Study Guide

Block 5: International Marketing Research

School of Marketing Management

Study Guide
Block 5: International Marketing Research

School of Marketing Management
Study programme
Main phase 2017–2018

Block coordinator: W. de Vries

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1. Contents and relationship to the practising profession

1.1 Introduction

In all studies of the School of Marketing Management (IMM) of Hanze University Groningen, key areas are marketing, sales and entrepreneurship. These are highly dynamic and continually changing fields with a strong international focus. It is the same for the School itself. You will enter education at a dynamic institute, where students and lecturers continuously debate the latest developments in Marketing Management, and where you can learn how to make use of your strong points and improve or compensate your weak points when selling products or services in a dynamic market.

In all studies, attention is focused on the development of competences you need to become a professional. Ergo, in this context, competences are professional skills. These involve both knowledge and skills. For the Bachelor of Business Administration, ten competences have been determined on a national level. Each Bachelor of Business Administration should dispose of these competences.

The study programme is structured in such a way that by the end of it, you will have reached the desired level. Per block, you work on professional tasks that should be derived from your future professional practice. Of course, you cannot execute professional tasks well until you get into the details of the accompanying knowledge and train the necessary skills.

Each block offers an overview of the tasks a commercial sector professional performs. The knowledge, attitude and skills needed are acquired during supporting subjects. Competences required for your future professional practice are gained by actually performing the tasks in the project. Competences that you will work on during this block are mentioned in appendix 2.

An IBL graduate is equipped to start in a middle management position and to grow into more executive positions concerned with preparing, planning and executing international trade activities. He is the one to liaise with the international relations of his firm or organisation.

An IBL graduate is capable of determining where the interests of his company lie and is capable of setting short-term targets in relation to these interests. The IBL graduate is therefore internationally oriented and commercially minded. He has the knowledge and skills related to the above mentioned areas and the interpersonal skills necessary to be able to operate expertly and effectively in an international environment both independently and in a team. An IBL graduate can spot, analyse and solve problems independently and together with others.

The professional attitude of an IBL graduate is characterised by initiative, perseverance, assertiveness and a focus on solutions and results.

The place of block 5 in the study programme and a reference to the competences in question can be found in the curriculum overview (appendix 1)

Blackboard course
A lot of information about education in this block can also be found on Blackboard, under Courses. Possible changes and/or additions to this study guide are placed on Blackboard.

Study guide and Examination regulations (Dutch OER)
The study guide contains all important information about the School of Marketing Management, Hanze University Groningen. You can consult the curriculum overviews in the Examination regulations (OER) to find the set-up of your curriculum. Your rights and obligations as a student are also mentioned there.

At the end of this block, your results are registered in Osiris.
1.2 Theme of block 5

In order to make marketing decisions, a marketeer should regularly conduct marketing research by using desk and field research. This means, (s)he should systematically follow marketing research process. Since you are the market research manager in this project, you have to follow these steps as well. You should start with defining a management problem, conduct desk research, design a questionnaire, draw a sample, collect the data, analyse the results properly, use basic statistical methods and SPSS in the results analysis, come up with a clear answer to the management problem, present and discuss the project professionally in English (only the English groups) and write a professional report in English (both the English and the Dutch groups). Since the final assignment should be written in English, all sub assignments should be made in English as well!

In this project you will do your own research. You have to investigate whether a certain target group in a foreign country is interested in adjusting a typically Dutch consumer product which is already being sold in the foreign country. Also, you should investigate the level of interest in this product. Finally, you have to give recommendations how this product should be (re)introduced in the country of your choice. These recommendations should be based on research you did in this country and contain target group, positioning and market instruments.

So, each group of students should investigate the opportunities for exporting a product or service to one other country. The project follows the 11 steps of marketing research defined by Burns & Bush, Marketing Research (7th edition). This project will be supported by English, marketing research and statistics classes.

This research should result in an advisory report. This report contains advice on how the product (service) should be introduced (successfully), taking into account customers and competition. This report will be discussed individually with each team member during a group meeting.

1.3 Professional task

As said before, one of the main tasks of a marketeer is to make (marketing) decisions. These decisions should be based on (sound) information. This project will help you to understand the difficulties in collecting, analysing and interpreting information, especially from abroad. After your studies, in your professional life, you will do either research of your own or will be confronted with research done by others. This project will help you to evaluate and estimate the value of this research.
1.4 Credit table

The table below indicates the parts that are offered in block 5 including the Osiris codes, the number of credits for that part, and the type of result.

<table>
<thead>
<tr>
<th>Study parts</th>
<th>Code</th>
<th>Number of credits</th>
<th>Mark (M) or Suff/Insu (S/I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Research – Business Communication for Research</td>
<td>IMVB15BCR</td>
<td>1</td>
<td>M</td>
</tr>
<tr>
<td>Marketing Research – Research Project</td>
<td>IMVB15RSP</td>
<td>3</td>
<td>M</td>
</tr>
<tr>
<td>Marketing Research &amp; Statistics</td>
<td>IMVH3MRS</td>
<td>4</td>
<td>M</td>
</tr>
<tr>
<td>International Communication</td>
<td>IMVH3INC</td>
<td>2</td>
<td>M</td>
</tr>
<tr>
<td>Business Communication English 5</td>
<td>IMVH3ENG</td>
<td>2</td>
<td>M</td>
</tr>
<tr>
<td>Elective</td>
<td>LCK...</td>
<td>3</td>
<td>M</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

Results obtained for partial assignments within a study part are valid for only one study year.

1.5 Attendance

Active attendance is the starting point for IMM education. Necessary attendance is described in this block book. Attendance can be rewarded. Absence can have a negative effect. Consequences of absence are mentioned in this block book.

There are no longer replacement assignments regarding lessons.

The cause of absence is irrelevant as the acquisition of your competences is involved.

Absence at lessons does not influence exam marks.
2. Study parts

2.1 Introduction

This chapter describes all study parts. Each study part describes information about the content, learning objectives, guidance, work forms, attendance, assignment(s), study material, assessments, resits, and the week planning.

