heutigen Marktsituation Definition und Formulierung von Zielen	Repetition of lecture content, practice-oriented exercises of L1	2,5
L2	Zielebene: Zielpyramide Part 1:	Repetition of lecture content,	2,5

⁴ LW = lesson week.

⁵ LW = lesson week.

	Mission und Vision, Wertvorstellungen, Leitlinien, Unternehmenskultur und CSR	practice-oriented exercises of L2	
L3	Zielebene: Zielpyramide Part 2: Unternehmensziele Zielebene: Zielpyramide Part 3: ökonomische Marketingziele	Repetition of lecture content, practice-oriented exercises of L3	2,5
L4	Zielebene: Zielpyramide Part 3: psychologische Marketingziele Zielebene: Zielpyramide Part 4: Instrumentalziele; Zielkonflikte	Repetition of lecture content, practice-oriented exercises of L4	2,5
L5	Marketingstrategie Erläuterung des Strategiebegriffs Strategische Analysemodelle: SGE und SGF Strategische Analysemodelle: Portfolioanalysen	Repetition of lecture content, practice-oriented exercises of L5	2,5
L6	Ansoff's Produkt-Markt-Matrix (Marktfeldstrategien)	Repetition of lecture content, practice-oriented exercises of L6	2,5
L7	Wettbewerbsstrategien nach Porter STP-Strategie: Segmenting, Targeting, Positioning 1- Konzepte für den Segmentierungsgrad 2- Segmenting: Segmentierungskriterien	Repetition of lecture content, practice-oriented exercises of L7	2,5
L8	Feedback-Week		2,5
L9	STP-Strategie: Segmenting, Targeting, Positioning 3- Targeting 4- Positioning: Differenzierung, Differenzierungskriterien, „points of parity – points of difference“ (Kotler)	Repetition of lecture content, practice-oriented exercises of L9	2,5
L10	STP-Strategie: Segmenting, Targeting, Positioning 4- Positioning: Nutzen- Positionierung – USP/UAP	Repetition of lecture content, practice-oriented exercises of L10	2,5
L11	Strategie-Sets / Strategieprofile Becker's Strategie-Chip	Repetition of lecture content, practice-oriented exercises of L11	2,5
L12	Konkurrenzgerichtete Strategien 1- Reaktionsprofile gegenüber dem Wettbewerb 2- Wettbewerbsstrategien / Strategien für Marktführer, Herausforderer, Mitläufer und Nischenbesetzer	Repetition of lecture content, practice-oriented exercises of L12	2,5
L13	Markteintrittsstrategien	21 Repetition of lecture content,	2,5

	(Zeitstrategisches Wettbewerbsmanagement) Absatzmittlergerichtete Strategien (=Vertikale Marketing Strategien) Blue & Red Ocean Strategy	practice-oriented exercises of L13	
L14	case-studies	Repetition of lecture content, practice-oriented exercises	2,5
L15/L16	Wiederholungsstunde / Fragen / Feedback / Exam (February Stream)	Repetition of lecture content, practice-oriented exercises	2,5

Quality assurance

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

The evaluations of the former corresponding LA showed that the LA was properly assessed.

P22M: Marketing Projects II

	English	Dutch	German
ProgRESS-code	P22ME22	P22MN22	P22MD22
Lectures involved	WORD01, BORR01, BOHL01, KLEL01, BOLB01, BODO01, BRIF01, VERH30, KESF01		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

In Marketing Projects II, students will experience the basics in setting up, and executing a (quantitative) marketing research. In this course, students will work in groups. Each student group will carry out a basic (quantitative) market research for a client. The exact nature of the project is dependent on the specific information needs of the client.

Throughout the course, students will learn to determine their information needs. Also, they will learn to justify their quantitative approach for researching the market. Moreover, they will develop a measurement instrument (i.e. questionnaire) that helps them collect the necessary data, based on the predetermined information needs.

Relationship to HBO-Bachelor level

The P22M course contributes to the following (level 3) PLOs:

PLO Insight (level 3 indicators):

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

PLO Value creation (level 3 indicator):

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

PLO Business development (level 3 indicator):

1. 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):

1. 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):

1. 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.
2. 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

For P22M 5 lecture hours are scheduled each week. The teaching method is a mixture of tutorials and project work in groups. The tutorials offer the basics of quantitative marketing research. In groups, students will search for a (fictive) client, providing them with the task to obtain market insights of some sort. In the tutorials, lecturers will instruct and coach students in that process of

researching the market. Students will have to consider 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, P22M is all about the preparation and execution of a basic quantitative market research. As such, it requires student groups to collect relevant data for the client. Students need to self-study and familiarize themselves with the market and subject under study. Nevertheless, consultation sessions are scheduled by the lecturer. These sessions are mandatory for all groups (and all of its members) to attend. Attendance will be registered 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 1 indicators):

1. In collaboration with others, the student can partially carry out a practical research project, based on a given problem.
2. The student is able to find relevant sources.
3. The student knows how to collect relevant data based on prescribed theories, models and methods.
4. The student can define what is meant by a research attitude and matching behaviour.

Course goal related to PLO Determining ambitions (level 1 indicators):

1. Based on basic marketing knowledge and a sufficient market awareness, the student can identify market developments (opportunities for a new product or service).

