Study Guide

Block 7: Strategic Marketing Planning I

School of Marketing Management

Study Guide

Block 7: Strategic Marketing Planning I

School of Marketing Management
Study programme
Main phase 2017-2018

Block coordinator: H.B.J.J. Holswilder, Msc
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1. Contents and relationship to the practising profession

1.1 Introduction

In all studies of the School of Marketing Management (IMM) of Hanze University Groningen, key areas are marketing, sales and entrepreneurship. These are highly dynamic and continually changing fields with a strong international focus. It is the same for the school itself. You will enter education at a dynamic institute, where students and lecturers continuously debate the latest developments in marketing 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 at a national level. Each Bachelor of Commerce should dispose of these competences.

The study programme is structured in such a way that by the end of it, you will have reached the desired level. 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.

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 being able to launch products successfully are gained by actually performing the tasks in the project. Blocks 7 and 8 form a contiguous whole: focus of block 7 is the analysis of the capacities of the company and you will start on the analysis of the opportunities of the market. In block 8 you will continue the analysis of the market and ascertain which business strategies, market opportunities and business capacities can be matched to each other. Blocks 9 and 10 will be applying what you have learning for an exporting business as external client.

In this block you will be offered an overview of the tasks that a marketeer performs. The knowledge, attitude and skills needed for this are acquired during the supporting subjects. By executing these tasks during the project, you will acquire the competences a marketing employee needs to launch products successfully.

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.

1.2 Theme of this block

As a graduate you will be drawing up marketing plans. For this, you will need insight into the internal environment (the business) and the external environment (the market). As a graduate you must be able to perform an internal and external analysis. This is performed for a company that you may choose, for a specific product-market combination of this company. In block 7 you will perform the internal analysis and the external analysis of the macro- and meso-environment. The external analysis of the micro-environment will take place in block 8.
To this end, we will be operating from practice as much as possible. In practice one simply cannot chart the market and one’s own company in full. In addition, estimating the relevance of strengths, weaknesses, opportunities and threats is subjective to a certain extent. This makes argumentation of what you have done and how you did it very important.

In addition to focus on the practical situation, there is attention for Corporate Social Responsibility (CSR) or People, Planet and Profit (PPP). This means that we want you to look beyond your own career, your salary and the market share, sales and profits of the company you will be working for. The effect of business decisions on social prosperity and wellbeing must be charted by commercial professionals like you. The CSR and PPP trend which has already been initiated, will undoubtedly continue and gain importance and that is why you will be dealing with themes such as sustainability and social engagement.

With regards to approach we expect the following from you:
- motivation;
- professional behaviour;
- hard work.

These three things are very much in line. Motivation means being involved in your study programme, with your group members, your own development. You are goal-oriented and you want to achieve something. Professional behaviour means that you have a proactive attitude, do not just consume but also participate, are responsible for your own behaviour, that you are present for all scheduled and planned gatherings, etcetera. Hard work means that you prepare, keep up with your study material every week, do not postpone everything until next week, sit all exams, etcetera. Here too, it is not hard to make the link to professional practice. There too, you will be expected and required to be motivated, work hard and be on time.

1.3 Professional task and learning outcomes

The central professional task in blocks 7 and 8 is the following: The marketeer analyses the opportunities of the company, the market of the company and/or how to build this up or reinforce it.

For block 7 specifically:
The marketeer describes and analyses the company’s internal environment – taking into account the mission, vision, market definition and ambition formulation of the company and developments in the industry – in order to define its own position and opportunities for development.

Accompanying professional activities: In block 7 you choose your own company for which to perform an external and internal analysis. This choice must meet the condition of the company having at least 10 employees. With the description and analysis of the internal and external environment, you will draw up an overview of relevant strengths, weaknesses, opportunities and threats. These strengths, weaknesses, opportunities and threats are part of the input for the analyses in block 8.
At the end of this block you will be able to:

- draw up a planning and stick to it together with your group members (enclosure 2 - Competences 8, 9, 10);
- draw up a research plan, general as well as specific, for desk and field research regarding the internal and external environment (C 2);
- describe and analyse developments in the external environment relevant to the industry in which your company operates and be able to draw the right conclusions from these (C 3);
- describe the internal environment of the company, analyse for market orientation and consistently following a strategy and draw the right conclusions from this (C 3);
- cooperate efficiently in a group (C 9);
- fulfil different roles in a group adequately (C 8, 9, 10);
- draw up a report in correct English (C 7, 9);
- present the results of the investigation in a presentation in a convincing manner (C 7, 9);
- answer questions about the recommendations and their arguments properly (C 9).

1.4 Credit table

The table below indicates the parts that are offered in block 7 including their Osiris codes, the number of credits for each part and the type of result.

<table>
<thead>
<tr>
<th>Study parts</th>
<th>Osiris code</th>
<th>Number of credits</th>
<th>Mark (M) or Sufficient/Insufficient(V/O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Analysis – Organisational, Marketing and</td>
<td>IMVB15ABC</td>
<td>2</td>
<td>M</td>
</tr>
<tr>
<td>Financial Audit – Business Communication (Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing/Research)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Analysis – Marketing Project/HRM</td>
<td>IMVB15MPH</td>
<td>3</td>
<td>M</td>
</tr>
<tr>
<td>Finance and Accounting Theory 2</td>
<td>IMVH3FAC2</td>
<td>3</td>
<td>M</td>
</tr>
<tr>
<td>Strategic Marketing Theory 1 (incl. HRM)</td>
<td>IMVH3STM1</td>
<td>2</td>
<td>M</td>
</tr>
<tr>
<td>Business Communication English 7</td>
<td>IMVH3COM7</td>
<td>2</td>
<td>M</td>
</tr>
<tr>
<td>Elective</td>
<td>LCK...</td>
<td>3</td>
<td>M</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

1.5 Attendance

At IMM, 100% attendance is obligatory and self-evident. 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, for whatever reason) means missing the first chance to take a test for the subject in question.
2. **Study parts**

2.1 **Introduction**

This chapter describes all study parts of block 7. You will receive information about the content, learning objectives, work forms, attendance, assignment(s), study material, assessments, resits and the weekly planning. The Internal Analysis integrates Business Communication (Report Writing/Research) into the project.

The Internal Analysis study part consists of two components, namely:

- Marketing Project/HRM (IMVB15MPH);

These two components are marked separately.

For the Internal Analysis you need to find a company as a project group. This company is then used as research object for the theory and models of marketing planning for block 7 to be applied to.

2.2 **Internal Analysis - Organisational, Marketing and Financial Audit – Business Communication (Report Writing/Research)**

<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>IMVB15ABC</td>
<td>2</td>
<td>36 hours</td>
<td>Assignment</td>
<td></td>
</tr>
</tbody>
</table>

**Contents**

Central to BCE this block is reporting on the project assignments. Attention is also paid to the difference between describing and assessing.

**Learning outcomes**

The student can:

- apply the different report components in a project report;
- write a well-structured report which meets the requirements of formulating correctly, clearly and concisely;
- describe and assess and draw clear conclusions on the basis of this.

**Work forms**

The first meeting (block week 3.5) will be used to discuss the assignments from the Report Writing manual, followed by the discussion of assignment INA4 (organisational audit). In our final workshop (block week 3.8) you will receive feedback on the concept of your final report and there is time for hands-on coaching for improvement. Feedback is explained orally during the joint project meetings with the content coach. The attendance rules of INA7 also apply to BCE.

**Study material**


**Testing and assessment**

The final mark for IMVB15ABC is calculated as follows. The group assignment consists of the final version of the project report. For the individual assignment, every students assesses their own project group’s project report in correct and clear business English based on the evaluation structure (size: 500 words). The group assignment and the individual assignment each count for 50%.
In case of an insufficient mark, the improved assignments can be handed in during the resit week of block 8.

**Planning**

In accordance with the hand-in dates that are mentioned for these assignments in the Study Guide of block 7, the BCE lecturer, Louisa Rengers-Pleiter, will receive the following by email:

- the organisational audit BEFORE the workshop in week 3.5 (15 March 12.00);
- the concept final report BEFORE the workshop in week 3.8 (24 hrs before class);
- the final report and individual assignment (at the end of week 3.10).
2.3 Internal analysis - Marketing Project / HRM

<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>IMVB15MPH</td>
<td>3</td>
<td>84 hours</td>
<td>24</td>
<td>Assignment</td>
</tr>
</tbody>
</table>

SBU = Study load hours
CU = Contact hours

Contents

Before the start of the project, the coach composes the groups. A project group consists of a maximum of five students. This project group will be working together in blocks 7 and 8. The Internal Analysis project involves conducting market orientation for a company. In block 7, this assignment consists of three steps, i.e.: the strategic framework, the industry analysis as part of the external analysis and a full internal analysis. Every project group selects their own company in the Dutch market. The only selection criterion for this is that the company should have at least ten employees. In block 7 the project group should interview at least two employees of the company for which the research is conducted. You have to start with making a research proposal. All project groups need to be present during both interviews with the company.

Strategic framework

This part requires charting the strategic playing field of the company, taking into account the relevant e-business aspects. This is done through a description of the current position and, in particular, the position that the company wants to take in the future with the help of the mission, vision and the market definition based on the business domain definition model of Abell. This helps you to determine broadly the strategic starting points, the playing field, for the company.

The industry analysis as part of the external analysis

In this step all of the relevant external developments are charted, where the focus should be mainly on the future. Patterns from the past and present provide handholds to be able to assess possibilities and opportunities. An apt name for this phase would be: the outside-in-analysis. This is an analysis of the total supply and demand side of the market in which the company wishes to operate and of the force field that influences that market. It is useful to determine the most important economic-social environmental factors (macro-environment). This also concerns matters such as: what are the most important developments in the market (including the development of the role of e-business), which market parties play a part in this (market attractiveness)? In other words, you must be able to paint a nuanced picture of the position that the company actually takes in the market. The results of the external analysis should give an objective and substantiated insight into the most important threats and opportunities of the environment in which the company operates. An opportunity is the external development which, if it were to be utilized by the company, could support the realization of the company’s objectives. A threat is an external development which, if it is not countered, will impede the company’s objectives.

Internal analysis

In this step, all relevant developments are charted. This means making analyses of relevant developments with regard to the organization and marketing, including the company’s financial situation. This internal or inside-out-approach includes relevant aspects which are linked to the company’s existing set-up. An important aspect is the influence of the quality and motivation of the staff and the way in which the company tries to guide this through HRM-policy on the company’s competitive force. The results of the internal analysis should provide an objective and substantiated insight into the company’s most important strengths and weaknesses. An S (=Strength) is an internal part or development which could support the realization of the objectives. This can happen by using O (=Opportunity), countering T (=Threat), or by generating more customer value than the competition. A W (=Weakness) is an internal part or development which, if not repaired, will obstruct the realization of the objectives. This may hinder the utilization of an opportunity or the countering of a threat.
Research
During his course desk research and field research will have to be conducted. Desk research will be often used to get a clear insight in the particular industry of business (as part of the external analysis). Field research in this course means interviewing business experts and employees. During these interviews all group members ought to be present. By doing so all group members will get a clear view of the company.