2.2 Marketing Research = Business Communication for Research

<table>
<thead>
<tr>
<th>Code</th>
<th>Number of credits</th>
<th>SBU hours</th>
<th>CU hours</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB15BCR</td>
<td>1 EC</td>
<td>28</td>
<td>7</td>
<td>assignment</td>
</tr>
</tbody>
</table>

SBU = Study load hours, CU = Contact hours

Contents
An introduction to doing business in English-speaking cultures. The do’s and don’ts of dealing successfully with a stiff upper lip.
Looking at a particular product with an open mind, in order to find new USP’s and new prospects.
Writing a good cover letter that accompanies a good questionnaire. Students learn about lay-out, salutations and endings and correct register for writing a formal letter.

Learning outcomes
You will be able to distinguish your product of choice from similar products by providing its unique selling points and writing them down in a brief report.
You will be able to write a correct and appropriate cover letter at B2 level to accompany a questionnaire, which will ensure many respondents.

Source: http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp

Work forms and guidance
Practical lecture, 1 hour a week. We will discuss doing business in English speaking countries, how to distinguish a particular product and letter writing conventions.

Assignment
You will have to write a two-page report on a product of choice, containing a description of the product, where it is sold, its unique selling points and possible export countries.
You will have to write an appropriate cover letter in correct English to accompany your project group’s questionnaire.

Study material
Additional material provided on Blackboard.

Testing and assessment
A two-page report on a selected product for a group mark (50% of the final mark).
An appropriate cover letter in correct English for an individual mark (50% of the final mark).

Attendance
You should be present at and prepared for at least 80% of the lectures (this means you may miss only 1 of the 6 lectures). Please bring your books to every class.
## Planning Business Communication for Research

<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Lecture week</th>
<th>Preparation and deadlines</th>
<th>Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>1.1</td>
<td>Introduction week, no lecture</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>1.2</td>
<td>Introduction to doing business with a stiff upper lip</td>
<td>Talking about the importance of doing business in the correct manner. Talking about possible products to investigate for the short report.</td>
</tr>
<tr>
<td>38</td>
<td>1.3</td>
<td>Do’s and don’ts and letter-writing conventions</td>
<td>Discussion of lay-out, salutations and endings, most common conventions.</td>
</tr>
<tr>
<td>39</td>
<td>1.4</td>
<td>English-speaking countries and cultures</td>
<td>An introduction to England’s colonial history and its impact on the global economy.</td>
</tr>
<tr>
<td>40</td>
<td>1.5</td>
<td>Each find an English product or company and gather as much information as possible on it</td>
<td>Discussion of English products and companies.</td>
</tr>
<tr>
<td>41</td>
<td>1.6</td>
<td>Think of any questions you have on doing business in English-speaking countries or writing a correct cover letter</td>
<td>Q&amp;A session.</td>
</tr>
<tr>
<td>42</td>
<td>1.7</td>
<td>Practical session letter-writing</td>
<td>Letter-writing, bring dictionary!</td>
</tr>
<tr>
<td>43</td>
<td>1.8</td>
<td>No lecture</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>1.9</td>
<td>Hand in two-page report on selected product. Hand in a cover letter to accompany your questionnaire.</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>1.10 Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>1.11 Closure</td>
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<td></td>
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</tbody>
</table>
2.3 Marketing Research – Research Project

<table>
<thead>
<tr>
<th>Code</th>
<th>Number of credits</th>
<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB15RSP</td>
<td>3</td>
<td>84</td>
<td>4</td>
<td>assignment</td>
</tr>
</tbody>
</table>

SBU = Study load hours, CU = Contact hours

Contents
Imagine, you are the members of a marketing department of an organisation which is confronted with decreasing export figures of a typically Dutch product sold in another country. The director of the company demands an explanation! This means that you will have to investigate what the reason for the decline in sales is. Some of the questions you have to answer are: is the target group still interested, the level of interest and finally how the marketing mix (4 P's) should look like to (re)position the product in the (new)market. To add to this, you have to take into account the competition you will meet. You have been assigned to conduct this marketing research on a product of your choice in the ‘foreign’ market. The manufacturer of that product wants to know more about the performance opportunities of this product in the market, and also about the effects of its marketing policy.

Learning outcomes
At the end of the block the student will be able to:

- define the marketing problem, objective and central question for a marketing research (C2.1, 2.2);
- construct and carry out a quantitative and qualitative marketing research in which the correct statistical analyses are used in accordance with the research question (C2.1, 2.2);
- use statistical software to enter and analyse the outcome of research (C2.1, 2.2);
- interpret, evaluate, visualize the data in graphs and tables and draw conclusions upon these data (C2.1, 2.2);
- give recommendations based upon the outcomes of the research (C2.1, 2.2);
- work with fellow group members as a team (C9);
- fulfill successfully different roles within the group, such as chairman and note taker (C8.1, 8.2 C9, C10);
- to communicate in one modern foreign language, besides English (C7.1)
- to present and discuss professionally in English (C9).

Work forms and guidance
You will go through the marketing research process based on the assignments. One week you have the opportunity to get input and ask questions about the assignment, the week after you have to hand in the outcome of the assignment. You will receive marks on these intermediate products/assignments!!! So, you should not consider these products as drafts!!!!

Not meeting the deadlines for these intermediate assignments, for whatever reason, means a mark of 1.0. Results of assignments will be valid for 1 period only. If you have failed the assignment, you will have to start all over again in another period.

Consultation hours are scheduled per team. Check the weekly schedule (on Blackboard) to see when your team is scheduled for a consultation meeting. These consultation hours are compulsory to attend!

We offer to coach you in the following way. If you hand in assignments at least 48hrs (meaning 2 working days) before the coach meeting in the pigeonholes or mailboxes, we will give feedback during the meeting. On top, you can come to the consultation hour with specific questions on the project and your work. Not meeting deadlines means that we will not give you feedback!
Assignment(s)

Assignment 1
We want you to:
• (Step 1) establish the need for marketing research;
• (Step 2) define the problem;
• (Step 3) establish research objectives.
This assignment should be handed in (in pigeonhole) in week 38. Marks (and feedback) will be communicated in week 39 during the feedback meeting.

For all research teams the problem which should be solved in the project will be clarified during the kick-off meeting. At the end of this block, we like to know if it is worthwhile to invest money in an export opportunity, and how this product should be introduced.

So,
a) Why is there any research to be done?
b) What is your problem definition?
c) What are the research objectives you define related to the problem definition?

On top of this assignment your group has to hand in a signed cooperation agreement!

