Study guide block 6

Block 6: International Sales II

School of Marketing Management

International Business & Languages
Main phase 2017-2018

Block coordinators: Helmuth Lankamp & Wabbe de Vries
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1. Contents and relationship to the practicing 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 and 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 Commerce, ten competences have been determined on a national level. Each Bachelor of Commerce should dispose of these competences.

The study program is structured in such a way that by the end of it, you will have reached the desired level. For each block, the competences and the level are indicated. That way, you are prepared for certain professional tasks. You will only be able to execute these in the right way, of course, if you also study supporting subjects that go along with them.

For the Dutch students: During the Propaedeutic year, you explored the external situation (block 1), the internal situation (block 2), the marketing mix instruments (block 3), and you had a closer look at one of the marketing mix instruments in block 4.

In this block, you will get an overview of the tasks of a marketing assistant. Through supporting subjects, you will gain the knowledge, attitude and skills you need. By executing these tasks during a project, you will acquire the competences a marketing employee needs to launch products successfully.

The study program is structured in a way that by the end of it, you will have reached the desired level. For each block, the competences and the level are indicated. That way, you are prepared for certain professional tasks. You will only be able to execute those in the right way, of course, if you also study supporting subjects that go along with them.

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 1 and 2.

Along with the study guide, the lesson timetable, the exam timetable, and the Manual Project Learning, this block book provides all information you need to complete block 6 of the Bachelor of Commerce program. First, a short description of this block’s theme is given as well as what to expect. Moreover, the relation to practice is described. All program parts are described with respect to their contents, course types and planning. Furthermore, the types of assessment are given, as well as the assessment criteria.

Blackboard
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 WWW.

1.2 Theme of the block
The central professional task of this block is the following: The export manager defines the best way to enter a new market and finds the most effective way of holding sales talks. In the future, you might be an experienced export manager but usually one starts as an internal sales employee, for instance, or an assistant to the export manager. As a graduate, you will be working in a company that has the task of developing new activities on current international markets or entering new international markets. The marketing and sales departments play an important role in this process.

1.3 Professional task and learning outcomes
During this block, you will get several assignments that deal with two key issues:

• The procedures and problems of entering a new foreign market.
• Entering into and maintaining business relationships abroad.

Both key issues will be supported by theory and skills. For this purpose, you will make use of study material and attend (practical) lectures and/or practicals.
1.4 Credit table
The table below indicates the parts that are offered in block 6 including the Osiris codes, the number of credits for that part, and the type of result.

<table>
<thead>
<tr>
<th>Study parts</th>
<th>Osiris code</th>
<th>Number of credits</th>
<th>T</th>
<th>Mark (C) or Suff/Insu (S/I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Training &amp; Theory</td>
<td>IMVB15STT</td>
<td>3</td>
<td>O</td>
<td>M</td>
</tr>
<tr>
<td>International sales Training in 3 Foreign Languages</td>
<td>IMVB14IVG</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Sales Conversations in Spanish</td>
<td>IMVB14IVGS</td>
<td>1</td>
<td>O</td>
<td>C</td>
</tr>
<tr>
<td>International Sales Conversations in French</td>
<td>IMVB14IVGF</td>
<td>1</td>
<td>O</td>
<td>C</td>
</tr>
<tr>
<td>International Sales Conversations in German</td>
<td>IMVB14IVGD</td>
<td>1</td>
<td>O</td>
<td>C</td>
</tr>
<tr>
<td>International Sales Conversations in Italian</td>
<td>IMVB14IVGI</td>
<td>1</td>
<td>O</td>
<td>C</td>
</tr>
<tr>
<td>International Sales Conversations in English</td>
<td>IMVB14IVGE</td>
<td>1</td>
<td>O</td>
<td>C</td>
</tr>
<tr>
<td>International Sales and Account Management</td>
<td>IMVH3SAM</td>
<td>2</td>
<td>W</td>
<td>M</td>
</tr>
<tr>
<td>Law for Sales 1</td>
<td>IMVH3LAW1</td>
<td>3</td>
<td>W</td>
<td>M</td>
</tr>
<tr>
<td>Foreign languages (French of German and Spanish of Italian) including Intercultural Competence</td>
<td>ILVH3…</td>
<td>3 or 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French 6</td>
<td>ILVH3FRA6</td>
<td>2</td>
<td>W</td>
<td>M</td>
</tr>
<tr>
<td>German 6</td>
<td>ILVH3DUI6</td>
<td>2</td>
<td>W</td>
<td>M</td>
</tr>
<tr>
<td>Spanish 6</td>
<td>ILVH3SPA6</td>
<td>1</td>
<td>O</td>
<td>M</td>
</tr>
<tr>
<td>Italian 6</td>
<td>ILVH3ITA6</td>
<td>1</td>
<td>O</td>
<td>M</td>
</tr>
<tr>
<td>Personal Development 5</td>
<td>IMVH3STC5</td>
<td>1</td>
<td>O</td>
<td>S/I</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>15 or 16</td>
<td></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
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. Also see attachment 5 on the House Rules.

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 International Sales Training & Theory

<table>
<thead>
<tr>
<th>Osiris code</th>
<th>Number of credits</th>
<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB15STT</td>
<td>3 EC</td>
<td>84 hrs</td>
<td>14 hrs</td>
<td>O</td>
</tr>
</tbody>
</table>

SBU = Study load hours  
CU = Contact hours

A. Kick-off
Part of the kick-off is a guest lecture. Attendance is compulsory. The assignment based on this lecture is:

- Mention five aspects of this lecture that could contribute to the execution of your project work, and explain how.
- Give your opinion about the lecture and substantiate this opinion.

**Deadline:** in your teachers’ pigeon holes on Friday after the kick-off, before 3 pm.  
*If the assignment is insufficient or if it isn’t handed in on time, 0.5 points will be deducted from your final mark for Sales.*

B. Integral assignment: “International sales”

**Preparation Sales I (IMVB15STT)**
A) Each student follows the obligatory sales training in week 1 and 2 (see the detailed planning in this block book) Your attendance at this training is your ticket to the final sales talk. You will know when you have your final sales talk from Blackboard. During the second training there will be a multiple-choice sales exam. A minimum mark of 5.5 is needed to be allowed to do the sales talk. You will form a pair with another student with the same foreign languages. In this way you can prepare together. The assessment sales talk will be individual.

One week after the 2nd sales training before 17:00 hrs you should hand in with your lecturer:

A sales concept (drawn up together with your partner but personalized). This sales concept should contain the following:

- A description of the company and the product(s).
  Which product/company do you represent (profit or non-profit) and which product or service do you sell? Make use of your network. Do realise that your product must be interesting to the countries of your foreign languages.

- The target group (the purchaser). Clearly state which company the purchaser represents. E.g. if you sell ‘Strongbow Cider’ you want to speak to the central purchaser of Marriott Hotels.

- The targets of the sales talks, both the business targets and the personal ones (Note that you cannot have exactly the same personal goals as your sales partner!). Indicate how you will follow each step of the PANOOORHS formula during the sales talk.

- A sellogram plus explanation (see on the internet how to apply a sellogram while preparing a sales talk).

Students with incorrect or overdue sales concepts may not partake in the first round of sales talks.

---

1 See attachment VI
B) Your sales talk will be in the weeks planned on Blackboard. The pairs are split up. You will have individual sales talks with your lecturer.

**What do you take along to the assessment sales talks?**

1. Your product! So make sure you have two of everything between the pair of you.

C) After the assessment sales talk you will write a report on the assessment plus feedback. In which you link to your targets. Also indicate how successful you were in following the PANOORHS formula steps in your sales talk. What was successful, what was not and what were the effects. Hand in your report **one week after the assessment sales talk** to your teacher. If you do not in hand this report, your mark will be insufficient. If your sales talk was insufficient you still have to hand in your report to be allowed to a resit.

**Learning objectives**
The student is able to:

- define customer needs/problems during a conversation with a customer;
- convert these needs/problems into a customized offer;
- use his/her (verbal and non-verbal) communicative skills constructively.

**Methods**

- Guest lecture
- Training
- Individual oral assessment

**Study material**

For all students: ‘The Sales Talk’, by Richte Lommert, see appendix
hand-outs in class

For Dutch students: Richte Lommert,’ Alles over verkopen’
(Recommended)

Recommended literature: Jan-Willem Seip, ‘De kracht van zacht’
www.verkopersonline.nl

**Assessment**

One week after the talk, the student hands in his/her reflection report. This reflection report will have to be handed in on time to be able to get a mark for your sales talk.