Course goals related to PLO Value creation (level 1 indicators)

2. The student can understand research and data from third parties and carry out a simple market research.

Course goal related to PLO Business development (level 1 indicators)

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

Course goal related to PLO Achieve (level 1 indicators)

2. 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 P22M are to;

- introduce students into the subjects of market research
- equip students with basic project management tools that support their group work
- determine an appropriate (quantitative) data collection procedure for the purpose of the project
- learn how to justify the choices made in the data collection procedure.
- compose an appropriate measurement instrument (i.e. questionnaire)
- write a report in accordance with an international standard for scientific writing (i.e. Harvard)
- learn to select most relevant finding and present them in easy-to-grasp tables / figures

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 group report and group file in LW15. The group report consisting of maximum 8000 words (core text, so excluding the front and end matters). 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, using

	double-sided printing. The report should be structured in accordance with the guidelines (for specific guidelines on report structure, see: P22M portal). The group report is assessed on a 1-10 scale, using the assessment form as published on the P22M portal. The group file is assessed with GO or NO GO, and must be given a GO in order to have the group report assessed. The group file evaluation form is also published on the P22M portal.
Duration of examination	n/a
Examination period	The deadline for submitting group reports and group files is set on Friday, 15.12.2023 (23.59.59hrs).
What will be examined?	<p>The group 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 - Company description - 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 - Methodology: <ul style="list-style-type: none"> > Data collection procedure (incl. plan B). > Operationalization (from theory to measurement instrument) - Critical appraisal <p><u>End matter:</u></p> <ul style="list-style-type: none"> - Glossary - References - List of appendices (if applicable) - Appendices (if applicable) - Statement of Authenticity
Specific examination criteria	<p>Assessment of the group file takes place prior to the assessment of the group report. The group file must be awarded a GO as a precondition for groups to have their group reports assessed. Specification of requirements and assessment criteria are to be found in the group file evaluation form (see: portal P22M).</p> <p>The group report determines 50% of a student's final grade. Assessment of the group report consists of two different parts:</p>

	<p><u>Part A:</u> Research (determines 70% of group report grade, which equals 35% of the final grade).</p> <p><u>Part B:</u> Reporting (determines 30% of the group report grade, which equals 15% of the final grade)</p> <p>The individual performance also determines 50% of a student's final grade. This individual performance is assessed by the lecturer as well as peers. Every student is individually assessed on a variety of criteria More details are to be found in the (peer) assessment form (see: portal P22M). 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>Retake exams follow the same assessment rules as the regular exam (as stated above). Yet, some specifications to the retake are given below:</p> <p><u>Group file</u> If the group file receives a NO GO, the student group will receive feedback from the lecturer as to how to improve the file. The group will then have the possibility to submit a repaired group file in 10 working days, starting on the first working day after feedback is provided by the lecturer.</p> <p><u>Group report</u> The group report can fail on either one or both part(s); Part A (content) and/or Part B (reporting). The student group needs to repair the insufficient part(s) after having received feedback from the lecturer. The group will have 10 working days to repair the report, starting on the first working day after feedback is provided by the lecturer. The maximum grade for repaired part(s) (i.e. part A and/or part B) is 5,5.</p> <p>IMPORTANT: Student groups will only have the possibility to <u>repair once</u>. They cannot repair both, the group file and group report, one after another. If, for example, a group has repaired the group file (i.e. turned a NO GO into a GO) the group report will be assessed. However, if that same group also fails the group report (i.e. a group score below 5,5), there is no possibility to also repair the group report. In that particular case, students who do not have an average score of 5,5 or up, will have to retake the entire project, meaning that they will have to carry out a new project in a new semester.</p>
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Literature

Dutch Stream

Author	Title	Compulsory	Secondary
Verhoeven, N.	Wat is onderzoek? Praktijkboek voor methoden en technieken (6e druk)	X	
De Bont, A.	Do in-company research projects: A step by step approach	X	
Raessens, B.	Praktijkonderzoek in marketing en communicatie: Van probleem naar advies		X

English Stream

Author	Title	Compulsory	Secondary
White, B. (2003)	Dissertation Skills: For Business and Management Students.	X	

German Stream

Author	Title	Compulsory	Secondary
Theisen, M.R. (2017)	Wissenschaftliches Arbeiten: Erfolgreich bei Bachelor- und Masterarbeit (17. Auflage)	X	
Döring, N./ Bortz, J. (2015)	Forschungsmethoden und Evaluation in den Sozial- und Humanwissenschaften		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	20
Consultation hours	10
Peer feedback	5
Field research execution	105
Total 5 ECTS for this course	140

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW	Subject/Learning goal	Self-study for next class	Contact hours
L1	Kick-off / Project management & useful supportive tools	Read manual, buy necessary course materials; get ready! Compose groups and set up a group file. Find a (fictive) client.	2 hours, 30 minutes
L2	Overview of marketing research process (repetition) & Introduction in quantitative research.	Finding a (fictive) client. Read about quantitative research. <u>Send group file to lecturer</u>	2 hours, 30 minutes
L3	Group talk 1: Group file composition	Process feedback provided by the lecturer. Improve.	2 hours, 30 minutes
L4	Project description: Determine problem question, research questions, and research aim.	Carry out preliminary (desk) research and compose a draft project description	2 hours, 30 minutes
L5	Questionnaire: Theory on how to put a good questionnaire	Carry out desk research on research topic (in preparation for next lecture). Find theories / models available for your research topic.	2 hours, 30 minutes
L6	Operationalization: How can you measure theoretical constructs? Create a questionnaire.	Operationalize your theoretical constructs. <u>Set up a draft questionnaire & prepare for peer assessment on questionnaire</u>	2 hours, 30 minutes
L7	Peer assessment: critically review another group's questionnaire.	Process feedback provided by the class mates. Improve. <u>Send group file incl. draft questionnaire & group peer assessment forms to lecturer</u>	2 hours, 30 minutes
L8	Group talk 2: Group file and questionnaire.	Process feedback provided by the lecturer. Improve.	2 hours, 30 minutes
L9	Research approach: Determine data collection procedure. Sample? How do you want to obtain data? What are the pros and cons of choosing this approach?	Discuss and decide on the approach taken towards data collection. Critically think about the pros and cons of the approach chosen.	2 hours, 30 minutes
L10	Research approach: Determine data collection procedure. Sample? How do you want to obtain data? What are the pros and cons of choosing this approach?	Report on the decision and justification of the approach chosen (consider the pros and cons) Finalize approach.	2 hours, 30 minutes
L11	Descriptive statistics in Excel	Insert your data into Excel. Make basic calculations. Execute field research.	2 hours, 30 minutes
L12	Tables and figures in Excel	Compose relevant tables / figures. Interpret the findings.	2 hours, 30 minutes
L13	Group talk 3: Group file and field research	Process feedback provided by the lecturer. Improve. Execute field research.	2 hours, 30 minutes
L14	Walk-in consultation hour (first come, first serve)	Finalize approach. Execute field research.	2 hours, 30 minutes
L15	Finalize and submit the research report and group file	Finalize and submit the group report and group file (incl. peer assessment forms). <u>Deadline: Monday 29 May (23.59.59h)</u>	2 hours, 30 minutes

Quality assurance

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

Not applicable.