Assignment 2
We want you to:
• (Step 4) determine research design;
• (Step 5) identify information types and sources;
• (Step 6) determine methods of accessing data.
This assignment should be handed in (in pigeonhole) in week 39. Marks (and feedback) will be communicated in week 40 during the feedback meeting.

The idea of step 5 is to find sources of information related to the current home market on:
- the product (describe the core, actual and augmented product and the assortment),
- the company (give some background information about the company).

Further, to understand the market situation in the market we want you to describe:
- competing products and brands (describe positioning, strengths and weaknesses, related to new (export) market),
- the target groups in the other country (describe the population, make a segmentation),
- market size (estimate the market size of related products).

Do not just copy & paste from the Internet. Of course, you will use the Internet, but you need to process the information found there to fit the context. Do not forget to mention sources you have used (in the text). Focus is on using Desk Research.

Step 6, you have to do research on people and companies in another country. The easiest way to do research will be with the help of Internet and e-mail. An important step will be to collect e-mail addresses of enough (representative) respondents. (Using telephone numbers will cost you more money and using post addresses will cost you more time!). So be creative in collecting communication opportunities!! You have to describe your plans about “organising” respondents in step 6.

So,
a) What research design have you chosen AND WHY?
b) What types of information and sources do you need AND WHY? What is the main outcome?
c) What method of accessing data do you choose and why?
Assignment 1

We want you to:

• (Step 7) design data collection forms;
• (Step 8) determine sample plan and size.

This assignment should be handed in (in pigeonhole) in week 40. Marks (and feedback) will be communicated in week 41 during the feedback meeting.

Step 7, while making the questionnaire take the following points into account:
1. Design a questionnaire with at least 20 questions.
2. Indicate which question is linked to which research objective.
3. Make sure you include questions with an interval or ratio scale and with an ordinal scale.
4. Design an SPSS code book within the questionnaire.

To improve the questionnaire, it is advised to use qualitative research first: depth interview or a focus group. Follow the next steps:
- after developing a first draft of your questionnaire, invite 4 people (originally from your target country) individually or as a group for a short meeting;
- ask the questions in the questionnaire without, if applicable, the possible answers;
- use the answers and feedback to improve the questionnaire.

Step 8, a sample plan consists of a number of steps to be taken or considered. Mind you give arguments for your choices.

So,

a) What does the questionnaire look like?
b) How do you draw the sample?

Survey: 100 respondents
Interview: each student has to interview one expert / member of the target group

Assignment X

Before writing and handing in the final report you have to hand in for all variables:
- a frequency table;
- the central tendency;
- the variability.

These results will be discussed with your coach, which will help you to improve the final report.

Assignment 4

We want you to take the final steps in the marketing research process:

• (Step 9) collect data;
• (Step 10) analyze data;
• (Step 11) prepare and present the final research report.

This assignment should be handed in (in pigeonhole) in week 44. Discussion (individual) about the report will take place in week 46. Schedule will be published on Blackboard.

Process the data obtained into meaningful results with the help of SPSS, using your codebook, starting of course with a data matrix. Analyse and interpret these results in such a way that your research objectives are met. The final report consists of all necessary parts (see English report writing). In the final report we expect at least the following chapters:

• Introduction
• Research Design (Data collection issues, sample drawing, sample size, sample frame, reliability, validity)
• External analysis
• Results survey
• Conclusions & recommendations (Answers to research objectives, answer to problem definition)
• Appendix:
  o Frequency tables (question + tables + graphs), including central tendencies and standard deviations
  o For all variables: generalizing a Sample’s Findings to Its Population
  o For at least one average and one percentage: Testing Hypotheses about Percents and Means
  o For at least one average and one percentage: Testing for Differences Between Two Groups
  o Determining and Interpreting Associations among Variables.

**Study material obligatory**
Marketing Research 7th edition – Alvin C. Burns, Ronald F. Bush,

**Testing and assessment**
Your total examination will be a weighted average of all sub assignments. On top, you can improve or reduce your individual mark by 20% (maximum) by showing your individual knowledge (and contribution during the project) during the final meeting.

Weight of assignments:
• Assignment 1 (10%).
• Assignment 2 (20%).
• Assignment 3 (20%).
• Assignment 4 (50%).
• Assignment L (P/F).

Individual improvement and reduction:
• -20% bad performance in meeting;
• -10% insufficient performance in meeting;
• 00% normal performance in meeting;
• +10% good performance in meeting;
• +20% excellent performance in meeting.

So, your total individual mark can be adjusted upward or downward with a maximum of 20% as a result of your oral exam during the final meeting. This oral exam is not just about your report, but also about marketing research and statistics related to your project. Below you can read the performance criteria per assignment.

These criteria are based on the literature and assignments:

**Assignment 1**
• Research need
• Definition of the marketing problem
• Research objectives

**Assignment 2**
• Research Design
• Desk research (information types and sources):
  - (i) the product (core, actual and augmented product and the assortment),
  - (ii) the company (background information about the company),
  - (iii) competing products and brands (positioning, strengths and weaknesses).
  - (iv) the target groups in the other country (the population, segmentation),
- (v) market size,
- Sources.

- Methods of Accessing Data:
  - Description.
  - Reason why.

**Assignment 3**

- Data collection forms:
  - at least 20 questions;
  - linked to which research objective;
  - interval or ratio scales and ordinal scales;
  - SPSS code book within the questionnaire;
  - usage of the Modified Likert Scale;
  - usage of the Semantic Differential Scale;
  - questions: single issue or topic/brief/interpreted the same way/vocabulary/easy → difficult/socio dem;
  - introduction: screening, goal, asking participation, win-win.

- Sample plan and size:
  - relevant population;
  - listing;
  - size;
  - method (and why).

**Assignment 4**

- Introduction
- Research Design (Data collection issues, sample drawing, sample size, sample frame, reliability, validity)
- External analysis
- Results survey
- Conclusions & recommendations (Answers to research objectives, answer to problem definition)
- answers to research objective, usage of:
  - basic Data Analysis: Descriptive Statistics (FREQ, MEANS, SD)
  - generalizing a Sample’s Findings to Its Population (% POP, AVG POP)
  - testing Hypotheses about Percents and Means (HYP %, HYP AVG)
  - testing for Differences Between Two Groups (% test z-value, T-test (2 groups), Paired samples)
  - determining and Interpreting Associations among Variables (chi square)
- answer to problem definition
- further remarks

**Pass project criteria**

Passing the project depends on the following criteria:

- project mark ≥ 5.5; and
- Attending classes SPSS actively

**Resit**

Pass examination

No resit.