**NOTE**
The Osiris code for this module is IMVB15STT. The assessment consists of the sales talks and CCM combined. Both parts must be sufficient. The mark will consist of 2/3 of sales talks and 1/3 of CCM. If one part was not sufficient, only this part has a resit during this academic year. After this academic year both parts have to be done again, even if one of them was sufficient!
### Planning

<table>
<thead>
<tr>
<th>Week</th>
<th>Calendar week</th>
<th>Preparation Practical lecture</th>
<th>Lecture (subjects)</th>
<th>SLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>47</td>
<td>Handout: I: The technique of Sales Talks</td>
<td>Guest lecture Training sales skills Group 1 Semi-classes (for groups, see Blackboard)</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: 2 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>48</td>
<td>Handout: I: The technique of Sales Talks</td>
<td>Multiple choice Test! Training sales skills Group 1 Semi-classes (for groups, see Blackboard)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: 2 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>49</td>
<td>Hand in sales concept before Thursday 5 pm Prepare sales talk according to planning (see Blackboard)</td>
<td></td>
<td>14 hours</td>
</tr>
<tr>
<td>2.4</td>
<td>50</td>
<td>Prepare talk: 16 hours Write reflection report (students who have held their talk): 4 hours</td>
<td>Sales talk by students whose talks were planned for this week (see Blackboard)</td>
<td>20 hours</td>
</tr>
<tr>
<td>2.5</td>
<td>51</td>
<td>Prepare talk: 16 hours Write reflection report (students who have held their talk): 4 hours</td>
<td>Sales talk by students whose talks were planned for this week (see Blackboard)</td>
<td>20 hours</td>
</tr>
<tr>
<td>2.6</td>
<td>2</td>
<td>Prepare talk: 16 hours Write reflection report (students who have held their talk): 4 hours</td>
<td>Sales talk by students whose talks were planned for this week (see Blackboard)</td>
<td>20 hours</td>
</tr>
<tr>
<td>2.7</td>
<td>3</td>
<td>Prepare talk: 16 hours Write reflection report (students who have held their talk): 4 hours</td>
<td>Sales talk by students whose talks were planned for this week (see Blackboard)</td>
<td>20 hours</td>
</tr>
<tr>
<td>2.8</td>
<td>4</td>
<td><strong>Exam week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>5</td>
<td><strong>Resits</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**Resits**

Students who scored an insufficient mark for the talk can request a resit in week 5.

**Requirements for taking a resit:**

- The reflection report of the first talk has been handed in.
- The student has requested a resit.
- The student has handed in the sales concept.
2.3 International Sales talks in 3 foreign languages

<table>
<thead>
<tr>
<th>Osiris code</th>
<th>Number of credits</th>
<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB14IVG</td>
<td>3 EC</td>
<td>84 hours</td>
<td>18 hours</td>
<td>Oral examination</td>
</tr>
</tbody>
</table>

SBU = Study load hours  
CU = Contact hours

Contents
As a salesperson, the student conducts sales talks in three modern foreign languages where the language and sales techniques should be used adequately. During the block, the student prepares for the block in pairs.

Learning outcomes
Conducting a conversation
In three languages I can:
Conduct an individual sales talk where cultural differences are taken into account.
We use the levels set out in the European Framework of Reference. The description for every language indicates at which level the talk must be conducted.

Work forms and guidance
Practical lecture
1) One hour of sales training per week for every language. You will receive regular feedback on assignments made.
2) During preparation you will be working in pairs, but towards the end of the block, the oral examination will be individual. Try to find a partner with the same foreign languages, or at least two common languages. You will form pairs to help each other during preparation and also to be able to practice the talks together.

Assignment(s)
See the weekly planning per language. Please read this information carefully, there are differences between the languages.

Study material
See Manual for block 6 + blackboard per language

Testing and assessment
You will conduct a sales talk in three foreign languages. You will spend 28 hours on each language = 1 credit. The Osiris code cannot be entered until all of the three languages are sufficient. You should achieve at least 5.5 for each language. (Results are published on the English stream of block 6 and not on the Dutch stream).
You will pass if you use the language and the sales techniques that match the intended level and pay sufficient attention to the possible cultural differences. You should be professionally dressed for all of the sales talks.
Where the choice of product is concerned, think carefully about your choice! Think global! Choose the same product for all of your sales talks and check whether the chosen product is suitable for every country. Dutch Frikandel sausages, for instance, will absolutely not sell in France. You are not allowed to use the product that you chose for the projects in blocks 4 and 5.
Planning International Sales Conversations in 3 Foreign languages

<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Lecture week</th>
<th>Preparation and deadlines</th>
<th>Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>2.1</td>
<td>*1</td>
<td>1x1 hr theory, 1x1 hr theory</td>
</tr>
<tr>
<td>48</td>
<td>2.2</td>
<td></td>
<td>2ABCD:67 SPA 2 gr, 40 DU 2gr, 33 FRA 1gr, 9 ITA 1gr, ENG 4 gr</td>
</tr>
<tr>
<td>49</td>
<td>2.3</td>
<td></td>
<td>1x1 hr theory, 1x1 hr theory</td>
</tr>
<tr>
<td>50</td>
<td>2.4</td>
<td></td>
<td>1x1 hr theory, 1x1 hr theory</td>
</tr>
<tr>
<td>51</td>
<td>2.5</td>
<td></td>
<td>1x1 hr theory, 1x1 hr theory</td>
</tr>
<tr>
<td>52 + 1</td>
<td>Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td></td>
<td>1x1 hr theory, 1x1 hr theory</td>
</tr>
<tr>
<td>3</td>
<td>2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2.8</td>
<td>exams</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2.9</td>
<td>closure</td>
<td></td>
</tr>
</tbody>
</table>

*1 = for preparation and deadlines see blackboard
2.3.1 International Sales Conversations in English

<table>
<thead>
<tr>
<th>Osiris code</th>
<th>Number of credits</th>
<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB14IVGE</td>
<td>1 EC</td>
<td>28 hrs</td>
<td>7 hrs</td>
<td>Oral examination</td>
</tr>
</tbody>
</table>

SBU = Study load hours  
CU = Contact hours

Contents

The student conducts a sales talk in English where the language and sales techniques should be used adequately. During the block the student prepares for this talk in pairs.

Learning outcomes

Conducting a conversation

In English at B2 level I can:
- Conduct an individual sales talk taking cultural differences into account.
- Conduct a sales talk consisting of the following parts, which may all occur: greeting and introducing oneself, breaking the ice, assessing needs, summarizing needs, giving a product presentation, responding to objections, making an attractive offer and completing the talk adequately.
- Drawing up, using and handing in a Sales dossier with all the relevant information about the product to be sold.

From: [www.europeestaalportfolio.nl](http://www.europeestaalportfolio.nl) and www.coe.int/portfolio, Can-do-statements at B2 level.

Work forms and guidance

Practical lecture

English sales training 1 hour a week. Discussion of do’s and don’ts, sales techniques and cultural differences.

Assignment

Preparing a Sales dossier with the help of the instructions in the weekly planning.

Study material

Material on Blackboard.

MyGrammarLab modules discussed when the need arises and online assignments assigned on an individual basis wherever necessary.

Testing and assessment

A sales talk is conducted in three foreign languages. The Osiris code cannot be entered until all of the three languages are sufficient. You should achieve at least 5.5 for each language, this includes English.

The English oral examination lasts 15 minutes, 10/12 minutes for the oral examination and the remaining time for feedback. The lecturer will schedule you for a sales talk if:
- you have been present and prepared at least 80% of the lectures;
- if the sales dossier has been marked sufficient (1 copy for each pair of students);

You have passed the oral examination English if:
- you can conduct all stages of the talk in reasonable English (= at B2 level), where you demonstrate being able to take cultural differences into account.
Attendance
The student should be present and prepared for 80% of the lectures.
Attendance of less than 80% means that you are excluded from the first round of oral examinations.

Detailed planning

Week 1 (Calendar week 48)
1st hour: introduction – explanation of procedures – some instruction
2nd hour: texts on sales talks

Week 2 (Calendar week 49)
1st hour: half of class, preparation sales talks - Compulsory attendance
• introduction
• conclusion
• introduce yourself
• explain what you do
• social talk

2nd hour: second half of class, preparation sales talks – Compulsory attendance
SALES DOSSIER: TO BE PREPARED BEFORE THE FIRST HOUR OF WEEK 3:
• Make a description of the company you represent in the English sales conversation and its product (range)/products.
• Make a description of the company you will be visiting, the position of the person you will be talking to, a description of what we all have to imagine has happened before the actual sales conversation.
• What are your business and personal objectives?
• What would you ask to try to find out what the customer really needs, so that you can try and offer him/her exactly that?

General remarks:
• It should be an international setting.
• It should be clear what has gone on before. So what is the actual situation at the beginning of the sales conversation?
• You represent a company, not a product.
• Important words: follow-up interview; trial order; specialize in.
• Direct target group = retail; indirect one = final consumer.

Week 3 (Calendar week 50)
1st hour: discussion of material prepared – half groups, 25 to 30 minutes each

Bring your sales dossier to class, discuss it, ask each other questions about it. Hand in with your teacher – feedback provided in the 2nd hour.
Compulsory attendance
2nd hour: feedback on sales dossier Compulsory attendance + preparation
Weeks 4, 5, 6 & 7 (Calendar weeks 51, 1, 2 & 3, 4)
☐ Sales talks (individual appointments with students, list of names to be found on board outside T113 and on Blackboard)

Resits in week 9 (Calendar week 5)
☐ Sales talks (individual appointments with students, list of names to be found on board outside T113).
2.3.2  International sales II, component of French

<table>
<thead>
<tr>
<th>Osiris code</th>
<th>Number of credits</th>
<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB14IVGF</td>
<td>1 EC</td>
<td>28 hours</td>
<td>6 hours</td>
<td>Oral examination</td>
</tr>
</tbody>
</table>

SBU = Study load hours
CU = Contact hours

Contents
The student conducts a sales talk in French where the language and sales techniques should be used adequately. During the block the student prepares for this talk in pairs.

