Study Guide

Block 8: Strategic Marketing Planning II

School of Marketing Management

Study Guide

Block 8: Strategic Marketing Planning II

School of Marketing Management
Study programme
Main phase 2017-2018

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1. **Content and relationship with the professional sector**

1.1 **Introduction**

Marketing, sales and entrepreneurship are central to all departments of the Institute of Marketing Management (IMM) of the Hanze University Groningen. These are highly dynamic and constantly evolving fields with a strong international focus. The same applies to the institute. IMM is a dynamic institution where students and teachers constantly discuss latest developments in the field of marketing and management, and where you learn to use your strengths and how to improve and compensate your weaknesses when marketing a product or service in a dynamic market.

At the heart of each program is the development of the skills needed to be able to properly perform a profession. The term competence means professional skills. These are both knowledge elements and skills. For the Bachelor of Commerce, ten competencies have established at a national level. A Bachelor of Commerce must have these competencies.

The education is structured in such a way that the study program directs you to the desired level. For each block, the competences and the level you are working on is indicated. This prepares you for specific professional tasks. Of course, you can only do your professional tasks well if you also study the accompanying supporting components.

Each block gives you an overview of the tasks performed by a professional in the commercial sector. You will acquire the necessary knowledge, attitude and skills in the supporting components. By actually performing the tasks of in the project, you will achieve the skills you need in order to successfully market products.

Blocks 7 and 8 form a contiguous whole: the analysis of the capacities of the company was the focus in block 7, and you have made a start with the analysis of the possibilities of the market. In block 8, you continue analysing the market and business strategies through which business strategies market opportunities and business capacities can be matched. In blocks 9 and 10, you are going to apply what you have learned to an exporting company as external client.

In this block, you will get an overview of the tasks performed by a marketer. You will acquire the necessary knowledge, attitude and skills needed for this in the supporting components. By actually performing the tasks of in the project, you achieve the skills a marketer needs in order to successfully market products.

**Blackboard**

On Blackboard, under Courses, there is a lot of information about the education in this block. Any changes and/or additions to this study guide will be posted on Blackboard.

**Study guide and educational and examination regulations (OER)**

In this study guide, you will find all important information about the Institute of Marketing Management, the Hanze University Groningen. For the design of your curriculum, you can view the curriculum overviews in the educational and examination regulations (OER). You will also find your rights and responsibilities as a student there.

At the end of this course, your results will be recorded in Osiris.
1.2 Theme block 8

The theme of this block is:
External opportunities for value creation for the company and determining the proper strategy
This course continues from block 7. In the previous block, you have developed the strategic window, the industry analysis as part of the external analysis, and the internal analysis in the project for a self-selected company. This resulted in opportunities and threats for the industry analysis as part of the external analysis and the strengths and weaknesses of the internal analysis. In this block, you continue with the strategic planning process for the same company. You complete the external analysis with a customer analysis, competitor analysis and distribution analysis. The SWOT analysis and determining the strategic choice follow. This is the end of the strategic planning process.
In the external analysis, we look at how companies can determine market opportunities for creating superior customer value. A thorough understanding of the consumer market and customer behaviour performs a central role in this. Also, it is important to have good insight in other parties in the surrounding, such as competitors and distributors. This understanding is also important to examine to what extent the consumers value is sustainably distinctive from that supplied by other providers. A thorough analysis of the market, the competitive landscape and the wider environment is crucial in every strategic marketing plan.
In the business operation surroundings, all sorts of developments are taking place with favourable and unfavourable effects for the industry and the company. These are the opportunities and threats. Chances are events or trends that pose potential pathways for new competitive advantages. Threats indicate external developments that deteriorate the current competitive advantage or ability to successfully exploit current distinctive capabilities. The purpose of the external analysis is to map all relevant threats and opportunities for the company. These opportunities and threats are the input for the SWOT analysis. The results of the internal and external analysis come together in the SWOT analysis. By matching the potential of value creation revealed in the market with the actual and potential competencies of the company, insight into the strategic issues is created. An issue is a point of focus for a company based on one or more confrontations between internal components-strengths and/or weaknesses—and external developments – opportunities and/or threats—which could lead to decisions and actual activities.
After the execution of the SWOT analysis, the strategic choice follows. This is the moment in the marketing planning process where choices for the future need to be made. The future-oriented choices are based on the target groups at the strategic level, objectives, strategic options and the final strategic choice.

The bold parts in the diagram below will be explored by each project group in this block. In this block, we continue block 7 and conclude the strategic marketing planning process with a strategic choice for the company.

1.3 Professional task and learning outcomes

The following professional task is key in blocks 7 and 8:
The marketer analyses the possibilities of the company, the market of the company or how to develop or strengthen this.

For block 8 specific:
The marketer can determine the strategic issues of a company using the external analysis and the SWOT analysis. Based on the found strategic issues, the marketer is able to make a strategic choice from different strategic options, including objectives.

In block 8, you will perform the analysis of the micro-environment, the SWOT analysis and the strategic choice for the company chosen in block 7. First, you will supplement the in block 7 identified strengths, weaknesses, opportunities and threats with the opportunities and threats that come from the customers, competitors and distribution analysis. You will then select the relevant strengths, weaknesses, opportunities and threats to perform the SWOT analysis. The SWOT analysis will ultimately lead to establishing a limited number of strategic options. The strategic choice, finally, consists of selecting the best strategic option.
At the end of this block, you can:

- along with the other group members, create a planning and stick to it (annex 2-Competency 8, 9, 10);
- create a research plan, both general and specific, for desk and field research with regards to the external environment, the SWOT analysis and the strategic choice (C 2);
- describe and analyse the developments in the external micro-environment that are relevant to your business, and draw the right conclusions from this (C 3);
- perform a logical, consistent (and with the necessary creativity) a SWOT analysis for your business (C3);
- make a deliberate strategic choice for your business (C4);
- work efficiently together in a group (C 9);
- adequately fulfil different roles in a group (C 8, 9, 10);
- prepare a report in proper Dutch (C 7, 9);
- convincingly present the results of the research (C 7, 9);
- properly answer questions about the recommendations and motivate the choices (C 9).

1.4 Credit Table

The diagram below shows which parts are offered in block 8, including the Osiris-code, the number of credits or ECT’s for that component and the type of result.

<table>
<thead>
<tr>
<th>program part</th>
<th>code</th>
<th>EC</th>
<th>T</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Analysis - Customer/Industry/Competitor/Distribution (incl research)</td>
<td>ILVB15EAN</td>
<td>2</td>
<td>O</td>
<td>M</td>
</tr>
<tr>
<td>External Analysis - Business Communication Presentation Skills</td>
<td>ILVB15BCN8</td>
<td>1</td>
<td>O</td>
<td>M</td>
</tr>
<tr>
<td>External Analysis - SWOT/Strategic Options (incl. Management Skills)</td>
<td>ILVB15SWO</td>
<td>2</td>
<td>O</td>
<td>M</td>
</tr>
<tr>
<td>External Analysis - Management Skills/CMS</td>
<td>ILVB15CMV8</td>
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<td>O</td>
<td>S/I</td>
</tr>
<tr>
<td>Strategic Marketing 2 - Theory</td>
<td>ILVB15SMT</td>
<td>2</td>
<td>S</td>
<td>C</td>
</tr>
<tr>
<td>Strategic Marketing 2 - Assignment</td>
<td>IMVB15SMO</td>
<td>1</td>
<td>O</td>
<td>C</td>
</tr>
<tr>
<td>Business Communication English 8</td>
<td>IMVH3COM8</td>
<td>2</td>
<td>W</td>
<td>M</td>
</tr>
<tr>
<td>Elective</td>
<td>LCK.........</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Development 6</td>
<td>IMVB16STC6</td>
<td>1</td>
<td>O</td>
<td>S/I</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>15</td>
<td></td>
<td></td>
</tr>
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</table>

Results you achieve for a partial assignment of a study unit remain valid for one year.

1.5 Presence

100% attendance is required and natural at IMM. If you really cannot be present, then you must notify the teacher in question with the reason of absence in advance. For absenteeism, the following is in effect: more than 20% absent (with or without notifications, and for whatever reason) means that the first opportunity for the exam of the course expires for you.
2. Study Components

2.1 Introduction

This chapter contains a description of all study components. Each study part gives you information about the content, learning objectives, guidance, work forms, presence, assignment(s), study material, reviews, resits and weekly schedule. In the study component Integral Assignment, Business Communication Dutch (BCD) and Communicative Management Skills (CMS) are integral parts of the component, as is applying for jobs.

2.2 Integral Assignment 8 EXA and SWO

Project component (external analysis and SWOT analysis)

<table>
<thead>
<tr>
<th>Osiris-code</th>
<th>Number of credits</th>
<th>Credit hours</th>
<th>Hours of instruction</th>
<th>Type of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB15EXA</td>
<td>2</td>
<td></td>
<td>4 hours</td>
<td>assignment/other</td>
</tr>
<tr>
<td>IMVB15SWO</td>
<td>2</td>
<td></td>
<td>4 hours</td>
<td>assignment/other</td>
</tr>
</tbody>
</table>

Block 7 focused on the first part of the strategic marketing plan, the strategic window, the internal analysis and industry analysis of the external analysis. Block 8 focuses on the customer analysis, competitor analysis and distribution analysis (= micro-environment) of the external analysis, the SWOT analysis and the strategic choice.

The project block 8 consists of two parts, namely: the first part is finishing the microenvironment of the external analysis (IMVB15EXA) and the second part of the project is the SWOT analysis and strategic choice (IMVB15SWO).

Content

The project of the Integral Assignment block 8 is to establish the strategic choice for the research company. This task consists in block 8 of three steps, namely: the micro environment of the external analysis, SWOT analysis and strategic choice. In block 8 field research is again done and consists either of 15 interviews on the B2B-market or 100 surveys amongst final customers on the B2C-market. Possible other field research of the micro environment should be in consultation with the project supervisor. Its extent should be in the same proportion to the proposed field research. In the first week of this block during the project meeting the field research with respect to the research company will be discussed with the project supervisor.