**Unsatisfactory mark (due to individual mark, +/- bonus)**

Within 1 week an individual resit meeting will be held; the student should take the initiative to make an appointment.
Unsatisfactory mark (assignments 1- L are unsatisfactory)
No individual meeting will take place, should be communicated by coaches at least 24hrs before appointment; the team should make an appointment with the coaches to discuss improvements within 48hrs; assignment 4 and/or L should be improved within one week; individual meeting (resit) will take place within another week.

Resit unsatisfactory
The whole project should be repeated.

Attendance
See appendix 5

Planning Research Project

<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Lecture week</th>
<th>Preparation and deadlines</th>
<th>Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>1.2</td>
<td>Kick-off (1h)</td>
<td></td>
</tr>
</tbody>
</table>
| 38            | 1.3          | Assignment 1:            | Feedback assignment 1  
|               |              | Step 1: Establishing the Need for Marketing Research  
|               |              | Step 2: Defining the Problem  
|               |              | Step 3: Establishing Research Objectives  |
| 39            | 1.4          | Assignment 2:            |          
|               |              | Step 4: Determining Research Design  
|               |              | Step 5: Identifying Information Types and Sources  
|               |              | Step 6: Determining Methods of Accessing Data  |
| 40            | 1.5          | Assignment 3:            | Feedback assignment 1  
|               |              | Step 7: Designing Data Collection Forms  
|               |              | Step 8: Determining Sample Plan and Size  |
| 41            | 1.6          | Step 9: Collecting Data  |          
| 42            | 1.7          | Step 10 [A]: Analyzing Data [easy]  
|               |              | Hand in Assignment X:  
|               |              | - frequency tables  
|               |              | - central tendency  
|               |              | variability  |
| 43            | 1.8          | No Lecture               |          |
| 44            | 1.9          | Assignment 4:            | Hand in concept version final report: coach and teacher BCR  
|               |              | Step 10 [B] Analyzing Data [advanced]  
|               |              | Step 11: Preparing and Presenting the Final Research Report  |
| 45            | 1.10         | Exams                     |          |
| 46            | 1.11         | Meeting                   | Individual discussion  
|               |              | Hand in final report: coach and teacher BCR  
|               |              | Discussing the project  |


2.4 Marketing Research & Statistics

<table>
<thead>
<tr>
<th>Code</th>
<th>Number of credits</th>
<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
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</thead>
<tbody>
<tr>
<td>IMVH3MRS</td>
<td>4</td>
<td>84</td>
<td>4</td>
<td>exam</td>
</tr>
</tbody>
</table>

SBU = Study load hours, CU = Contact hours

Contents
During classes the different steps in the marketing research process will be introduced and clarified. Both marketing research aspects and quantitative aspects, related to statistics and SPSS, will be discussed.

Learning outcomes
Marketing Research
The student is able to:
1. define the marketing problem, objective and central question for a marketing research (C2.1, 2.2);
2. construct a basic conceptual model (C2.1, 2.2)
3. define which research methods and designs should best be selected (C2.1, 2.2)
4. design a questionnaire and define the population and sample which can best fill out the questionnaire (C2.1, 2.2)

Statistics
The student is able to:
5. define the scales of measurement and describe what the consequences are for the descriptive and causal statistics (C2.1, 2.2)
6. explain important methodological concepts such as: reliability, validity etc. (C2.1, 2.2)
7. interpret and draw conclusions upon these data (with the help of a statistical program like SPSS) (C2.1, 2.2)

Work forms and guidance
There will be (interactive) classes on all steps. The SPSS part will be supported by a computer training.

Assignments
Several assignments, see planning

Study Material
Marketing Research 7th edition – Alvin C. Burns, Ronald F. Bush,

Testing and assessment
The knowledge about the marketing research steps will be tested with both multiple choice questions as well as a few open questions (MR-66%, ST-33%).
There are trial examinations available on the Internet.

Attendance
You are expected to prepare and participate actively in 80% of the classes. If not, you will be excluded from the first opportunity to do the exam.
## Planning Marketing Research & Statistics

<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Lecture week</th>
<th>Marketing Research (MR) / Class</th>
<th>Statistics (ST) / Class</th>
</tr>
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<tbody>
<tr>
<td>36</td>
<td>1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>1.2</td>
<td><strong>Lecture about</strong>: Ch 1 &amp; 3</td>
<td>Basic Data Analysis: Descriptive Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Marketing Research, The Marketing Research Process, Defining the Problem and Determining Research Objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study</strong>: Ch 1,3</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>1.3</td>
<td><strong>Lecture about</strong>: Ch 4, 5 &amp; 7</td>
<td>Inferential statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Design, Using Secondary Data and Online Information Databases, Survey Data Collection Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study</strong>: Ch 4, 5 &amp; 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Make</strong>: case 1.2, 3.2</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>1.4</td>
<td><strong>Lecture about</strong>: Ch 8, 9 &amp; 10</td>
<td>Inferential statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measurement in Marketing Research, Designing The Questionnaire Select the Sample Size of a Sample</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study</strong>: Ch 8, 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Make</strong>: case 4.2, 7.2</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>1.5</td>
<td><strong>Lecture about</strong>: Ch 6, 11, 16</td>
<td>Inferential statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation, Focus Groups, and Other Qualitative Methods, Data Collection in the Field, Non-response Error, and Questionnaire Screening, The Marketing Research Report: Preparation and Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study</strong>: Ch 6, 11 &amp; 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Make</strong>: case 6.2 &amp; 11.2</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>1.6</td>
<td>Practise SPSS</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>1.8</td>
<td>resits</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>1.9</td>
<td><strong>Questions about mock exam</strong></td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(not compulsory)</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>1.10</td>
<td><strong>Exams</strong></td>
<td>Exam Marketing Research &amp; Statistics</td>
</tr>
<tr>
<td>46</td>
<td>1.11</td>
<td><strong>Closure</strong></td>
<td></td>
</tr>
</tbody>
</table>
2.5 International Communication

<table>
<thead>
<tr>
<th>Osiriscode</th>
<th>Number of credits</th>
<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVH3INC</td>
<td>2 EC</td>
<td>56</td>
<td>14</td>
<td>written</td>
</tr>
</tbody>
</table>

SBU = Study load hours, CU = Contact hours

Contents
Some assignments referring to the project: write a small summary about the firm and its products/services; give a description of your research; link the company/product to your own country and explain cultural differences.