Learning outcomes
Conducting a conversation
In French at B1 level I can:

Conduct and individual sales talk taking cultural differences into account. A sales talk consists of the following parts, which may all occur: greeting and introducing oneself, breaking the ice, assessing needs, summarizing needs, giving a product presentation, responding to objections, making an attractive offer and completing the talk adequately.

From: www.europeestaalportfolio.nl, Can-do-statements at B1 level.

Work forms and guidance
Practical lecture
French sales training 1 hour a week. We will go through all the stages of a sales talk. Every week the student receives feedback from the teacher and French exchange students on assignments made.

Assignment
Different assignments, see weekly planning

Study material
Pour Parler Affaires, méthode de français commercial.
A lot of material you need every week can be found on Blackboard

Testing and assessment
A sales talk is conducted in French. You should achieve at least 5.5.
The French oral examination lasts 15 minutes, 10/12 minutes for the oral examination and the remaining time for feedback. The lecturer will schedule you for a sales talk if:

1. you have been present and prepared at least 80% of the lectures;
2. of each pair, at least 1 student is present and prepared;
3. if the sales dossier has been marked sufficient (1 copy for each pair of students);

You have passed the oral examination French if:
1. can conduct all stages of the talk in reasonable French (= at B1 level), where you demonstrate being able to take cultural differences into account.

Attendance
The student should be present and prepared for 80% of the lectures.
Attendance of less than 80% means that you are excluded from the first round of oral examinations.
Planning Français Semaine 47/Collegeweek 1
*Cours 1, préparation:
Phase 1 et 2 d’un entretien de vente: les présentations + rompre la glace. Préparez avec votre partenaire une petite discussion. Utiliser le jeu de rôles semaine 1 + Vocabulaire de black board!
*Cours 1, activités:
Corriger les devoirs + jeu de rôles des étudiants

Semaine 48/Collegeweek 2
*Cours 1, préparation:
Décrivez avec votre partenaire l’entreprise que vous allez représenter: la création, un peu d’histoire, le siège social, la taille/le nombre d’employés et les activités. Utilisez ce que vous avez appris dans le bloc 5 pendant les cours de INC-F
*Cours 1, activités:
Corriger les devoirs + la distribution en France: à quelle entreprise allez-vous vendre votre produit en France?

Semaine 49/Collegeweek 3
*Cours 1, préparation:
Phases 3 et 4 d’un entretien de vente: cerner/sonder les besoins (= 3) et résumer les besoins (= 4). Préparez avec votre partenaire 6 questions. Utilisez le jeu de rôles semaine 3 + Vocabulaire de BB.
*Cours 1, activités:
Corriger les devoirs + jeu de rôles des étudiants

Semaine 50/Collegeweek 4
*Cours 1, préparation:
Phase 5 d’un entretien de vente: présenter le produit. Préparez avec votre partenaire les 4 P + la cible de votre produit en France. Utilisez le jeu de rôles semaine 5 + Vocabulaire de BB.
*Cours 1, activités:
Corriger les devoirs + jeu de rôles des étudiants

Semaine 51/Collegeweek 5
*Cours 1, préparation:
+ RENDRE LE DOSSIER DE VENTE à VOTRE PROF PENDANT LE COURS.
Le dossier de vente contient:
1. La création, un peu d’histoire, le siège social, la taille et les activités de votre entreprise; 2. une description détaillée du produit (des 4 P!), la cible de votre produit en France; 3. Une description du client et de l’entreprise que vous allez visiter; 4. Les 6 questions que vous allez poser pendant l’entretien (= cerner les besoins)
*Cours 1, activités:
Nous allons nous occuper du délai de livraison, des conditions de transport et de payement (éventuellement Video Entretien de vente ou spot de publicité)

Semaine 52 et 01
Pas de cours
Noël

Semaine 02/Collegeweek 6
*Cours 1, préparation:
* Phase 6 d’un entretien de vente: réagir aux objections. Préparez avec votre partenaire le jeu de rôles de la semaine 6 + Vocabulaire de BB>
* Phase 7 d’un entretien de vente: une offre intéressante + terminer l’entretien. Préparez avec votre partenaire le jeu de rôles de la semaine 6 + Vocabulaire de BB.
*Cours 1, activités:
Corriger les devoirs + jeu de rôles des étudiants
Semaine 03/Collegewek 7
Entretiens de vente

Semaine 04
(23-27 janvier 2017)  Examens + Entretiens de vente

Semaine 05
(30-03 jan/fev 2017)  Entretiens de vente

Semaine 06
(06-10 février 2017)  * Rattrapage test INCF (bloc 5)

Rattrapage entretiens de vente: semaine 9, 27-03 février/mars 2017

2.3.3 International Sales Conversations in German

<table>
<thead>
<tr>
<th>Osiris code</th>
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<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB14IVGD</td>
<td>1 EC</td>
<td>28 hrs</td>
<td>7 hrs</td>
<td>O</td>
</tr>
</tbody>
</table>

Contents
The student holds a sales talk in German. During this talk, he/she makes adequate use of both the language and his/her sales techniques and is aware of cultural differences.

Learning objectives
The student can hold a sales talk in German fit for a starting professional.

Course types
Training. Each week, the student prepares and practises part of the role of salesperson. Preparation in pairs.

Study material
• Syllabus Sales 'Das Verkaufsgespräch'
• Material on black board
• Thematische woordenschat Duits

Assessment
• The student should attend and prepare 4 classes of sales training
• A sales file, 1 per pair
• A sales talk, provided that the above requirements are met

You can’t participate during the first round of the sales talk if you don’t meet the requirements of the course (attendance and preparation).
<table>
<thead>
<tr>
<th>Week</th>
<th>Calendar Week</th>
<th>Preparations</th>
<th>Classes (Subjects)</th>
<th>SBU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>47</td>
<td>Syllabus: Woche 1 lernen</td>
<td>Theorie Verkaufsgespräch&lt;br&gt;Übung Phase 1 des Verkaufsgesprächs in Zweiergruppen: Begrüßung und Small Talk.</td>
<td>5</td>
</tr>
<tr>
<td>2.2</td>
<td>48</td>
<td>Syllabus Woche 2 lernen&lt;br&gt;Phase 2 des Verkaufsgesprächs vorbereiten</td>
<td>Theorie Phase 2 und 3&lt;br&gt;Übung Phase 2 des Verkaufsgesprächs in Zweiergruppen</td>
<td>6</td>
</tr>
<tr>
<td>2.3</td>
<td>49</td>
<td>Syllabus: Woche 3 lernen&lt;br&gt;Phase 3 des Verkaufsgesprächs vorbereiten</td>
<td>Theorie Phase 3 und 4&lt;br&gt;Übung Phase 3 des Verkaufsgesprächs in Zweiergruppen</td>
<td>6</td>
</tr>
<tr>
<td>2.4</td>
<td>50</td>
<td>Syllabus: Woche 4 lernen&lt;br&gt;Phase 4 des Verkaufsgesprächs vorbereiten</td>
<td>Theorie Phase 4&lt;br&gt;Übung Phase 4 des Verkaufsgesprächs in Zweiergruppen</td>
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<tr>
<td>2.5</td>
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<tr>
<td>2.6</td>
<td>02</td>
<td>Salesgespräche</td>
<td>Salesgespräche</td>
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<tr>
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<td>2.8</td>
<td>04</td>
<td>Klausuren Block 6</td>
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<td></td>
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<tr>
<td>2.9</td>
<td>05</td>
<td>Afondingsweek</td>
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2.3.4 International Sales Conversations in Spanish

<table>
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<tr>
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<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB14IVGS</td>
<td>1 EC</td>
<td>28 hrs</td>
<td>7 hrs</td>
<td>O</td>
</tr>
</tbody>
</table>

Contents
Prepare “Entrevistas de venta” (Sales talks); Introduction (social talk); needs/wishes buyer; description company and product; description target group; objectives talk (business and personal).

Learning objectives
The student can hold a sales talk in fluent Spanish based on the theory studied.

Course types
Practicum, compulsory attendance and participation during 5 practicums.

Study material
Syllabi: Entrevistas de venta; El tiempo; ¡Dilo tú!

Assessment
In order to take part in the sales talk the (3) partial assignments need to be sufficient. The talk is assessed with a mark.

You can’t participate during the first round of the sales talk if you don’t meet the requirements of the course (attendance and preparation).