Micro environment external analysis

In the micro environmental analysis we focus on who companies can respond to market possibilities for creating superior customer value. In this respect it is important to have a thorough understanding of the customer market and customer behavior.

It is also important to have good insight into other nearby parties, such as competitors and distributors. This understanding is vital to consider how customer value is sustainable distinctive from the customer value supplied by other providers. A thorough analysis of the market, the competitive landscape and the wider environment is crucial in any strategic marketing plan.

In the business environment all kinds of developments can occur that have favorable and unfavorable effects on the industry and the company. These are the opportunities and threats. Opportunities are events or trends with potential pathways for new competitive advantages. Threats point to external developments affecting the current competitive advantage or ability to successfully exploit current
distinctive capabilities to deteriorate. The purpose of the micro-environment of the external analysis is the identification of all relevant opportunities and threats for the company. These opportunities and threats form the input for the SWOT analysis.

**SWOT analysis**

In the SWOT analysis, the results of internal and external analysis are put together. By matching the possibilities of value creation that manifest themselves in the market to the actual and potential competencies of the company one can create strategic issues. An issue is a matter of concern for a company based on one or more confrontations between internal parts - strengths and / or weaknesses - and external developments - opportunities and / or threats - which may lead to decisions and practical activities.

**Strategic choice**

After the SWOT analysis, the strategic choice follows. This is the moment in the marketing planning process that the strategic options should be compared. The comparison of the strategic options will result in choosing the most favorable strategic option, the strategic choice!

**Research**

During this course desk and field research will be carried out. Desk research will be widely applied in the micro environment of the external analysis. Field research in this block consists of interviews / surveys of customers of the research company. The information obtained from the users of the research company is mainly intended as input for one of the theoretical models to visualize the actual situation. The conclusions from the internal and external analysis in the form of the formulated strengths, weaknesses, opportunities and threats are the input for the SWOT analysis. The objectives of the research company as set out in the strategic framework are used as selection criteria to evaluate the strengths, weaknesses, opportunities and threats for the final design of the confrontation matrix of the SWOT analysis.

In this block, a research proposal should be set up. In the final report, the research proposal will be placed in Annex I. In the interim report and final report the research design will be placed. If there are differences between the proposed research and the research that has actually been carried out (= research design) then you should reflect on the differences. During the reflection you should mention which difficulties you have encountered and which you efforts you have made to try to overcome the difficulties. If you were not able to overcome these difficulties you should mention what the consequences are for your advice.

**Learning results**

The student is able to:

- identify and analyse the opportunities for the company to create value based on the customer analysis, competitor analysis and distribution analysis; (C3)
- prioritise a company’s strengths, weaknesses, opportunities and threats and determine which are most relevant for the SWOT analysis; (C3)
- perform field research in the context of the micro environment of the external analysis (C3)
- draw up the confrontation matrix and deduce strategic issues; (C3)
- formulate objectives for the company at a strategic organisational level; (C3)
- generate strategic options based on the results of the SWOT analysis; (C3)
- methodically arrive at a strategic choice based on the various strategic options;
- give and receive feedback both from fellow students and from coaches. The result is adjusted behaviour or attitude. (C9)

**Coaching**
Project kick-off is during the first week. The project supervisor is the same lecturer as for the Strategic Marketing II classes. During the kick-off the project supervisor outlines the project procedure and the various components of this block in connection with the project. Every week, in accordance with the schedule in the course book, the project supervisor receives material from the project groups and provides feedback during the weekly project meetings. The project groups receive a schedule for these meetings. The project groups are in charge of organising the project meetings. The project supervisor expects every project group to develop initiatives for organising their project meetings.

Groups should create a project file where all weekly assignments, commitment statement agendas and minutes of all project meetings should be filed on Black board in your own file exchange.

Work methods
- Integral Assignment kick-off class
- Execution of research activities for the company selected by the group.
- Weekly meeting with the project coaches.
- 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.
- Writing report
- Final presentation

Attendance at project meetings
It is important and therefore mandatory to attend the project meetings of the Integral Assignment. Should you not be able to attend, report your absence to the project supervisor before the project meeting. If a student misses more than one project meeting and regardless of the reason, the student is excluded from further participation in the project. The student may only lodge an appeal with the examination board.

Assignments
A brief description of the weekly project assignments is provided below. The results of these assignments must be reflected in the final reports (8A and 8C). Appendix 3 contains the full description of the assignments.

Week 17
- Attending the kick-off class
  EXA assignment 1A (Prepare and bring hard copy along to project meeting)
- Agreements/commitment statement with members of project group, including discussion on:
  - How to tackle the assignments
  - Distribution of roles and responsibilities within the group
  - Initiatives for organising project meeting by project members
  - Times for group consultations during the project period
  - Etc.
- Start-up/planning of field research for the customer analysis of the micro environment of the external analysis, consisting of customer analysis, competitor analysis and distribution analysis.
  EXA assignment 1B
- Create research design. See document entitled ‘requirements research design’ on Blackboard!
- Place all the strengths, weaknesses, opportunities and threats from block 7 in a document including for each strength, weakness, opportunity and threat
  - A brief and to-the-point description
  - A complete and specific description
Week 18
Spring break

Week 19
EXA assignment 2
- Start with customer analysis, competitor analysis and distribution analysis. Appendix 3 contains complete assignment descriptions.
- Start by performing the planned field research.

Week 20
EXA assignment 3
- Finishing customer analysis, competitor analysis and distribution analysis. Appendix 3 contains complete assignment descriptions.
- Elaborate and finalise field research.

Week 21
EXA assignment 4
- Finish the interim report on the micro environment of the external analysis to receive a score.
- Incorporate the field research component into this interim report.

Week 22
EXA assignment 5
- Interim product is returned
- Prioritise and determine which strengths, weaknesses, opportunities and threats will be used for the SWOT analysis
- Confrontation matrix
- Strategic issues and baseline situation. Appendix 3 contains complete assignment descriptions.

Week 23
EXA assignment 6
- Objectives
- Strategic options: presented by basis, direction and method
- Strategic choice. Appendix 3 contains complete assignment descriptions.

Week 24
Final EXA report
- Complete the final report in accordance with the BCN reporting rules and with the given chapters in accordance with the requirements of the research design in block 8
- The research justification is an important element of the final report
- Guidelines for the final presentation

Week 25
GO/NO GO

Week 26
- Final presentation
Learning materials
The project includes the following compulsory reading:

- Reader Frambach (Blackboard)
- Reader Alsem (Blackboard)
- Reader Hummel (Blackboard)

Assessment of IMVB15EXA
Course component project 8A of the Integral Assignment is assessed as follows:

- The project group compiles a joint interim report on the project including introduction, research justification, customer analysis, competitor analysis and distribution analysis. The field research is assimilated in the micro environment of the external analysis. This interim report may comprise no more than 5,000 words, excluding appendices. Appendix 4 contains the assessment criteria for the interim report.
- The score for the interim report is distributed as follows:
  - Introduction: 10%
  - Research justification for the customer analysis, competitor analysis and distribution analysis including justification for the field research component: 30%
  - Customer analysis: 20%
  - Competitor analysis: 20%
  - Distribution analysis: 20%
- All components must achieve a minimum score of 5.5. 100% of the final score for EXA8A depends on the report - assessed on content.

Final score IMVB15EXA:
- Final report on group project: 100% of this score depends on the quality of the content of the report

Assessment of IMVB15SWO
Course component project 8C of the Integral Assignment is assessed as follows:

- The project group jointly compiles a final report on the project. This final report may comprise no more than 4,500 words, excluding appendices. The final report includes introduction, research justification, SWOT analysis, strategic choice and conclusion/recommendations. Appendix 4 contains the assessment criteria for the final report. The score for the final report is distributed as follows:
  - Research justification for the SWOT analysis and strategic choice and compulsory reading: 20%
  - SWOT analysis: 30%
  - Strategic choice: 30%
  - Conclusions and recommendations (20: 20%
- All components must achieve a minimum score of 5.5. 80% of the final score for EXA8C depends on the final report
- In the final week the project group gives the project supervisors a 10-minute presentation on the final report. The students receive the guidelines for the presentation in advance. During the presentation the project group is assessed as to content and presentation skills. After the presentation the project group discusses the presentation with the relevant project supervisor who acts as external adviser. The communication management skills teacher observes during the discussion and provides feedback after the discussion. 20% of the final score of EXA8C depends on the presentation.

Note: A pass mark for the project of block 8 is a prerequisite for participating in the project of block 9.
Final score IMVB15SWO:
- Final report on group project: 80% of this score depends on the quality of the content of the report
- Final presentation: 20%.

Exam and resit
The interim report is handed in at the end of week 20 and is returned in week 21. This interim report must achieve a minimum score of 5.5. If not, the interim report must be re-written within one work week to attain a satisfactory assessment. If the report still does not achieve the minimum score after being re-written the project must be discontinued and block 8 can no longer be completed.

The final report is submitted in week 23. The exact date is announced during the kick-off. The teacher assesses the final report in week 24. The assessment is provided at the end of week 24 as a ‘GO’ or ‘NO GO’. If the report receives a ‘NO GO’ the project group is allowed another work week to re-write the final report, in which case the final presentation is not given in week 25. If the re-written report is given a ‘GO’ a date and time is agreed for the presentation. If the re-written report is again assessed as a ‘NO GO’, the entire project (including block 7) must be done again the following year.