An expert interview focuses on the knowledge and experiences of the interviewed expert about the particular business.

Before you can carry out the research you should have thought about how to conduct the research should be conducted. This means that you have to start will drawing up a research proposal. In your final report the research proposal will be placed in the appendix 1. The way you actually carried out your research just be justified in the research design. In the research design you will have to reflect on the research you carried out: which things were good and which difficulties did you encounter. If you were able to collect information, you should mention what steps you have undertaken to overcome these difficulties and what the consequences are for your advice.

Learning outcomes
Through the working out of the assignments for the project and writing a final report and conducting a presentation, the student will have:

- made a planning and stuck to it with their team members (C8, 9 and 19);
- made a research plan, general as well as specific, for an external and internal analysis (C2);
- gained insight into explained the strategic starting points of a company in the market (C3);
- been able to assess the external macro- and meso-environment, including the e-business aspects of a company (C3);
- been able to general value judgments from the company’s industry analysis, which means giving an overview of the opportunities and threats from the company’s industry analysis and being able to substantiate these points well from the made analysis (C3);
- been able to explain the underlying competences (including the e-business aspects) to explain the company’s position in the market (C3);
- been able to assess the connection between the different aspects (including e-business) of an organization and the followed strategy by means of the 7 S-model (C3);
- been able to determine the manifestation of the marketing function, the marketing competences and the market orientation of a company (C3);
- been able to assess the financial position of a company (C3);
- been able to generate value judgments from the internal environment of a company, this means being able to give an overview of the strong and weak points of the company and being able to substantiate these points well from the made analyses (Ct);
- adequately fulfilled different roles in a group (C 8, 9, 10);

Coaching
The coaches compose the project groups. A project group consists of a maximum of five students. During the kick-off the project coach will sketch the course of the project and of the different study parts of this block in connection with the project.

For the project meetings, a project file needs to be made. This will include the work plan as well as any agendas and minutes of all the project meetings. For this you will use the file exchange on the group page on Blackboard.

Afterwards, there are weekly project meetings with the project coach from week 2, organized by the project groups. The project coach receives the project group’s material every week and will give feedback. The project meeting will be either structured as a discussion or a presentation. For this, the project coach will provide a planning to the project groups.
The organization of the project meetings is in the hand of the project group and this means that the role of chair and minute-taker will rotate among the group members. The project coach expects every project group to take their own initiative for the organization of a project meeting. If the project coach does not receive the agenda and minutes in time, the project meeting is cancelled and there will be no feedback. The project coach will give feedback on each project assignment only one time, during the weekly project meetings.

**Work forms**
- Kick-off lecture Internal Analysis including group division (maximum of five students per project group).
- Execution of research activities for the company selected by the group.
- Interviewing employees of the company
- Weekly meeting with the project coaches during discussions or presentations
- Weekly meeting (or two times) with the project group without the project coaches.
- Self-study.
- Regulating the project meetings with the project group.
- Building a file of the project meetings.
- Drawing up the concept version prior to the final report
- Writing the final report
- Reflection on the project group

**Attendance during project meetings**
Attendance during the project of the Internal Analysis is important and thus obligatory. If you are unable to attend, you will report this to the content project coach before the project meeting. If a student misses more than one project meeting, he/she will be excluded from further participation in the project, whatever the reason may be. The only way to appeal this is through the exam committee.

**Assignments**
Below, you will find the project assignments per week in brief. These are a guideline to be able to work out the subjects for the project. The elaborations of these assignments should appear as the minimum in the final report (see enclosure 3 for the full assignments). The document for the research proposal can be found on Blackboard.

**WEEK 3.1**
- Attend kick-off lecture.

**INA-assignment 1**
- Select and approach company.
  - How to select a company
  - How to contact a company
  - Arrange at least two interviews in the near future
  - How to prepare and organize the interview
- Draw up research proposal. See black board ‘research proposal’
- Draw up work plan. This should include the following matters:
  - Agreements/cooperation contract.
  - How to approach the company?
  - How to prepare and organise interviews?
  - Organisation of project meetings. Which project group members take the initiative?
  - Division of duties and responsibilities within the project group.
  - Time path for the project.
  - Rotation of duties of chairperson and minute-taker among the members of the project group.
  - Meeting and feedback moments of the project group with the project coach.
o Any literature or other sources to be consulted.
o Purpose of report + central question and sub questions.
o Indicate for every sub question which research methods you will be using and which primary and secondary sources you will need for this.

WEEK 3.2
INA-assignment 2
- Draw up the strategic framework and macro-environment of industry analysis for the selected company (See enclosure 3 for a detailed representation of the assignments to be made)
- Interview 1st employee of the company

WEEK 3.3
Resit week

WEEK 3.4
INA-assignment 3
- Draw up meso-environment + O and T of the industry analysis (meso-environment) for the selected company (See enclosure 3 for a detailed representation of the assignments to be made)
- Interview 2nd employee of the company

WEEK 3.5
INA-assignment 4
- Draw up organisational audit 7S-model + value chain + capabilities and accompanying S + W for the selected company (See enclosure 3 for a detailed representation of the assignments to be made)
- Eventually follow up interview

WEEK 3.6
INA-assignment 5
- Draw up marketing audit and accompanying S + W for the selected company (See enclosure 3 for a detailed representation of the assignments to be made)
- Interviews have been conducted

WEEK 3.7
INA-assignment 6
- Draw up financial audit and accompanying S and W for the selected company (See enclosure 3 for a detailed representation of the assignments to be made)
WEEK 3.8
Final assignment INA (Concept version of the final report)
• Assess the selected company on the basis of the strategic framework, industry analysis (external analysis) and internal analysis (organisational audit, marketing audit and financial audit)
• List the opportunities and threats and strengths and weaknesses on the basis of the analyses
• Make a sound recommendation about the selected company to the advisor based upon the analysed aspects
• Criteria to grade to report will be:
  - Formulation central question and sub questions
  - Research justification
  - Division main text and appendices
  - Adequate use of models
  - Formulation strengths & weaknesses and opportunities & threats
  - All assignments are handed in, in time
  - Check company visits ans interviews
  - Main text max. 10.000 words
  - Use of sources

WEEK 3.9
Exam period

WEEK 3.10
• Wrapping up your concept version of the final report. The research proposal of the final report should comply with the requirements of the 'Manual for Project Writing' (see black board BCE).
• Assess the selected company on the basis of the strategic framework, industry analysis (external analysis) and internal analysis (organisational audit, marketing audit and financial audit)
• List the opportunities and threats and strengths and weaknesses on the basis of the analyses
• Make a sound recommendation about the selected company to the advisor
• The research proposal will be placed in appendix 1 of your final report
• Reflect on the proposed research and the actually conducted research (last appendix of your final report)
• The criteria to assess the final report are in appendix 4. Each individual part of the final report should be graded with a minimum score of 5.5

Study material
For the elaboration of the project please use the following literature:
• Reader Frambach-Nijssen (see Blackboard)
• Website 7-S model (see Blackboard)
Assessment

The assessment for the project study part of the Internal Analysis is as follows:

- Two sub assignments (assignment 3 & 5) will be assessed by the project coach. The handed in assignments as well as the presentation of these two assignments will be assessed. Every sub assignment counts for 15% of the final mark (2 x 15% = 30%). Each member of the group should present an individual part and be present during the presentation. If a group member is not presenting and/or not present, the group member will get no mark for this particular assignment.

- Prior to handing in the final version of the report a concept version should be headed in. This concept version will be graded. The grade itself will count for 20% of the final mark for the integral project IMVB15MPH.

Criteria to grade to concept version of the final report will be:
- Formulation central question and sub questions
- Research justification
- Division main text and appendices
- Adequate use of models
- Formulation strengths & weaknesses and opportunities & threats
- All assignments are handed in, in time
- Check company visits ans interviews
- Main text max. 10,000 words
- Use of sources

- For the project, the project group writes a final report together. This final report must not exceed the maximum of 10,000 words, enclosures not included. The assessment criteria are listed in enclosure 4. The final report counts as 50% of the final mark of IMVB15MPH.

- Each individual part of the final report should be graded with a minimum score of 5.5 (see appendix 4).

- At the end of the project the project coach will provide a filled-out assessment form with the marks for the final report.

Final mark INA7B:
- Assignment 3 : 15%
- Assignment 5 : 15%
- Concept version final report : 20%
- Final report : 50%

Regular sitting and resit

The final report will be handed in in week 16. The date for this will be announced during the kick-off. In week 16 the final report will be reviewed by the lecturer. The review will be provided by the end of week 16 in the form of a 'GO' or 'NO GO'. If it is a 'GO', then the project group will receive the final report with feedback at the beginning of block 8. If it is a 'NO GO', the project group will receive one more working week to adjust the final report. If the final report receives a 'GO' then the project group can go on with the project in block 8. If it receives another 'NO GO', after adjustments, this means that the project of block 7 is insufficient which automatically leads to exclusion from block 8. You will then have to retake the project next year.
<table>
<thead>
<tr>
<th>Week</th>
<th>Block week</th>
<th>Work form</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 7    | 3.1        | Kick-off 1 hour | INA-assignment 1  
- Select and approach company  
- Research proposal  
- Workplan  
End of the week:  
Hand in assignment 1 according to schedule project coach. Feedback will be discussed during next weeks meeting |
| 8    | 3.2        | Project meeting; 30 min per group discuss INA1 | INA-assignment 2  
- Hand in the strategic framework and macro-environment of the industry analysis (see appendix 3)  
- Interview 1st  
End of the week:  
Hand in assignment 2 (maximum 5 pages) according to schedule project coach. Feedback will be discussed during next weeks meeting |
| 9    | 3.3        | Resits period 2 | INA-assignment 3  
- Hand in meso-environment with project coach O and T of the industry analysis (macro-environment + meso-environment)  
- Interview 2nd  
- Prepare presentation  
End of the week:  
Hand in assignment 3 (maximum 5 pages) according to schedule project coach. Feedback will be discussed during next weeks meeting. Presentation of ass. 3 will be held next week |
| 10   | 3.4        | Project meeting 40 min per group discuss INA2 | INA-assignment 4  
- Hand in organisational audit 7S-model + value chain + capabilities and accompanying S + W  
End of the week:  
Hand in assignment 4 (maximum 6 pages) according to schedule project coach. Feedback will be discussed during next weeks meeting. |
| 11   | 3.5        | Project meeting 40 min per group discuss INA3 | INA-assignment 5  
- Hand in marketing audit and accompanying S + W  
- Interviews are finished  
End of the week:  
Hand in assignment 5 (maximum 6 pages) according to schedule project coach. Feedback will be discussed during next weeks meeting. Presentation of ass. 5 will be held next week |
<table>
<thead>
<tr>
<th>Week</th>
<th>Code</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
</table>
| 13   | 3.7  | Project meeting | 40 min per group ➔ discuss INA5  
INA-assignment 6  
• Hand in financial audit and accompanying S and Z  
End of the week: Hand in assignment 6 (maximum 4 pages) according to schedule project coach. Feedback will be discussed during next weeks meeting. |
| 14   | 3.8  | Project meeting | Final assignment ➔ Concept version  
• Assess the selected company on the basis of the strategic framework, industry analysis (external analysis) and internal analysis (organisational audit, marketing audit and financial audit)  
• List the opportunities and threats and strengths and weaknesses on the basis of the analyses  
• Make a sound recommendation about the selected company to the advisor about the analysed aspects  
End of the week: Hand in concept version of the fina report according to schedule project coach. |
| 15   | 3.9  | Exams |  
Final report  
• Adjust report based upon feedback received. The structure of the report should comply with the requirements of BCE.  
• Assess the selected company on the basis of the strategic framework, industry analysis (external analysis) and internal analysis (organisational audit, marketing audit and financial audit)  
• List the opportunities and threats and strengths and weaknesses on the basis of the analyses  
• Make a sound recommendation about the selected company to the advisor about the analysed aspects  
Reflect on the proposed research and the actually conducted research (last appendix of your final report).  
End of the week hand in final report according to schedule project coach. |
| 16   | 3.10 | Completion |  
Completion of project with presentation  
40 min per group  
  