Planificación Entrevistas de venta

<table>
<thead>
<tr>
<th>Semana de calendario</th>
<th>Semana de clase</th>
<th>Preparación y fechas límite</th>
<th>Clases</th>
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<tbody>
<tr>
<td>47</td>
<td>2.1</td>
<td></td>
<td>Hablar del tiempo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hablar de la Introducción de la Entrevista de Venta (Apuntes Introducción en BB); preguntas de introducción y las respuestas; presentarse; el tiempo; el viaje del representante; el despacho del cliente/el comprador; tomar un café, el objetivo de la entrevista, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Imagínate que la profesora, como compradora (de una empresa), vive en España (o algún país hispanohablante) y que tú, el vendedor/la vendedora, eres de Holanda.</td>
</tr>
<tr>
<td>48</td>
<td>2.2</td>
<td>Entrevistas de venta: 1, 2, 3; estudiar El Tiempo</td>
<td>Tratar los ejercicios preparados; explicar tarea 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Entregar tarea 1 el viernes antes de las 12.00</td>
<td></td>
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<td></td>
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<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>49</td>
<td>2.3</td>
<td>Entrevistas de venta 4 y 5; Entregar tarea 2 el viernes antes de las 12.00</td>
<td>Tratar los ejercicios preparados; explicar tarea 2</td>
</tr>
<tr>
<td>50</td>
<td>2.4</td>
<td>Entrevistas de venta 6 y 7; Entregar tarea 3 el viernes antes de las 12.00</td>
<td>Tratar los ejercicios preparados; explicar tarea 3</td>
</tr>
<tr>
<td>51</td>
<td>2.5</td>
<td>Entrevistas de venta: 8 y 9; Repaso (p.11, 12); Ejercicio general Semana 5; Entregar la primera y la segunda versión de las 3 tareas el viernes antes de las 12.00</td>
<td>Tratar los ejercicios preparados y practicar las entrevistas de venta (oficiales)</td>
</tr>
<tr>
<td>52 + 1</td>
<td>Vacaciones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Repetición general entrevistas de venta (de prueba); Ejercicio general Semana 6</td>
<td>Tratar la segunda versión de las entrevistas y practicar las entrevistas (de prueba)</td>
</tr>
<tr>
<td>3</td>
<td>2.7</td>
<td>Entrevista de venta</td>
<td>Entrevistas de venta</td>
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<tr>
<td>4</td>
<td>2.8</td>
<td>Exámenes</td>
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<td>5</td>
<td>2.9</td>
<td><strong>Final del curso</strong></td>
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### 2.3.5 International Sales Conversations in Italian

<table>
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<tr>
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<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB14IVGI</td>
<td>1 EC</td>
<td>28 hrs</td>
<td>7 hrs</td>
<td>O</td>
</tr>
</tbody>
</table>

**Contents**

Prepare “trattative di vendita” (Sales talks); Introduction (social talk); customer needs/wishes, description company and product; description target group; objectives sales talk (business and personal).

**Learning objectives**

Holding a sales talk in fluent Italian based on the theory studied.

**Course types**

Practicum, attendance and participation compulsory during 6 practicums.

**Study material**

Syllabus: Sheets will be delivered during the first class

**Assessment**

In order to take part in the sales talk, the partial assignments need to be sufficient. The talk will be assessed sufficient/insufficient.
### Planning

<table>
<thead>
<tr>
<th>Week</th>
<th>Calendar week</th>
<th>Preparations</th>
<th>Lectures – subjects</th>
<th>SBU</th>
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</thead>
<tbody>
<tr>
<td>2.1</td>
<td>47</td>
<td></td>
<td>Trattative di vendita</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>48</td>
<td>Vendita di un servizio</td>
<td>Vendita di un servizio</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>49</td>
<td>Presentazione delle vendite</td>
<td>Presentazione delle vendite</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>50</td>
<td>Test di mercato</td>
<td>Test di mercato</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>51</td>
<td>Hand in language task block 6 during classes. Preparations per duo. Each duo makes photo copies for the other students in class.</td>
<td>Discussion of language task. “trattative di vendite” are played out in duos.</td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>2</td>
<td>Preparation presentation for Italian native speakers</td>
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<td></td>
</tr>
<tr>
<td>2.8</td>
<td>3</td>
<td>Oral exams</td>
<td>Oral exams on all texts dealt with in class, plus the language task.</td>
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</tr>
<tr>
<td>2.8</td>
<td>4</td>
<td>Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>5</td>
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### 2.4 International Sales and Account Management

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<th>Osiris code</th>
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<th>CU</th>
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</thead>
<tbody>
<tr>
<td>IMVH3SAM</td>
<td>2 EC</td>
<td>56 hrs</td>
<td>14 hrs</td>
<td>W</td>
</tr>
</tbody>
</table>

SBU = Study load hours, CU = Contact hours

**Content**

To be successful in international business, companies must be market driven. Before a company decides to start selling its products in international markets, it will need to fully understand the international marketing environment. In the internationalisation process it is also of paramount importance that companies choose the right entry strategies in order to compete in the market. There are a number of factors that will influence the determination of the most effective entry strategy for a given foreign market. It is important to realize that adopting a given entry strategy is a dynamic process; with time it can change. It is also likely that a company can be constructing different entry strategies for different markets at any one time. The marketing program for every foreign market must be carefully considered. Export cannot be managed as a side issue. There must be sufficient management and sales time given in order to adopt a particular export initiative. Therefore it is essential that the company has the right structure in place in order to effectively export.
Learning Objectives
The student:
• is able to define the motives a company has to export;
• is able to determine which factors are important at the start-up of international business;
• knows, resume/ describes the external factors which are important in making choices across export countries;
• knows, resumes/ describes the differing entry strategies together with their pros and cons;
• can show where the national marketing mix will differ from the international marketing mix; □
  can write a professional and critical report concerning an export company;
• is able to conduct a well-structured interview with an export company.

Working procedures
You will follow two hours practical lectures week.

Study material
Literature: See book list

Assessment
Written test

Planning International Sales and Account Management

<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Lecture week</th>
<th>Preparation and deadlines</th>
<th>Meetings</th>
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<tbody>
<tr>
<td>47</td>
<td>2.1</td>
<td>*1</td>
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<tr>
<td>48</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>2.3</td>
<td></td>
<td>1x2 hrs theory</td>
</tr>
<tr>
<td>50</td>
<td>2.4</td>
<td></td>
<td>1x2 hrs theory</td>
</tr>
<tr>
<td>51</td>
<td>2.5</td>
<td></td>
<td>1x2 hrs theory</td>
</tr>
<tr>
<td>52 + 1</td>
<td>Holiday</td>
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<td>2</td>
<td>2.6</td>
<td></td>
<td>1x2 hrs theory</td>
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<td>3</td>
<td>2.7</td>
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<td>1x2 hrs theory</td>
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<td>4</td>
<td>2.8</td>
<td>exams</td>
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</tr>
<tr>
<td>5</td>
<td>2.9</td>
<td>closure</td>
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</table>

*1 = for preparation and deadlines see blackboard.
2.5 Law for Sales 1

<table>
<thead>
<tr>
<th>Osiris code</th>
<th>Number of credits</th>
<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
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<td>84 hrs</td>
<td>14 hrs</td>
<td>W</td>
</tr>
</tbody>
</table>

SBU = Study load hours, CU = Contact hours

Contents
- International law; introduction
- International sales agreement
- Jurisdiction
- Applicable law
- Legal action (court, arbitration)
- Exporting in European perspective
- Competition law

Learning objectives
The student is able to:
- processes the basic requirements for a contract in particular an international business to business contract;
- has insight in the creation of an international business to business contract, understands the legal consequences at the cessation of negotiations on international business to business contracts, and knows which aspects are important for an international business to business contract;
- can, based on legal cases, explain and apply the functioning of the Convention on International Sale of Goods (CISG) and Gap-filling law;
- can, based on legal cases, question the applicability of legal systems and judges in international business to business contracts, taking into account the Incoterms and the applicable regulations of the European Union, the student can with underlying argumentation determine the legal system and courts should be applied;
- can, based on legal cases, identify and explain with underlying argumentation the means of transport and form of international payment should be used;
- can, based on legal cases, indicate to what impact the free movement of goods, persons, services and capital within the EU has for the position of persons and companies inside and outside the EU. The student should, based on legal cases, compare and explain similarities and differences of the four freedoms;
- can explain the theory regarding the ban on cartels, the prohibition of abuse of power and illegal state aid, where the student should be able to apply this theory in legal cases.

Course types
As a class, there are two contact hours a week. During these hours, the theory will be discussed with the help of cases. Next to this, students must hand in an assignment in week 6.

Study material
Assessment
Each student has to do a written exam. The written exam will consist of 25 mc questions and 5 open questions.
The mc questions count for 50% of the mark and the open questions count for 50%.

Planning Law for Sales 1

See the Blackboard for details.

<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Lecture week</th>
<th>Preparation and deadlines</th>
<th>Meetings</th>
</tr>
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<tbody>
<tr>
<td>47</td>
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<td>Chapter 1 and exercises</td>
<td>1x2 hrs theory</td>
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<tr>
<td>48</td>
<td>2.2</td>
<td></td>
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</tr>
<tr>
<td>49</td>
<td>2.3</td>
<td>Chapter 2 and exercises</td>
<td>1x2 hrs theory</td>
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<td>50</td>
<td>2.4</td>
<td>Chapter 3 and 4 and exercises</td>
<td>1x2 hrs theory</td>
</tr>
<tr>
<td>51</td>
<td>2.5</td>
<td>Chapter 5 and exercises</td>
<td>1x2 hrs theory</td>
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<td>52 + 1</td>
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<td>2</td>
<td>2.6</td>
<td>Chapter 6 and exercises</td>
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<td>2.7</td>
<td>Chapter 7 and 8 and exercises</td>
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<td>2.8</td>
<td>exams</td>
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<tr>
<td>5</td>
<td>2.9</td>
<td>closure</td>
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</table>
2.6 Foreign Languages (including Intercultural Competence)

<table>
<thead>
<tr>
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<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILVH3FRA6</td>
<td>2 EC</td>
<td>56 hrs</td>
<td>13 hrs</td>
<td>W</td>
</tr>
<tr>
<td>ILVH3DU6</td>
<td>2 EC</td>
<td>56 hrs</td>
<td>14 hrs</td>
<td>W</td>
</tr>
<tr>
<td>ILVH3SPA6</td>
<td>1 EC</td>
<td>28 hrs</td>
<td>7 hrs</td>
<td>O</td>
</tr>
<tr>
<td>ILVH3ITA6</td>
<td>1 EC</td>
<td>28 hrs</td>
<td>7 hrs</td>
<td>O</td>
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</table>

SBU = Study load hours  
CU = Contact hours

2.6.1 Foreign Languages Spanish

<table>
<thead>
<tr>
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<th>SBU</th>
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<tbody>
<tr>
<td>ILVH3SPA6</td>
<td>1 EC</td>
<td>28 hrs</td>
<td>7 hrs</td>
<td>Written test</td>
</tr>
</tbody>
</table>

SBU = Study load hours  
CU = Contact hours

Contents
Spanish 6 is given at B1-level (according to the European Framework), level 1 of competence 7 (Bachelor of Commerce).