Weekly schedule for project block 8

<table>
<thead>
<tr>
<th>Week</th>
<th>Weekly HG- HG planning</th>
<th>Work method</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 17   | 4.1                    | Kick-off    | • Explanation of block EXA assignment 1A  
                               |            | Project meeting EXA ass. 1A  
                               |            | • Discuss commitment statement and ideas for field research (prepare and bring hard copy along to project meeting) EXA assignment 1B  
                               |            | • Hand in research design  
                               |            | • Hand in document containing strengths, weaknesses, opportunities and threats |
| 18   | Spring break           |             |            |
| 19   | 4.2                    | Project meeting EXA ass. 1B | EXA assignment 2  
                               |            | • Hand in customer analysis  
                               |            | • Start and carry out field research |
| 20   | 4.3                    | Project meeting EXA ass. 2 | EXA assignment 3  
                               |            | • Hand in competitor analysis and distribution analysis  
                               |            | • Carry out and finalise field research |
| 21   | 4.4                    | Project meeting EXA ass. 3 | EXA assignment 4  
                               |            | • Hand in interim report on the micro environment of the external analysis  
                               |            | • Incorporate field research into interim report |
| 22   | 4.5                    | Project meeting EXA ass. 4 | EXA assignment 5  
                               |            | • Interim report is returned  
                               |            | • Hand in complete SWOT analysis |
| 23   | 4.6                    | Project meeting EXA ass. 5 | EXA assignment 6  
                               |            | • Hand in strategic choice |
| 24   | 4.7 | Project meeting EXA ass. 6 | Final EXA assignment  
- Conclusion and recommendations  
- Hand in final report in accordance with the BCN reporting rules  
- Research justification plays an important part  
- Guidelines for final presentation  
- Finishing final report. The structure of the final report should be in line with the BCE-requirements (see blackboard).  
- State the opportunities & threats of the micro-environment of the external analyses.  
- Evaluate the company based upon the analysis of the micro-environment (customer analyses, competitor-analysis, distribution analysis), SWOT-analysis and strategic choice.  
- Advise the project coach about the actual position of the research company  
- Reflect upon your individual contribution, group processes and research activities. Place the reflection in your last appendix of your final report. |
| 25   | 4.8 | Exam period 4 | GO/NO GO |
| 26   | 4.9 | Conclusion of project with presentation | Final presentation based on guidelines for advisers (project supervisor and communication management skills teacher) issued in advance |
2.3 Business Communication Presentation Skills

IMVB15CPS consists of one feedback session on the final report and the final mark is based on the linguistic and stylistic assessment of the final project report.
Number of credits: 1 EC

Contents
One four-hour workshop during which feedback provided will be integrated into the final report. There will be ample opportunity for questions and further explanation upon request.

Learning Outcomes
The student can:
• write a correct and effective report in correct English taking into account grammar at B2-level (CEFR) and spelling. The style of writing must be formal and the necessary grammar for this will also be closely reviewed.

Work form
One compulsory workshop of four hours.

Study materials
• All pertinent material will be provided on Blackboard

Review and assessment
The final grade for IMVH3EXA8B is determined by assessing the English grammar, spelling and coherence of the final report.

Planning
• Week 24 workshop with ample opportunity for feedback and explanation wherever necessary. The report must be handed in before the workshop for it to be effective. Deadline to be announced on Blackboard.
• Handing in of the final report will be the same as the final project deadline.
2.4 Communication Management Skills

<table>
<thead>
<tr>
<th>Osiris-code</th>
<th>Number of credits</th>
<th>SLH</th>
<th>CH</th>
<th>Exam Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB15CMS</td>
<td>1 EC</td>
<td>28</td>
<td>hour</td>
<td>O</td>
</tr>
</tbody>
</table>

SLH = Study Load Hours  
CH = Contact Hours

**Content**

The study component Communication Management Skills (CMS) is part of the Integral Assignment (IA). This study component consists of three meetings, which match the project. The topic discussed during the meetings us argumentation skills.

**Competences**

9 and 10  
9. Social and communication skills (interpersonal, organization).  
10. Self-managing competence (intrapersonal, or professional).

**Learning objectives**

Based on previous CMS lectures and after the lectures and study of the relevant material in block 8, the student is able to:

- show / have a professional attitude/behaviour during project meetings, classes, meetings with the project supervisor, contacts with the company, contact with fellow students;
- substantiate, on the basis of arguments, the choices made and conclusions, during the performance of the Integral Assignment;  
- deal with difficult questions and resistance in a final interview.

**Guidance**

Teacher and hand-out

**Work methods**

- There is a college in half classes (see Blackboard for distribution) about argumentation skills.  
- There is a college in half classes which is designed by the groups themselves, the assignment for this will be explained in the first lesson.  
- The CMS teacher is present at the final presentations.

The meetings of CMV are mandatory. A replacement assignment needs to be made after a single absence. The course cannot be completed after two absences.

**Assignment(s)**

During the first lesson, the assignment for lesson 2 will be handed out by the teacher

**Study materials**

TBA and handed out. (By instructor or Blackboard)

**Review**

CMS is part of the final interview. The final interview call will be rewarded with a mark [usually, this is a group rating, but there may deviations for some students]. The CMS-teacher gives a mark for the interview [reviewing substantive explanations/argumentation and conversation skills]
**Mark**
The final interview call will be rewarded with a mark (usually, this is a group rating, but there may deviations for some students). The CMS-teacher gives a mark for the final interview (reviewing substantive explanations and conversation skills)

**Detail planning CMS**

**Calendar week College week CMS Preparation**
- Argumentation Skills See Blackboard and roster
- Final Interviews See Blackboard and roster

**Presence**
The meetings of CMS are mandatory. A replacement assignment needs to be made after a single absence. The course cannot be completed after two absences.
2.5 Strategic Marketing 2 – Theory & Assignment

<table>
<thead>
<tr>
<th>Osiris-code</th>
<th>Number of credits</th>
<th>Credit hours</th>
<th>Hours of instruction</th>
<th>Type of test</th>
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<td>IMVB15SMT</td>
<td>2 EC</td>
<td></td>
<td>21 hours</td>
<td>in writing</td>
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<tr>
<td>IMVB15SMO</td>
<td>1 EC</td>
<td></td>
<td></td>
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</tbody>
</table>

This study part consists of two parts. One part is a written exam to test the knowledge of the theory, where a bonus is in order. The other part consists of three assignments. The theory during the lecturers and the tutorials as well as the three assignments will be part of the program of the IntegraL Assignments of Block 8.

Content

Strategic Marketing II in block 8 and Strategic Marketing I in block 7 constitute a whole. The internal analysis and part of the external analysis – the macro environment and meso environment – are discussed in block 7, while block 8 focuses on the micro environment and the SWOT analysis including the strategic choice.

The discussion pertaining to the external analysis is finalised in block 8 by examining the micro environment of the company. The micro environment comprises the (potential) customers, the competitors and the distribution. This involves the analysis of the factors that directly influence the relationship between company and (potential) customer and which the company itself can greatly influence. Desk research is often of secondary importance in customer analysis, competitor analysis and distribution analysis, considering the research is so specific that in many instances there are hardly any secondary sources. Most of the data for these analyses must therefore be obtained through field research.

After completing the external analysis, we confront the results of the external and internal analysis with each other by means of the SWOT analysis. We select the most relevant strengths, weaknesses, opportunities and threats and draw up a confrontation matrix. From this matrix we derive the issues on the basis of which we determine the strategic options that are open to the company. Finally, we determine which strategic option is expected to yield the best results for the company.

Learning results

After the classes and studying the literature, students are able to:

• state what the customer analysis, competitor analysis and distribution analysis comprise, describe this by means of models, analyse to what extent the micro environment provides the company opportunities to create value (C3);
• prioritise the strengths, weaknesses, opportunities and threats, and determine which will be used for the SWOT analysis (C3);
• perform the three SWOT analysis steps and draw the correct conclusions (C3);
• link the results of the SWOT analysis to the strategic framework from block 7 (C3);
• via the three key success criteria of Johnson and Scholes, generate strategic options including objectives based on the results of the SWOT analysis and using various models; (C3);
• following on the various strategic options, arrive at a strategic choice at organisational level (C4).

Coaching

The first four weeks a one-hour lecture will be provided about the customer analysis, competitor analysis, distribution analysis, WOT-analysis and strategic choice. The trial exam is discussed during the last week of the semester. The Strategic Marketing classes are not only intended as a means to provide insight into relevant theories but also as a help for carrying out the project. The topics of the classes are also one week ahead of the project. Questions about the theory can be answered during the tutorials. The Strategic Marketing classes also include application classes that focus specifically on the assignments that are to be carried out for the project’s research company.
Work methods
Lectures, tutorials and workshops are provided to achieve the learning results. The lectures provide a summary of the relevant theory. During the tutorials the theory is applied by means of case studies which will be presented by project groups. During the workshops two specific subjects will extensively be discussed: swot-analysis which will provide the strategic options and lead to the strategic choice. The lectures, tutorials and application classes centre on the explanation and application of the models as they are to be performed during the assignments of the project’s integral assignment. These assignments are to be carried out for the project’s research company.

Learning materials
The Strategic Marketing II course includes the following compulsory reading:

- Reader Hummel, prioritering SWOT (Prioritising SWOT) (Blackboard)
- Reader Frambach, Strategische issues (Strategic Issues) (Blackboard)
- Reader Alsem, Strategische keuze (Strategic Choice) (Blackboard)

Working method lectures and interactive lectures Strategic Marketing 2
Prior to each lecture read the study material. The first interactive classes questions and cases should be prepared at home. For the interactive lectures of week 2,3, & 4 you should also prepare your homework.

During 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 each student of the group will have to present. 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. The presentation of the case is part of IMVB15SMO. This means that participation and being present during tutorial classes is obligatory

Case presentation project group
Topics which at least should be mentioned during the presentation are:
- History of the company / brand
- Questions about the case
- Competitor analysis, resulting in Critical Success Factors
- Competitor analysis
After the presentation of the project group, the other project groups will have to prepare some questions, which should be asked and be answered.

Presenting Assignments 5 & 6 of Integral Assignment Block 8
During the tutorial classes two sub assignments [assignment 5 & 6] will be assessed by the project coach. The handed in assignments as well as the presentation of these two assignments will be assessed. Special attention will be paid to the argumentation and the final conclusions of each individual sub assignment. 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.

Attendance during these presentations is reserved for group members that present their assignments. Other class members are excluded!

Examination
The subject matter of the Strategic Marketing course component is assessed by means of a written examination on the compulsory subject matter. The subject matter is also tested by applying the theory in the project assignments. The last test is assessed by means of the project assessment as to content.
Bonus
For Strategic Marketing Theory II 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 0.25. In total a maximum bonus of 1 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 to you if you have been present during 80% of the lectures and tutorials (this means presented during 10 times). The bonus can be only used for the test in the exam period of block 8. In case of a resist, no bonus will be effective anymore.

