

# INTERNATIONAL COMMUNICATION BLOCK A



ERASMUSMINOR AND SPECIALIZATION

## IC Block A Study guide

JCOM-ASIC1.4V-23\_2024



Dear student,

Welcome to the Erasmus Minor and IC specialization! We wish you an inspiring and educational half year. We are excited and looking forward to working with you.

Best regards,

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Andrea van Zuuk (period B)  
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Note: Even though this module guide was produced with the utmost care, there might be some small changes in the course. You cannot obtain any rights from this text. For the exact rules on the assessments we refer to the Exam Regulations of IvC and Osiris. Links to both can be found on the intranet of the HU: SharePoint.

## **Together for a safe study and working environment**

At HU and the Programme of Communication, we consider it essential that every student, teacher, employee or stakeholder can study and work together in the safest possible environment. We therefore do not tolerate any behaviour that hurts others, such as discrimination, harassment, sexual intimidation and physical or psychological violence.

In learning teams, workshops and other meetings, we regularly discuss what standards we consider important and how we can work together to ensure a safe environment for everyone.

If you have experienced or witnessed something yourself, we encourage you to talk about it. You can get support from your teacher, learning team supervisor, but also from the year coordinator or one of the programme managers Tim van der Veer or Zwanet Draadje. You can also contact the confidential advisor: Deleaan Ruitenburg, 06 28228021, <mailto:deleaan.ruitenberg@hu.nl>.

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## Introduction

During this 4th year specialization on International Communication we will focus on the different steps in the process from briefing until presentation of a marketing communication campaign. Consequently, the process and not the individual classes/topics will be leading during the first block. This new perspective on learning demands a lot of cooperation between the lecturers who can make the content of the courses more clear for the students. After all, working as a communication adviser also requires the competence of applying knowledge in the right moment and the correct manner. Communication professionals are often responsible for huge budgets.

## Remuneration

This course presents 30 EC's. This means an investment of approximately 840 hrs study, including 13 weeks of lecture hrs, the preparation of assignments, guest lectures and self-study.

## Requirements

Basic knowledge of marketing strategies, corporate and internal communications are required.

## Subjects and core areas

Basically, we will look into domains of branding and communication:

- Product & service branding
- Corporate communications
- Persuasive communication

## You will work on the following core areas in period A:

Concept and Creation; Planning and Organizing; Context and Strategy and Target Group and Behavior.

## International communication competencies

- Gaining the necessary experience in a real live situation by developing a complete communication advice within a given period of time.
- Showing, in the fourth year of the course Communication Management at the IvC, to have the right level of a (junior employee at either a communication agency, PR or a communication department of an organization).

## Target group

Fourth year students of the IvC, differentiation IC with the ambition and prepared to work hard, follow classes in English and willing to do an internship abroad.

## Teaching methods: (guest) lectures and individual assignments.

All subjects will be introduced in lectures and workshops, basically two hours each. Each course is taught between 2 and 4 hours during 7 weeks. Guest lectures are as much as possible scheduled in period B.

## Learning teams

In year 4, the learning team consists of approximately 7 or 8 students and you have a permanent learning team supervisor. The learning team is primarily focused on your professional development based on a personal development plan. This plan and its evaluation are components that you use to demonstrate the core area of Connection & Guidance, and should therefore also be included in your portfolio (see the end of this document). Of course, you can discuss with your learning teammates what feedback you have received and how you want to proceed with it.

Prepare yourself for the future by broadening your frame of reference and your learning capacity through peer coaching. At the start of year 4, you draw up a personal development plan (PDP). The following is important here:

- You formulate at least two learning objectives that contribute to your development in collaboration as a communication professional. What do you want to achieve this semester and what exactly is your 'place of effort' in this?
- You substantiate your strengths and development points through self-study. You address questions such as: what makes these your learning goals? Which reflection questions have emerged from the learning team? Which learning question has become apparent from the reflection questions? When are you satisfied? When did you achieve your learning goal?
- What concrete steps will you take to achieve this goal? Describe at least 7 activities (example: a literature search is concrete when you indicate which books, which chapters and/or relevant parts from those books and which themes you choose).
- You take conscious and demonstrable steps during the various course components to work on your learning goals and regularly share these in the learning team.
- You collect feedback from different perspectives aimed at your learning objective, which increases your frame of reference and gives you insight into established habits.
- You reflect on your own actions and/or meaningful situations, in relation to your learning objective.
- You experiment with the insights you have gained on your learning objectives during the various course components in year 4. You include the reflection on this in your PDP.
- Finally, reflect on the functioning and your contribution to the learning team.