Final report  
• Adjust report based upon feedback received. The structure of the report should comply with the requirements of BCE.  
• Assess the selected company on the basis of the strategic framework, industry analysis (external analysis) and internal analysis (organisational audit, marketing audit and financial audit)  
• List the opportunities and threats and strengths and weaknesses on the basis of the analyses  
• Make a sound recommendation about the selected company to the advisor about the analysed aspects  
Reflect on the proposed research and the actually conducted research (last appendix of your final report).  
End of the week hand in final report according to schedule project coach. |
2.4 Finance and Accounting Theory 2

<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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<tr>
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<td>3 EC</td>
<td>84 hours</td>
<td>19 hours</td>
<td>written</td>
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</table>

Content
Finance and Accounting is that part of economic science that is occupied with economic actions in and by business households. For the professions that the programme of International Business & Languages leads to, finance and accounting is an important instrument for taking responsible and well-considered marketing decisions. For the continued existence of the company, it is necessary to make profit. A positive difference between costs and returns is an absolute condition to be able to make and keep the company viable. In order to be able to make decisions responsibly, these will often need to be substantiated by cost calculations. Cost price information may serve to support setting the sales price, composing the assortment, or changing production methods.

Investments – be they in new foreign markets or in capacity expansions – must be profitable too. Decisions about new export markets are supported by drawing up a forecast profit-and-loss-account for the first three years with the help of a master budget. Investments in expansion of capacity are supported by an investment analysis.

Learning outcomes
The student is able to:

- calculate the break-even point and interpret and recalculate changes in the cost structure to the break-even point (C3);
- (mathematically) apply and analyse the basic principles of cost price calculation, mainly where it concerns the placing of indirect costs to calculation objects (C3);
- draw up a master budget to plan and control (export) activities and to gain insight into expected profitability (C4);
- analyse investment projects with regard to expected returns (C1, 4).

Work forms
The course lasts seven weeks. There are three contact hours per week during the first six weeks. The first contact hour is the lecture, while there is a two-hour tutorial later on in the week. During the (interactive) lecture, the material is discussed and explained with examples. During the tutorial the compulsory prepared homework exercises are discussed and, time permitting, a new exercise is made. In week 7 there is a 1-hour tutorial in which the mock exam is made. You must prepare this exam before class. In addition, there is opportunity for Q&A about all of the exam material during this class. For the classes, there is a required attendance rate of 80%. This means that you can be absent for a maximum of two classes without further consequences. If you are absent from more classes, you will be excluded from participation in the regular exam. In this case, you are automatically reliant on the resit.

Study material
Required
- Reader Budgeting (Blackboard)
- Syllabus Finance and Accounting 2017-2018 (Blackboard)
### Assessment
The greater part of the exam will consist of calculation questions. There is an FAC mock exam on Blackboard. The intention of this is that the student gains insight into the manner of questioning during the exam. No rights can be derived from this mock exam about the contents of the regular FAC exams. The mark for this study part is determined by the mark for the FAC exam. The resit will take place during the next period and has the same set-up/form as the regular exam.

### Weekly planning

<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Lecture week</th>
<th>Lecture</th>
<th>Preparation for lecture</th>
<th>Lecture activities</th>
<th>Study load/ hours</th>
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<td>Lecture</td>
<td>Study BF: Ch11</td>
<td>Explanation of central points of studied material</td>
<td>4 hours</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ZU: 3 hours</td>
<td>CU: 1 hour</td>
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<tr>
<td></td>
<td></td>
<td>Tutorial</td>
<td>Initial question 11.8 Problems: E11.3, E11.6, E11.9, E11.12</td>
<td>Discussion of homework</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ZU: 5 hours</td>
<td>CU: 2 hours</td>
<td>7 hours</td>
</tr>
<tr>
<td>8</td>
<td>3.3</td>
<td>Lecture</td>
<td>Study BF: Ch12</td>
<td>Explanation of central points of studied material</td>
<td>5 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ZU: 4 hours</td>
<td>CU: 1 hour</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ZU: 5 hours</td>
<td>CU: 2 hours</td>
<td>7 hours</td>
</tr>
<tr>
<td>9</td>
<td>3.3</td>
<td></td>
<td>Resits period 2</td>
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<tr>
<td>10</td>
<td>3.4</td>
<td>Lecture</td>
<td>Study BF: H13, except for section 13.5</td>
<td>Explanation of central points of studied material</td>
<td>5 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ZU: 4 hours</td>
<td>CU: 1 uur</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ZU: 5 hours</td>
<td>CU: 2 hours</td>
<td>7 hours</td>
</tr>
<tr>
<td>11</td>
<td>3.5</td>
<td>Lecture</td>
<td>Study reader budgeting (on Blackboard)</td>
<td>Explanation of central points of studied material</td>
<td>5 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ZU: 4 hours</td>
<td>CU: 1 uur</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutorial</td>
<td>Exercises reader: 2.1, 2.2, 2.3</td>
<td>Discuss homework</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td>ZU: 5 hours</td>
<td>CU: 2 hours</td>
<td>7 hours</td>
</tr>
<tr>
<td>Week</td>
<td>Lecture</td>
<td>Study BF</td>
<td>Explanation of central points of studied material</td>
<td></td>
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<td>------</td>
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<tr>
<td>12.6</td>
<td>Study BF: H14</td>
<td>Explanation of central points of studied material</td>
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<tr>
<td>12.7</td>
<td>Study BF: Ch5 up to and including 5.4</td>
<td>Explanation of central points of studied material</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.8</td>
<td>Make mock exam</td>
<td>Discuss mock exam plus reply</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>14.9</td>
<td>Make exam</td>
<td></td>
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</table>

ZU = self-study hours  
CU = contact hours  
Total: 84 hours
2.5 Strategic Marketing Theory 1 (incl. HRM)

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<th>Osiris code</th>
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<td>2 EC</td>
<td>56 hours</td>
<td>14 hours</td>
<td>written</td>
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</tbody>
</table>

Contents

Strategic Marketing Theory in block 7 forms a whole with strategic marketing theory in block 8. In block 7 the internal analysis and a part of the external analysis – the macro- and meso-environment – will be discussed, whereas block 8 will focus on the micro-environment (customer analysis, competitor analysis and distribution analysis) and the SWOT-analysis including strategic choice. Blocks 9 and 10 in year 3 will then focus on the elaboration of the strategic choice. In addition, we pay explicit attention to internet marketing (E-business & E-commerce). Here too, we make a distinction between macro-, meso- and micro-environment.

The strategic framework of the company (mission, vision and market definition) forms the basis for the internal as well as the external analysis. The macro-environment analysis is performed with the DSTEP (discussed extensively in year 1), while in the analysis of the meso-environment we look at market size, market growth, relevant developments in the market. The attractiveness of the market will be analysed with Porter’s five-forces model. The internal analysis includes the organizational audit based on the 7S-model (discussed in year 1) and Porter’s value chain, the marketing audit and the financial audit.

Learning outcomes

After the lectures and having studied the literature you will be able to:

- Name the parts that make up the strategic framework, the internal analysis and the macro- and meso-environment analysis (C3);
- Describe the models with which aforementioned analyses can be performed (C3);
- With the help of these models deduce strengths, weaknesses, opportunities and threats for businesses (C3);
- Describe and analyse the way in which internet marketing influences the relationships between a company and the external environment and the internal relationships in the company (C3);
- Describe and analyse the way in which personnel and HRM policy influence the competitive force of the company (C3).

Coaching

You have seven weeks of two-hour lectures for the study part of Strategic Marketing Theory I. In the last lecture week we will discuss the mock exam. The Strategic Marketing Theory lectures are not only intended to provide insight into relevant theories but also to offer support during the execution of the project. Where subjects are concerned, the lectures keep pace with the project. Questions about the theory can be answered during the tutorials.

Work forms

To be able to achieve the learning outcomes we make use of interactive lectures. During the lectures, a summary of the relevant theory will be given. In addition to the examples in the book of the models used, other examples and applications of the models to be used will be outlined. The focus during the lectures will be on the explanation and application of the models, as they must also be made for the assignments of the project of the Internal Analysis. These assignments should be done for the project company.

The material will be practiced with the help of cases and questions as are indicated in the planning. Prior preparation of these is obligatory. The first two interactive lectures, the teacher will present and discuss the cases in class. During the rest of the interactive lectures one of the project groups will have to work out the cases in a brief PowerPoint presentation and the other project groups will be able to ask two questions. During the lectures random students will be asked to give this presentation.
Study material
The following compulsory literature is part of the subject of Strategic Marketing Theory:
- Reader Frambach-Nijssen (Blackboard)
- Website 7-S model (see Blackboard)

Testing and grading
The study material for the study part of Strategic Marketing/HRM is tested with a written exam about the prescribed material. In addition, the study material is tested through application of the theory in the project assignments. The prescribed material consists of:
- Study material compulsory literature (see week planning)
- Power point presentations of colleges (see Blackboard)
- Cases, assignments and discussions during lecture classes & seminars

Bonus
For Strategic Marketing Theory 1 an optional bonus system is effective to activate you to study on a weekly basis. During the lecture from week 1 up to 4 you can participate in a test. If the score for the test is sufficient you will collect a bonus of 0.2. For the presentation of the case, together with the group members that participate in the bonus regulation, you can get an extra bonus of 0.4, when all parts of the presentation are sufficient. In total a maximum bonus of 1.2 points prior to the written test can be collected. The bonus will be part of the Osiris-mark and will be sent to you by email. The bonus will only be granted tom you if you have been present during 80% of the lectures. The bonus can be only used for the test in the exam period of block 7. In case of a resist, no bonus will be effective anymore.