Study material Strategic Marketing Theory II
- Hollensen: chapters 4 and 8.1 up to and including 8.4 (pages 116 – 152 and 289-310)
- Hollensen: chapter 5 (pages 162-182)
- Hollensen: chapter 7 (pages 246-276)
- Fundamentals: chapter 3.4.3, 5 & 6 (pages 65-70, 106-123 & 130-149)
- Reader Hummel, Prioritising SWOT (Blackboard)
- Reader Frambach, Strategic Issues (Blackboard)
- Reader Alsem, Strategic Choice (Blackboard)

Resit
The resit will take place in the last week before the summer holidays. See annual schedule and examination schedule.

Examination IMVB15SMO (Assignment)
This part consists of three assignments for each project group:
- Presentation case: 40 %
- Assignment 5 ➔ SWOT-analysis: 30%
- Assignment 6 ➔ Strategic Choice: 30%

Resit IMVB15SMO
If a student is not present during the presentation the resit will take place next year.

Attendance Strategic Marketing II lectures, tutorials and application classes
The IMM [Institute for Marketing Management] house rules apply regarding absence from class. More than 3X absent automatically means the student cannot take the regular Strategic Marketing II exam at the end of period 4. As Strategic Marketing II is the basis for being able to carry out the project successfully, this also means automatic exclusion from participation in the project.
### Detailed planning Strategic Marketing II lectures, tutorials, application classes

<table>
<thead>
<tr>
<th>Calendar week</th>
<th>Class week</th>
<th>Preparation for lectures</th>
<th>Preparation for tutorials + application classes</th>
</tr>
</thead>
</table>
| 17            | 4.1        | 1st-hour lecture Customer analysis  
Study: Hollensen, Chapters 4, 8 to 8.4 | 2nd-hour lecture topic related to internet marketing  
- Inbound marketing  
- Customer journey  
1-hour tutorial  
Hollensen:  
- Chapter 4: Questions for discussion 1, 2, 3, 4, 5, 6 en 8  
- Case study 4.1 (Hollensen). **Spotify**: the online music-streaming company is expanding globally (page 153 -158). |
| 18            |            | Spring break             |                                                  |
| 19            | 4.2        | 1st-hour lecture Competition analysis and distribution analysis  
Study: Hollensen, Chapters 5 & 7 (and 6 has already been studied but is related to project assignment) | 2nd-hour lecture topic related to internet marketing  
- The Anatomy of a Perfect Web Page  
- Social media  
1-hour tutorial  
**Presentation case project group 1**  
- Case study 5.1 (Hollensen). **Cereal Partners Worldwide**: the no.2 world player is challenging no 1 – Kellogg (page 182 -190).  
**Home work all groups**  
- Hollensen: Chapter 5: Questions for discussion 1, 2, 3, 4, 5, and 6 (Page 190) |
| 20            | 4.3        | 1st-hour lecture SWOT analysis: prioritisation, SWOT, confrontation matrix, objectives, baseline situation  
Study: Fundamentals, Chapters 3.4.3, 5 and 6  
Hollensen, Chapter 7  
Reader Hummel  
Reader Frambach (strategic issues) | 1st-hour tutorial  
**Presentation case project group 2**  
- Case study 7.1 (Hollensen). **Red Bull**: the global market leader in energy drinks is considering further market expansion (page 277 -285).  
**Homework all groups**  
- Hollensen: Chapter 7: Questions for discussion 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 (Page 286)  
2nd-hour tutorial  
**Presentation case project group 3**  
- Case example (Fundamentals). **Rocket internet**: will the copycat be imitated (page 74-76).  
**Homework all groups**  
- Fundamentals: Chapter 3: Illustration 3.5: SWOT analyses of Pharmcare, Questions 1, 2 and 3. (Page 69) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Lecture/Tutorial/Workshop</th>
<th>Details</th>
</tr>
</thead>
</table>
| 21   | 4.4  | 1st-hour lecture         | Study choice  
Study: Fundamentals, Chapters 7 and 9  
Hollensen, Chapters 8.5 up to and within 8.8 & chapter 9  
Readers Frambach and Alsem about choice of options |
|      |      | 1st-hour tutorial         | Presentation case project group 4  
- Case study 8.1 (Hollensen). Lego friends: the word’s third largest toy manufacturer is moving into the girls’ domain (page 322-325).  
- Homework all groups  
- Hollensen: Chapter: Questions for discussion 1, 2, 3, 4, 5 and 6 (Page 326) |
| 22   | 4.5  | 1st-hour tutorial         | Presentation case project group 5  
- Case study 9.1 (Hollensen). Youth AIDS: social marketing in a private, non profit organisation (page 350-355).  
- Homework all groups  
- Hollensen: Chapter 9: Questions for discussion 1, 2, and 3 (Page 355) |
2-hour workshop (Each project group 30 minutes)  
Project groups 1 & 2 present their findings about their SWOT-analysis |
| 24   | 4.7  | 1st-hour tutorial         | 3-hour workshop (Each project group 30 minutes)  
Project groups 3 & 4 present their findings about their strategic options  
Project groups 5 presents their findings about their strategic choice |
| 25   | 4.8  | Trial exam:               | Take trial exam Blackboard  
1-hour tutorial discussion trial exam |
| 26   | 4.9  | Exam Week period 4        | Marketing exam |
| 27   | 4.10 | Resit period 3            | Winding up |
| 28   | 4.11 | Resit period 4            | |

School of Marketing Management  
Study Guide Block 8 Strategic Marketing Planning II
2.6 Business Communication English 8

<table>
<thead>
<tr>
<th>Osiris-code</th>
<th>Number of credits</th>
<th>SLH</th>
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<tr>
<td>IMVH3COM8</td>
<td>2 EC</td>
<td>56 hours</td>
<td>14 hours</td>
<td>in writing</td>
</tr>
</tbody>
</table>

Contents
During this block, we will be reading different kinds of texts about marketing from the internet. These texts will be read in-depth by everyone and every week there will be a group discussion on the content and vocabulary of the text led by one of the project groups. Reading topical texts of a diverse nature (articles, poems, blogs) will help put the field of marketing into perspective and allows us to stay in touch with the constantly changing field.

Learning objectives
After finishing this part, you are able to read topical texts on the subject of marketing and be able to think on your feet where unfamiliar words and terms are concerned. You will have practiced with different kinds of dictionaries and online glossaries and also discovered what typically British and American figures of speech may mean. The student will be able to do the following:

- Read topical texts on marketing and related disciplines;
- be able to recognize typical British and/or American expressions and be able to find out what they mean;
- be able to use dictionaries and glossaries. Online as well as offline;
- be able to retrieve these words and provide synonyms for them;
- be able to lead a group discussion where the main goal is providing clarity on a subject.

Work forms
Every week there is a two-hour (practical) lecture for the group discussion of that week’s text, which can be found on Blackboard. The group that has been assigned to lead the group discussion will make a glossary including all unfamiliar words, terms and figures of speech with synonyms for a clear understanding of what is meant. The discussion will focus on involving the whole class in the text and its implications. Each group’s word list is sent to the lecturer before the next lecture and placed on Blackboard to be used as exam preparation.

Study material
Online texts made available through Blackboard.

Assessment
Group presentation and leading the class discussion (20%);
Written exam on possible words, terms and figures of speech, as well as information about content and authors taken from the texts that have been discussed as part of this block (80%).

Resit
In week 28, there is one resit.
<table>
<thead>
<tr>
<th>Week</th>
<th>Preparation</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1  = 17</td>
<td>Read Dr Seuss Twitter.</td>
<td>Introduction to the programme and explanation of procedure. Text 1, discussion and drawing up of word list according to procedure.</td>
</tr>
<tr>
<td>4.2  = 19</td>
<td>Read Work Smarter not Harder. Vocabulary. Prepare for discussion</td>
<td>Discuss text and glossary.</td>
</tr>
<tr>
<td>4.3  = 20</td>
<td>Read Cultural Blunders: Brands gone Wrong. Vocabulary. Prepare for discussion</td>
<td>Discuss text and glossary.</td>
</tr>
<tr>
<td>4.4  = 21</td>
<td>Read Hop To It. Vocabulary. Prepare for discussion</td>
<td>Discuss text and glossary.</td>
</tr>
<tr>
<td>4.5  = 22</td>
<td>Read Marketing Myopia. Vocabulary. Prepare for discussion</td>
<td>Discuss text and glossary.</td>
</tr>
<tr>
<td>4.6  = 23</td>
<td>Read Presentation Zen. Vocabulary. Prepare for discussion.</td>
<td>Discuss text and glossary.</td>
</tr>
<tr>
<td>4.7  = 24</td>
<td>Questions on presentations</td>
<td>Discussion on all possible vocabulary for the exam, final deadline for all group vocabulary lists. Questions about the presentations by appointment</td>
</tr>
<tr>
<td>4.8  = 25</td>
<td>(Exams)</td>
<td>EXAM</td>
</tr>
<tr>
<td>4.9  = 26</td>
<td>(Completion week)</td>
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</tr>
<tr>
<td>4.10 = 27</td>
<td>(Resits P3, block 7)</td>
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2.7 German

<table>
<thead>
<tr>
<th>Osiris-code</th>
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<td>ILVH3DU18</td>
<td>2 EC</td>
<td>56 hours</td>
<td>14 hours</td>
<td>Oral and written</td>
</tr>
</tbody>
</table>

SLH = Study Load Hours, CH = Contact Hours

Content
The following topics are addressed in the syllabus German 8: commercial correspondence, organizing a business trip to Germany, the adverb, the conjunction and the subjunctive (der Konjunktiv).

German grammar Chapters 13 and 14 are discussed for the study economics: some details on the verb and the subjunctive (der Konjunktiv).
German 8 is given at B1 level of the Common European Framework of Reference.

Learning Outcomes
At the end of this block, you can:

- Properly apply the grammar referred to in the contents
- In proper German and using the correct layout write an application in German
- Apply the Deutsch 8 vocabulary in the syllabus in written German.

Work forms and guidance
Two-hour seminar per week.

Assignment
Several assignments, see the weekly schedule.