Learning Outcomes
The student will be able to perform research about a company/product in a language that is not necessarily their native language.
The student will be able to distill relevant information about a company/product in such a way that they can write a short summary about it.
The student will be able to relate the company/product to their own culture and explain the similarities and differences in relation to possible export.

Work forms and guidance
Practical instruction and feedback sessions
Weekly a 1 hour practical/skill training (7 times).

Testing and assessment
Every student is expected to do write their final summary in English about possible export of the product to their native country.
A sufficient mark (5.5) must be obtained; compensation is not possible.

Attendance
You must be prepared and participate actively in 80% of the classes. If not, you will be excluded from the first opportunity to take the oral exam/written exam.
2.7 Business Communication English 5

<table>
<thead>
<tr>
<th>Osiriscode</th>
<th>Number of credits</th>
<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVH3ENG</td>
<td>2 EC</td>
<td>56</td>
<td>14</td>
<td>written</td>
</tr>
</tbody>
</table>

SBU = Study load hours, CU = Contact hours

Contents
Active acquisition of the terminology of international market research and supporting grammar to help draw up a questionnaire with cover letter. This module is essential to be able to perform the assignments for the integral assignment.

Learning outcomes
- You can demonstrate that you understand English texts about subjects in the field of marketing by answering questions about them.
- You have an active command of English marketing terminology in the field of questionnaires.
- You are able to use the different grammatical aspects of correct English for drawing up English-language questionnaires and cover letters at C1-level.

Source: http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp

Work forms and guidance
Practical lecture, 2 hours a week. One hour to discuss an English business text with questions and one hour to discuss supporting grammatical issues. The vocabulary list is prepared independently, must be handed in by the deadline and will be checked in class.

Assignment
An English word list will be made available with terminology in context where synonyms need to be found for the indicated words. This will help to actively extend one’s vocabulary and teaches looking at words from different perspectives. The list of synonyms found will be the basis for the vocabulary part of the final exam.

Study material
Word list and some grammar provided on Blackboard

Testing and assessment
There is a final written exam consisting of a part based on the texts and grammar discussed during the lectures and a vocabulary part based on the terminology from the word list. The found synonyms will be given and the original term must be filled in. The words will be asked in context.
- The word list with synonyms must be handed in by the deadline and signed off before the student is allowed to participate in the final exam. This word list can be handed in individually or as a group.
- The final exam consists of three parts: 1. Short essay questions on texts discussed during the lectures. 2. The grammar which is listed in the weekly planning, where material will be used from the exercises in the book and 3. The vocabulary from the word list, where a synonym is given and the right word must be provided in the right context.

Sample test: available on Blackboard.
### Attendance
You should be present at and prepared for at least 80% of the lectures (this means you may miss only 1 of the 6 lectures). If you fail to do so you will not be able to do the exam on the first sitting. You will only be able to do the resit, thus missing one opportunity. Please bring your book to every class.

### Planning Business Communication English 5

<table>
<thead>
<tr>
<th>Wk</th>
<th>Activity in 1st hour English course</th>
<th>Activity in 2nd hour: Preparatory work to be done by students at home for next week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>introduction to course introduction to international marketing research Vocabulary list assignment</td>
<td>First 8 pages of vocabulary: add translations Prepare text with exercises for next week</td>
</tr>
<tr>
<td>1.3</td>
<td>Text with exercises</td>
<td>Add translations to remaining pages of vocabulary and hand in by 25 September 12.00 Prepare text with exercises for next week</td>
</tr>
<tr>
<td>1.4</td>
<td>Group assessment of vocabulary lists Text with exercises</td>
<td>Prepare text with exercises for next week</td>
</tr>
<tr>
<td>1.5</td>
<td>Text with exercises</td>
<td>Prepare text with exercises for next week</td>
</tr>
<tr>
<td>1.6</td>
<td>Text with exercises Multiword verbs (ML Lr 7)</td>
<td>Prepare text with exercises for next week</td>
</tr>
<tr>
<td>1.7</td>
<td>Text with exercises The Passive (Blackboard)</td>
<td>Study Grammar and do exercises as needed</td>
</tr>
<tr>
<td>1.8</td>
<td>No lessons</td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>Home study and catch up on required exercises</td>
<td>Questions by appointment!</td>
</tr>
<tr>
<td>1.10</td>
<td>EXAM WEEK ENGLISH TEST Grammar: Everything discussed in Market Leader Language reference 1, 3, 5 and 7</td>
<td></td>
</tr>
<tr>
<td>1.11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 1  Curriculum overview

School of Marketing Management – Bachelor of Business Administration curriculum – study programme / major IBL

#### Year 1

<table>
<thead>
<tr>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
<th>Block 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market orientation</td>
<td>The market-oriented organization</td>
<td>Market strategy</td>
<td>IBL – International Sales I</td>
</tr>
<tr>
<td>Competences: 2, 3, 6, 7, 8, 9, 10</td>
<td>Competences: 2, 3, 6, 7, 8, 9, 10</td>
<td>Competences: 1, 2, 3, 4, 5, 7, 8, 9, 10</td>
<td>Competences: 4, 5, 6, 7, 8, 9, 10</td>
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</table>

#### Year 2

<table>
<thead>
<tr>
<th>Block 5</th>
<th>Block 6</th>
<th>Block 7</th>
<th>Block 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Marketing Research</td>
<td>International sales II</td>
<td>Strategic Marketing Planning I</td>
<td>Strategic Marketing Planning II</td>
</tr>
<tr>
<td><em>In Dutch and in English</em></td>
<td><em>In Dutch and in English</em></td>
<td><em>In Dutch and in English</em></td>
<td><em>In Dutch and in English</em></td>
</tr>
<tr>
<td>Competences: 1, 2, 3, 7, 8, 9, 10</td>
<td>Competences: 4, 5, 6, 7, 8, 9, 10</td>
<td>Competences: 2, 3, 6, 7, 8, 9, 10</td>
<td>Competences: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
</tbody>
</table>