Study material Strategic Marketing Theory 1
Week 1:
- Fundamentals: chapter 1, chapter 2 up to and including 2.2 and chapter 4
- Hollensen: chapter 1 en chapter 3 up to and including 3.4
- Reader Frambach-Nijssen: marktdefinitie (see course blackboard!)
Week 2:
- Fundamentals: chapter 2.3 up to and including 2.5
- Hollensen: chapter 3.5 up to and including 3.8, chapter 7.6 and chapter 11.5
Week 3:
- Fundamentals: chapter 3 (excluding 3.4.3), chapter 10.1 up to and including 10.4
- Hollensen: chapter 2 and chapter 15.4
- Website 7-S model (see blackboard!)
Week 4:
- Hollensen: chapter 6 and chapter 10
- Reader Frambach-Nijssen: marketing-audit (se course block 7 blackboard!)
- Hollensen: implications of the internet for product decisions (chapter 11.11)
- Hollensen: pricing on the internet (chapter 12.14)
- Hollensen: online retail sales (chapter 13.10)
- Hollensen: social media marketing and developing a viral marketing campaign (chapter 14.6 and 14.7)
Cases presentationss project groups work colleges (source: Marketing management, Hollensen)

- Case study 1.1. **Hunter Boot Ltd**: the iconic British brand is moving into exclusive fashion (page 18 - 20).
- Case study 3.1. **Nintendo Wii**: Nintendo’s Wii took place on the world market – but it didn’t last (page 102 – 107).
- Case study 2.1. **Zalando**: how can the online apparel retailer turn financial losses into positive profits (page 59 – 66).
- Case study 6.1. **Arm**: challenging Intel in the world market of computer chips (page 229 - 232) or Exhibit 6.1 and 6.2: Value chain/value net of **Braun** (page 194 – 197).
- Case study 15.1. **Triumph**: how to manoeuvre as a modern brand in the global market underwear market (page 569 – 581).

**Resit**
The resit is in period 4. See Year Plan and Exam Schedule.

**Working method lectures and interactive lectures Strategic Marketing I**
Prior to each lecture read the study material. The first two interactive classes questions and cases should be prepared at home. The first two interactive lectures, the teacher will present and discuss the cases in class. During the rest of the interactive lectures one of the project groups will have to work out the cases in a brief PowerPoint presentation and the other project groups will be able to ask two questions. During the lectures random students will be asked to give this presentation. So each student in the group should be able to present the case.

The project case itself can only be seen as a basic idea. This basic idea should be up dated. This means the project group searches for information from reliable sources. Topics which at least should be mentioned during tot presentation are:

1. History of the company / brand
2. Mission, vision, targets
3. Market(s), product(s) ⇒ market definition
4. Competitors
5. Internal developments of the company / brand
6. Use of e-business and e-commerce of the company / brand
7. Two models from the theory applying to the present situation of the company / brand
8. Use of marketing and sales of the company / brand benoemen:
9. Opportunities, threats, strengths and weaknesses
10. Conclusions and recommendations

After the presentation of the project Group, the other project groups will have to prepare some questions, which should be asked and be answered.

**Assessment case project group**
The content and presentation of the case by the project group should be evaluate by the teacher as ‘satisfactory’ on all 10 topics. If the evaluation turns out the be ‘unsatisfactory’ than an appointment will have to be made for a resit.
<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Lecture week</th>
<th>Lecture</th>
<th>Seminar</th>
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<tbody>
<tr>
<td>7</td>
<td>3.1</td>
<td>Lecture 1 ⇒ prior to the lecture read and afterwards study</td>
<td>Interactive lecture 1 ⇒ prepare at home (homework)</td>
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<tr>
<td></td>
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<td>- Fundamentals: chapter 1, chapter 2 up to and including 2.2 and chapter 4</td>
<td>Fundamentals:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hollensen: chapter 1 en chapter 3 up to and including 3.4</td>
<td>- Illustration 1.2 Strategy statements Question 1 and 2 (Page 8)</td>
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<tr>
<td></td>
<td></td>
<td>- Reader Frambach-Nijssen: market definition (see course blackboard!)</td>
<td>- Case example. Glastonbury: from hippy weekend to international festival Question 1, 2, 3, 4 and 5 (Page 16-19)</td>
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<td></td>
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<td>Hollensen:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Chapter 1: Questions for discussion 1, 2, 3, and 4 (Page 20)</td>
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<td>- Chapter 3: Questions for discussion 1, 2 and 3 (Page 107)</td>
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<td>- Fundamentals: chapter 2.3 up to and including 2.5</td>
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<td></td>
<td>- Hollensen: chapter 3.5 up to and including 3.8, chapter 7.6 and chapter 11.5</td>
<td>- Illustration 2.1 Oil’s troubled waters Question 1 and 2 (Page 23)</td>
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<td>- Illustration 2.2 Scenarios for the global fashion industry, 2025 Questions 1 and 2 (Page 26)</td>
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<td>- Case example. Global forces and the advertising industry Question 1 (Page 44 – 47)</td>
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<td>Hollensen:</td>
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<td></td>
<td></td>
<td>- Chapter 3: Questions for discussion 4 and 5 (Page 107)</td>
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<tr>
<td>9</td>
<td>3.3</td>
<td>resits</td>
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</tr>
<tr>
<td>10</td>
<td>3.4</td>
<td>Lecture 3 ⇒ prior to the lecture read and afterwards study</td>
<td>Interactive lecture 3 ⇒ presentation case project group 1</td>
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<td></td>
<td></td>
<td>- Fundamentals: chapter 3 (excluding 3.4.3), chapter 10.1 up till and including 10.4</td>
<td>- Case study 1.1. <strong>Hunter Boot Ltd</strong>: the iconic British brand is moving into exclusive fashion (page 18 -20).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hollensen: chapter 2 and chapter 15.4</td>
<td><strong>Interactive lecture 3 ⇒ prepare at home (homework)</strong></td>
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<td>- Website 7-S model</td>
<td>Hollensen:</td>
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<td>- Chapter 2: Questions for discussion 1, 2, 3, 4, 5, and 6 (Page 66)</td>
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<td>Interactive lecture 4 ⇒ presentation case project group 2</td>
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<td>- Hollensen: chapter 6 and chapter 10</td>
<td>- Case study 3.1. <strong>Nintendo Wii</strong>: Nintendo’s Wii took place on the world market – but it didn’t last (page 102 – 107).</td>
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<td>- Reader Frambach-Nijssen: marketing audit (see course blackboard!)</td>
<td>Hollensen:</td>
</tr>
<tr>
<td>Week</td>
<td>Section</td>
<td>Activities</td>
<td></td>
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</table>
| 12   | 3.6     | Interactive lecture 5  
- Presentation case project group 3  
- Case study 2.1.  
  *Zalando*: how can the online apparel retailer turn financial losses into positive profits (page 59 – 66). |
| 13   | 3.7     | Interactive lecture 7  
- Presentation case project group 5  
- Case study 13.1.  
| 14   | 3.8     | Make mock exam |
| 15   | 3.9     | Exam week period 3  
- Exam Strategic Marketing Theory I |
2.6 Business Communication English 7

<table>
<thead>
<tr>
<th>Osiris code</th>
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<th>CU</th>
<th>Type of test</th>
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<td>2 EC</td>
<td>56 hours</td>
<td>16 hours</td>
<td>written</td>
</tr>
</tbody>
</table>

Contents

During this block, writing a management summary of the first part of the report will be discussed, practiced and, finally, assessed during BC (Report Writing/Research, IMVH3INA7A). This programme component lays the foundations for writing a good report in sound English. The technicalities of report writing are discussed extensively, as well as any grammatical issues that may arise during report writing. As part of the project you will have weekly project meetings, so being able to conduct a well-prepared meeting is very important. We will also practise this during this block.

Learning objectives

After finishing this part, you are able to apply reporting techniques in such a way that you can write a convincing strategic marketing plan. The student will be able to do the following:

- apply current reporting techniques;
- be able to recognize and deal with plagiarism;
- be able to quote sources in such a way that there is no plagiarism or other form of copying;
- achieve cohesion in a text
- apply the required grammar in the correct manner;
- conduct a well-prepared meeting in English.

Work forms

Every week there is a two-hour (practical) lecture in order to get a clear picture of the reporting process. As part of COM7, direct coaching is offered for the writing process, which involves students writing and getting feedback on the spot. In order to secure each student’s individual input, each of the S’s is worked out by a separate project group student. Besides, as a group the students need to draw up a report that includes the strategic window and these S’s. We will be working towards a report in sound English so relevant points of English grammar will be discussed. Finally, there will be a group meeting under the supervision of the English lecturer under real conditions, with an agenda and points discussed relevant to the project.

For the classes, there is a required attendance rate of 80%. This means that you can be absent for a maximum of 1 class without further consequences. If you are absent from more classes, you will be excluded from participation in the regular exam. In this case, you are automatically reliant on the resit.

Study material

Material provided on Blackboard

Assessment

- Meeting with the project group under project conditions (25% of the final mark)
Assessment criteria Meetings

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Individual student</th>
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<tbody>
<tr>
<td>Correct use of formal business English</td>
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<tr>
<td>Correct application of relevant grammar</td>
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<tr>
<td>Pronunciation and idiom</td>
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<td>Individual contribution to the discussion</td>
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</table>

- Written exam on grammar discussed during the block (75% of the final mark).

Resit
In week 27, there is a resit.

Weekly planning COM7

<table>
<thead>
<tr>
<th>Week</th>
<th>Work form</th>
<th>Contents</th>
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</thead>
<tbody>
<tr>
<td>Week 7 (3.1)</td>
<td>2-hour (practical) lecture</td>
<td>Refresh reporting techniques, discuss plagiarism, layout, bibliography and group responsibility</td>
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<tr>
<td>Week 8 (3.2)</td>
<td>Grammar class</td>
<td>Idioms and Multi-Word Verbs</td>
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<tr>
<td>Week 10 (3.4)</td>
<td>Meeting class</td>
<td>How to prepare and have a correct meeting in English (agenda, preparation, formalities and conventions)</td>
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<tr>
<td>Week 11 (3.5)</td>
<td>Grammar</td>
<td>The Passive and Present &amp; Past Tense</td>
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<tr>
<td>Week 12 (3.6)</td>
<td>Group meetings</td>
<td>Every project group has a 20-minute meeting with the English lecturer supervising. Assessment criteria listed above.</td>
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<tr>
<td>Week 13 (3.7)</td>
<td>Opportunity for feedback on writing work</td>
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<tr>
<td>Week 14 (3.8)</td>
<td>Exam preparation</td>
<td>Discussing all grammar from this block in preparation for the exam</td>
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<tr>
<td>Week 15 (3.9)</td>
<td>Exam</td>
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<td>Week 16 (3.10)</td>
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2.7 Study part German 7

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<tr>
<td>ILVH3DU17</td>
<td>1</td>
<td>28</td>
<td>7</td>
<td>oral</td>
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</tbody>
</table>

SBU = Study load hours  
CU = Contacthours

Contents
In doing business with Germany, being able to speak the language is not only important, but also having knowledge of the cultural differences between both countries. With texts, written by German as well as Dutch specialists in this field, this block will offer you a view of German (corporate) culture and the (corporate) cultural differences between both countries, from German as well as from Dutch perspective.