Study materials
Syllabus Deutsch 8
German grammar for economic education

Presence
You need to be 80% prepared and actively participate in the seminars, and are excluded from the first instance of the written exam if you have not met the attendance and preparation obligations.

Review and assessment
Written exam (75% of the final grade) which consists of three parts:
- the vocabulary and phrases (Dutch-German) from the syllabus Deutsch 8
- grammar of German grammar for economic education (chapter 13 and 14)
- writing an application using the correct layout in German.

Oral exam (25% of the final grade) in the form of a role play in which you discuss the organization of a company outing to Germany with two or three peers. See page 19 of the syllabus Deutsch 8 for the precise definition.

On Blackboard, a test exam will be made and discussed in the last week of the semester.

Planning
DG: German grammar for economic education
Syl: Syllabus Deutsch 8 (Institute Shop)

Bring this with you to all tutorials: Syllabus Deutsch 8 and German Gramm. for econ. educ.
<table>
<thead>
<tr>
<th>Week</th>
<th>Seminar</th>
<th>Preparation</th>
<th>Subjects College</th>
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<td></td>
<td></td>
<td></td>
<td>Letter I Seite 14</td>
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<tr>
<td></td>
<td>2nd</td>
<td>Letter II Seite 14</td>
<td>Letter II Seite 14</td>
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<tr>
<td></td>
<td></td>
<td>Syl: Seite 7-9</td>
<td>Video deutsche Städte</td>
</tr>
<tr>
<td>19</td>
<td>1st</td>
<td>DG: Kapitel 13, Seite 84-87</td>
<td>DG: Kapitel 13, Seite 84-87</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video deutsche Städte</td>
</tr>
<tr>
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<td>DG: Kapitel 13, Seite 88-91</td>
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</tr>
<tr>
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<td>Letter III Seite 14</td>
<td>Letter III Seite 14</td>
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<tr>
<td></td>
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<td>Syl: Sätze Seite 31</td>
<td>Syl: Sätze Seite 31</td>
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<tr>
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<td>Learning theory Konjunktiv pages. 32-36</td>
<td>Discuss theory Konjunktiv</td>
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<tr>
<td>23</td>
<td>1st</td>
<td>Fill in the blanks, and translate sentences Konjunktiv pages. 37-38</td>
<td>Fill in the blanks, and translate phrases Konjunktiv pages. 37-38</td>
</tr>
<tr>
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<td>DG: Kapitel 14, Seite 92-95</td>
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<td>24</td>
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<td>checking Mock Exam</td>
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<tr>
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2.8 French

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<tr>
<td>ILVH3FRA8</td>
<td>2 ECs</td>
<td>56h</td>
<td>12h</td>
<td>in writing</td>
</tr>
</tbody>
</table>

SLH = Study Load Hours  
CH = Contact Hours

Content
Reading skills training: Topics covered are: choosing a package, sending an order, shipping, complaints about the delivery, marketing articles of French companies.
Grammar: the personal pronoun, the relative pronoun, denials and prepositions.

Learning Outcomes
- **Grammar** I master the grammar covered, ie I can properly apply the personal pronoun, the relative pronoun, prepositions, and the denial in a written test.
- **Reading skills** I can in French:
  1. Include information from standard letters and documents relating to cases from my future profession.
  2. Looking up and recording information from longer texts and documents dealing with my field; Recognize
  3. Recognise the bigger picture in marketing articles from magazines.

From: [www.europeestaalportfolio.nl](http://www.europeestaalportfolio.nl), Can-do statements at level B1/B2.

Work forms and guidance
Tutorial
For 2 hours in the week, the teacher guides the student in learning the French language.

Assignment(s)
Several assignments, see the weekly schedule.

Study materials
Pour Parler Affaires (PPA), méthode de français commercial
Grammaire 350 exercices
Grammer Reader
Marketing Articles
Materials on Blackboard

Review and assessment
You get a written examination as exam. You have passed the written examination of FRA8 when:

1. **Grammar**: Your personal pronouns, the relative pronouns, prepositions, and the denial are well controlled, ie you know what words to use in a particular way and in which place they belong in a sentence.
2. **Reading skills / comprehension**: You can answer questions about letters / documents / articles that relate to your future profession. You can also be asked to summarize texts in Dutch. **Recommended**: Make a F-D vocabulary of the studied text every week to learn these words for the exam. The goal is to increase your vocabulary and better understand the unknown, new text(s) of the exam.

Presence
Students must attend and prepare 80% of the seminars.  
(= 80% for this course = you should not miss more than 2 hours)
Planning des cours de français

Abréviations utilisées:
PPA = Pour Parler Affaires, Gram350 = Grammaire 350 exercices, GW = Grammaticawijzer

Semaine 17/Cours 1

Cours 1, vos devoirs :
Apporter GW et Gram350
Cours 1, activités :
Explication du cours FRA8 explication des pronoms personnels. Faire exercices Gram 350 chapitre 19 Ex.1 et 2

Cours 2, vos devoirs :
Préparer PPA Module 5, page 57, 5 Lisez le texte _Le logo Point Vert_ et répondez aux questions de 5ab + faites une liste du vocabulaire F-N.
Cours 2 activités :
Correction devoirs + PPA Module 5, étape 1, page 56 et 57

Semaine 18: pas de cours, vacances

Semaine 19/Cours 2

Cours 1, vos devoirs :
Préparer grammaire Gram350, chapitre 19 ex. 3abcd, 4ab, 5a en 6a
Cours 1, activités :
Correction devoirs + faire Gram 350, chapitre 19 ex. (quelques phrases par exercice) 13, 14, 15, 16.

Cours 2, pas de cours, RATTRAPAGE de FRA7 (un oral sur deux articles marketing)

Semaine 20/Cours 3

Cours 1, vos devoirs :
Préparer grammaire Gram350, chapitre 19, ex. 17, 20ab et 21
Cours 1, activités: Apporter GW!
Correction devoirs + explication du pronom relatif (= voir “betrekkelijke bijzin” GW) + faire les exercices sur black board.

Cours 2, vos devoirs :
Préparer PPA module 5, page 59 nr. 6a et b. Lisez le texte Réception et renvoi simplifiés + faites une liste du vocabulaire F-N.
Cours 2, activités: Correction devoirs + lire un article: Sept champagnes dopés au marketing (voir BB)

Semaine 21/Cours 4

Cours 1, vos devoirs :
Préparer grammaire Gram350, chapitre 25 les pronoms relatifs, ex. 4, 5, 6, 7 et 8
Cours 1, activités: Correction devoirs + faire Gram350, chapitre 25 exercice 9 (=révision) + 11b + explication des Prépositions, voir exercice sur black board.
Cours 2, *Pas de cours: RATTRAPAGE de FRA7 (un oral sur deux articles marketing)*

**Semaine 22/Cours 5**

Cours 1, vos devoirs:
Préparer grammaire Gram350, chapitre 22, ex. 1, 2, 5, 6 et 7
Cours 1, activités:
Correction devoirs + faire Gram350 ex. 8a, 9a et 12b

Cours 2, vos devoirs:
Préparer PPA module 5, page 61 nr. 4abc + lisez le texte sur les Incoterms + faites une liste du vocabulaire F-N.
Cours 2, activités:
Correction devoirs + PPA, module 5 étape 3, page 61 + l'article Sept champagnes: vous pouvez poser des questions!

**Semaine 23/Cours 6**

Cours 1, vos devoirs:
Préparer grammaire Semaine 6: exercices sur BB sur la négation (= de ontkennin, voir GW) + révision du pronom personnel: Gram350, chapitre 19, ex. 8 et 9 + *Apporter GW*!
Cours 1, activités:
Correction devoirs + révision du pronom personnel Gram350 chapitre 19 ex. 10, 11 et 12

Cours 2, vos devoirs:
Lisez l'article sur black board *La nouvelle étoile du jean s’appelle G-star* et résumez chaque alinéa en néerlandais + faites une liste vocabulaire FN.
Cours 2, activités:
Correction devoirs

**Semaine 24/Cours 7**

Cours 1, vos devoirs:
Préparer l’examen d’essai (=proeftentamen) sur black board, la partie grammaire
Cours 1, activités
Correction examen d’essai + exercice oral sur black board

Cours 2, vos devoirs:
Préparer PPA module 5, page 63 nr. 4 et 6. Lisez le courriel et la foire aux questions + faites une liste du vocabulaire F-N.
Cours 2, activités:
Correction devoirs + PPA, module 5 étape 4, page 62 et 63

<table>
<thead>
<tr>
<th>Semaine 25</th>
<th>Examen FRA8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semaine 26</td>
<td>Salon IOP4 (première année)= mardi 26 juin!</td>
</tr>
<tr>
<td>Semaine 28</td>
<td>Rattrapage FRA8</td>
</tr>
</tbody>
</table>
2.9 Spanish

<table>
<thead>
<tr>
<th>Osiris-code</th>
<th>Number of credits</th>
<th>SLH</th>
<th>CH</th>
<th>Exam Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILVH3SPA8</td>
<td>1</td>
<td>28</td>
<td>2</td>
<td>Presentation [60%] and listening test [40%]</td>
</tr>
</tbody>
</table>

SLH = Study Load Hours  
CH = Contact Hours

Contents

Spanish 8 is given at B1 level (according to standards of the Common European Framework), language level 1 Domain Competency 7 (Bachelor of Commerce).

Parts of Chapter 7 and 11 of Colegas 2 are covered.

The following topics are covered: Internet usage in enterprises; explanation website design; Internet capabilities; tools for presentations and conferences; layout / presentation components; presenting advice and suggestions about presenting; cultural, economic, social aspects of Spanish and / or Latin American society

Grammar: el subjuntivo (introduction); tools (expressions, vocabulary) when speaking in public; difference qué/cuál; pronombres indeterminados

Learning Outcomes

After this block you can:

Oral proficiency (Learning outcome 1):
- Apply the grammar in the areas of: el subjuntivo (introduction); tools (expressions, vocabulary) when speaking in public; difference qué/cuál; pronombres indeterminados; el pretérito perfecto y el pretérito indefinido
- Apply the vocabulary of the discussed parts of Chapter 7 and 11 in a presentation.