P23M: Marketing Topics III: Online Marketing

	English	Dutch	German
ProgRESS-code	P23ME22	P23MN22	P23MD22
Lectures involved	BUSC01, URLB01, ANDM06		
Study load / ECTS	140h / 5		

Brief description

The internet has undergone rapid development in recent years. While at the start of the 1980s it was only used by a few scientists to swap research results, only a mere 30 years later - in the year 2023 - it is impossible for consumers and companies to imagine life without the internet and its possibilities. This medium has also brought about profound changes in terms of operative marketing measures. This channel can be used, on the one hand, as a distribution channel, for example to quickly and efficiently open up new markets. Furthermore, it also offers completely new possibilities for companies and consumers in terms of pricing. On the other hand, the internet also offers multi-layered opportunities as a communication medium. Furthermore, through the use of this medium, completely new business models and product approaches open up, which did not appear possible less than two years ago. The aim of this LA is to give the students an overview of the possibilities of E-commerce and E-marketing. In doing this, all the important and current topics in the area of the new media are theoretically defined and finally explained in detail with many practical examples.

Relationship to HBO-Bachelor level

With this LA, the students achieve a wide professionalization of their knowledge and skills in e-Marketing. Practical application of this LA guarantees problem aligned working. The combination of all the skills and information to form an integrated online communication concept requires scientific tailoring, methodical working and reflective thinking and acting. Furthermore, a high degree of creativity is also necessary. Overall, this LA represents a basic qualification for a management function in int. marketing - specifically in E-marketing. Moreover, the students have to work on projects as a team and professionally communicate their results to the lecturer.

Didactic methods

The Learning Arrangement is made up of interactive lectures (theory), which present the necessary theory and experience in E-marketing. At the same time, the students develop their concepts as an E-marketing agency and present a competition presentation from which - together with the developed concept - results in the evaluation. As accompaniments to the individual development steps, events take place in the form of lectures and exercises, in which the necessary theoretical and practical knowledge is conveyed and developed. In a pitch (presentation), the e-Marketing agencies introduce their e-marketing communication and distribution plan. The marks 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.

Overview of learning outcomes in this LA

<p>BD: Business development</p> <ul style="list-style-type: none"> • The student can use basic skills to understand and explain a business model. • The student can take stakeholders and the organization into account. The student has insight into innovations and/or changes. • The student can develop concepts at a limited level based on market data and developments. • The student has knowledge of the basic business tools for communication and has first insights into how to communicate (in writing and verbally) in a business environment. <p>R: Realiseren / Achieve</p> <ul style="list-style-type: none"> • The student can identify elements of a marketing plan (objective/strategy/mix) and design an action plan to achieve these objectives. • The student can establish, develop and maintain relationships, both verbally and in writing.

Course goal in relation to the learning outcomes

<p><u>Course goals related to PLO “BD: Business Development”</u></p> <ul style="list-style-type: none"> • The student can develop an online marketing analysis based on secondary data <p>Therefore, the students have to use different e-Marketing analysis instruments (e.g. Google Keyword Planner, www.similarweb.com, www.seorch.com) for a detailed market analysis 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 companies regarding their present online marketing communication and online distribution.</p> <ul style="list-style-type: none"> • The student has first insights into how to communicate (in writing and verbally) in a business environment. <p>The students have to prepare and conduct a pitch presentation which is a common method for marketing agencies to convince a client of the agencies ideas.</p> <p><u>Course goal related to PLO “R: Realiseren / Achieve”</u></p> <ul style="list-style-type: none"> • Students can develop an online marketing communication and distribution plan <p>At the end the students can develop a total e-Marketing communication and e-Marketing distribution plan for an existing company to communicate and sell their products in a professional way via online instruments.</p>

Examination

Examination form (written, oral, report, other)	Oral
Duration of examination	60 minutes (30 min. presentation + 30 min. question round)
Examination period	LW13 – LW15
What will be examined?	Creation and presentation of an online communication concept / theory models and questions from P23 lectures.

Specific examination criteria	Part 1 e-Marketing concept
	The market analysis is complete, to the point and error free
	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 price policy/pricing strategy is argued (analysis/brand fit)
	The composition of the instruments follows a reasonable rigor
	Part 2: e-Communication Concept
	The e-Communication Concept and e-shop is based on part 1
	e-Communication objectives are in line with company/marketing objectives
	The Target Group/Groups are selected in a reasonable follow up to Part 1
	Integration of e-Communication is given: formal, temporal, content-wise
	Media selection is based on Part 1, Target Group, brand and product
	Media selection is complete, reasonable and argued
	Media selection is based on thorough cost analysis
	Budgeting is correct and reasonable
	Elaboration of e-Communication Vehicles follows the set objectives, brand fit, etc.
	Customer Journey is clearly described
	Requirements of the Case are fulfilled
	Crossmedial approach is taken into account where it is reasonable
	Part 3: Presentation Style
	The presentation is professional, well prepped, comprehensive and persuasive
	A hand out is given to lecturers
	The introduction is agency-like and inviting
	Jargon is taken into account
	Presentation is nicely created and visualized
	All positions of an agency are covered and fulfilled
	Part 4: Questions
	The handling of the situation is making and saving the day
	Agency stand together as a team
	Argumentation is sound
	All group members are on an individual level able to answer project related questions
All group members need to be present at the final presentation. Being absent means that you have to do the oral assessment alone in the retake weeks.	
The pitch and question round are recorded with a video camera to review later in case of an argument regarding the grades.	