Learning outcomes
After this block you have command of the vocabulary of the discussed texts and at the oral exam you will be able to do the following at CEFR B1 level:

- Talk about German and Austrian corporate culture;
- Indicate the (corporate)cultural differences between the Netherlands, Germany and Austria;
- Explain how to deal with cultural differences in practice;
- Find the German and Austrian Bundesländer and their capitals on a blank map.

Work forms and coaching
1 hour practical lecture per week, during which the prepared texts are discussed in German and where additional information is provided with presentations and audiovisual material.

Assignment(s)
Different assignments. See weekly planning.

Study material
Syllabus Deutsch 7

Testing and assessment
The testing of the learning outcomes described above takes place through an individual oral exam of 10 minutes.

Attendance
The attendance requirement is 80%. In case of less attendance you will be excluded from the first rounds of the orals.
### Planung Deutsch 7

<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Lecture week</th>
<th>Preparation and deadlines</th>
<th>Classes</th>
</tr>
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<tbody>
<tr>
<td>7</td>
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<td>Text I vorbereiten</td>
<td>Über Deutsch 7 Besprechen Text I Präsentation Praktikum in Deutschland</td>
</tr>
<tr>
<td>8</td>
<td>3.2</td>
<td>Text II - V vorbereiten</td>
<td>Besprechen Text II - V Präsentationsthemen Woche 4 formulieren</td>
</tr>
<tr>
<td>9</td>
<td>3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3.4</td>
<td>Text VI - VIII vorbereiten</td>
<td>Besprechen Text VI - VIII Präsentation Kulturunterschiede</td>
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<td>11</td>
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<td>Kein Deutsch!</td>
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<td>Text IX - XII vorbereiten</td>
<td>Besprechen Text IX - XII</td>
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<td>Mündliche Klausuren</td>
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<td>14</td>
<td>3.8</td>
<td></td>
<td>Mündliche Klausuren</td>
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<td>15</td>
<td>3.9</td>
<td>Exams</td>
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<tr>
<td>16</td>
<td>3.10</td>
<td>Completion</td>
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2.8 Study component French

<table>
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<th>Type of test</th>
</tr>
</thead>
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<td>28 hours</td>
<td>4 hours</td>
<td>Oral</td>
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</tbody>
</table>

SBU = Study load hours
CU = Contact hours

Contents
In this block we will be reading authentic marketing texts from French trade magazines about French companies. Each student reads two texts about which there will be an oral exam in pairs.

Learning outcomes
Reading skills (level B1)
You can summarise authentic French marketing texts in Dutch where you can extract the marketing mix and the strengths, weaknesses, opportunities and threats of the business from the text.

Speaking skills/pronunciation (level B1)
You can answer questions about the text with regard to the marketing mix and the SWOT. Most of the questions to be asked, will be known beforehand. However, for level B1 a few unprepared questions will also be asked.

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

Work forms and guidance
Practical lecture
The students work on their speaking and reading skills 1 hour a week.

Assignment(s)
See planning for French at the end of this document

Study material
Dossier with texts from the lecturer
Documents on Blackboard

Testing and assessment
During the first few lecture weeks we will be discussing two articles. About these two articles you will be doing an oral exam together. How do you prepare for this? You will write a summary of the two articles in Dutch and make a French-Dutch word list. You will also prepare the questions that are listed on Blackboard and which may be asked during the oral exam. You are preparing the oral exam in pairs, so you can practice together. In week 4 we will simulate the oral exam. During the oral exam, each student is assessed individually and each student must know both texts thoroughly. You will be tested at level B1. This means that you must also be able to answer a few unprepared questions. At the start of the oral exam you must hand over the two summaries, the French-Dutch word list and the answers to the questions on BB to the lecturer. The assessment form FRA7 can be found on Blackboard.

Attendance
You should be present at and prepared for at least 80% of the lectures (you may miss 1 lecture out of 4). Failure to do so will result in not being allowed to participate in the test until the resit round. This means missing one opportunity.
**Planning Français**

<table>
<thead>
<tr>
<th>Calendrier</th>
<th>Cours</th>
<th>Préparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7</strong></td>
<td>1</td>
<td>Lisez l’information sur FRA7 sur black board!</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>explication du cours + de l’oral</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>distribution des textes</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>formez des équipes</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>analyse texte 1 (=partie)</em></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>2</td>
<td>Lire texte 1: résumez le texte en néerlandais et répondez aux questions (voir BB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyse texte 1</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td></td>
<td>Pas de cours</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>3</td>
<td>Lire texte 2: résumez le texte en néerlandais et répondez aux questions (voir BB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyse texte 2</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>4</td>
<td><strong>Test d’essai pour l’oral</strong>&lt;br&gt;Il faut que vous ayez préparé toutes les questions des deux textes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Votre présence est vraiment obligatoire! Simulation oral texte 1 et 2</td>
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<tr>
<td><strong>12</strong></td>
<td>5</td>
<td>Oraux</td>
</tr>
<tr>
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<td><strong>14</strong></td>
<td>7</td>
<td>Oraux</td>
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<td><strong>15</strong></td>
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<td>Examens P3</td>
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<tr>
<td><strong>16</strong></td>
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<td>Rattrapage oral pendant FRA8</td>
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</table>
2.9 Study part Spanish 7

<table>
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<tr>
<th>Osiris code</th>
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<td>ILVH3SPA7</td>
<td>2</td>
<td>56</td>
<td>2</td>
<td>Written</td>
</tr>
</tbody>
</table>

SBU = Study load hours    CU = Contact hours

Contents
Spanish 7 is taught at B1 level (according to the European Framework of Reference), language level 1 of Domain competence 7 (Bachelor of Commerce).

Chapters 2 and 3 of Colegas 2 is discussed.

The following themes are discussed; travelling (privately as well as for business); free time; means of transport; recounting experiences from the past (pretérito perfecto); taste and sensation; the weather; products (now and in the past); apologizing

Grammar:
el condicional, el pretérito perfecto (repetition); el objeto indirecto (repetition and expansion); indicating amounts; el pretérito indefinido (repetition and expansion); el pretérito imperfecto (repetition and expansion); perífrasis verbales; pronombres objeto indirecto + directo

Learning outcomes
After this block you can:

Written skills:
• Apply grammar in the field of: el condicional, el pretérito perfecto (repetition); el objeto indirecto (repetition and expansion); indicate amounts; el pretérito indefinido (repetition and expansion); el pretérito imperfecto (repetition and expansion); perífrasis verbales; pronombres objeto indirecto + directo
• Apply the vocabulary of Chapter 2 and 3 in exercises

Work forms and coaching
2 hours of practical lecture per week

Assignment(s)
Different assignments, see weekly planning

Study material
Colegas Deel 2 Tekstboek, González, M. e.a.
Colegas Deel 2 Werkboek, González, M. e.a.
Colegas, Grammatica 1+2 met cd-rom, González, M. e.a.

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

Testing and assessment
• A written test in which grammar and vocabulary of Chapters 2 and 3 of Colegas deel 2 are tested in different exercises
• There is a mock exam on Blackboard including assessment criteria
• The test is made in the exam week (week 15)

Attendance
You should be prepared for and actively participate in at least 80% of the lectures (11 lectures). Failure to do so will result in exclusion from the first chance for the written test.
## Planning ILVH3SPA7

<table>
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<th>Lectures</th>
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<tr>
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<td></td>
<td>traducir; traducir ej.3;</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>gramática p.168</td>
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</tr>
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<td></td>
<td></td>
<td>OB Unidad 2: ej.1, 2</td>
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<td></td>
<td>Gramática p.169: Los gustos</td>
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<tr>
<td></td>
<td></td>
<td>y sentimientos, El tiempo</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>y Los cuantificadores;</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Unidad 2 ej.5 el tiempo y</td>
<td></td>
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<td></td>
<td>el condicional; ej.6 leer</td>
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<td></td>
<td>y rellenar el cuadro</td>
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<td>3.3</td>
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<td></td>
<td></td>
<td>Gramática p.169: Los gustos</td>
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<tr>
<td></td>
<td></td>
<td>y sentimientos</td>
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<td>(rellenar) ej.8 y 9</td>
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| 11 | 3.5 | Practicum 1:  
Gramática p.170: Formas y Uso del Pretérito Indefinido;  
Unidad 3 ej.1A contestar a las preguntas; 1B leer, traducir y sacar los tiempos pasados  
Practicum 2:  
Gramática p.171 Formas y Uso del Pretérito Imperfecto;  
Perífrasis verbales  
Unidad 3 traducir ej.2 y 3  
OB Unidad 3: ej.1, 2, 4 | Practicum 1:  
Gramática p.170: Formas y Uso del Pretérito Indefinido;  
Unidad 3 ej.1A; 1B  
Practicum 2:  
Tratar preguntas sobre OB  
Unidad 3 ej. 1,2,4  
Gramática p.171 Formas y Uso del Pretérito Imperfecto;  
Perífrasis verbales  
Unidad 3 ej.2 y 3 |
|---|---|---|---|
| 12 | 3.6 | Practicum 1:  
Unidad 3 ej.4: leer y traducir las 2 cartas y sacar los tiempos pasados;  
ejercicio extra tiempos pasados  
Practicum 2:  
OB Unidad 3 ej.10  
Unidad 3 ej.6 y ej.8 | Practicum 1:  
Unidad 3 ej.4; ejercicio extra tiempos pasados  
Practicum 2:  
Tratar preguntas sobre OB  
Unidad 3 ej.10  
Unidad 3 ej.6 y ej.8 |
| 13 | 3.7 | Practicum 1:  
Unidad 3 ej.10 y Tarea  
Practicum 2:  
OB Unidad 3 ej.13  
Ejercicio extra Unidad 3  | Practicum 1:  
Unidad 3 ej.10 y Tarea  
Practicum 2:  
Tratar preguntas sobre OB  
Unidad 3 ej.13  
Ejercicio extra Unidad 3; película Metrópolis |
| 14 | 3.8 | Practicum 1:  
Repaso Unidad 2 y 3  
Practicum 2:  
Examen de prueba  | Practicum 1:  
Repaso Unidad 2 y 3  
Practicum 2:  
Examen de prueba |
| 15 | 3.9 | Exams | Examen por escrito |
| 16 | 3.10 | Completion |
2.10 Study part Italian 7

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<td>56</td>
<td>14</td>
<td>Oral exam, written exam</td>
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</tbody>
</table>

SBU = Study load hours  
CU = Contact hours

Contents
Italian 7 starts at A2/B1 level and reaches a B1 level (beginning) (referring to the European Framework of Reference) + language level 1 of Domain competence 7 (Bachelor of Commerce).

The Chapters 17 up to and including 19 of Italiaans voor Zelfstudie will be discussed.