Listening Skills (Learning outcome 2):
- Recognise the grammar and vocabulary of the discussed parts of Chapter 7 and 11 and of practiced listening texts in a listening exam.

Work forms and guidance

1 hour seminar per week

Assignment(s)

Several assignments, see the weekly schedule.
Study Material
Colegas Part 2 text book, González, M. etc..
Colegas Part 2 Workbook, González, M. etc.
Coleagues, grammar 1 + 2 with CD-ROM, González, M. etc.
Van Dale Dutch-Spanish Pocket Dictionary
Van Dale Dutch-Spanish Pocket Dictionary

Review and assessment
- A presentation in which the grammar and the vocabulary of Chapter 7 and 11 of Colegas Part 2 (60%) are tested.
- A listening test in which the grammar and the vocabulary of Chapter 7 and 11 (40%) are tested.

Presence
You need to prepare and actively participate in 6 out of 7 lessons. If not, you will be excluded from the first opportunity for the presentation and the listening test.
## Colegas Part 2 Unidad 7 and 11 presentations and listening test

<table>
<thead>
<tr>
<th>Calendar week</th>
<th>College week</th>
<th>Preparation and deadlines</th>
<th>Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>4.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>4.2</td>
<td>Subjuntivo p.175 y syllabus (Blackboard); Unidad 7 ej.1 A (leer y subrayar los subjuntivos); 5 (leer y explicar los subjuntivos); ejercicio extra subj. (formas)</td>
<td>Tratar el exam ILV3SPA7; explicar el programa de ILVH3SPA8; Explicar el subjuntivo (syllabus Blackboard) y página 175</td>
</tr>
<tr>
<td>20</td>
<td>4.3</td>
<td>Unidad 7 ej.7; Unidad 11: gramática p.186; Unidad 11 ej.1 A y B (contestar a las preguntas), 3 A, B, C (escuchar en casa y rellenar el cuadro) Estudiar Taaltaak Presentatie blok 8</td>
<td>Unidad 7 ej.7; Unidad 11: gramática p.186; ej.1 A y B (contestar a las preguntas), 3 A, B, C (escuchar en casa y rellenar el cuadro) Taaltaak Presentatie blok 8</td>
</tr>
<tr>
<td>21</td>
<td>4.4</td>
<td>Unidad 11: gramática p.187; Unidad 11 ej.6 A y B; ej.9 A, B y C (escuchar en casa y contestar a las preguntas)</td>
<td>Unidad 11: gramática p.187; Unidad 11 ej.6 A y B; ej.9 A, B y C (escuchar en casa y contestar a las preguntas) Prueba de Comprensión auditiva (examen)</td>
</tr>
<tr>
<td>22</td>
<td>4.5</td>
<td>Presentaciones</td>
<td>Presentaciones</td>
</tr>
<tr>
<td>23</td>
<td>4.6</td>
<td>Presentaciones</td>
<td>Presentaciones</td>
</tr>
<tr>
<td>24</td>
<td>4.7</td>
<td>Presentaciones</td>
<td>Presentaciones y comprensión auditiva (examen)</td>
</tr>
<tr>
<td>25</td>
<td>4.8</td>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>4.9</td>
<td>Rounding</td>
<td>Repescas Presentaciones y Comprensión auditiva (examen)</td>
</tr>
<tr>
<td>27</td>
<td>4.10</td>
<td>Resits P3</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>4.11</td>
<td>Resits P4</td>
<td></td>
</tr>
</tbody>
</table>
2.10 Personal Development 6

<table>
<thead>
<tr>
<th>Osiris-code</th>
<th>Number of credits</th>
<th>SLH</th>
<th>CH</th>
<th>Exam Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMVB16STC6</td>
<td>1 EC</td>
<td>28</td>
<td>3</td>
<td>E</td>
</tr>
</tbody>
</table>

SLH = Study Load Hours  
CH = Contact Hours  

Volume
In block 8, attention is given to internships and study skills and study the progress in a group meeting. Topics covered are: orientation block 8 and the study planning related to internship and studying abroad. In addition, there are specific meetings about studying in various countries and available internships abroad.

In block 8, in a group meeting, attention is given to the timetable when choosing internships and studying abroad for years 3 and 4. During this meeting, space is also given to the discussion of topics that are important for the career development of the students. For example, which (basic) requirements do you have of an internship or your future career?
In addition, there is a central meeting where the study planning for next academic year is completed in Osiris, and offered to the study coach. There is also a portfolio-assessment planned in the course of block 8.

Learning Outcomes
The student:
• Can use the format to write a reflection report to describe how he has been working on his learning objectives of his personal development plan (PDP) for year 2.
• Can explain how he has been working on his own development, focused on acquiring a foreign internship and a study abroad, using the interview protocol and the personal (digital) portfolio.
• Can describe his study choices for next year in a PDP, according to the format, and process this in Osiris.
• Can describe and justify how he/she has been working on their own development as a professional, based on and evaluated and performed assignments.

Work forms and guidance
The group meetings will be with your own study coach (even if you’re in different classes). In addition, an individual Portfolio assessment is planned in which your current (digital) portfolio will be discussed, based on the interview protocol for block 8. This is in accordance with the HRM interview cycle.

Assignment(s)
In block 8, two half practice points are implemented. The foreign orientation is part of the first half practice point. The second half practice point is intended to strengthen the relationship with the profession. It is important that students can apply their knowledge and skills in a specific professional context.

Study materials
Students Guide Personal Development Year 1;  
Students Guide Personal Development Year 2 ILL;  
Competency profile of the study ILL

Review and assessment
Period 8 - marking 2 Practice-half points ILVH3SLB6.
Resit
In consultation with the study coach.

Feedback
Feedback on the updated (Digital) Portfolio is given orally and in writing during the Portfolio assessment. After the interview, the student must expand the conversation and / or copy the interview protocol and add it to his / her portfolio.

Presence
All meetings are mandatory.

Personal Development Planning

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
<th>Topics</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4.1</td>
<td>Group Meeting</td>
<td>Study: international internship and study year 3 and 4. Discussing topics that are important for career development. For example, which (basic) requirements do you have of an internship or your future career?</td>
<td></td>
</tr>
<tr>
<td>Period 4.2-4.5</td>
<td>Guest lecture practice agency IMM</td>
<td>Internship opportunities and requirements for the internship</td>
<td></td>
</tr>
<tr>
<td>Period 4.4/4.5</td>
<td>Group Meeting</td>
<td>Completing Study Agreement in Osiris and submitting it to study coach</td>
<td>Studying Material in Osiris</td>
</tr>
<tr>
<td>Week 4.3 (wk 20)</td>
<td>Submitting assignments block 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 4.3 - 4.7</td>
<td>Portfolio assessment</td>
<td>Discussing updated (digital) Portfolio</td>
<td>Submitting conversation protocol block 8</td>
</tr>
<tr>
<td>At the latest in period 4.10</td>
<td>Resit In consultation with the study coach.</td>
<td></td>
<td>Submitting conversation protocol block 8</td>
</tr>
</tbody>
</table>
### Appendix 1 Curriculum overview

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

**Year 1**

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

**Year 2**

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

**Year 3**

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

**Year 4**

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

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Signal and trace new developments – taking customers and competitors into account – and translated these into products or services.</td>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Together with others, make a basic plan for an enterprise.</td>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Together with others, run a project or an enterprise.</td>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Together with others, sell a simple product or service.</td>
<td>Project</td>
<td></td>
</tr>
</tbody>
</table>

**Competence level 2:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Generate creative ideas as a response to a problem.</td>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Develop concepts based on a creative idea.</td>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Together with others, convert a concept into a product or service and arrange its making (or having it made).</td>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Together with others, design and manage a project or an enterprise.</td>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Together with others, make a full plan for an enterprise.</td>
<td>Project</td>
<td></td>
</tr>
</tbody>
</table>

**Competence level 3:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independently converting a creative idea into a product or service and arrange its making (or having it made).</td>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td>Level</td>
<td>Partial competence acquired?</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Execute, interpret, test and evaluate market research</td>
<td></td>
</tr>
<tr>
<td>Competence level 1:</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Formulate a research question from a given problem definition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a plan of approach for qualitative or quantitative research.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Make a simple questionnaire that matches the research question.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Execute quantitative research and process the data using ICT.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Make a simple report with statistical processing on a descriptive level (graphs, print, contingency tables).</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Competence level 2:</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Formulate a problem definition and a research question (or several research questions) from a given context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a research plan including substantiation of the choice of qualitative or quantitative research.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Make a questionnaire that matches a set of research questions.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Execute research, using standard methods for the type of research.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Process the data, apply simple statistics using a statistical package and draw conclusions.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Make a report including graphic illustrations and substantiate research results to the principal.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Evaluate research that has been executed.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Competence level 3:</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Independently formulate a problem definition and research question from one or several contexts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Make a report, including graphic illustrations, substantiate statistical methods and techniques used, draw conclusions, and give recommendations.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Present research results, including conclusions and recommendations, substantiate the approach and the advice about the follow-up that might have to take place.</td>
<td></td>
<td>Project &amp; MRS</td>
</tr>
<tr>
<td>Competence</td>
<td>Level</td>
<td>Partial competence acquired?</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>3</td>
<td>On the one hand determine strengths and weaknesses for an enterprise based on an analysis of the internal business processes and culture, as part of the value chain, and on the other hand opportunities and threats on the local, national and/or international market based on relevant national and international trends</td>
<td></td>
</tr>
</tbody>
</table>

**Competence level 1:**

Determine which data are needed from the environment in order to describe opportunities and threats for a company.