Chapter 6 of Colegas 2 is treated.

Themes:
Social talk; expositions and fairs; describe situations in the past; express simultaneous actions in the past; give your opinion; tell about experiences from the past

Grammar:
el pretérito pluscuamperfecto; pensaba/creía/no sabía que + pretérito imperfecto; pasar; faltar/sobrar; conectores del discurso

Learning outcomes
After this block you are able to:

Written skills:
• Apply grammar in the field of: el pretérito pluscuamperfecto; pensaba/creía/no sabía que + pretérito imperfecto; pasar; faltar/sobrar; conectores del discurso
• Apply the vocabulary of Chapter 6 of Colegas 2 in exercises
• Apply the vocabulary of the syllabus ¡Dilo tú!

Work forms and guidance
1 hour practicum per week

Assignments
Several assignments, see planning
Study Material
Colegas Deel 1 Tekstboek, González, M. e.a.
Colegas Deel 1 Werkboek, González, M. e.a.
Colegas, Grammatica 1+2 met cd-rom, González, M. e.a.
Syllabus ¡Dilo tú!

Van Dale Pocketwoordenboek Nederlands-Spaans
Van Dale Pocketwoordenboek Spaans-Nederlands

Testing and assessment:
• A written exam in which grammar and vocabulary of chapter 6 of Colegas part 2 as well as vocabulary of the syllabus ¡Dilo tú! are tested in several exercises
• A trial exam is available on Blackboard
• The written test will be made in class in the last (7th) week

Attendance
You are expected to prepare and participate actively in 5 out of 6 classes. If not, you will be excluded from the first opportunity to do the written test.

Planificación ILVH3SPA6

<table>
<thead>
<tr>
<th>Semana de calendario</th>
<th>Semana de clase</th>
<th>Preparación y fechas límite</th>
<th>Clases</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>2.1</td>
<td>Estudiar p. 177 de la gramática; Unidad 6 ej.2 y 3 (leer y traducir); preparar DILO tú p.1 y 2</td>
<td>Explicar el programa Gramática p.177 Unidad 6: ej. 1; hablar de propias experiencias (feria internacional de periodo 4 del año propedéutico; visitas a otras ferias)</td>
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<tr>
<td>48</td>
<td>2.2</td>
<td>Gramática p.177; Unidad 6 ej.2 y 3; DILO tú p.1 y 2</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>2.3</td>
<td>Gramática p.178; Unidad 6 ej.4 y 5 (leer y traducir); DILO tú p.3 Libro de ejercicios: ej.4, 6</td>
<td>Preguntas ejercicios Libro de ejercicios Gramática p.178; Unidad 6 ej.4 y 5 (leer y traducir); DILO tú p.3</td>
</tr>
<tr>
<td>50</td>
<td>2.4</td>
<td>Unidad 6 ej.6 y 7; ejercicio extra tiempos pasados Libro de ejercicios ej.7, 11</td>
<td>Preguntas ejercicios Libro de ejercicios Unidad 6 ej.6 y 7; ejercicio extra tiempos pasados</td>
</tr>
<tr>
<td>51</td>
<td>2.5</td>
<td>Unidad 6 ej.8 y Tarea Buscar y traer artículo en español sobre alguna feria</td>
<td>Unidad 6 ej.8 y Tarea Conversación articulos sobre ferias</td>
</tr>
<tr>
<td>52 + 1</td>
<td>Vacaciones</td>
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2.6.2. Foreign Languages French

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<th>CU</th>
<th>Type of test</th>
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<tbody>
<tr>
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<td>56 hours</td>
<td>12 hours</td>
<td>written</td>
</tr>
</tbody>
</table>

SBU = Study load hours  
CU = Contact hours

Contents
Language training: parts of a sales talk to support the Sales component of this block Grammar: the passive, the article and interrogative pronoun.

Learning outcomes

Writing/Vocabulary
1. In French I can translate words from Dutch to French and sentences from French to Dutch in the field of distribution and marketing.

Grammar
2. I can apply the most-commonly used forms of the passive
3. I can apply the definite and indefinite article and the partitive article
4. I can apply the interrogative pronoun

From: [www.europeestaalportfolio.nl](http://www.europeestaalportfolio.nl), Can-do-statements at B1 level.

Work forms and guidance
Practical lecture
Two hours a week the lecturer guides the student in their acquisition of French

Assignment(s)
See Planning below

Study material
Pour Parler Affaires, méthode de français commercial.  
Grammaire 350 exercices  
Grammar guide + Verb guide  
Material on BB
Testing and assessment
You have passed your written exam for FRA6 if you:
1. You know the passive tense well, this means that you can use the discussed forms. You can make an active sentence in French passive and you can translate a Dutch sentence in the passive into French.
2. You can use the definite, indefinite and partitive article in the correct manner and translate these from Dutch into French.
3. You can translate words from Dutch to French and sentences from French to Dutch in the field of sales and marketing. (vocabulary: see Black board)

Attendance
The student should be present and prepared for at least 80% of the lectures. Attendance of less than 80% means that you are excluded from the first sitting of the exam. (80% for this course = you are not allowed to miss more than 3 class hours)

Planning Français
Abréviations des livres qu’il faut apporter pour chaque cours:
PPA = Pour Parler Affaires
Gram350 = Grammaire 350 exercices
GW = Grammar guide
WW = Verb guide

Semaine 47/Collegeweek 1

Cours 1, préparation:
Apporter GW, WW et Gram350
Cours 1, activités:
Explication et exercices de la forme passive (= lijdende vorm) voir document sur black board.
Faire exercices devoirs semaine 2 sur BB.

Cours 2, préparation:
Préparez PPA module 9 page 107 nr. 4 et 5
Cours 2, activités:
Correction devoirs + PPA p. 110/111 simulation (= entretien de vente: rompre la glace)

Semaine 48/Collegeweek 2

Cours 1, préparation:
Préparer grammaire semaine 2 la forme passive (= de lijdende vorm) sur Black board + apporter GW
Cours 1, activités:
Correction devoirs + explication de l’article (= het lidwoord). Faire exercices devoirs semaine 3 sur BB, Prononciation exercices BB

Cours 2, préparation:
Préparez PPA module 10 page 119, nr. 5 et 6
Cours 2, activités:
Correction devoirs + PPA p. 118 (= entretien de vente: traitement des objections)
Semaine 49/Collegeweek 3

Cours 1, préparation:
Préparer grammaire semaine 3 l’article (= het lidwoord) sur Black board + apporter Gram350

Cours 1, activités:
Correction devoirs + faire Gram350 het lidwoord Chapitre 2 ex. 5, 6, 8 et 11 + Prononciaion exercices BB

Cours 2, préparation:
Préparez PPA module 10: Préparer une description de votre produit, c’est-à-dire le produit que vous avez choisi pour votre entretien de vente! (= les qualités, avantages, ingrédients ou matériaux etc.) à l’aide de la page 120 Mot-clés + nr. 4 page 121

Cours 2, activités:
Correction devoirs + PPA, module 10, p.121

Semaine 50/Collegeweek 4

Cours 1, préparation:
Préparer grammaire Gram350 Chapitre 30 La forme passive (= lijdende vorm) p.158 exercices 1, 2, 3 et 4B

Cours 1, activités:
Correction devoirs + explication du pronom interrogatif (= vragend voornaamwoord). Faire exercices Gram350, chapitre 10, exercices 13 et 14 + Prononciaion exercices BB

Cours 2, préparation:
Préparez des questions pour les étudiants d’échange sur le produit que vous allez vendre pendant votre entretien de vente + lire texte sur black board: Simple comme bonjour et répondez aux questions.

Cours 2, activités:
Une présentation des étudiants français sur le sujet: Vendre en France!