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
Kingsnorth, S.	Digital Marketing Strategy: An Integrated Approach to Online Marketing 3rd edition.	X	

Dutch Stream

Author	Title	Compulsory	Secondary
Chaffey, D.	Internet Marketing, Strategy, Implementation and Practice	X	
Petersen, P	Handboek Online Marketing		X

German Stream

Author	Title	Compulsory	Secondary
Lammenett, E.	Praxiswissen Online-Marketing	X	
Schwartz, T.	Leitfaden Online Marketing		X
Kollmann, T.	E-Business		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 ⁶	22,5
Consultation hours ⁷	5
Project work & self-study	111,5
Examination	1
Total 5 ECTS for this course	140

⁶ Tutorials are lectures for a group of maximum 30 students. 33

⁷ Consultation hours are individual meeting hours with a tutor.

Programme

This semester consists of 16 education weeks.

Week schedule English / Dutch / German

LW ⁸	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction into e-Marketing and the specifics of this course	Group forming and evaluation of own media / internet usage	2,5
L2	Website Design & Website Navigation I	Conception in group's work, Literature study, Exercises Week 2	2,5
L3	Website Design & Website Navigation II	Conception in group's work, Literature study, Exercises Week 3	2,5
L4	Display Ads	Conception in group's work, Literature study, Exercises Week 4	2,5
L5	Introduction SEM & SEO	Conception in group's work, Literature study, Exercises Week 5	2,5
L6	Consultation hours / Rebriefing	Incorporate Feedback in Concept	2,5
L7	SEO	Conception in group's work, Literature study, Exercises Week 7	2,5
L8	SEA	Conception in group's work, Literature study, Exercises Week 8	2,5
L9	E-Mail & Affiliate Marketing	Conception in group's work, Literature study, Exercises Week 9	2,5
L10	Social Media Marketing	Conception in group's work, Literature study, Exercises Week 10	2,5
L11	Social Media Marketing	Conception in group's work, Literature study, Exercises Week 11	2,5
L12	Consultation hours	Incorporate Feedback in Concept	2,5
L13	Presentation / Pitches	Hand in Final Presentation Monday, L13, 09.00 h	1
L14	Presentation / Pitches	Preparation Pitches	
L15	Presentation / Pitches	Preparation Pitches	
L16	Feedbackweek / Retakes	Feedback / Preparation Pitches	

Quality assurance

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

The evaluation for this learning arrangement showed that more feedback possibilities are needed. Therefore a rebriefing is included this semester to make sure that the students that the students have understood the assignment correctly. Moreover, relevant data and examples are updated on a regular basis.

P24M: Marketing Topics IV: Design Thinking

	English	Dutch	German
ProgRESS-code	P24ME22	P24MN22	P24MD22
Lectures involved	BECJ01, FREN02, BOHL01, SPOM01, ANDM06		
Study load / ECTS	140/5		

Brief description

Change is part of business life. In recent decades, the rate of change has been increasingly rapid. Consumer-behavior and -demand has developed extremely fast. Ever more companies recognize that sustainability is not an obligation but an opportunity. Companies need to find new ways to put sustainable products at the center of their actions. To ensure competitiveness, innovation, product development and product design (functional, technical, aesthetic and symbolic) are the key success factors. The process of subsequent product development is completed in 8 phases that build on each other. Different competences are needed for the product development process, for example: Effective communication and interpretation of verbal and non-verbal signals and signs, critical thinking, curiosity, capacity for innovation, power of persuasion and the application of creativity techniques.

Relationship to HBO-Bachelor level

The course contributes to the HBO bachelor level, as a marketer needs sufficient knowledge in sustainability and product development to transfer and visualize ideas. To communicate in an appropriate way (verbally and non-verbally) and to understand / interpret the needs of the target group and potential customers. The work of a marketer is based on new and innovative sustainable ideas and the ability to explain these ideas to other people and convince others. This course covers both parts sustainability and product development / product design.

Didactic methods

The LA consists mainly of interactive lectures (theory), with thematic tasks / group work and self-study time. Students must have the basic framework for sustainable product development. Especially in self-study time, the student should deepen the theoretical knowledge in order to describe the different models used and to apply the learned knowledge.

Overview of learning outcomes in this LA

PLO Set a Course: (level 1 indicators):

Based on basic marketing knowledge and a sufficient market awareness, the student can identify market developments (opportunities and threats) for a company.

PLO Realization (level 1 indicators):

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

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

PLO create Value (level 1 indicators)

- The student can understand research and data from third parties and carry out a simple routine marketing research.

The student can carry out a limited external analysis based on a given problem.

PLO Business development (level 1 indicators)

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

Course goal in relation to the learning outcomes

The main aims of P24 are to;

- The student can use basic skills to understand and explain a business model.
- the student can present (written and verbal) and visualize data, ideas and solutions.
- The student can set up a simple project organization and give guidance when making a plan of action. He can name the elements of project management and generate limited insight into his own management skills.
- The student can analyze a problem and to search for solutions in a structured way using common methods of product development
- The student can carry out a practical research project in collaboration with others, based on a given hypothesis.
- The student can find relevant sources.
- The student can collect and process relevant data based on prescribed theories, models and methods.
- The student can present the most important research results.

The main aims of P24 are to;

- The student can use basic skills to understand and explain a business model.
- the student can present (written and verbal) and visualize data, ideas and solutions.
- The student is able to set up a simple project organization and give guidance when making a plan of action. He can name the elements of project management and generate limited insight into his own management skills.
- The student is able to analyze a problem and to search for solutions in a structured way using common methods of product development
- The student can carry out a practical research project in collaboration with others, based on a given hypothesis.
- The student is able to find relevant sources.
- The student can collect and process relevant data based on prescribed theories, models and methods.
- The student can present the most important research results.