<table>
<thead>
<tr>
<th>Competence level 3:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independently set up a market analysis plan from one or several contexts.</td>
<td></td>
</tr>
<tr>
<td>Report and convincingly present the results and substantiate the analysis, including substantiation of the approach and giving advice about the follow-up.</td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td>Level</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>7</td>
<td>Communicate in several languages, taking into account cultural differences, internally and externally, nationally and internationally</td>
</tr>
<tr>
<td></td>
<td><strong>Competence level 1:</strong></td>
</tr>
<tr>
<td></td>
<td>Master one modern foreign language at European language level 2 as a minimum.</td>
</tr>
<tr>
<td></td>
<td>Give advice about aspects of the culture, society and behavioural patterns in countries or regions where this foreign language is the formal language.</td>
</tr>
<tr>
<td></td>
<td>Give advice about adequately anticipating differences in corporate cultures within countries or regions where this foreign language is the formal language.</td>
</tr>
<tr>
<td></td>
<td><strong>Competence level 2:</strong></td>
</tr>
<tr>
<td></td>
<td>Master a second modern foreign language at language level 1, 2 or 3.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Competence level 3:</strong></td>
</tr>
<tr>
<td></td>
<td>Master a third modern foreign language at language level 1, 2 or 3.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Explanation of competence 7:</strong></td>
</tr>
<tr>
<td></td>
<td>Foreign languages are central for this competence, combined with a number of aspects</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Language level 2 applies to a minimum of one modern foreign language.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Competence level 1:**

- Manage a company, a business unit, business processes or a project
- 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.
<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Partial competence acquired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Social and communicative competence (interpersonal, organization)</td>
<td>Within projects, CMV, Business Communication English (BCE), ENG, and other parts in which students work together, ranging from P to main phase</td>
</tr>
</tbody>
</table>

- 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.

- 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).

- 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).  

Within projects, CMV, Business Communication English (BCE), ENG, and other parts in which students work together, ranging from P to main phase.
<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>
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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>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>Develop a professional attitude, including initiative or room for normative cultural aspects, respect for others, a professional code and ethical principles for professional conduct.</td>
<td>Within projects, (peer) assessments, CMV; explicit part of Personal Development and work placement, ranging from P to main phase</td>
</tr>
<tr>
<td></td>
<td>• Contribute to further professionalization of the industry, publications, contribute to congresses, etc.</td>
<td>Within projects, (peer) assessments, CMV; explicit part of Personal Development and work placement, ranging from P to main phase</td>
</tr>
</tbody>
</table>
Appendix 3 Assignments

These are the assignments for the project (part of IMVB15EXA and IMVB15SWO). The assignments are divided into a customer analysis, a competitor analysis and a distribution analysis of the external analysis, a SWOT analysis and a strategic choice. Structure the text into descriptions, analyses and conclusions.

IMVB15EXA
Assignments customer analyses of the external environment (=EXA ass 2).

For the customer analyses field research is required. This field research consist either of 15 interviews on the B2B-market or 100 surveys amongst final customers on the B2C-market. The outcome of this research will be used as input for the assignments which are formulated underneath. For carrying out the interviews you could use an interview schedule and for the survey you should make a list of questions. Use the research literature.

Assignment 2 pertaining to customer analysis of the external analysis

Assignment 2a
• Identify the current and potential customers of the products/services of your company and answer the following questions:
  o Who are the current and potential customers?
  o What do our customers do with our products/services (for instance usage situations)?
  o Where do customers buy our products/services?
  o When do customers buy our products/services?
  o When do our customers buy our products/services?
  o What part does the Internet play for our customers/services when buying our products/services?
  o Why (and how) do our customers opt for our products (including perception of brands/products and needs)?
• With respect to these (potential) customers, determine who fulfil the various roles in the purchasing situation.
• Identify and discuss the key purchasing motives of the current and potential customers for the products of your company.
• How do (potential) customers of products supplied by your company make their purchasing decisions?

Assignment 2b
• Discuss what segmentation criteria should be used to divide your company’s market into segments. Then do research by means of in-depth interviews with customers in order to gain the best possible insight into the motivations, attitudes and behaviour of customers. With this knowledge, draw up a questionnaire to be completed by a large group of customers.

• Then perform a segmentation analysis for the company. The segmentation analysis is divided into three phases:
  1. Collecting the data (research);
  2. Analysing the data (deducing segments);
  3. Describing the segments (drawing up a profile based on scores of researched variables).
• What conclusions can you draw for the company on the basis of your segmentation analysis?

Assignment 2c
• Make a selection of the company’s customers. Use a model (e.g., the customer pyramid) to select the company’s customers.
• What analysis can you perform of the company’s customers?
• What conclusions can you draw from the analyses of the company’s customers?
Assignment 2d
- Mapp out the customer journey for the company. Define the following phases:
  - Need
  - Orientatie
  - Compare alternatives
  - Purchase
  - Consumption
  - Evaluation
- Map the customer journey for your company.
- What conclusions can you draw based upon the before mentioned analyses?

Assignment 2e
- Identify the key success factors in the market [the industry] in which the company operates.
- How do you determine the key success factors? These key success factors are the elements in an industry that a company should be successful in or which a company has to handle properly to gain competitive edge and achieve market success.
- Which key success factors of the industry is the company successful in?
- Based on which key success factors can the company gain a competitive advantage?
- What conclusions can you draw for the company based on the above analysis?

Assignment 2f
- Formulate the potential opportunities and threats ensuing from the customer analysis of the external analysis. For each opportunity and threat give:
  1. A brief and to-the-point description;
  2. A complete and specific description.
  The opportunities and threats are also reflected clearly in the text of the customer analysis.

Assignment 3 pertaining to competitor analysis and distribution analysis of the external analysis

Assignment 3a
- Identify the company's main competitors. What methods will you use to identify the main competitors?
- What are the objectives of the company's main competitors?
- What are the current strategies of the main competitors?
- Perform a competitor analysis using benchmarking. A convenient method is to draw up a table which also includes your company for comparison purposes.
  It is important to determine the relative strengths and weaknesses of the competition in relation to your company, in terms of performance with respect to the key success factors and several general variables. The key success factors have already been established in a previous assignment and the general variables can consist of comparing business processes, such as production, innovation, management, marketing and market position (= product quality, market knowledge, relationship with distributors, sales promotion, service, market share, brand loyalty, brand awareness and customer value).
- Formulate the conclusions of the competitor analysis on the basis of the above analyses.
Assignment 3b

- Describe the website of your company and the websites of your company’s competitors.
- Who are the primary and secondary target groups of your company’s website and the websites of your company’s competitors?
- What are the qualitative and quantitative objectives of your company’s website and the websites of your company’s competitors?
- Analyse your company’s website and the websites of your company’s competitors. Make a comparison based on the following topics:
  - Content strategy
  - Interaction design
  - Information architecture
  - Visual design
  - Functionality
  - Usability
  - Typography
  - User interface

Use the following websites for this assignment:

- The anatomy of a perfect website: [http://www.hitreach.co.uk/perfect-web-page/](http://www.hitreach.co.uk/perfect-web-page/)

Inbound marketing helps companies to be more visible for potential customers who are looking for information on the internet. This is a strategy which sees to it that customers will pay you a visit, because you provide useful content during their the time that they are in touch with you (= customer journey).

- Which social media do your company and the competitors use?
- What are the target groups and the objectives of these social media?
- To what extent is there a conscious Internet marketing strategy and/or what is the connection between websites and social media?
- Create a comparison table for the above topics with respect to your company’s website and the websites of the competitors.
- Determine the relative strengths and weaknesses of the websites and social media of your company and of the competitors.
- Based on the above analyses, formulate the conclusions of the internet marketing analysis of your company and of the competitors.

Assignment 3c

- Describe the distribution for the company at macro and meso levels in which you indicate how your company reaches its end customers.
- Analyse your company’s distribution.
- Analyse the nature of the relationships between your company and its customers and place the customers in the spectrum between ’always-a-share-customer’ and ’lost-for-good-customer’.
- Describe the kinds of ties that exist between your company on the one hand and its suppliers and customers on the other.
- What conclusions can be drawn based on the distribution analysis?
Assignment 3d
- Perform a supplier analysis and answer the following questions:
  o What needs within the company should be provided for?
  o Which supplier can best meet those needs? To make a selection of (potential) suppliers, the required performance of the suppliers should be investigated as to:
    - quality; the instrumental characteristics of the products;
    - price, possible discounts, service, and so on;
- What is the purchasing process in your company, decision making units (DMUs)?
- What conclusions can you draw based on the above analyses?

Assignment 3e
- Formulate the potential opportunities and threats ensuing from the competitor analysis and distribution analysis of the external analysis. For each opportunity and threat give:
  1. A brief and to-the-point description;
  2. A complete and specific description.
  The opportunities and threats are also reflected clearly in the text of the customer analysis.

IMVB15SWO

Assignment 5 pertaining to SWOT analysis

Assignment 5a
- Prioritise the strengths, weaknesses, opportunities and threats (value judgements) and determine which will be used as input for the SWOT analysis. Complete this assignment with the entire project group. The final choice as to which value judgements are included in the SWOT analysis must be discussed with all parties of the project group.
- Draw up a list of the strengths, weaknesses, opportunities and threats of the internal and external analysis. Provide a brief and to-the-point description as well as a complete and specific description of the value judgements.
- Provide and/or formulate the organisational objectives and marketing objectives at a strategic level.
- Then make a selection of the strengths, weaknesses, opportunities and threats based on the degree of effect and the moment of effect on the realisation of one or more objectives of the company. Draw up a table of the foregoing and use weight factors.
- On which company objectives was the weighting of the value judgements based?
- The final choice is made as follows: using weight factors, position the strengths, weaknesses, opportunities and threats for each category in order of relevance (degree of effect in combination with moment of effect). That provides an overview. Then consider carefully which value judgements to include/exclude. Draw up the final list of prioritised strengths, weaknesses, opportunities and threats.

Assignment 5b
- Position the strengths, weaknesses, opportunities and threats in a confrontation matrix. A confrontation matrix is a matrix with four quadrants in which the external opportunities and threats are ‘confronted’ with the internal strengths and weaknesses.
  First do this individually. Then, as a project group, combine the internal elements with external developments. Combine the personal matrices into one joint matrix. Discuss the discussion points in detail. Let all group members explain how they arrived at to their personal score.
- Then interpret the results of each of the four quadrants of the confrontation matrix and draw conclusions regarding the company’s ability to exploit opportunities and ward off threats.
Assignment 5c
• Identify the strategic issues following on the entry of the scores in the confrontation matrix. An issue is a matter of concern for an organisation as to one or more confrontations between internal elements, strengths or weaknesses, and external developments, opportunities and/or threats, which could lead to decisions and specific activities.
• Formulate themes to which you can relate the cells in the confrontation matrix. Pay explicit attention to the possibilities for corporate social responsibility.
• Combine the identified themes into a minimum number of overarching themes. These overarching themes are the strategic issues the company faces. Strategic issues always form combinations of one or more strengths, weaknesses, opportunities and threats.