The following themes will be discussed:
Means of transport. At the campsite. Renting (car, boat, bicycle, etc.). Booking a hotel room. Health problems in Italy. Different cultural aspects of Italy.


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

After this block the student can:

Writing skills:
- Apply the grammar of Chapter 17, 18 and 19 of Italiaans voor Zelfstudie in exercises
- Apply the vocabulary of Chapter 17, 18 and 19 of Italiaans voor Zelfstudie in exercises
- Give a description of your own hobbies, work. Give a description of your holiday. Book a hotel room. Give a presentation about certain aspects of the Italian culture.

Reading skills:
- Understand a written text about work and free time with present perfect and simple past and reflexive verbs.

Work forms and coaching
2 x 1 hour of practical lecture per week

Assignment(s)
Different assignments, see weekly planning

Study material
Italiaans voor Zelfstudie, lesson 17 up to and including 19

Testing and assessment
- A written exam where different grammar and vocabulary exercises from Chapters 17 and 19 from Italiaans voor Zelfstudie are tested
- There is a mock exam on Blackboard including assessment criteria
- The mock exam is made by the students and discussed in class

Attendance
The student should be prepared for and participate actively in 80% of the lectures.
<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Lecture week</th>
<th>Preparation and deadlines</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
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<td>3.1</td>
<td></td>
<td>Lesson 17 first half</td>
</tr>
<tr>
<td>8</td>
<td>3.2</td>
<td>Lesson 17 second half</td>
<td>Lesson 17 second half</td>
</tr>
<tr>
<td>9</td>
<td>3.3</td>
<td>resits</td>
<td>Lesson 17 second half</td>
</tr>
<tr>
<td>10</td>
<td>3.4</td>
<td>Lesson 18 first half</td>
<td>Lesson 18 first half</td>
</tr>
<tr>
<td>11</td>
<td>3.5</td>
<td>Lesson 18 second half</td>
<td>Lesson 18 second half</td>
</tr>
<tr>
<td>12</td>
<td>3.6</td>
<td>Lesson 19</td>
<td>Lesson 19</td>
</tr>
<tr>
<td>13</td>
<td>3.7</td>
<td></td>
<td>Mock oral with Italian native speakers</td>
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<td>14</td>
<td>3.8</td>
<td></td>
<td>Orals</td>
</tr>
<tr>
<td>15</td>
<td>3.9</td>
<td>Exams</td>
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<tr>
<td>16</td>
<td>3.10</td>
<td>Completion</td>
<td></td>
</tr>
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</table>
## Appendix 1  Curriculum overview

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

### Year 1

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

### Year 2

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

### Year 3

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

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

### Year 4

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

**: 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.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Initiate and create products and services, in an independent and entrepreneurial way</td>
<td>( ) = depends on major</td>
</tr>
</tbody>
</table>

**Competence level 1:**

- Signal and trace new developments – taking customers and competitors into account – and translated these into products or services. Project
- Together with others, make a basic plan for an enterprise. Project
- Together with others, run a project or an enterprise. Project
- Together with others, sell a simple product or service. Project

**Competence level 2:**

- Generate creative ideas as a response to a problem. Project
- Develop concepts based on a creative idea. Project
- Together with others, convert a concept into a product or service and arrange its making (or having it made). Project
- Together with others, design and manage a project or an enterprise. Project
- Together with others, make a full plan for an enterprise. Project

**Competence level 3:**

- Independently convert a creative idea into a product or service and arrange its making (or having it made). Project
<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Execute, interpret, test and evaluate market research</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

**Competence level 3:**
- Independently set up a market analysis plan from one or several contexts.  
  - Project & MRS
- Report and convincingly present the results and substantiate the analysis, including substantiation of the approach and giving advice about the follow-up.  
  - Project & MRS

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<tr>
<th>Competence</th>
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<th>Partial competence acquired?</th>
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<tbody>
<tr>
<td>7</td>
<td>Communicate in several languages, taking into account cultural differences, internally and externally, nationally and internationally</td>
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</tbody>
</table>

**Competence level 1:**
- Master one modern foreign language at European language level 2 as a minimum.  
  - Education plan Eng. Years 1 and 2
- Give advice about aspects of the culture, society and behavioural patterns in countries or regions where this foreign language is the formal language.  
  - Education plan Eng. Years 1 and 2
- Give advice about adequately anticipating differences in corporate cultures within countries or regions where this foreign language is the formal language.  
  - Education plan Eng. Years 1 and 2

**Competence level 2:**
- Master a second modern foreign language at language level 1, 2 or 3.  
  - 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.

**Explanation of competence 7:**

- Foreign languages are central for this competence, combined with a number of aspects mentioned.

- Therefore, the levels of the domain competence are based on the number of modern foreign languages (1, 2 or 3) that needs to be mastered.

- Detailed language levels are indicated per language, which have been derived from a European framework that is recognized as a standard both nationally and internationally. ‘Can do statements’ are also given for each level. These data have been included as an appendix that belongs to this competence.

- Language level 2 applies to a minimum of one modern foreign language.

- At the end of the 1st year, level 1 of the domain competence will not always have been obtained, for instance if only one foreign language is required for a study programme, this measuring point will often be placed at a later stage in the study programme.

- Language levels of a second and third modern foreign language can be determined when filling in the details and making specifications per study programme. Boundary conditions apply when making that choice for level 2 or 3, such as time available in the curriculum, but also pre-training of students in the language.

- Language levels have been linked to the other domain competences based on subjects, including the complexity of a subject. Therefore, these content aspects do not need to be mentioned separately when specifying levels of domain competence 7.

- 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.

Elective plan MVT IBL
<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage a company, a business unit, business processes or a project</td>
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</table>

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

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

**Competence level 3:**
- Direct and manage a group in a stimulating manner based on a vision, with the purpose of reaching a set goal.
- Independently take action.
- Adequately deal with unexpected events, which disturb project group processes.
- If necessary, adjust the management style and method.
- Independently manage a business unit or project in a result-oriented manner.
- Independently formulate and defend the end results of a project based on the results of the project group.
- Evaluate a project/process based on predetermined quality requirements and substantiate this.
- Adequately give feedback to group members, midterm and at the end of the project/work process.
<table>
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<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
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<tbody>
<tr>
<td>9</td>
<td>Social and communicative competence (interpersonal, organization)</td>
<td>Within projects, CMV, Business Communication English (BCE), ENG, and other parts in which students work together, ranging from P to main phase</td>
</tr>
<tr>
<td></td>
<td>- Work together in a professional environment and think along about goals and the organization structure, resulting in requirements which involve the following characteristics: multidisciplinarity and inter-disciplinarity, customer orientation, collegiality, management (the social part of the competence).</td>
<td>[ ]</td>
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<tr>
<td></td>
<td>- Communicate, orally and in writing, internally on all levels, effectively and using common business language, usually in Dutch and/or English (in terms of professional tasks among other things this includes setting up and writing plans and memorandums, informing, consulting, creating support, stimulating, motivating, convincing, formulating decisions).</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Self-steering competence (intrapersonal or professional)</td>
<td>Within projects, (peer) assessments, CMV; explicit part of Personal Development and work placement, ranging from P to main phase</td>
</tr>
<tr>
<td></td>
<td>- Steer and regulate one’s own development regarding learning, working in a result-oriented manner, taking initiative and acting independently, flexibility.</td>
<td>[ ]</td>
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<tr>
<td></td>
<td>- Think about, reflect upon, and take responsibility for one’s own actions, which indicates involvement and critical self-assessment.</td>
<td>[ ]</td>
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<tr>
<td></td>
<td>- Develop a professional attitude, including initiative or room for normative cultural aspects, respect for others, a professional code and ethical principles for professional conduct.</td>
<td>[ ]</td>
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<tr>
<td></td>
<td>- Contribute to further professionalization of the industry, publications, contribute to congresses, etc.</td>
<td>[ ]</td>
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</table>
Appendix 3  Project assignments

These are the assignments for the project (part of INA), subdivided into the strategic framework, the industry analysis and the internal analysis. Ensure a text structure with descriptions, analyses and conclusions.

INA 2 Assignments for the strategic framework

Assignment 1
• State the mission, vision and core values of the company. Do this on the basis of the parts of which they could consist in the most comprehensive and full form. If the company does not have a mission and/or vision, give a description of possible elements of a mission and vision based on what you have been able to record at the company.
• Then make good analyses of the mission, vision and core values on the basis of the theory. At which groups of stakeholders is the mission focused and to what extent does the mission provide clarity to these stakeholders about the goal of the organization.
• Analyse the objectives of the companies on the basis of the theory. Indicate to what extent these are measurable and which of the objectives can be considered core objectives.
  Note: if there are no organizational objectives, the project group must come up with their own proposal for organizational objectives. These objectives are necessary for further analyses. Do this in deliberation with the company as much as possible.
• Analyse management structure and -system of the company. Describe and then analyse the company’s ‘governance chain’.
• Analyse the vision of the company for corporate social responsibility.

Assignment 2
• Make an Abell-scheme for the company. This is an instrument for making a market definition. This model assumes three dimensions:
  1. Customer groups;
  2. Customer function;
  Describe the three dimensions of the Abell-scheme for the company.
• Analyse these three dimensions for the company and turn them into a scheme.
• Analyse the internet aspects connected to the market definition for the company.
• Indicate in the conclusions whether the current market of the company has been well-defined with the help of the Abell-scheme and conclude whether there are any possible growth directions present in the company.

Assignment 3
• Describe and analyse how the company uses internet marketing, e-commerce and e-business.
• What type of website does the company have?

External analysis
In block 7 only the industry analysis of the external analysis is performed.
Assignment macro-environment analysis

Assignment 1 (macro-environment analysis)
- Give descriptions of the DESTEP-factors for the company including the internet aspects.
- Make analyses of the DESTEP-factors based on developments in the market, acquired from different sources, which could have a direct influence on the company. This means making sure you mention your sources carefully. You must have used at least 20 sources including at least two (parts of) books and/or magazines about aspects of the DESTEP that are relevant to the company.
- Finally, determine what the consequences are of the detected development for the company in the shape of conclusions. Indicate whether these consequences form opportunities and/or threats to the company. Realise here that some developments could be opportunities as well as threats to the company. For every opportunity and threat give:
  - a brief concise description;
  - a full and specific description.
The opportunities and threats can also be easily retrieved and read in the text of the macro environment analysis.

INA 3 Assignments meso-environment analysis

Assignment 1 (market developments)
- Determine the size of the market in which the company operates.
- Determine to what extent there is growth in this market.
- Analyse the factors that influence the growth of the company’s market. Also analyse the influence of the developments that are related to the use of the internet and of e-business.
- Determine what the consequences of positive or negative market growth are for the company, also in the form of conclusions.
- Design a conceptual model concerning the market developments for the company and name the different variables in your model (independent and depended).

Assignment 2 (market developments)
- Describe the product life cycle model for your company.
- Make good analyses of the phase in the life cycle in which the company’s product is.
- Determine what the expected developments in the future are for the company’s product, also in the form of conclusions.