Examination

Examination form (written, oral, report, other)	Assignment (portfolio with reflections and short report)												
Duration of examination													
Examination period	Portfolio: During the semester (for deadlines see program)												
What will be examined?	The learning goals stated above												
Specific examination criteria	<p><u>Organizing a project and create a sustainable product (portfolio)</u> Each group has to create a group portfolio. The online portfolio should contain the following parts</p> <ul style="list-style-type: none"> - cover page and table of contents - front matter: organisational structure (group members, contact details, pictures), group regulations etc. - notes and drafts of weekly assignments given during the semester - appendix: Agendas and minutes of group meetings, peer- and self-evaluation, time sheets, presentation problem solution fit project and book club. <p><i>Grading:</i></p> <table border="1" style="width: 100%;"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Portfolio</td> <td></td> <td>60%</td> </tr> <tr> <td>Individual performance</td> <td></td> <td>40 %</td> </tr> <tr> <td>Individual grade</td> <td></td> <td>100 %</td> </tr> </table> <p>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 portfolio). The individualized grades can deviate from the group grade. In order to pass this learning arrangement a group member must achieve a grade of 5.5. The group leader submits a suggestion of the individual grade based on the time sheets and evaluations to the lecturer. The lecturer examines the suggestions and determines the final grades.</p>				Portfolio		60%	Individual performance		40 %	Individual grade		100 %
Portfolio		60%											
Individual performance		40 %											
Individual 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

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

Dutch Stream

Author	Title	Compulsory	Secondary

German Stream

Author	Title	Compulsory	Secondary
Scholz et al.	Praxishandbuch Nachhaltige Produktentwicklung	X	
W Brand	Visual Thinking		X
M Lewrick, P Link, L Leifer	Das Design Thinking Playbook		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	37,5
Group work	45
Self-study	57,5
Total 5 ECTS for this course	140
Type of study load hours (1 ECTS = 28 clock hours SBU)	Number of hours (60 minutes)

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction: Marketing and Product development	Repetition of lecture content, Finish exercises that have been discussed and executed in L1	2.5
L2	Green Marketing – a holistic approach to sustainable action	Repetition of lecture content, Finish exercises that have been discussed and executed in L2	2.5
L3	Sustainable product development Phases of sustainable product development. Use Business Model CANVAS	Repetition of lecture content, Finish exercises that have been discussed and executed in L3	2.5
L4	Phase 1: Discover and understand sustainable challenges within an enterprise	Repetition of lecture content, Finish exercises that have been discussed and executed in L4	2.5
L5	Phase 2: Observe and understand customers	Repetition of lecture content, Finish exercises that have been discussed and executed in L5	2.5
L6	Phase 3: Realize and understand challenges	Repetition of lecture content, Finish exercises that have been discussed and executed in L6	2.5
L7	Phase 4: Develop new solutions within enterprise	Repetition of lecture content, Finish exercises that have been discussed and executed in L7 upload portfolio to Microsoft Teams by Monday of Lecture week 7	2.5
L8	Feedback week		2,5
L9	Phase 5: Choose ideas and take decisions	Repetition of lecture content, Finish exercises that have been discussed and executed in L9	2.5
L10	Phase 6: Test ideas and develop prototypes	Repetition of lecture content, Finish exercises that have been discussed and executed in L10	2.5
L11	Phase 7: Preparation of market introduction	Repetition of lecture content, Finish exercises that have been discussed and executed in L11	2.5
L12	Phase 8: Market introduction – practical application of Green Marketing	Repetition of lecture content, Finish exercises that have been discussed and executed in L12	2.5
L13	Cradle-To-Cradle	Repetition of lecture content, Finish exercises that have been discussed and executed in L13	2.5
L14	Product presentation and group feedback	Repetition of lecture content, Finish exercises that have been discussed and executed in L14 Group meetings (discuss individual grades / improvements)	2.5
L15	Feedback and definition of the individual grades	Repetition of lecture content, upload portfolio to Trello by Friday of Lecture week 15	2.5

Quality assurance

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

- The importance of sustainable development and prototyping for the job as a marketer is explained in more detail
- More detailed information on the required performance of the students is given
- There is a stronger focus on prototyping and green marketing.
- The Cradle to Cradle model is explained in several practical examples

P25M: Business & Economics II

	English	Dutch	German
ProgRESS-code	P25ME23	P25MN23	P25MD23
Lectures involved	BRED04, `BODO01, VERP01, BORR01, CLES03		
Study load / ECTS	140 hours / 5 ECTS		

Brief description

This course is divided into two parts: business and economics. The goal of the business part is to provide students with the nature and purpose of management accounting. Management accounting focuses on managerial decision making based on quantitative information obtained from cost data. The topics in this course will be decision making with respect to costing decisions, different kinds of calculation and budgeting. This course gives the student a first insight and broad overview of economic key facts, especially with regard to the market system and its institutional framework. Even medium-sized companies have to adapt to globalization and its effects, which makes knowledge about basic relations between macroeconomic aggregates vital. Macroeconomic indicators are a main part of each STEP- or DESTEP-analysis. Thus, macroeconomic data are core basis of strategic decisions.

Relationship to HBO-Bachelor level

The P25M-course contributes to the following (level 3) PLOs:

- 1) **PLO Set a Course** (level 3 indicator - professionally competent)
- 2) **PLO Value creation** (level 3 indicator - professionally competent)
- 3) **PLO Business development** (level 3 indicator - professionally competent)
- 4) **PLO Realization** (level 3 indicator - professionally competent)

Further information regarding these four learning outcomes can be found in the newest version of the OER/TER.

Didactic methods

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

Overview of learning outcomes in this LA

This course is connected with the following learning outcomes:

- 1) **KB: Koers bepalen / Set a Course** (level 1 indicator - main phase capable)
- 2) **WC: Waarde creëren / Value Creation** (level 1 indicator - main phase capable)
- 3) **BD: Business Development** (level 1 indicator - main phase capable)
- 4) **R: Realiseren / Realization** (level 1 indicator - main phase capable)

Further information regarding these four learning outcomes can be found in the newest version of the OER/TER.

Course goal in relation to the learning outcomes

1) Business: The student is able to describe, classify and apply relevant management accounting methods, which are important in the decision making process. Such as relevant costing, the difference between absorption costing and direct costing. The student is able to describe, classify and apply calculations in the region of cost unit accounting. The student is furthermore able to describe, classify and apply cost calculations in the range of profit contribution and at least break-even-calculation.

2) Economics: The student knows about fundamental issues concerning economics and about economic activity. The goal of the economic part is to provide students with a first overview of (current) macroeconomic coherences and macroeconomic indicators. Students learn about the fundamental basics about the determinants of the macroeconomic conditions and are able to understand, compute and interpret economic data. This will help students to deduce founded strategic marketing decisions.