Assignment 5d
• Link the conclusions of the SWOT analysis in the form of the baseline situation, to the strategic framework of block 7.

Assignment 6 pertaining to marketing planning, the strategic choice

Assignment 6a
• Determine which market segments the company should focus on.
• Then determine how the company can best position itself in the market.
• Set goals and objectives for the company related to future positions. Do this with respect to:
  o vision;
  o desired situation;
  o strategic objectives.

Assignment 6b
• Formulate the company’s strategic options. Take the following elements into account for each option:
  o What are the basis, direction and method of the strategy?
• Also perform the MABA analysis for the direction of the strategy.
• The first strategic option is the zero option. This is the option that applies under unchanged policy.
• Determine for each strategic option whether elements of corporate social responsibility can be included here. Use the points requiring attention as mentioned in Hollensen’s Chapter 9. Also state which stakeholder groups are involved in the various strategic options.
• Characterise each strategic option according to the typology of Hollensen (Chapter 8).

Assignment 6c
• Assess the strategic options based on the criteria distributed over the following three groups:
  o suitability;
  o feasibility;
  o acceptability.
• Ultimately determine the strategic choice per formulated target group at strategic organisational level for the company.
• Provide a sound basis for the strategic choice per formulated target group at strategic organisational level for the company.
Appendix 4  Assessment form IMVB15EXA

The score for the interim report is distributed as follows:

- **Introduction**: 10%
- Research justification for the customer analysis, competitor analysis and distribution analysis including justification for the field research component: 30%
- **Customer analysis**: 20%
- **Competitor analysis**: 20%
- **Distribution analysis**: 20%

All components must achieve a minimum score of 5.5.

<table>
<thead>
<tr>
<th>Component IMVB15EXA INTERIM REPORT RE CONTENT: 80% (minimum 5.5 for all components) - group score</th>
<th>Comments + score per component</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction (10%)</strong></td>
<td></td>
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<tr>
<td></td>
<td>- Reason</td>
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<tr>
<td></td>
<td>- Objective of report</td>
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<td></td>
<td>- Central question</td>
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<td>- Sub-questions</td>
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<td></td>
<td>- Preview</td>
</tr>
<tr>
<td><strong>Research justification (30%)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use of literature; marketing literature and research literature</td>
</tr>
<tr>
<td></td>
<td>- Research methodology customer analysis</td>
</tr>
<tr>
<td></td>
<td>- Research methodology competitor analysis</td>
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<tr>
<td></td>
<td>- Research methodology distribution analysis</td>
</tr>
<tr>
<td></td>
<td>- Full explanation and justification of field research</td>
</tr>
<tr>
<td><strong>Customer analysis (20%)</strong></td>
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<tr>
<td></td>
<td>- Identification of current and potential customers</td>
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<td></td>
<td>- Segmentation analysis</td>
</tr>
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<td></td>
<td>- Mapping out customer wishes using a model</td>
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<td>- Mapping out customer values</td>
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<td></td>
<td>- Customer selection</td>
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<td></td>
<td>- Identification of key success factors</td>
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<td></td>
<td>- Opportunities and threats</td>
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<td></td>
<td>- Brief and to the point</td>
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<tr>
<td></td>
<td>- Complete and specific</td>
</tr>
<tr>
<td><strong>Competitor analysis (20%)</strong></td>
<td></td>
</tr>
<tr>
<td>Provide a text structure with descriptions, analyses and conclusions for each topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identification of competitors and performance of competitor analysis</td>
</tr>
<tr>
<td></td>
<td>- Analysis of website and competitors’ websites</td>
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<tr>
<td></td>
<td>- Opportunities and threats</td>
</tr>
<tr>
<td></td>
<td>- Brief and to the point</td>
</tr>
<tr>
<td></td>
<td>- Complete and specific</td>
</tr>
</tbody>
</table>
### Distribution Analysis (20%)
- Distribution at macro level and meso level and distribution analysis
- Supplier analysis
- Opportunities and threats
  - Brief and to the point
  - Complete and specific

### Final score for interim report =
- Introduction (10%) +
- Research justification (30%) +
- Customer analysis (20%) +
- Competitor analysis (20%) +
- Distribution analysis (20%)

### Group score for interim report:
- Final report group activity: 100% of this score depends on the quality of the content of the report

<table>
<thead>
<tr>
<th>Final score IMVB15EXA Group ....</th>
<th>Score interim report group activity 100%</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
### Appendix 5  Assessment form IMVB15SWO

All components must achieve a minimum score of 5.5.

<table>
<thead>
<tr>
<th>Component IMVB15SWO</th>
<th>Comments + score for each component</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FINAL REPORT RE CONTENT</strong>: 80% [minimum 5.5 for all components] - group score</td>
<td></td>
</tr>
<tr>
<td><strong>Research justification</strong> (20%)</td>
<td></td>
</tr>
<tr>
<td>- Use of literature; marketing literature and research literature</td>
<td></td>
</tr>
<tr>
<td>- Research methodology SWOT analysis</td>
<td></td>
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<tr>
<td>- Research methodology strategic choice</td>
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<tr>
<td>- Reading material</td>
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<tr>
<td><strong>SWOT analysis</strong> (30%)</td>
<td></td>
</tr>
<tr>
<td>- Prioritise strengths, weaknesses, opportunities and threats [value judgements]</td>
<td></td>
</tr>
<tr>
<td>- Degree of effect and the moment of effect on the realisation of one or more company objectives</td>
<td></td>
</tr>
<tr>
<td>- Put the strengths, weaknesses, opportunities and threats for each category in order of relevance by means of weight factors</td>
<td></td>
</tr>
<tr>
<td>- Draw up the final overview</td>
<td></td>
</tr>
<tr>
<td>- Place the strengths, weaknesses, opportunities and threats in a confrontation matrix</td>
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</tr>
<tr>
<td>- Then interpret the results of each of the four quadrants</td>
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</tr>
<tr>
<td>- Name the strategic issues</td>
<td></td>
</tr>
<tr>
<td>- Combine the identified themes into a minimum number of overarching themes</td>
<td></td>
</tr>
<tr>
<td><strong>Strategic choice</strong> (30%)</td>
<td></td>
</tr>
<tr>
<td>- Which market segments</td>
<td></td>
</tr>
<tr>
<td>- Positioning</td>
<td></td>
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<tr>
<td>- Future rankings</td>
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</tr>
<tr>
<td>- Formulate the strategic options</td>
<td></td>
</tr>
<tr>
<td>- MABA analysis</td>
<td></td>
</tr>
<tr>
<td>- Determine for each strategic option whether elements of corporate social responsibility can be incorporated</td>
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<tr>
<td>- Characterise each strategic option according to the typologies of Hollensen</td>
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</tr>
<tr>
<td>- Assess the strategic options</td>
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<tr>
<td>o Suitability;</td>
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<tr>
<td>o Feasibility;</td>
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<tr>
<td>o Acceptability.</td>
<td></td>
</tr>
<tr>
<td>- Determine the strategic choice and substantiate it</td>
<td></td>
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<tr>
<td><strong>Conclusions and recommendations</strong> (20%)</td>
<td></td>
</tr>
<tr>
<td>- Conclusions – Answers to the central question</td>
<td></td>
</tr>
<tr>
<td>- Recommendations – Meeting the objective</td>
<td></td>
</tr>
</tbody>
</table>
Final score for EXA8C:
- Final report group activity: 80% of this score depends on the quality of the content of the report
- Final presentation: 20%.

<table>
<thead>
<tr>
<th>Component IMVB15SWO</th>
<th>Final presentation: 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final presentation content:</td>
<td></td>
</tr>
</tbody>
</table>

| Presentation skills: |

| Assessment of presentation: |

| Score for final presentation: |

Final score for final report =
- Research justification (20%)
- SWOT analysis (30%)
- Strategic choice (20%)
- Conclusions and recommendations (20%)

Group score for final report:

Final score ILVH3EXA8C Group ……

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Final report group activity score 80%</th>
<th>Final presentation score 20%</th>
<th>Final grade</th>
</tr>
</thead>
</table>
Appendix 6  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:

• 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 mean exclusion from the project group.

• 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.

• 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.
Appendix 7  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:
working pro-actively*: preparing lessons, keeping up with the lesson material on a weekly basis, participating actively in and contributing evenly to projects, and preparing exams;
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;
being responsible for your own behaviour;
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
During lessons, eating/drinking is not permitted, unless this has been expressly approved.
Bring along all books or readers needed. In case these have not been brought along, lessons cannot be attended.
Bring along writing materials (so pen and paper). In case this has not been brought along, lessons cannot be attended.
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.
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
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. 55
School of Marketing Management Study guide IBL block 7
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
In case of project reports, different rules apply, which is taught at BCE.

Sending e-mail to lecturers
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!
Only your Hanze e-mail address (st.hanze.nl) can be used for correspondence.
Do not use extensive language. Be short and concise when asking questions.
Use the subject to indicate clearly what it is about. SO: question regarding subject ..... block ..... class ...
... group ......
Always end an e-mail by stating your: name, student number, class, project group (if applicable), optional: your phone number.
Create a signature in your mail programme.
Always confirm agreements made with lecturers by e-mail. This provides clarity.
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.
READ YOUR HANZE MAIL EVENINGS AND MORNINGS!
(As well as absence/illness notifications of lecturers on BB and MyHanze.nl)

Visiting lecturer
Please make an appointment by e-mail.
Please knock the door.
Inquire whether the lecturer has time for you.
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 8  Anti-fraud policy

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

Sanctions in case of fraud: from reprimand to exclusion

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

Measures to prevent fraud

1. In order to detect fraud, the Safe Assignment plagiarism detection 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.

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1 In case of emergency, the examination board can take a provisional decision to exclude the student from taking part in one or several exams based on an oral report from the examiner or the supervisor.
Appendix 9  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