Assignment 3 (market attractiveness)
- Elaborate Porter’s five-forces model for the company including the internet aspects.
- Provide the analyses of the competitor intensity, which is determined by these five forces.
- Determine the market attractiveness of the market for the company in the form of conclusions and also on the grounds of the results of Porter’s five forces model.

Assignment 4
Formulate the possible opportunities and threats which flow from the meso-environment analysis. For every opportunity and threat provide:
- a brief concise description;
- a full and specific description.
The opportunities and threats can be easily retrieved and read in the text of the meso-environment analysis.

INA 4 Internal analysis
The internal analysis is subdivided into assignments for the organizational audit, the audit of the marketing function and the financial audit.
Assignments organizational audit: 7S-model
To perform the organizational audit, in addition to the prescribed literature, you must also find information on the internet and other literature. (Please remember to list your sources!)
Remember to draw up the questions for the interviews to collect all information necessary to perform the internal audit.

For assignments 1 up to and including 7 please also use the website on the 7-S model on Blackboard. For every assignment pay explicit attention to the role of the internet. Add a list of interview questions used as an appendix.

Assignment 1 (Strategy)
• Which strategy does the company apply?
• Give a description of the strategy applied. If the company does not apply a strategy, try to interpret this as well as you can.
• In the conclusions, discuss the way in which the company tries to compete and offer value to its customers in the market. Pay explicit attention to the role of the internet.

Assignment 2 (Structure)
• What kind of structure does the company have? The structure is related to the organization’s set-up. This concerns the division of the processes, activities and tasks, the coordination between them, authorities and responsibilities.
• Give a clear description of how this goes on within the company on a daily basis.
• Represent the formal structure with an organization chart. Make a good analysis of this.
• In the conclusions, discuss the extent to which the structure helps to operate in a market-oriented manner and in particular, to be efficient and effective in creating customer value.

Assignment 3a (Systems)
• What systems does the company have? Systems include all formal and informal procedures and processes according to which the organization works.
• Give a good description of the systems. Examples are: budgeting systems, training systems, administration systems and market information systems.
• Analyse in what way the systems can be differentiated.
• In the conclusions, indicate to what extent the use of systems contributes to the market orientation of the company and how the company could possibly improve this.

Assignment 3b (Systems)
• What basic configuration (structure form), as distinguished by Mintzberg, do we see in the company?
• The configuration is part combination of the S for Structure and the S for System. Give a description of the company’s applied basic configuration. This could also be a combination of two basic configurations.
• Provide the right analyses for the company on the basis of Mintzberg’s theory.
• Draw conclusions from the analyses whether the company is using the right basic configuration(s) and whether this enlarges the market orientation or not.

Assignment 4 (Style of management)
• What style of managing does the company use?
• Give a description of the style of managing in the company.
• Analyse which style of managing is used in the company.
• Describe the management’s vision on the way in which the personnel influences the company’s competitive force.
• Discuss in the conclusions whether the style of managing works stimulating for the personnel.
• Also describe in the conclusions whether the style of managing links up to the market circumstances?
Assignment 5 [Staff]
• To what extent is there attention for people in the right positions in the company?
• Give a good description of the total personnel complement in the company where positions and education are concerned.
• Make a good analysis with regard to the division of the personnel across the different positions.
• In your conclusions, involve the following matters:
  o What is the relationship between the quality of people in commercial positions with regard to people in non-commercial positions?
  o To what extent are people in non-commercial positions market-oriented?

Assignment 6 [Skills]
• What knowledge and skills do people in the company have?
• Provide analyses according to level of education and/or experience of the personnel.
• In your conclusions, involve the following matters:
  o How well is all of this developed – especially in the fields of sales/account management, marketing and market research?
  o To what extent are employees in non-commercial position market-oriented?

Assignment 7 [Shared values]
• Give descriptions of the standards and values utilized by the company. An important aspect here is corporate culture.
• Analyse whether the standards are the basis for the knowledge built up in the company and are the values shared generally or do they differ per department.
• In your conclusions, include the indications of market-oriented standards and values.

Assignments organizational audit: capacities and value chain
Add a list with the interview questions used as an appendix.

Assignment 1
• Describe and categorize the resources and competences that the company has at its disposal.
• To what extent are the company’s capacities dynamic in nature?
• Analyse how these capacities influence the company’s competitive force. Do this with the help of the VRIN-scheme. Pay explicit attention to the role of the personnel.
• Also draw up the company’s value network.
• Analyse to what extent and in what way the company is part of an internationalised value chain or value network.
• Include in all aspects the use of online marketing communication, online sales, E-commerce, E-business and E-enterprise.

Assignment 2
• Draw up the ‘value chain’ for the company and distinguish between primary and secondary activities.
• Describe the primary activities, analyse the value that each activity adds to the company’s products, analyse the relationship between these activities and state their effect on the achievement of the corporate objectives.
• What primary activity yields the highest added value?
• Describe the secondary activities and analyse the effect of these activities on the added value.
• Mention online activities.
• How does the HRM-policy contribute to acquiring competitive advantage?
• In the conclusions, give a general assessment about the way in which the organization approaches the market from the value chain concept.
Assignment 3
• Draw up the Business Canvas model for the company and mention where the use of online marketing communication, online sales, E-commerce, E-business and E-enterprise fit in.

Assignment 4
Formulate the possible strengths and weaknesses that flow from the total organizational audit. For every strength and weakness give:
• a brief concise description;
• a full and specific description.
The strengths and weaknesses can be easily retrieved and read in the text of the organizational audit.

INA 5 Assignments audit marketing function

To do the marketing audit, look for information on the internet and in the marketing literature. [Please remember to list your sources!]
Add a list with the interview questions used as an appendix.

Assignment 1
• Give a description of the manifestation of marketing in the company.
• Provide an analysis of the role of marketing in the company and indicate at what stage of development the marketing department or -function is at this point in time. Also analyse the quality of the marketing information systems and the effectiveness of the marketing department.
• What type of website does the company have?
• In your conclusion, involve the following points:
  o Evaluating the effectiveness of the marketing department with the help of the marketing objectives;
  o Quality of marketing information systems;
  o Look at different commercial positions and departments in relation to each other and to what extent they function market-orientedly to create customer value by the company.
  o The extent of connection between offline and online marketing in the company.

Assignment 2
• Give a description of the following competences (including internet aspects) of the marketing department (marketing function) in the company:
  o price-setting capabilities;
  o product-management capabilities;
  o communication- and promotion-management capabilities;
  o brand-management capabilities;
  o segmentation capabilities;
  o channel/customer relationship-management capabilities;
  o marketing-planning capabilities
  o HRM related to marketing
* The basis for competitive force are the organization’s capabilities and competences.
• Provide good analyses of these capabilities. For the price this means analysing price structure. Then continue by determining the product-development skills as the competences in the field of communications: advertising and promotion. Then determining brand creation, brand monitoring, brand development and positioning the company's products. Then illustrate the derived segments of the company. You can then continue by demonstrating the distribution-channel strategies and CRM-capabilities that the company uses. And lastly, analysing the marketing department's or the company management's ability to formulate and utilize marketing plans.
• Make use of a marketing competence checklist to gain insight into the marketing capabilities and analyse them.
In your conclusions involve the following points:
- Are there connections that can be made within the company between the different capabilities?
- Which objectives can be formulated to improve/reinforce with the found profile of the marketing-competence checklist?

**Assignment 3**
Formulate the possible strengths and weaknesses that flow from the marketing audit. For every strength and weakness give:
- a brief concise description;
- a full and specific description.
The strengths and weaknesses are easily retrieved and read in the text of the marketing audit.

**INA 6 Assignments financial audit**
In the financial audit the analysis of the company’s financial health and force is the focus. These determine the company’s strength in acquiring, maintaining and reinforcing market positions. To be able to perform the analysis, key figures must be calculated from a series of at least three years. Comparison with the development of these key figures for the entire branch of industry enables you to make relevant statements about the company’s financial position.

**Assignment 1**
- Determine the company’s liability and asset structure with the debt ratio.
- Give a value judgement about the debt ratio. In this value judgement, take into account that specialised assets are more difficult to sell in case of bankruptcy than non-specialised assets and so make relatively little money.

**Assignment 2**
Indicate whether the company can easily meet its short-term liabilities to pay. For this, calculate the following key figures:
- current ratio;
- quick ratio;
- net working capital.
Take into account whether any stocks can be easily liquidized.

**Assignment 3**
Companies can only maintain a continued existence if they make profit. Determine the company’s profitability with the help of:
- the return on total assets (before taxes);
- the return on net assets (after taxes).
Indicate whether the owner is wise to continue the business, or to sell the business and invest the returns in central government bonds.

**Assignment 4**
Determine whether the company has sufficient internally generated funds or is sufficiently creditworthy, on the basis of the results of assignments 1, 2 and 4, to set up new investment projects to be able to profit from opportunities in the market or to be able to respond adequately to threats from the market.
Assignment 5
Does the company have clear insight into the structure of the cost price of its products/services?

- If so, analyse the company’s cost structure:
  - describe the company’s composition of the variable and fixed costs;
  - determine the ratio between the company’s fixed and variable costs;
  - how does the company’s cost structure relate to the cost structure of the competitors in the industry.
- If not?
  - What is the reason for this? What consequences does this have for the organization?

- Does the company’s management know how much turnover or gross profit is needed to be able to break even this year?
  - If so, how are the calculations made; which developments are taken into account for this (developments of returns, costs, investments etc.)?

- Analyse cost price calculation and sales-price setting.
  - How are the indirect costs divided across the product assortment?
  - Which method of cost price calculation is used?
  - How suitable is this method from a marketing point of view?
  - In what way is the sales price determined?
  - How suitable is this way from a marketing point of view?

Assignment 6
- In what way does the company plan the activities for a coming period?
- Are normative budgets included in this planning? How do they deal with deviation from the normative budgets?
- How suitable is the budgeting system used to keep the corporate processes under control?
- In what way are key figures used in the commercial day-to-day activities of the chosen company? What key figures are used? How are the key figures utilized in the company’s policy?
- To what extent are the key figures used in a historical, internal and simultaneous comparison? Internally: different independent components, simultaneously compared with the calculated key figures from other companies in the same industry.

Assignment 7
Formulate the possible strengths and weaknesses which flow from the financial audit. For every strength and weakness give:
- a brief and concise description;
- a full and specific description.

The strengths and weaknesses can also be easily retrieved from and read in the text of the financial audit.

Assignment 8
Formulate the conclusion for the entire internal analysis. In this conclusion, also include a full overview of strengths and weaknesses.

