

Course Guide



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| MI-IBSB2BE-19 International Branding & Sales in a B2B Environment 10 EC | Assessment 1a International Branding in a B2B Environment | A | 25 | Assessment 2a International Branding in a B2B Environment | A | 25 |
| | Assessment 1b International Sales Building Confidence and Trust in Formal Situations | A | 25 | Assessment 2b International Sales | A | 25 |

Course guide Institute of International Business Studies: IBS |
International Business Skills Minor

Name of course: International Branding & Sales in a b2b environment
Code: MI-IBSB2BE-19
Course of study: International Business / IBS Minor
Year of study: 3rd / 4th year
Number of blocks: Blocks 1,2
ECTS credits: 10

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IBS IBSB2BE-19:

Institute for International Business Studies

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1 Course Description

In the Minor IBS, students develop a new concept for Royal Ahrend. The concept must be commercialized by the teams in their designated countries.

The course "**International Branding and Sales in a B2B Environment**" has been developed to support students in both aspects, with an emphasis on commercialization. In this course, students will be trained in how to fulfill needs and wants in a global market with an appropriate offering, communicate this offer effectively in a B2B environment, generate sales leads, and ultimately sell the product by presenting how the offer meets the specific needs and wants of the customer (what's in it for them).

Additionally, students will learn various models and theories and apply them to a fictional case study during tutorials, practicing these concepts further during the workshops. For the branding component, students will select one of four topics introduced in the mini-lectures and will independently seek more information, models, and theories related to their chosen topic. They will submit their findings in a paper (Term 1) and later in an online blog (Term 2).

The knowledge acquired is applied in the **Casework course**, where students tackle a real-world assignment from an actual client working in an international B2B environment, with sustainability as a key focus. All commercial activities will be brought together in a structured plan, which is also supported in the **Casework course**.

2 Course Goals and Learning Objectives

Course objectives international Branding:

- The student knows the fundamentals of Marketing Communication and Sales theory by heart (see courses),
- The student is capable of connecting “marketing” with marketing communication and sales,
- The student is capable to contribute to the development of a new concept by applying Design Thinking and Concepting with a solid Business Model,
- The student knows to apply the theory of International Marketing Communication, Sales and HRM in practice,
- The student is able to define aims for MC campaigns,
- The student is able to apply Market segmentation in B-to-B MC programs,
- The student is able to make an analysis of the positioning of competing brands,
- The student is capable to develop a campaign including a creative concept, integrated media plan and realistic budget.

Course objectives international Sales:

- The student is capable to pitch the value proposition of the new developed concept to individual customers taking in account the peculiarities of that customer,
- The student is capable to be effective in a Sales meeting by discovering what the new concept brings to an individual customer iow. “what is in it for THIS customer”,
- Being effective means that the student is capable to transfer the learnings of the pitch within the following Sales- meeting
- The students know the different interests (“stakes”) of the partners within a DMU and know how to deal with them in a way that improves the opportunity for Business success.

3 Place in the Curriculum and Related Courses

The course International Branding and Sales in a Business-to-Business environment is offered as a part of the International Business Skills Minor to visiting students (home – “KOM” students” and abroad) and to third and fourth-year students of Utrecht University of Applied Sciences.

Related courses: Casework (the platform to show your capacities) and Social Business Skills (improving the personal leadership and team performance).

4 Study Burden

| | |
|------------------------------------|-------------------|
| Sixteen (supervised) 90min lessons | : 24 hours |
| Practice (individual) | : 80 hours |
| Group work | : 240 hours |
| Individual assignments | : <u>36 hours</u> |
| total | 280 hours |

5 Pre-requisites

Same as for the whole Minor

6 Exemption Possibilities

None

7 Competencies

Profession-related competencies: general description

| <i>I International Business Competencies</i> | |
|--|---|
| 1. Intercultural Adaptability | The ability to explain the differences between national, organisational and occupational cultures and to outline strategies for adapting to these differences in e.g. human resources management, marketing and intercultural communication. The student can identify the relevant dimensions of cultures and has developed self-awareness of his own cultural background. He is able to adapt his behaviour to the standards in other cultures and can maintain an international network essential to his tasks. |

Generic Competencies: general description

| <i>Interpersonal competencies</i> | |
|--------------------------------------|--|
| 1. Co-operation | The ability to actively contribute to a group product or result. |
| 2. Research | Finding insights to solve an existential problem in shared company aims and company vision. Defining the dimensions of the problem and finding the right methodology to solve the problem before implementation. |
| 3. Design Thinking/ Concepting | Be capable to come from data to a new concept in the form of new product (line) for Royal Ahrend. |
| 4. Communication (oral and written). | The ability to express himself fluently and correctly in English, both in speech and writing. |
| <i>Intra-personal competencies</i> | |
| 5. Learning and self-development | The ability to know his strengths and weaknesses and to indicate how and when he intends to improve his weaknesses; he knows the limits of his competencies and can critically evaluate and account for his own actions; he can take criticism and put it to good use. Takes initiative and works independently. |