Semaine 51/Collegeweek 5

Cours 1, préparation:
Préparer grammaire semaine 5: le pronom interrogatif sur BB + exercice oral avec les articles

Cours 1, activités:
Correction devoirs + Gram350 Chapitre 10, exercices 1, 2, 5, 10, 11 + Prononciaion exercices BB

Cours 2, préparation:
Préparez PPA module 10 page 126 Evaluation

Cours 2, activités:
Analyse du texte + prononciaion et dictée!

| Semaine 52 et 01 | Pas de cours | Noël |
Semaine 02/Collegeweek 6

_Cours 1, préparation:_
Préparer grammaire semaine 6 de BB, c’est une répétition de la forme passive, de l’article et du pronom interrogatif

_Cours 1, activités:_
Correction devoirs + répéter l’exercice oral sur les articles de BB + prononciation

_Cours 2, préparation:_
Préparer l’examen d’essai (= proeftentamen) sur black board, la partie grammaire

_Cours 2, activités:_
Correction examen d’essai

Semaine 03/Collegeweek 7

_Cours 1 et Cours 2:_
**Entretiens de vente, pas de cours**

<table>
<thead>
<tr>
<th>Semaine 04 (23-27 jan)</th>
<th>Examens</th>
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<tr>
<td>Semaine 05 (30-03 jan/fev)</td>
<td>Semaine de finission</td>
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<tr>
<td>Semaine 08 (20-24 février 2017)</td>
<td>Rattrapage FRA6</td>
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2.6.3 Foreign Languages German

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<td>56 hrs</td>
<td>14 hrs</td>
<td>written</td>
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</tbody>
</table>

SBU = Study load hours  
CU = Contact hours

Contents
The following themes from the syllabus Deutsch 6 will be discussed: main clauses and subordinate clauses, punctuation, letter-writing assignments, the difference between _werden, sollen_ and _müssen_, the comparative and the translation of _dan_ and _als_.

Chapters 7 to 10 from _Duitse grammatica voor het economisch onderwijs_ will be discussed: irregular verbs, adjectives and nouns.

Deutsch 6 is taught at B1 level of the European Framework of Reference

**Learning outcomes**

At the end of this block you can:
- Use the grammar mentioned under _contents_ correctly
- Write (a part of) an offer in correct German using the right layout
- Use the vocabulary offered in the syllabus _Deutsch 6_ in written German.

**Work forms and guidance**

Two hours of practical lecture per week.
Assignment
Different assignments, see weekly planning

Study material
Syllabus Deutsch 6
Duitse grammatica voor het economisch onderwijs

Testing and assessment
Written exam in which the grammar from Duitse grammatica voor het economisch onderwijs and the vocabulary from the syllabus Deutsch 6 is tested.
There is a sample exam on Blackboard which will be made and discussed in the last lecture week

Attendance
You should be prepared for and actively participate in at least 80% of the practical lectures and will be excluded from the first sitting of the written exam if you have not met the requirements for attendance and preparation.

Planung Deutsch 6
DG:  Duitse grammatica voor het economisch onderwijs
Syl:  Syllabus Deutsch 6 (University shop)

Bring to every practical lecture:
- Syllabus Deutsch 6
- Duitse grammatica voor het economisch onderwijs

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Preparation</th>
<th>Subjects of Lecture</th>
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<tbody>
<tr>
<td>47</td>
<td>2.1</td>
<td>DG: S. 42-47</td>
<td>Über Deutsch 6 und 7 Sätze Seite 38 DG: besprechen S. 42 - 47 Deutschlandvideo</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>2.2</td>
<td>Brief I S. 42 DG: S. 48-49</td>
<td>Brief I S. 42 DG: besprechen S. 48-49</td>
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<tr>
<td></td>
<td></td>
<td>DG: S. 50-51</td>
<td>DG: besprechen S. 50-51 Deutschlandvideo</td>
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<tr>
<td>49</td>
<td>2.3</td>
<td>Brief II S. 42 Sätze S. 50</td>
<td>Brief II S. 42 Sätze S. 50</td>
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<tr>
<td></td>
<td></td>
<td>DG: S. 52-55</td>
<td>DG: besprechen S. 52-55 Text mündlich zusammenfassen (Text wird während der Deutschstunde verteilt)</td>
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</table>
| 50 | 2.4 | Syl S. 33 - 37  
Im Internet vier deutsche Sprichwörter suchen und deren Bedeutung erklären.  
Mehrzahl Substantive (zelfstandige naamwoorden) machen (Syl. Wörterlisten Teil 1 - 4) | Besprechen Syl S. 33 - 37  
DG: besprechen S. 57  
Sprichwörter in der Klasse mündlich erklären.  
Mehrzahl Substantive (zelfstandige naamwoorden) besprechen (Syl. Wörterlisten Teil 1 - 4) |
| 51 | 2.5 | DG: machen S. 63  
Brief III S. 42  
Sätze S. 57 | DG: besprechen S. 63  
Brief III S. 42  
Sätze S. 57  
Text mündlich zusammenfassen (Text wird während der Deutschstunde verteilt) |
| 02 | 2.6 | DG: machen S. 65  
Deutschlandvideo | DG: besprechen S. 65  
Deutschlandvideo  
Extra Übungen Grammatik |
| 03 | 2.7 | DG: S. 66 - 77 lernen  
Schriftliche Klausur vorbereiten | DG: S. 77 mündlich  
Extra Übungen Grammatik  
Probeklausur machen |
| 04 | | **Klausuren Periode 2** |
2.6.4 Foreign Languages Italian

<table>
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<th>Type of test</th>
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<tr>
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<td>1 EC</td>
<td>28 hrs</td>
<td>7 hrs</td>
<td>Oral exam</td>
</tr>
</tbody>
</table>

SBU = Study load hours, CU = Contact hours

Contents
Italian 6 starts at A2/B1 level and achieves a more comprehensive A2/B1 level (according to the standards of the European Framework of Reference) of Domain competence 7 (Bachelor of Commerce).

Chapters 15 and 16 of Italiaans voor Zelfstudie will be discussed.

The following themes will be discussed:
At the bank, (withdrawing money, problems with cash dispensers that do not work and the likes). The weather. Shopping. Buying a train ticket.

Grammar:
Personal pronouns (direct and indirect object).
Imperative

Learning outcomes
Domain competence 7: Communicating in several languages
Can-do-statements according to European Framework of Reference level A2.
After this block, the student can:

Speaking skills:
- Give a presentation about your job, your family, being able to have conversations in a bank (transferring money, problems with cash dispensers that will not return your card and the likes) talking about the weather, giving presentations about certain aspects of Italian culture.

Reading skills:
- Understanding a written text about work and leisure time with the present perfect, the past tense, reflexive verbs and personal pronouns.

Work forms and guidance
1 hour of practical lecture per week

Assignment(s)
Different assignments, see weekly planning

Study material
Italiaans voor Zelfstudie, lessons 15 and 16
Testing and assessment
- A written exam where the grammar and vocabulary of chapters 13 and 14 from Italiaans voor Zelfstudie are tested in different exercises.
- The sample test is made by the students during the last lecture week and discussed in class.

Attendance
The student should be prepared for and actively participate in at least 80% of the lectures.

Planning Italian 6

<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Lecture week</th>
<th>Preparation and deadlines</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>2.1</td>
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<td>Lezione 15 prima parte</td>
</tr>
<tr>
<td>48</td>
<td>2.2</td>
<td>Lezione 15 seconda parte</td>
<td>Lezione 15 seconda parte</td>
</tr>
<tr>
<td>49</td>
<td>2.3</td>
<td>Lezione 15 extra text</td>
<td>Lezione 15 extra text</td>
</tr>
<tr>
<td>50</td>
<td>2.4</td>
<td>Lezione 16 prima parte</td>
<td>Lezione 16 prima parte</td>
</tr>
<tr>
<td>51</td>
<td>2.5</td>
<td>Lezione 16 seconda parte plus extra text</td>
<td>Lezione 16 seconda parte plus extra text</td>
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<tr>
<td>02</td>
<td>2.6</td>
<td></td>
<td>Presentazione con studenti italiani</td>
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<tr>
<td>03</td>
<td>2.7</td>
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<td>Esame orale</td>
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</tbody>
</table>
2.7 Cross Cultural Management (1 ec)
Cross Cultural Management is part of the sales training in all languages.

Contents
Trompenaars’ model.
Trompenaars’ model discusses the effect of cultural diversity in the way people do business. Since culture is not easily felt unless one is immersed thoroughly in the lives of the people around, it is important for businesses to carefully understand how the culture of partners and the location may optimise the operation of the business, and similarly enhance the way of interaction in business.

Learning objectives
The student can:
• recognize cultural differences during negotiations;
• give examples of different behavior between Dutch people and people from other cultures during negotiations
• predict what the dangers are on being interculturally unprepared in business with people of other cultures
• explain cultural blunders with the help of concrete cases
• react or try to react “properly” in “strange” or “crazy” business situations.

Course types
Practical / skill training

Study material

Assessment
Participation / attendance
Oral exam
## Planning

<table>
<thead>
<tr>
<th>Week</th>
<th>Calendar week</th>
<th>Preparation Practical lecture</th>
<th>Lecture (subjects)</th>
<th>SLH</th>
</tr>
</thead>
</table>
| 2.1  | 47            | Introduction  
Chapter 1, 2,3 of Riding the Waves of Culture | Introduction  
Chapter 1, 2, 3 of Riding the Waves of Culture | 3 hours |
| 2.2  | 48            | Chapter 4, 5, 6 of Riding the Waves of Culture | Chapter 4, 5, 6 of Riding the Waves of Culture | 3 hours |
| 2.3  | 49            | Chapter 7, 8, of Riding the Waves of Culture | Chapter 7, 8 of Riding the Waves of Culture | 3 hours |
| 2.4  | 50            | Chapter 9,10 of Riding the Waves of Culture | Chapter 9, 10, of Riding the Waves of Culture | 3 hours |
| 2.5  | 51            | Oral Exams                    |                   | 3 hours |
| 2.6  | 2             | Oral exams                    |                   |     |
| 2.7  | 3             | Oral exams                    |                   |     |
2.8 Study part Personal Development 5
Exchange students see BB!