Appendix 4  Assessment criteria for the project assignments

Assessment
- Two sub assignments (assignment 3 & 5) will be assessed by the project coach. The handed in assignments as well as the presentation of these two assignments will be assessed. Every sub assignment counts for 15% of the final mark (2x15%=30%). Each member of the group should present an individual part and be present during the presentation. If a group (member) is not presenting and/or not present, the group (member) will get no mark for this particular assignment.
- Prior to handing in the final version of the report a concept version should be headed in. This concept version will be graded. The grade itself will count for 20% of the final mark for the integral project IMVB15MPH.
Criteria to grade to concept version of the final report will be:
- Formulation central question and sub questions
- Research justification
- Division main text and appendices
- Adequate use of models
- Formulation strengths & weaknesses and opportunities & threats
- All assignments are handed in, in time
- Check company visits ans interviews
- Main text max. 10,000 words
- Use of sources

• For the project, the project group writes a final report together. This final report must not exceed the maximum of 10,000 words, enclosures not included. The assessment criteria are listed in enclosure 4. The final report counts as 50% of the final mark of IMVB15MPH.
• Each individual part of the final report should be graded with a minimum score of 5.5 (see appendix 4)
• At the end of the project the project coach will provide a filled-out assessment form with the marks for the final report.

The assessment for the project study part of the Internal Analysis is as follows:

Final mark INA7B:
• Assignment 3 : 15%
• Assignment 5 : 15%
• Concept version final report : 20%
• Final report : 50%;
### Assessment form IMVB15MPH, INA3 (15%)

**Industry analysis 15%**  
*(phases: describe, analyse and conclude)*
- **Meso-environment analysis**  
  - Market developments, growth  
  - Product Life Cycle  
  - 5 forces of Porter  
- **Opportunities & Threats meso-environment analysis**  
  - Brief and concise  
  - Full and specific

### Assessment form IMVB15MPH, INA5 (15%)

**Marketing audit 15%**
- **Give a description, analysis and conclusion about:**  
  - price-setting capabilities;  
  - product-management capabilities;  
  - communication- and promotion-management capabilities;  
  - brand-management capabilities;  
  - segmentation capabilities;  
  - channel/customer relationship-management capabilities;  
  - marketing-planning capabilities  
  - HRM related to marketing  
- **Opportunities & Threats marketing audit**  
  - Brief and concise  
  - Full and specific

Remarks & Score
The text is a table with the following entries:

<table>
<thead>
<tr>
<th>Conceptrapport 10%</th>
<th>Remarks &amp; Score</th>
</tr>
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<tbody>
<tr>
<td>• Assess the selected company on the basis of the strategic framework, industry analysis (external analysis) and internal analysis (organisational audit, marketing audit and financial audit)</td>
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</tr>
<tr>
<td>• List the opportunities and threats and strengths and weaknesses on the basis of the analyses</td>
<td></td>
</tr>
<tr>
<td>• Make a sound recommendation about the selected company to the advisor based upon the analysed aspects</td>
<td></td>
</tr>
<tr>
<td>• Criteria to grade to grade the concept version of the final report will be:</td>
<td></td>
</tr>
<tr>
<td>- Formulation central question and sub questions</td>
<td></td>
</tr>
<tr>
<td>- Research justification</td>
<td></td>
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<tr>
<td>- Division main text and appendices</td>
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<tr>
<td>- Adequate use of models</td>
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<tr>
<td>- Formulation strengths &amp; weaknesses and opportunities &amp; threats</td>
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<tr>
<td>- All assignments are handed in, in time</td>
<td></td>
</tr>
<tr>
<td>- Check company visits ans interviews</td>
<td></td>
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<tr>
<td>- Main text max. 10,000 words</td>
<td></td>
</tr>
<tr>
<td>- Use of sources</td>
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</tbody>
</table>
Assessment form IMVB15MPH, Final report (50%)

Each individual part of the final report should be graded with a minimum score of 5.5

<table>
<thead>
<tr>
<th>Remarks &amp; Score</th>
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<tbody>
<tr>
<td><strong>Introduction 10%</strong></td>
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<td>• Opening</td>
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<tr>
<td>• Reason for subject of report</td>
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<td>• Target group of report</td>
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<td>• Objective of report</td>
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<td>• Central question</td>
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<tr>
<td>• Sub questions connecting to chapter division</td>
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<tr>
<td>• Preview</td>
</tr>
<tr>
<td><strong>Research methodology 10%</strong></td>
</tr>
<tr>
<td>• Definitions</td>
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<td>• Research scope and boundaries</td>
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<tr>
<td>• Field &amp; desk research</td>
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<tr>
<td>• Conceptual model</td>
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<tr>
<td><strong>The strategic framework 10%</strong></td>
</tr>
<tr>
<td>• Mission, vision</td>
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<td>• Targets</td>
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<td>• Governance chain</td>
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<td>• Sustainability</td>
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<td>• Abell-scheme, analysis and conclusion</td>
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<td>• E-business, website</td>
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<tr>
<td><strong>Industry analysis 15%</strong></td>
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<tr>
<td>• <strong>Macro-environment analysis</strong></td>
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<td>- DESTEP</td>
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<td>• <strong>Meso-environment analysis</strong></td>
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<td>- Market developments, growth</td>
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<td>- Product Life Cycle</td>
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<td>- 5 forces of Porter</td>
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<tr>
<td>• <strong>Opportunities &amp; Threats</strong></td>
</tr>
<tr>
<td>- Brief and concise</td>
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<td>- Full and specific</td>
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<tr>
<td><strong>Organizational audit 20%</strong></td>
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<td>• <strong>7S-model</strong></td>
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<td>- Strategy</td>
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<td>- System</td>
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<td>- Style of management</td>
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<td>- Staff</td>
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<td>- Skills</td>
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<td>- Shared Values</td>
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<td>• <strong>Capacities</strong></td>
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<td>- Resources &amp; competencies</td>
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<td>- VRIN-model</td>
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<tr>
<td>- Internalysed valuechain</td>
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</tbody>
</table>
- Value chain
  - Primary and secondary activities
  - Contribution HRM-policy

- Business Model Canvas
- Opportunities & Threats marketing audit
  - Brief and concise
  - Full and specific

**Marketing audit 15%**
- Give a description, analysis and conclusion about:
  - Price-setting capabilities;
  - Product-management capabilities;
  - Communication- and promotion-management capabilities;
  - Brand-management capabilities;
  - Segmentation capabilities;
  - Channel/customer relationship-management capabilities;
  - Marketing-planning capabilities
  - HRM related to marketing

- Opportunities & Threats marketing audit
  - Brief and concise
  - Full and specific

**Financial audit 10%**
- Financial structure
- Key ratios
- Profitability
- Cost price calculation
- Planning / budgetting

- Opportunities & Threats marketing audit
  - Brief and concise
  - Full and specific

**Conclusion & Recommendations 10%**
- Response to central question
- Conclusions
- Recommendations

**Final Mark final report**
+ Introduction 10%
+ Industry analysis 15%
+ Research methodology 10%
+ Strategic framework 10%
+ Organisational audit 20%
+ Marketing audit 15%
+ Financial audit 10%
+ Conclusion & Recommendations 10%

**Final Mark group**
Appendix 5 Cooperation contract

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

Therefore, the following needs to be included in the cooperation contract:
1. Attendance at coaching conversations is obligatory, unless together the coach and the group decide that absence is allowed. Two cases of unauthorized absence at coaching conversations means exclusion from the project group.
2. Attendance at necessary lectures is obligatory, unless together the group and the coach decide that absence is allowed. Two cases of unauthorized absence at a certain lesson cycle means exclusion from the project group.
3. Attendance at unaccompanied project meetings is obligatory, unless together the group decides that absence is allowed. Two cases of unauthorized absence at project meetings means exclusion from the project group.

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

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

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

2 This way, extensive benefitting from the knowledge of group members can be prevented. This is to the annoyance of group members: the student in question does attend coaching conversations, but is absent at lectures and, during meetings, always needs updates on the material that was dealt with.
Appendix 6  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-active*: preparing lessons, keeping up with the lesson material on a weekly basis, participating actively in and contributing evenly to projects, and preparing exams;
2) making your studies a priority, in case of fulltime students, the following applies expressly: side jobs, hobbies, etc. come second, i.e. after your studies;
3) being responsible for your own behaviour;
4) sticking to all agreements that have been made with your study coach, within the IMM personal development programme.

*Work in a professional manner at the School of Marketing Management

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

Attendance

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

Behaviour in class

1) During lessons, eating/drinking is not permitted, unless this has been expressly approved.
2) Bring along all books or readers needed. In case these have not been brought along, lessons cannot be attended.
3) Bring along writing materials (so pen and paper). In case this has not been brought along, lessons cannot be attended.
4) Being late: lessons cannot be attended. In special cases (bus or train was delayed), a text message can be sent to a classmate (prior to the lesson!), so the lecturer is aware. In that case, entering the class is permitted.
5) In class coats, caps and mobile phones are off. iPads can only be turned on for the purpose of taking notes during lectures.
Handing in assignments
1) In case of assignments involving several pages, or when handing in multiple assignments simultaneously, please use a stapler or a binder. Please also use a “footer”. It includes your name, class, date, subject, and the page number. In case of group work, the group number is also included.
2) Please make a front page for all assignments that are handed in, including:
   - Study part
   - Block
   - Assignment number
   - Your name (and those of group members in case of a group assignment)
   - Class and group number
3) In case of project reports, different rules apply, which is taught at BCE.

Sending e-mail to lecturers
1) Lecturers receive lots of mail. It often involves questions that can be found on Blackboard by the students themselves. This unnecessarily extends reaction time, so please check first!
2) Only your Hanze e-mail address (st.hanze.nl) can be used for correspondence.
3) Do not use extensive language. Be short and concise when asking questions.
4) Use the subject to indicate clearly what it is about. SO: question regarding subject ..... block ..... class .... group ....
5) Always end an e-mail by stating your: name, student number, class, project group (if applicable), optional: your phone number.
6) Create a signature in your mail programme.
7) Always confirm agreements made with lecturers by e-mail. This provides clarity.
8) Only use the e-mail reply function if your reply involves the same subject! After first time use, Outlook recognizes an e-mail address. If you enter the first letter, you can click the e-mail address of the person in question.
9) READ YOUR HANZE MAIL EVENINGS AND MORNINGS! (As well as absence/illness notifications of lecturers on BB and MyHanze.nl)

Visiting lecturer
1) Please make an appointment by e-mail.
2) Please knock the door.
3) Inquire whether the lecturer has time for you.
4) Mention your name and if you have questions about the educational programme, mention the block, exam, part. So do not say: “Hi, I’d like to know what I did wrong at the exam.” Instead, say: “Good morning….. I’m..... from class.....

Illness
See the commitment contract.
In case of chronic illness, always inform your study coach. In consultation with your study coach, you can request special arrangements from the examination board, such as exemption from the obligation to attend lessons or authorization to eat during lessons.
Appendix 7  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 heard³.
• Depending on the degree of plagiarism that has been committed, sanctions can vary from a reprimand to exclusion (according to legal limits) from one or several exams during a maximum of a year.
• In case one or several students have facilitated fraud, these students are also sanctioned besides the one(s) committing the fraud.
• One of the aspects that define the severity of the sanction is the fact whether conduct was in good or bad faith (this usually applies to the previous point mentioned).

Measures to prevent fraud

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

³ 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 8  Permitted 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 prohibit