#### Year 3

<table>
<thead>
<tr>
<th>Block 9</th>
<th>Block 10</th>
<th>Block 11</th>
<th>Block 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Market orientation</td>
<td>International business</td>
<td>Foreign work placement</td>
<td>Foreign work placement</td>
</tr>
<tr>
<td>Competences: 2, 3, 4, 7, 9, 10</td>
<td>Competences: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>Competences 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*</td>
<td>Competences 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*</td>
</tr>
</tbody>
</table>

*: depending on profiling of the student focus on competences 3, 4, 5, 6, 7 on level 2

#### Year 4

<table>
<thead>
<tr>
<th>Block 13</th>
<th>Block 14</th>
<th>Block 15</th>
<th>Block 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor / Specialization</td>
<td>Minor / Specialization</td>
<td>Final paper</td>
<td>Final paper</td>
</tr>
<tr>
<td>Study abroad</td>
<td>Study abroad</td>
<td>Competences 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*</td>
<td>Competences 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*</td>
</tr>
<tr>
<td>Competences 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>Competences 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*</td>
<td>(10)**</td>
<td>(10)**</td>
</tr>
</tbody>
</table>

**: depending on profiling of the student a minimum of 2 competences on level 3
Competences acquired in this block are mentioned below. Competences are divided into three levels and partial competences are distinguished. X indicates the fact that after successfully finishing the study parts described in this block book, the (partial) competence has been acquired.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Initiate and create products and services, in an independent and entrepreneurial way</td>
<td>( ) = depends on major</td>
</tr>
<tr>
<td><strong>Competence level 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Signal and trace new developments – taking customers and competitors into account – and translated these into products or services.</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>• Together with others, make a basic plan for an enterprise.</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>• Together with others, run a project or an enterprise.</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>• Together with others, sell a simple product or service.</td>
<td>Project</td>
</tr>
<tr>
<td><strong>Competence level 2:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Generate creative ideas as a response to a problem.</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>• Develop concepts based on a creative idea.</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>• Together with others, convert a concept into a product or service and arrange its making (or having it made).</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>• Together with others, design and manage a project or an enterprise.</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>• Together with others, make a full plan for an enterprise.</td>
<td>Project</td>
</tr>
<tr>
<td><strong>Competence level 3:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Independently convert a creative idea into a product or service and arrange its making (or having it made).</td>
<td>Project</td>
</tr>
<tr>
<td>Competence</td>
<td>Level</td>
<td>Partial competence acquired?</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Execute, interpret, test and evaluate market research</td>
<td></td>
</tr>
</tbody>
</table>

**Competence level 1:**
- Formulate a research question from a given problem definition.
- Make a plan of approach for qualitative or quantitative research.
- Make a simple questionnaire that matches the research question.
- Execute quantitative research and process the data using ICT.
- Make a simple report with statistical processing on a descriptive level (graphs, print, contingency tables).

**Competence level 2:**
- Formulate a problem definition and a research question (or several research questions) from a given context.
- Make a research plan including substantiation of the choice of qualitative or quantitative research.
- Make a questionnaire that matches a set of research questions.
- Execute research, using standard methods for the type of research.
- Process the data, apply simple statistics using a statistical package and draw conclusions.
- Make a report including graphic illustrations and substantiate research results to the principal.
- Evaluate research that has been executed.

**Competence level 3:**
- Independently formulate a problem definition and research question from one or several contexts.
- Independently make a research plan and execute it at one’s own responsibility, including a cost budget, substantiating the choice of the type of research and the questionnaire.
- Process the data according to a pre-defined analysis plan, using statistical techniques that are relevant for the type of research using a statistical package.
- Make a report, including graphic illustrations, substantiate statistical methods and techniques used, draw conclusions, and give recommendations.
- Present research results, including conclusions and recommendations, substantiate the approach and the advice about the follow-up that might have to take place.
<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>On the one hand determine strengths and weaknesses for an enterprise based on an analysis of the internal business processes and culture, as part of the value chain, and on the other hand opportunities and threats on the local, national and/or international market based on relevant national and international trends</td>
<td></td>
</tr>
</tbody>
</table>

**Competence level 1:**
- Determine which data are needed from the environment in order to describe opportunities and threats for an enterprise.

**Competence level 3:**
- Independently set up a market analysis plan from one or several contexts.
- Report and convincingly present the results and substantiate the analysis, including substantiation of the approach and giving advice about the follow-up.
<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Communicate in several languages, taking into account cultural differences, internally and externally, nationally and internationally</td>
<td></td>
</tr>
</tbody>
</table>

**Competence level 1:**

- Master one modern foreign language at European language level 2 as a minimum.
- Give advice about aspects of the culture, society and behavioural patterns in countries or regions where this foreign language is the formal language.
- Give advice about adequately anticipating differences in corporate cultures within countries or regions where this foreign language is the formal language.

**Education plan Eng. Years 1 and 2**

**Competence level 2:**

- Master a second modern foreign language at language level 1, 2 or 3.
- Give advice about aspects of the culture, society and behavioural patterns in countries or regions where this second foreign language is the formal language and/or is used as such.
- Give advice about adequately anticipating differences in corporate cultures within countries or regions where this second foreign language is the formal language and/or is used as such.

**Elective plan MVT CE, IBL, SBRM**

**Competence level 3:**

- Master a third modern foreign language at language level 1, 2 or 3.
- Give advice about aspects of the culture, society and behavioural patterns in countries or regions where this third foreign language is the formal language and/or is used as such.
- Give advice about adequately anticipating differences in corporate cultures within countries or regions where this third foreign language is the formal language and/or is used as such.

**Elective plan MVT IBL**

**Explanation of competence 7:**

- Foreign languages are central for this competence, combined with a number of aspects mentioned.
- Therefore, the levels of the domain competence are based on the number of modern foreign languages (1, 2 or 3) that needs to be mastered.
- Detailed language levels are indicated per language, which have been derived from a European framework that is recognized as a standard both nationally and internationally. ‘Can do statements’ are also given for each level. These data have been included as an appendix that belongs to this competence.
- Language level 2 applies to a minimum of one modern foreign language.
- At the end of the 1st year, level 1 of the domain competence will not always have been obtained, for instance if only one foreign language is required for a study programme, this measuring point will often be placed at a later stage in the study programme.
- Language levels of a second and third modern foreign language can be determined when filling in the details and making specifications per study programme. Boundary conditions apply when making that choice for level 2 or 3, such as time available in the curriculum, but also pre-training of students in the language.