<table>
<thead>
<tr>
<th>Osiris code</th>
<th>Number of credits</th>
<th>SBU</th>
<th>CU</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
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<td>28hour</td>
<td>7hour</td>
<td>O</td>
</tr>
</tbody>
</table>

SBU = Study load hours, CU = Contact hours

Inhoud
In blok 6 wordt tijdens een groepsbijeenkomst aandacht besteed aan: de evaluatie van jaar 1 en de studievoortgang. Onderwerpen die aan de orde komen zijn: evaluatie jaar 1, oriëntatie blok 6, de opdrachten en de studieplanning.
Daarnaast is er 1 bijeenkomst gepland per groep van 6 - 12 studenten, waarbij onder andere de studieplanning wordt besproken.
In blok 6 wordt tijdens een groepsbijeenkomst aandacht besteed aan Personal Development en de ingeleverde opdrachten. Tijdens deze bijeenkomst wordt tevens ruimte gegeven voor het bespreken van onderwerpen die voor de loopbaanontwikkeling van de studenten belangrijk zijn. Zoals b.v. de keuzes m.b.t. de landen voor stage en studie buitenland.
Daarnaast is er 1 functioneringsgesprek gepland in de loop van blok 6.

Leerresultaten
De student:
1) kan in een studieplanning laten zien hoe hij zijn studie, aan de hand van het lesrooster en tentamenrooster, en zijn overige activiteiten organiseert voor jaar 2.
2) kan beschrijven en verantwoorden hoe hij/zij heeft gewerkt aan de eigen ontwikkeling als professional aan de hand van uitgevoerde en geëvalueerde praktijkopdrachten.
3) kan drie uitingen van zijn eigen Personal Branding benoemen en beschrijven uit een keuze van 8 – 10 opdrachten.

Werkvormen en begeleiding
De groepsbijeenkomsten zijn met je eigen Studiecoach (ook als je in verschillende klassen zit). Daarnaast is 1 functioneringsgesprek gepland waar je actuele (Digitaal) Portfolio wordt besproken aan de hand van het gespreksprotocol voor de student blok 6 (zie blz. 11).

Opdracht(en)
De opdrachten van blok 6 en de richtlijnen voor de (Digitaal) Portfolio staan in Hoofdstuk 4.1 van deze studentenhandleiding. De geactualiseerde Portfolio, inclusief de gemaakte opdrachten, moet in week 51 worden ingeleverd/digitaal worden klaargezet. De functioneringsgesprekken vinden plaats tussen week 48 en week 3.

Studiemateriaal
Studentenhandleiding Personal Development jaar 1;
Studentenhandleiding Personal Development jaar 2
IBL; Competentieprofiel van de opleiding IBL.
Toetsing en beoordeling
Voldoende actieve participatie en aftekening met een voldoende van alle opdrachten. Criteria hiervoor zijn: verplichte aanwezigheid bij alle soorten colleges, actieve deelname aan alle onderdelen, op tijd inleveren van de opdrachten, zelf initiatief nemen voor een gesprek met je Studiecoach. De geactualiseerde (Digitale) Portfolio, inclusief de gemaakte opdrachten van blok 6, moeten in week 1.10 worden ingeleverd/ digitaal worden klaargezet. Alle opdrachten moeten met een voldoende worden afgerond. In jaar 2 is in blok 6 en 8 1 EC ingevuld voor Personal Development.

Herkansing
In overleg met de studiecoach.

Feedback

Aanwezigheid
Alle bijeenkomsten zijn verplicht.

Planning Personal Development

<table>
<thead>
<tr>
<th>Kalenderweek</th>
<th>Collegeweek</th>
<th>Voorbereiding en deadlines</th>
<th>Bijeenkomsten</th>
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<tbody>
<tr>
<td>47</td>
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<td>2.2</td>
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<td>Bespreken opdrachten Personal Development en onderwerpen die voor Personal Development belangrijk zijn. Zoals b.v. het kiezen van een studie buitenland, stage buitenland</td>
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<tr>
<td>49</td>
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<td>52 + week 1</td>
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<td>3</td>
<td>2.7</td>
<td>Meenemen gespreksprotocol blok 6</td>
<td>Functioneringsgesprek</td>
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<td>2.9</td>
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<td>Herkansing functioneringsgesprek</td>
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2.9 Program exchange students

<table>
<thead>
<tr>
<th>Study parts</th>
<th>Osiris code</th>
<th>Number of credits</th>
<th>T</th>
<th>Mark (C) or Suff/Insu (S/I)</th>
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<tr>
<td>Sales Training &amp; Theory</td>
<td>IMVH3SAT</td>
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<td>O</td>
<td>M</td>
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<tr>
<td>International sales Training in English</td>
<td>IMVH2IST</td>
<td>1</td>
<td>O</td>
<td>M</td>
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<td>Cross cultural Management sales</td>
<td>IMVH2CCMS</td>
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<td>O</td>
<td>M</td>
</tr>
<tr>
<td>International Sales and Account Management</td>
<td>IMVH3SAM</td>
<td>2</td>
<td>S</td>
<td>M</td>
</tr>
<tr>
<td>Law for Sales 1</td>
<td>IMVH3LAW1</td>
<td>3</td>
<td>S</td>
<td>M</td>
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<tr>
<td>Elective</td>
<td>LCK</td>
<td>3</td>
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<td>Personal Development 5</td>
<td>IMVH3STC5</td>
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<td><strong>total</strong></td>
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<td><strong>15</strong></td>
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</table>

2.9.1 Sales training and Theory.

See 2.2 study guide.

2.9.2 International Sales Training in English

See 2.3 and 2.3.1. study guide.

2.9.3 Cross Cultural Management

Cross Cultural Management Extra course only for exchange students (2 EC)

Aim: intercultural awareness.
Research: a Group of students will research foreign experiences on the internet.

There are many sites in many languages where people share their experiences abroad. One example is www.Waarbenijj.nu. If you open this site you can find experiences of Dutch people who are living outside the Netherlands (for a while). On the homepage of this site you can find icons of the French, the German and the British flags which give you access to people of these nationalities who share their experiences abroad in their languages. But these kinds of sites are in many more languages: Spanish, Norwegian, Italian etc. Each student has to find a site like this in his/her mother tongue and analyse the experiences abroad of other people.

In the first class we will form the groups for the research. Groups can be different according to the number of students attending the seminar or according to their nationalities or mother tongue. There can be different options.

Research
What? People judging other cultures.
How? Trompenaars’ 7 dimensions will be used as base for the research where it is possible. Hofstede’s model (for the students who know it) is also possible.
Who? Possibly a group of three students of the same nationality who analyse people of their nationality who live abroad. For example: a group of three Spanish exchange students will read and analyse the experiences of 30 Spanish people living in the Netherlands who wrote on the internet about their experiences (in Spanish) in the Netherlands. Each member of the group should find 10 Spanish people living in the Netherlands who write about their life in the Netherlands. From each person found on the internet there should be at least 10 pages. You can also find less than 10 persons, as long as you have 100 pages (per student!) What do Spanish people find interesting, boring, stupid, strange, fantastic, smart and so on about the Netherlands? Why? Reading the reports of these people you can find many answer to these questions, try (if possible) to relate the results of your research to Trompenaars or Hofstede’s cultural dimensions. For example: a Spanish student might find it annoying that service in Dutch markets is very slow because they serve one client at the time whereas in Spanish markets they can also serve two or more clients at the same time. This would be an example of Trompenaars’ dimension about time. If you find more of these examples in your research you can conclude that this dimension is important when you talk about cultural differences between the Netherlands and Spain. Please note: reactions of friends living in Spain are also very interesting: Hello Pedro, I also lived in Rotterdam a couple of years ago and I totally agree/disagree with you because… Include reactions of friends also in your research.

What will your report look like?

Introduction (half page)

A table of your research with:
Number of people found
Gender
Age
Level of education
Profession
Reason for staying abroad
Duration of stay
If the stay took place in the past, when did it take place?
(you probably won’t be able to collect all this information but try to collect as much as possible)

A separate chapter for issues of each cultural dimension you have found (3/4 pages). You don’t need to refer to all Trompenaars’ or Hofstede’s dimensions, refer only to what you have found. You don’t need to write anything about the dimension of nature if haven’t found anything related to it. In your research you will probably find things that are interesting but that are not related to the cultural dimensions you studied. The (large) use of soft drugs in the Netherlands might be something that you can find in reading the reports of Spanish people living in Amsterdam. If the people of your research write about this issue then write a separate chapter about it. Why do they find it interesting, stupid, strange and so on.

You don’t need to translate the Spanish reports about the Netherlands into English but you have to copy all of them onto a CD. Add this CD to the end of your report. Organise this CD in a way that it will be easy to find the source of what you mention in your report: persons X and Y say that the Dutch are smart because …. Page 26 and 35 on the CD. If you want you can quote person X and Y in Spanish, but you will also have to translate the quotation into English.

Conclusion (half page)

Add to your report a CD with all the original texts you have found.
Mention every source!!!
**Presentation**

Duration: about 30 minutes, depending on the number of students attending the seminar

Try to find things related to the issue you find on your research, pictures, short films, text ...

Sites like [www.Waarbenij.jj.nu](http://www.Waarbenij.jj.nu) are accessible without password. But there are many other sites that contain reports of people living in another culture, Facebook, Twitter … It doesn’t matter where you find your report, as long as you mention the source.