Level specification: Professional Competencies

Intercultural adaptability

| International Business and Management Studies | |
|---|---|
| International Business Competencies | <i>Intercultural adaptability</i> The ability to explain the differences between national, organisational and occupational cultures and to outline strategies for adapting to these differences in e.g. human resources management, marketing and intercultural communication. The student can identify the relevant dimensions of cultures and has developed self-awareness of his own cultural background. He is able to adapt his behaviour to the standards in other cultures and can maintain an international network essential to his tasks. |

8 Didactic Forms

- Tutorials
In tutorials, the emphasis is on interaction and applying knowledge. Students typically work in smaller groups on assignments or cases that relate to the theory from the mini lectures, promoting active learning.
- Project-based Learning
In project-based learning, students work on practice-oriented projects, in groups of 4 or 5 students. These projects are centered around real-world professional scenarios or problems, fostering collaboration, problem-solving skills, and the application of theoretical knowledge to practice.
- Practical Assignments
Students are given specific tasks to complete within a practical context. These can range from developing a product, creating a marketing plan, to conducting research. Practical assignments are closely aligned with the professional practice.
- Simulations and Role-playing
Simulations replicate real-life situations where students take on specific roles or tasks. This method is commonly used in fields such as law or healthcare to allow students to gain practical experience in a controlled environment. Role-playing helps develop communication and teamwork skills.
- Workshops and Training Sessions
In workshops and training sessions, the focus is on developing specific skills, such as presentation abilities, teamwork and giving and receiving feedback.
- Guest Lectures and Company Visits
Guest speakers from the professional field and company visits offer students insights into the industry and give them the opportunity to meet professionals and learn about current developments in their field.
- Case Studies
In case studies, students analyze a concrete situation or problem from the professional practice: The Royal Ahrend Challenge. They apply their theoretical knowledge gained during the International Sales and Branding lectures, to find solutions, aiming to develop critical thinking and problem-solving skills.

These forms of education help prepare students in higher professional education by balancing theory with practical, hands-on learning experiences.

9 Student Activities

See [Canvas site](#)

On the site you will see the three courses. Click on International Branding and Sales and you will see a tile for each week with everything that has been planned within this week.

10 Assessment

| Type of Assessment | Weighting | Min. Mark |
|---------------------------------------|-------------|-----------|
| Assessment paper (portfolio) Branding | 50% | |
| Assessment portfolio Sales | 50% | |
| Registered in Osiris as one final | mark (100%) | 5.5 |

Fraud/ plagiarism

Cases of fraud (e.g. plagiarism) are treated with the utmost seriousness. Lecturers and examiners refer all cases to the Exam Board.

If the use of generative AI, by you the student, is not explicitly mentioned and/or if instructors suspect its use, we are obliged to report this to the examination committee. They will determine whether fraud has occurred.

1. The use of AI is at the student's own risk. The students must ensure to critically assess AI-generated content. If it turns out that the content is factually incorrect/contains falsehoods/is based on unverified sources, this can lead to a "fail" evaluation.
2. To properly cite a URL in APA format, student includes both the source citation for in the bibliography and its use in the running text in the work.

In APA format example for the bibliography:

- Microsoft Copilot. (2024, Aug. 27). Key pillars of marketing communications. <https://copilot.microsoft.com/sl/elhs6lbZ2Vo>

In APA Example in running text: when referring to this source in the running text, the student could write something like:

- "According to Microsoft Copilot (2024), the key pillars of marketing communications are essential to achieving an effective marketing strategy."
- Or: "The key pillars of marketing communications are essential to achieving an effective strategy (Microsoft Copilot, 2024)."

Pass / fail

- Students with marks lower than 5.5 will fail. Students that infringe upon copyrights or copy and paste the work of other authors without reference are disqualified.
- The team working paper will be graded. Individual marks will be given in accordance with team contributions, self-assessment and class attendance.

Re-sit

- In accordance with art 24 part 3 of the UBS 'Education and Examination Rules and Regulations' **two test moments will be offered**. The first moment is at the end of the block and the second moment immediately afterwards. Dates will be announced at the end of the block.
- A student is entitled to only one re-sit for an exam, in this case a team working paper. Resit teams will be formed by the lecturer of this module.
- In case **the team working paper is delivered after the indicated due date** the team will automatically receive a 'failed' (f) mark. There will be no re-sit in such cases.
- If it concerns the late delivery for a re-sit you will be given a 3 (three).
- After the grading of the team working papers a particular day for **exam inspection** will be set and announced. During the exam inspection team working papers will be distributed and the deadline for the re-sit made public. Students need to register with the lecturer for a re-sit. In case of failure to do so no other re-sit will be offered. There will be no exam inspection following the re-sit, unless a particular team voices such a request.

- In case of **litigation** students and teams are themselves responsible for proving delivery dates, and for reproducing the team working paper as marked by the lecturer.
- All **administrative matters** will be handled through the school administration.

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11 Course materials

The study material for this course will be provided through the online learning platform Canvas. There is no need for students to purchase any additional materials, as all necessary resources will be made available during the lessons and via Canvas.

12 Course Evaluation

Evaluation of the course and exam will take place at the end of the block on the authority of the Institute. Next to the official evaluation, students are encouraged to share improvements during the Minor.