Examination

Examination form (written, oral, report, other)	Written exam (closed book)
Duration of examination	90 minutes
Examination period	During the examination weeks at the end of semester 2 (see FIBS calendar)
What will be examined	All topics of the whole semester (weeks L1-L15) according to the learning goals described above.
Specific examination criteria	The grade needs to be 5,5 or more to finalise the course successfully. The only equipment which is allowed during the examination is a Casio fx-82 calculator.

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

Re-examination

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

Literature

English Stream

Author	Title	Compulsory	Secondary
McLaney & Atrill	Accounting and Finance, An Introduction	X	

Dutch Stream

Author	Title	Compulsory	Secondary
Koetzier/Brouwers/Leppink	Basisboek Bedrijfseconomie	X	
Koetzier/Brouwers/Leppink	Basisboek Bedrijfseconomie Opgaven	X	
Koetzier/Brouwers/Leppink	Studentuitwerkingen Basisboek Bedrijfseconomie	X	
Hulleman/Marijs	Algemene economie en bedrijfsomgeving	X	

German Stream

Author	Title	Compulsory	Secondary
O. H. Bode, F. Brimmen u. a.	Volkswirtschaftslehre (2020)		X
P. Krugman u. a.	Volkswirtschaftslehre		X
A. Schmidt	Kostenrechnung: Grundlagen der Vollkosten-, Deckungsbeitrags- und Plankostenrechnung sowie des Kostenmanagements (9. Auflage, 2022)		X
M. Deitermann und B. Flader	Industriebuchführung mit Kosten- und Leistungsrechnung – IKR (44. Auflage, 2023)		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 ⁹	45
Tutorials ¹⁰	integrated part of the lectures
Self-study ¹¹	93,5
Examination	1,5
Total 5 ECTS for this course	140

⁹ Lectures have a maximum of 90 students

¹⁰ Tutorials are lectures for a group of maximum 30 students. 43

¹¹ Self-study hours are hours that a student has to spend on an LA besides lecture hours, tutorial hours, etc

Programme

This semester consists of 15 education weeks.

Week schedule Dutch (BUS)

LW¹²	Subject/Learning goal	Self-study for next class	Contact hours
L1	Kostenstructuur en kostensoorten: herhaling	Slides VERP01 en lezen hoofdstuk 12	1,5
L2	Kostenstructuur en kostprijs	Slides VERP01 en lezen hoofdstuk 12	1,5
L3	Kostenrekening: integrale kostprijsrekening	Slides VERP01 en lezen hoofdstuk 13	1,5
L4	Kostenrekening: integrale kostprijsrekening	Slides VERP01 en lezen hoofdstuk 13	1,5
L5	Kostenrekening: direct costing	Slides VERP01 en lezen hoofdstuk 13	1,5
L6	Kostenrekening: direct costing	Slides VERP01 en lezen hoofdstuk 13	1,5
L7	Break-even-analyse	Slides VERP01 en lezen hoofdstuk 12	1,5
L8	Feedback week		1,5
L9	Break-even-analyse	Slides VERP01 en lezen hoofdstuk 12	1,5
L10	Kostenrekening: opslagmethoden	Slides VERP01 en lezen hoofdstuk 14	1,5
L11	Kostenrekening: opslagmethoden	Slides VERP01 en lezen hoofdstuk 14	1,5
L12	Kostenrekening: kostenplaatsenmethode	Slides VERP01 en lezen hoofdstuk 14	1,5
L13	Kostenrekening: kostenplaatsenmethode	Slides VERP01 en lezen hoofdstuk 14	1,5
L14	Kostenrekening: kostenplaatsenmethode	Slides VERP01 en lezen hoofdstuk 14	1,5
L15	Herhaling leerstof met oefententamen	Slides VERP01 en lezen hoofdstuk 12, 13 en 14	1,5

Week schedule Dutch (ECON)

LW¹³	Subject/Learning goal	Self-study for next class	Contact hours
L1	Producers	Voorbereiden L2 (boek H8 en PPT) en maken opdrachten	1,5
L2	Producers	Voorbereiden L3 (boek H9 en PPT) en maken opdrachten	1,5
L3	Productiefactoren	Voorbereiden L4 (boek H9 en PPT) en maken opdrachten	1,5
L4	Productiefactoren	Voorbereiden L5 (boek H10 en PPT) en maken opdrachten	1,5
L5	Structuur van de economie	Voorbereiden L6 (boek H10 en PPT) en maken opdrachten	1,5
L6	Structuur van de economie	Voorbereiden L7 (boek H11 en PPT) en maken opdrachten	1,5
L7	Bestedingen	Doornemen lesstof H8 -11 en voorbereiden vragen	1,5
L8	Feedbackweek	Voorbereiden L9 (boek H11 en PPT) en maken opdrachten	1,5
L9	Bestedingen	Voorbereiden L10 (boek H12 en PPT) en maken opdrachten	1,5
L10	Inkomensverdeling	Voorbereiden L11 (boek H12 en PPT) en maken opdrachten	1,5
L11	Inkomensverdeling	Voorbereiden L12 (boek H13 en PPT) en maken opdrachten	1,5
L12	Overheid	Voorbereiden L13 (boek H13 en PPT) en maken opdrachten	1,5
L13	Overheid	Voorbereiden L14 (boek H14 en PPT) en maken opdrachten	1,5
L14	Conjunctuur	Voorbereiden L15 (boek H14 en PPT) en maken opdrachten	1,5
L15	Conjunctuur	Voorbereiden schriftelijke toets	1,5

¹³ LW = lesson week.