Each student must analyse at least 100 pages from the social media (6 up to 10 people). This means that on a CD of a three students’ group there should be at least 300 pages. If you want you can also write a mail to the person who wrote the text you are analysing telling him/her what you are doing and asking why he/she wrote that text on the internet. You can include these pages in the pages that you have to find.

During the first class groups will be formed. The ideal number of a group is three, all three of the same nationality. Unfortunately this won’t always be possible. In same cases there could be also groups with more or less than three students. This depends on who will attend the seminar. Different options are possible. This will be discussed during the first session.

If a student comes from a culture where nothing in his/her language can be found on the internet than he/she will analyse English texts that are to be found clicking on the British flag in the site [www.Waarbenij.jj.nu](http://www.Waarbenij.jj.nu). During the first session this student will choose the country to be analysed.

Cooperation is very important. During the presentation it must be clear that students belonging to the same group must know each other’s work well. A presentation held by three students must be one presentation where all the information is connected and not three different presentations where the members of the same group don’t know each other’s work.

Assessment: a mark ranging from 1 to 10 given to the individual student for the presentation and for the report. Final mark: 50% oral presentation and 50% for the written report). Deadlines and presence during classes will influence the mark.

Obligatory attendance. Any absence will influence your mark. Each absence will be 0.5 point less on your final mark!!!!!!

**Detailplanning**

<table>
<thead>
<tr>
<th>Week</th>
<th>Calendar week</th>
<th>Preparation</th>
<th>Lecture (subjects)</th>
<th>SLH</th>
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<tbody>
<tr>
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<td>Practical lecture</td>
<td>Introduction, forming of the groups, choosing the country to be analyzed. Fixing the dates for the presentations.</td>
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<tr>
<td>2.2</td>
<td>48</td>
<td></td>
<td>No lecture</td>
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</tr>
<tr>
<td>2.3</td>
<td>49</td>
<td></td>
<td>Monitoring the research. The group has already found all the texts to be analyzed. Each group has to come with at least one laptop containing the texts. Discussion with the teacher about these texts. In this session you don’t have to hand in the texts, but only show them to the teacher. Discussion with the teacher about the set up of the presentation and the final report.</td>
<td></td>
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<tr>
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<td>51</td>
<td>Presentations</td>
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<tr>
<td>2.6</td>
<td>2</td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2.7 | 3  | Resits  
Friday of this week(10th of January) is de deadline to hand in your report!!!  
Any delay will influence your final mark, no mercy! |

**Please Note:**  
On the cover page of the assignment, write the name and student number in clear lettering and student number of each member of the group. If not, your assignment will not be graded.

To receive your credits, you need to complete the following assignments successfully *and* you need to have attended the sessions. Missing the deadline means that you’ve missed your first chance. Success!

**2.9.4 International Sales and Account Management**  
See 2.4 Study guide.

**2.9.5 Law for Sales**  
See 2.5 Study Guide.

**2.9.6 Elective**  
See Blackboard

**2.9.7 Personal Development**  
See Blackboard.
Appendix 1   Curriculum overview
School of Marketing Management – Bachelor of Business Administration curriculum - study program / major IBL

Year 1

<table>
<thead>
<tr>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
<th>Block 4</th>
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<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>
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Block 1

Year 2

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<th>Block 8</th>
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Block 5

Year 3

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

Year 4

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<th>Block 15</th>
<th>Block 16</th>
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<tr>
<td>Minor / Specialization</td>
<td>Minor / Specialization</td>
<td>Final paper</td>
<td>Final paper</td>
</tr>
<tr>
<td>Study abroad or Work Placement</td>
<td>Study abroad or Work Placement</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>

Block 13

*: depending on profiling of the student all competences on level 2

Year 4

**: depending on profiling of the student a minimum of 2 competences on level 3
Appendix 2  Competences

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.

PLEASE ONLY INDICATE **CORE COMPETENCES**, INCLUDING LEVEL 1, 2, OR 3. Please DELETE remaining competences

<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
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<tbody>
<tr>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>Set up, execute and adjust plans from marketing policy</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Competence level 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Together with others, define changes for one or several functional areas of the organization from a given marketing problem definition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Together with others, develop, set up and substantiate a simple plan or advice for communication and/or sales and/or the organization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competence level 2:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Together with others, analyse changes for all functional areas of the organization based on a global marketing problem definition.</td>
<td></td>
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</tr>
<tr>
<td>□ Develop, set up, substantiate and execute a plan (for communication, purchasing and/or sales, distribution, organization) based on a given marketing policy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competence level 3:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Independently analyse and investigate changes for all functional areas of the organization based on a complex marketing problem definition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Independently develop, execute and adjust a plan (for communication, purchasing and/or sales, distribution, organization) based on a complex marketing problem definition.</td>
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<td></td>
</tr>
<tr>
<td>□ Present the analysis and conclusions convincingly to management and other target groups to obtain consent and support for execution.</td>
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</table>

<table>
<thead>
<tr>
<th>Competence Level</th>
<th>Partial competence acquired?</th>
</tr>
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<tbody>
<tr>
<td>6</td>
<td>Develop and maintain business relationships for the purpose of purchasing, sales and rendering of services.</td>
</tr>
<tr>
<td><strong>Competence level 1:</strong></td>
<td></td>
</tr>
<tr>
<td>□ Conduct a conversation, including by phone, to develop relationships.</td>
<td></td>
</tr>
<tr>
<td>□ Work with CRM systems.</td>
<td></td>
</tr>
<tr>
<td>□ Distinguish consumer groups in terms of prospects and suspects.</td>
<td></td>
</tr>
<tr>
<td>□ Together with others, investigate and assess the effectiveness of the purchasing and sales organization.</td>
<td></td>
</tr>
</tbody>
</table>
- Enter into business relationships.

**Competence level 2:**

- Together with others, set up and maintain a CRM system.
- Distinguish and describe consumer groups and target (marketing) communication to these consumer groups.
- Set up an effective account profile and an effective purchasing and sales strategy.
- Create an effective sales folder containing all relevant information.
- Conduct effective negotiations, including in foreign languages.
- Design an effective sales organization and maintain your own relationship network.
- Conduct effective written communication for the purpose of purchasing and sales, including in foreign languages.

**Competence level 3:**

- Independently set up and maintain a CRM system.
- Analyse the data of the CRM system.
- Set up and maintain your own network for the purpose of purchasing and sales and/or rendering of services.

| Competence | Level | Partial competence acquired?
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
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</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:**

- Communicate in several languages, taking into account cultural differences, internally and externally, nationally and internationally.
| Master a second modern foreign language at language level 1, 2 or 3. | Elective plan MVT CE, IBL, SBRM |
| 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. | Elective plan MVT CE, IBL, SBRM |
| 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. | Elective plan MVT IBL |
| 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. | Elective plan MVT IBL |
| 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 program, this measuring point will often be placed at a later stage in the study program.
- Language levels of a second and third modern foreign language can be determined when filling in the details and making specifications per study program. 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.
<table>
<thead>
<tr>
<th></th>
<th>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 7.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Competence</td>
<td>Level</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>8</td>
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</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.
  Projects P and HF,

- Recognize conflict situations in a project group and play a mediating role.
  Projects P and HF,

- Set up quality requirements regarding the project in consultation with a project group.
  Projects P and HF,

**Competence level 2:**

- Handle a simple conflict situation in a project group.
  Projects, ranging from P to HF

- Deal with unexpected events, which disturb processes in the project group, and respond adequately using third party help.
  Projects, ranging from P to HF

- Under supervision, manage a simple business unit or project in a result-oriented manner.
  Projects, ranging from P to HF

- Formulate long-term goals and define these in consultation with the project group and do interim checks of their feasibility timely.
  Projects, ranging from P to HF

- Estimate the value of the contribution of a project group member and give feedback to the project group.
  Projects, ranging from P to HF

**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>Social and communicative competence (interpersonal, organization)</td>
<td>9</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>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 interdisciplinarity, customer orientation, collegiality, management (the social part of the competence).</td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Self-steering competence (intrapersonal or professional)</td>
<td>10</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>Steer and regulate one’s own development regarding learning, working in a result-oriented manner, taking initiative and acting independently, flexibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think about, reflect upon, and take responsibility for one’s own actions, which indicates involvement and critical selfassessment.</td>
<td></td>
<td>Within projects, (peer) assessments, CMV; explicit part of Personal Development and work placement,</td>
</tr>
<tr>
<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>Within projects, (peer) assessments, CMV; explicit part of Personal Development and work placement, ranging from P to main phase</td>
<td></td>
</tr>
<tr>
<td>Contribute to further professionalization of the industry, publications, contribute to congresses, etc.</td>
<td>Within projects, (peer) assessments, CMV; explicit part of Personal Development and work placement, ranging from P to main phase</td>
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Appendix 3  Planning deadlines block International Sales II

This chapter describes the planning of tests and deadlines for intermediate products and the end product of the integral assignment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week (year planning HG)</th>
<th>1.1 Introduction week – registered under Personal Development (PD)</th>
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<th>PD</th>
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<th>Major specific choice</th>
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Appendix 4  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 program.

*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 program.

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 program, 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 5  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.
• 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 program is used.
2. Year 1 of the study program 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.

\[2\] 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 6   Allowed calculators

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!