- Language levels have been linked to the other domain competences based on subjects, including the complexity of a subject. Therefore, these content aspects do not need to be mentioned separately when specifying levels of domain competence.

- Cultural aspects related to the environment, region or country, do have a clear connection with the language proficiency and for that reason these have been specified separately.
<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Manage a company, a business unit, business processes or a project</td>
<td></td>
</tr>
</tbody>
</table>

**Competence level 1:**
- Master several different aspects of project leadership, namely:
  - set up a simple project organization;
  - chair meetings of a project group;
  - manage execution of the project assignment;
  - instruct/monitor group members;
  - manage setting up a plan of approach.
- Recognize conflict situations in a project group and play a mediating role.
- Set up quality requirements regarding the project in consultation with a project group.

**Competence level 2:**
- Handle a simple conflict situation in a project group.
- Deal with unexpected events, which disturb processes in the project group, and respond adequately using third party help.
- Under surveillance, manage a simple business unit or project in a result-oriented manner.
- Formulate long-term goals and define these in consultation with the project group and do interim checks of their feasibility timely.
- Estimate the value of the contribution of a project group member and give feedback to the project group.

**Competence level 3:**
- Direct and manage a group in a stimulating manner based on a vision, with the purpose of reaching a set goal.
- Independently take action.
- Adequately deal with unexpected events, which disturb project group processes.
- If necessary, adjust the management style and method.
- Independently manage a business unit or project in a result-oriented manner.
- Independently formulate and defend the end results of a project based on the results of the project group.
- Evaluate a project/process based on predetermined quality requirements and substantiate this.
- Adequately give feedback to group members, midterm and at the end of the project/work process.
<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Social and communicative competence (interpersonal, organization)</td>
<td>Within projects, CMV, Business Communication English (BCE), ENG, and other parts in which students work together, ranging from P to main phase</td>
</tr>
<tr>
<td></td>
<td>• Work together in a professional environment and think along about goals and the organization structure, resulting in requirements which involve the following characteristics: multidisciplinarity and inter-disciplinarity, customer orientation, collegiality, management (the social part of the competence).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communicate, orally and in writing, internally on all levels, effectively and using common business language, usually in Dutch and/or English (in terms of professional tasks among other things this includes setting up and writing plans and memorandums, informing, consulting, creating support, stimulating, motivating, convincing, formulating decisions).</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Self-steering competence (intrapersonal or professional)</td>
<td>Within projects, (peer) assessments, CMV; explicit part of Personal Development and work placement, ranging from P to main phase</td>
</tr>
<tr>
<td></td>
<td>• Steer and regulate one’s own development regarding learning, working in a result-oriented manner, taking initiative and acting independently, flexibility.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Think about, reflect upon, and take responsibility for one’s own actions, which indicates involvement and critical self-assessment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop a professional attitude, including initiative or room for normative cultural aspects, respect for others, a professional code and ethical principles for professional conduct.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Contribute to further professionalization of the industry, publications, contribute to congresses, etc.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3  Assessment list/criteria

<table>
<thead>
<tr>
<th>Group:</th>
<th>Class: ilv2... Date:</th>
<th>Project:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score: [++] / [+] / [+-] / [-] / [--]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assignment 1: 10%**
- Need for research
- Definition of the marketing problem
- Research objectives – sub questions

**Assignment 2: 20%**
- Research Design
  - Desk research [Information Types and Sources]
    - (i) product
    - (ii) the company
    - (iii) competing products / brands
    - (iv) the target groups
    - (v) market size
    - sources
  - Methods of Accessing Data
    - description
    - reason why

**Assignment 3: 20%**
- Qualitative Research (topic list, discussion, conclusion)
- Data Collection Forms
  - at least 20 questions
  - linked to which research objective
  - interval or ratio scales and ordinal scales
  - SPSS code book within the questionnaire
  - usage of the Modified Likert Scale
  - usage of the Semantic Differential Scale
  - Questions: single issue / brief / interpreted the same way / vocabulary / easy → difficult / socio dem
    - Introduction: screening, goal, asking participation, win-win
  - Sample Plan and Size
    - relevant population
    - listing
    - size
    - method (+why)
    - description of accessing the population / draw the sample

**Assignment 4: 50%**
- Introduction
- Research Design (Data collection issues, sample drawing, sample size, sample frame, reliability, validity)
- External analysis
- Results survey
- Conclusions & recommendations (Answers to research objectives, answer to problem definition)
- answers to research objective, usage of:
  - basic Data Analysis: Descriptive Statistics (FREQ, MEANS, SD)
  - generalizing a Sample’s Findings to Its Population (% POP, AVG POP)
- testing Hypotheses about Percents and Means (HYP %, HYP AVG)
- testing for Differences Between Two Groups (% test z-value, T-test (2 groups), Paired samples)
- determining and Interpreting Associations among Variables (chi square)
  - answer to problem definition
  - further remarks

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Appendix 4  Cooperation contract

Cooperation contract and attendance
Attendance rules need to be included in the cooperation contract by the coach together with the project group.
Attendance at lessons also needs to be included in the cooperation contract! Especially, if the lesson material needs to be used in the project, project group members are severely hindered by students who are absent.

Therefore, the following needs to be included in the cooperation contract:

1. Attendance at coaching conversations is obligatory, unless together the coach1 and the group decide that absence is allowed. Two cases of unauthorized absence at coaching conversations means exclusion from the project group.

2. Attendance at necessary lectures is obligatory, unless together the group and the coach decide that absence is allowed. Two cases of unauthorized absence at a certain lesson cycle means exclusion from the project group. 

3. Attendance at unaccompanied project meetings is obligatory, unless together the group decides that absence is allowed. Two cases of unauthorized absence at project meetings means exclusion from the project group.

(Of course, the cooperation contract also includes other arrangements besides attendance.)

Text: per education plan a type of attendance is selected.