Week schedule German (ECON)

LW¹⁴	Subject/Learning goal	Self-study for next class	Contact hours
L1	Hinführung zum Thema und Preisniveaustabilität	Stoff nachbearbeiten	1,5
L2	Preisniveaustabilität	Stoff nachbearbeiten	1,5
L3	Preisniveaustabilität	Stoff nachbearbeiten	1,5
L4	Bruttoinlandsprodukt	Stoff nachbearbeiten	1,5
L5	Bruttoinlandsprodukt	Stoff nachbearbeiten	1,5
L6	Bruttoinlandsprodukt	Stoff nachbearbeiten	1,5
L7	Bruttoinlandsprodukt	Stoff nachbearbeiten	1,5
L8	Feedback week	Stoff nachbearbeiten	1,5
L9	Einkommensverteilung	Stoff nachbearbeiten	1,5
L10	Einkommensverteilung	Stoff nachbearbeiten	1,5
L11	Einkommensverteilung	Stoff nachbearbeiten	1,5
L12	Arbeitsmarkt	Stoff nachbearbeiten	1,5
L13	Arbeitsmarkt	Stoff nachbearbeiten	1,5
L14	Konjunkturzyklen	Stoff nachbearbeiten	1,5
L15	Konjunkturzyklen	Stoff nachbearbeiten	1,5

Week schedule German (BUS)

LW¹⁵	Subject/Learning goal	Self-study for next class	Contact hours
L1	Einführung P25M BUS & Wiederholung Kostenartenrechnung	Aufarbeitung Lehrinhalte	1,5
L2	Einführung Kostenstellenrechnung	Aufarbeitung Lehrinhalte	1,5
L3	Verteilung Primärgemeinkosten	Aufarbeitung Lehrinhalte	1,5
L4	Innerbetriebliche Leistungsverrechnung (BAB)	Aufarbeitung Lehrinhalte	1,5
L5	Innerbetriebliche Leistungsverrechnung (BAB)	Aufarbeitung Lehrinhalte	1,5
L6	Ermittlung von Zuschlags-und Verrechnungssätzen	Aufarbeitung Lehrinhalte	1,5
L7	Einführung Kostenträgerrechnung	Aufarbeitung Lehrinhalte	1,5
L8	Feedback week	-	1,5
L9	Zuschlagskalkulation	Aufarbeitung Lehrinhalte	1,5
L10	Verkaufspreiskalkulation	Aufarbeitung Lehrinhalte	1,5
L11	Einführung Teilkostenrechnung	Aufarbeitung Lehrinhalte	1,5
L12	Deckungsbeitragsrechnung	Aufarbeitung Lehrinhalte	1,5
L13	Deckungsbeitragsrechnung	Aufarbeitung Lehrinhalte	1,5
L14	Break-Even-Point-Kalkulation	Aufarbeitung Lehrinhalte	1,5
L15	Wirtschaftliche Funktionen	Aufarbeitung Lehrinhalte	1,5

¹⁴ LW = lesson week.

¹⁵ LW = lesson week.

Week schedule English (ECON)

LW¹⁶	Subject/Learning goal	Self-study for next class	Contact hours
L1	Introduction to Macroeconomics		1,5
L2	Measuring a Nation's income/well-being (GDP)	Based on Chapter 20 N. Gregory Mankiw and Mark P. Taylor	1,5
L3	Measuring a Nation's income/well-being (GDP)	Based on Chapter 20 N. Gregory Mankiw and Mark P. Taylor	1,5
L4	Income Inequality and Poverty	Based on Chapter 18 N. Gregory Mankiw and Mark P. Taylor	1,5
L5	Poverty in Europe	Based on Chapter 18 N. Gregory Mankiw and Mark P. Taylor	1,5
L6	Policies To Reduce Poverty	Based on Chapter 18 N. Gregory Mankiw and Mark P. Taylor	1,5
L7	Production & Growth	Based on Chapter 22 N. Gregory Mankiw and Mark P. Taylor	1,5
L8	Feedback week		1,5
L9	Production & Growth	Based on Chapter 22 N. Gregory Mankiw and Mark P. Taylor	1,5
L10	Measuring the cost of living	Based on Chapter 21 N. Gregory Mankiw and Mark P. Taylor	1,5
L11	Measuring the cost of living	Based on Chapter 21 N. Gregory Mankiw and Mark P. Taylor	1,5
L12	Money growth and inflation	Based on Chapter 28 N. Gregory Mankiw and Mark P. Taylor	1,5
L13	Money growth and inflation	Based on Chapter 28 N. Gregory Mankiw and Mark P. Taylor	1,5
L14	Unemployment	Based on Chapter 23 N. Gregory Mankiw and Mark P. Taylor	1,5
L15	Revision		1,5

¹⁶ LW = lesson week.

Week schedule English (BUS)

LW¹⁷	Subject/Learning goal	Self-study for next class	Contact hours
L1	Financial Management: Making capital investment decisions. The nature of. Accounting Rate of Return, Payback period.	Chapter 14	1,5
L2	Financial Management: Making capital investment decisions. Net Present Value, Internal Rate of Return.	Chapter 14	1,5
L3	Financial Management: Making capital investment decisions. Risk and investment. Managing investment projects.	Chapter 14	1,5
L4	Financial Management: Financing a business. Internal and external sources of finance.	Chapter 15	1,5
L5	Financial Management: Financing a business. Long-term vs short-term finance. Share issues and the stock exchange.	Chapter 15	1,5
L6	Financial Management: Financing a business. Small business. Islamic finance.	Chapter 15	1,5
L7	Analyzing financial statements: Ratio analysis.	Chapter 7	1,5
L8	Analyzing financial statements: Ratio analysis. Limitations of.	Chapter 7	1,5
L9	(mock) mid-term exam		1,5
L10	Full costing II. Recap. Cost management systems. Activity-based costing.	Chapter 11	1,5
L11	Full costing II. Other approaches, like benchmarking and TQM. Non-financial measures of performance. Shareholder value.	Chapter 11	1,5
L12	Budgeting & control.	Chapter 12 & 13	1,5
L13	Budgeting & control.	Chapter 12 & 13	1,5
L14	Budgeting & control.	Chapter 12 & 13	1,5
L15	Pre-final exam review week		1,5

¹⁷ LW = lesson week.

Quality assurance

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

Several measures to reduce the level of abstractness were implemented to make the topic more tangible for the student and therefore to support the learning process in general.

P26M: Foreign Language II

Course Manuals were not available at the point of publishing. Please contact your lecturer or the Language Centre for more information.