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1 Coach: in case of year 1 projects, there are 2 coaches on several occasions: the content coach (marketing) and the process coach (CMV). In case of exclusion: both coaches have to deliberate, but they have to stick to the decision of the group + the other coach.

2 This way, extensive benefitting from the knowledge of group members can be prevented. This is to the annoyance of group members: the student in question does attend coaching conversations, but is absent at lectures and, during meetings, always needs updates on the material that was dealt with.
Appendix 5  House rules for IMM students

The school of Marketing Management (IMM) educates you to get a responsible position in the business sector. The latter is characterized by a result-oriented culture, needs you to be in time all the time, does not accept absence without notification, and requires you to work hard. Your studies are a good type of preparation for this professional behaviour. Therefore, IMM has house rules regarding professional behaviour in general, attendance, behaviour in class, handing in assignments, e-mail traffic, visiting lecturers, and illness. The IMM lecturers monitor compliance with the house rules.

Professional behaviour
Professional behaviour involves you:
1) working pro-actively*: preparing lessons, keeping up with the lesson material on a weekly basis, participating actively in and contributing evenly to projects, and preparing exams;
2) making your studies a priority, in case of fulltime students, the following applies expressly: side jobs, hobbies, etc. come second, i.e. after your studies;
3) being responsible for your own behaviour;
4) sticking to all agreements that have been made with your study coach, within the IMM personal development programme.

*Work in a professional manner at the School of Marketing Management
In order to make good agreements about professional behaviour, absence, cooperation and other aspects, a commitment contract has been made. Each student receives a copy during the start of block 1. The student is supposed to read, sign and return it to the study coach.

Attendance
1) At IMM, 100% attendance is obligatory and self-evident: this is closely monitored in year 1. If you cannot avoid absence, this needs to be reported to the lecturer in question beforehand, including the reason for absence. In case of absence, the following applies: more than 20% absence (either reported or not) means missing the first chance to take a test for the subject in question. In year 2, attendance is checked randomly and the same rules apply in case of more than 20% absence.

Behaviour in class
1) During lessons, eating/drinking is not permitted, unless this has been expressly approved.
2) Bring along all books or readers needed. In case these have not been brought along, lessons cannot be attended.
3) Bring along writing materials (so pen and paper). In case this has not been brought along, lessons cannot be attended.
4) Being late: lessons cannot be attended. In special cases (bus or train was delayed), a text message can be sent to a classmate (prior to the lesson!), so the lecturer is aware. In that case, entering the class is permitted.
5) In class coats, caps and mobile phones are off. iPads can only be turned on for the purpose of taking notes during lectures.
Handing in assignments

1) In case of assignments involving several pages, or when handing in multiple assignments simultaneously, please use a stapler or a binder. Please also use a “footer”. It includes your name, class, date, subject, and the page number. In case of group work, the group number is also included.

2) Please make a front page for all assignments that are handed in, including:
   - Study part
   - Block
   - Assignment number
   - Your name (and those of group members in case of a group assignment)
   - Class and group number

3) In case of project reports, different rules apply, which is taught at BCE.

Sending e-mail to lecturers

1) Lecturers receive lots of mail. It often involves questions that can be found on Blackboard by the students themselves. This unnecessarily extends reaction time, so please check first!

2) Only your Hanze e-mail address (st.hanze.nl) can be used for correspondence.

3) Do not use extensive language. Be short and concise when asking questions.

4) Use the subject to indicate clearly what it is about. SO: question regarding subject ….. block ….. class … group …..

5) Always end an e-mail by stating your: name, student number, class, project group (if applicable), optional: your phone number.

6) Create a signature in your mail programme.

7) Always confirm agreements made with lecturers by e-mail. This provides clarity.

8) Only use the e-mail reply function if your reply involves the same subject! After first time use, Outlook recognizes an e-mail address. If you enter the first letter, you can click the e-mail address of the person in question.

9) READ YOUR HANZE MAIL EVENINGS AND MORNINGS! (As well as absence/illness notifications of lecturers on BB and MyHanze.nl)

Visiting lecturer

1) Please make an appointment by e-mail.

2) Please knock the door.

3) Inquire whether the lecturer has time for you.

4) Mention your name and if you have questions about the educational programme, mention the block, exam, part. So do not say: “Hi, I’d like to know what I did wrong at the exam.” Instead, say: “Good morning….. I’m….. from class…..

Illness

See the commitment contract.

In case of chronic illness, always inform your study coach. In consultation with your study coach, you can request special arrangements from the examination board, such as exemption from the obligation to attend lessons or authorization to eat during lessons.
Appendix 6  Anti-fraud policy

The School of Marketing Management uses measures to prevent fraud. Based on rules in the Student Charter, fraud is forbidden and considered an offense.

Sanctions in case of fraud: from reprimand to exclusion
- The severity of the sanctions increases per study year and per occasion the student commits plagiarism.
- Before the examination board takes a decision, the student is given the opportunity to be heard.¹
- Depending on the degree of plagiarism that has been committed, sanctions can vary from a reprimand to exclusion (according to legal limits) from one or several exams during a maximum of a year.
- In case one or several students have facilitated fraud, these students are also sanctioned besides the one(s) committing the fraud.
- One of the aspects that define the severity of the sanction is the fact whether conduct was in good or bad faith (this usually applies to the previous point mentioned).

Measures to prevent fraud
1. In order to detect fraud, the Safe Assignment plagiarism detection programme is used.
2. Year 1 of the study programme goes into processing information: how can quotes be made; when and how can you make your own text from information that was found, and how can sources be quoted.
3. All students receive instructions about working with Safe Assignment.
4. Study guides include texts indicating group product deadlines and individual product deadlines.
5. The following applies to all students: under the subject ‘assessment’, study guides indicate when ‘Statements of own group work and/or individual work’ need to be handed in together with the products/reports. These statements are available on Blackboard.
6. Study guides indicate the way products need to be handed in: either in print or digitally, or digitally via Safe Assignment or both in print and via Safe Assignment.

¹ In case of emergency, the examination board can take a provisional decision to exclude the student from taking part in one or several exams based on an oral report from the examiner or the supervisor.
Appendix 7  Calculators allowed

In case of written exams, only the following calculators are allowed:

• all types of CASIO fx 82 and Texas Instruments TI 30 (all subtypes are allowed).

Any other type of calculator, including non-programmable ones, is prohibited!