P27M: PPD

	English	Dutch	German
ProgRESS-code	P27ME	P27MNL	P27MD
Lectures involved	GRAR01, BLOL02, BOLB01, VERP01, TREL02, GREK01, URLB01, FREN02, THEB01		
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 will be 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 semester.

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 focuses strongly on study progress, this decreases over the years. As the study progresses, the focus on career development and professional development steadily increases. 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 Personal and Professional Development meetings 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.

- 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

<p>1. Reflection on qualities; Self-directed learning and reflection</p> <ul style="list-style-type: none"> • I know what I am good at and what I am not so good at by reflecting on my study progress in propaedeutic phase. • I plan, execute and evaluate my learning process in propaedeutic phase.(using e.g. the STARR method). <p>2. Reflection on motives:</p> <ul style="list-style-type: none"> • I know about my role (Belbin’s team role) within teams. • I know of the importance of my motivations. <p>3. Career management:</p> <ul style="list-style-type: none"> • I undertake first actions which are necessary for career and professional development • I organise the guidance I need to steer my learning process. (2 Personal Professional Development Meetings) <p>4. Work Exploration:</p> <ul style="list-style-type: none"> • I know about current developments in marketing. • I know about career possibilities. <p>5. Networking:</p> <ul style="list-style-type: none"> • I know of the importance of work within teams. <p>These aims align with the learning outcomes of the course, as stated in the box above.</p>

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 ¹⁸	13
Consultation hours ¹⁹	3
Self-study	68
Total 3 ECTS for this course	84

¹⁸ Tutorials are lectures for a group of maximum 30 students. 54

¹⁹ Consultation hours are individual meeting hours with a tutor.

Programme

This semester consists of 15 education weeks.

Week schedule English / Dutch / German

LW ²⁰	Subject/Learning goal	Self-study in Edubook	Contact hours
L1	Subject/Learning goal of Tutorials (lessons with the whole class): Welcome to the 2nd Semester; Overview of the Semester; Planning of Coaching Content of Coaching (in groups or individually): Study advice for students with less than 15 ECTS	Reflection on motives and study results: 9. "Mind-set for successful studying" + Portfolio question (Part 1)	1
L2	Subject/Learning goal of Tutorials (lessons with the whole class): Reflection Content of Coaching (in groups or individually): Individual Talks (walk in)	Reflection on study results: 1. "The importance of reflection" 2. " Reflection Model: Theoretical Foundation?"	1
L3	Subject/Learning goal of Tutorials (lessons with the whole class): Reflection on qualities; Goalsetting and 21st century skills Content of Coaching (in groups or individually): Study advice for students with less than 30 ECTS more than 15 ECTS	Reflection on study results: Portfolio question (Part 2)	1
L4	Subject/Learning goal of Tutorials (lessons with the whole class): STARR method Content of Coaching (in groups or individually): Study advice for students with 30 ECTS	Reflection on study results: 5. "STARR method"	1
L5	Subject/Learning goal of Tutorials (lessons with the whole class): Current developments in marketing Content of Coaching (in groups or individually): Personal Professional Development Meeting Semester Start	Explore your (work)possibilities: 6. " Immerse Yourself in Current Development in Your (Future) Professional Field"	1
L6	Subject/Learning goal of Tutorials (lessons with the whole class):	Teamwork (networking): 1. "Importance of collaboration"	1

	<p>Teamwork: Definition Teamwork; Team phases according to Bruce Tuckman;</p> <p>Content of Coaching (in groups or individually): Personal Professional Development Meeting Semester Start</p>		
L7	<p>Subject/Learning goal of Tutorials (lessons with the whole class): Social loafing and Mobbing</p> <p>Content of Coaching (in groups or individually): Personal Professional Development Meeting Semester Start</p>	<p>Teamwork (Motivation): 5. "Risk of working in groups?"</p>	1
L8	<p>Subject/Learning goal of Tutorials (lessons with the whole class): Motivation and Feedback</p> <p>Content of Coaching (in groups or individually): Personal Professional Development Meeting Semester Start</p>	<p>Know your motivation: 1. "What is motivation and why is it important?"</p> <p>Career management: Minutes PPD meeting semester start</p>	1
L9	<p>Subject/Learning goal of Tutorials (lessons with the whole class): Teamwork: Belbin Team Roles</p> <p>Content of Coaching (in groups or individually): Individual Talks (walk in)</p>	<p>Teamwork (Self-reflection): 3. "Team roles"</p>	
L10	<p>Subject/Learning goal of Tutorials (lessons with the whole class): Group goals, team rules and experiences with teamwork Semester 1(or 2)</p> <p>Content of Coaching (in groups or individually): Individual Talks (walk in)</p>	<p>Teamwork (Self-reflection): 4. Teamroles ("Collaborative Goals") 2. Teamroles ("Experiences with Collaboration so far")</p>	1
L11	<p>Subject/Learning goal of Tutorials (lessons with the whole class): Reflection on experiences of teamwork Semester 1</p> <p>Content of Coaching (in groups or individually): Personal Professional Development Meeting Semester End</p>	<p>Reflect on Qualities: 11. "Reflection on collaboration"</p>	1
L12	<p>Subject/Learning goal of Tutorials</p>	<p>Reflect on study results:</p>	1

	(lessons with the whole class): Networking Content of Coaching (in groups or individually): Personal Professional Development Meeting Semester End	9. "Reflection on meaningful experience year 1"	
L13	Subject/Learning goal of Tutorials (lessons with the whole class): Career possibilities Content of Coaching (in groups or individually): Personal Professional Development Meeting Semester End	Reflect on study results 9. "Reflection on meaningful experience year 1"	1
L14	Subject/Learning goal of Tutorials (lessons with the whole class): Semester 3 Outlook and AV-Points Content of Coaching (in groups or individually): Personal Professional Development Meeting Semester End	Career management: Minutes PPD meeting semester end	1
L15	Availability for questions and portfolio Hand-in, semester closing Content of Coaching (in groups or individually): Individual Talks (walk in) (optional)		

Quality assurance

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

- The grading form is integrated in Gradework
- "Official" letter/email with advice, based on results S1, is sent to the student by the coach at the end S1/beginning S2 in advance to talks S2.



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