## Attendance

Attendance of lectures is **mandatory** and highly recommended. If you are ill, please email the relevant lecturer.

## End products and assessment

You will have to prepare several individual assignments (please check the separate assignments per lecturer that can be found on Canvas). Each assessment needs to score a 'sufficient' or higher. You collect the assignment you have completed and the feedback on it in your portfolio. You will discuss this portfolio with the lecturers at the end of period B.

|                                                                |                   |
|----------------------------------------------------------------|-------------------|
| Course 1 Marketing communications and Media strategy           | equivalent 5 ECTS |
| Course 2 Intercultural communications                          | equivalent 5 ECTS |
| Course 3 Conceptual thinking and Online Marketing plus English | equivalent 5 ECTS |

## Subjects of the guest lecturers are part of the courses!

## No Resit, but feedback on draft version

You will receive feedback only once per project.

As of this year, there is no resit option anymore. This means that the final version of your assignment must be at least sufficient/at the required level. To increase the chance that the final assignment is sufficient, you will be provided feedback by the lecturer at an earlier stage. There can be one possibility to hand in a draft version of the assignment, and the lecturer will give feedback on this version. Feedback can also be given verbally during a conversation, for example. So, check the deadlines for handing in draft versions, to receive feedback. If you are late with handing in the draft version or you do not hand it in at all, there is only one option to score a sufficient.

## Use of AI (Artificial Intelligence)

See separate guideline, on Canvas.

## Consultations

By appointment only: for consultation make an appointment by e-mail with your lecturer.

## Articles

A collection of articles to be studied (besides the books of the course) will be publicized on Canvas.

## Slides

Slides will be posted on Canvas or handed out in class.

## Schedule

Will be published online and in the description of the courses.

## Literature

Anjali Barbosa: Course 1: Marketing Communications: Objectives, Strategy, Tactics, van John R Rossiter & Larry Percy, Sage Publications Ltd <https://www.bol.com/nl/nl/f/marketing-communications/9200000091257128/>

Luc van Dijk: Course 3: Online Marketing and Conceptual Thinking  
How Brands Grow part 2 – Byron Sharp  
And Coosto Software

## Coordination

Luc van Dijk-Wijmenga

**Other:** The Canvas page also contains the study guide for period B. Additionally, you will also find all grading forms there as well as the general competencies for this course. All the files necessary for the course can also be found on our Canvas page.

## IC Course 1: Marketing Communications

### Marketing Communication, IC Course 1

Semester/trimester when the course unit is delivered: Fall (1st trimester)

Number of ECTS credits: equivalent **5 ECTS**

**Lecturer:** Anjali Brito Barbosa

#### Learning outcomes of the course unit

At the end of this course,

- You must be able to discuss theory about relevant Marketing Communications topics in an international context (please refer to course contents below<sup>1</sup> for a complete list of knowledge topics).
- You must be able to apply this knowledge in order to concept and create and plan on a strategic as well as tactical level.

#### Core areas:

During ICC Course 1 you will work on the core areas: Concept & Creation, Planning & Organizing, all at level 3.

#### <sup>1</sup>Course contents

Topics that will be covered, discussed and applied are:

1. Creating strong brands in an international context (Target group and behaviour)
2. Building Brand equity/ CBBE model Keller ((Target group and behaviour)
3. TCB Positioning model (Target group and behaviour)
4. IDU brand positioning analysis (Target group and behaviour)
5. Behavioural sequence model (Concept & Creation)
6. Target audience selection (Planning & Organizing)
7. Creative strategy – traditional approach and newest insights (Concept & Creation)
8. Media strategy – traditional approach and newest insights (Concept & Creation)
9. Effective frequency and strategic rules for implementing the media plan (Planning & Organizing)
10. Brand tracking (Planning & Organizing)

#### Link with professional practice

In professional practice, a communications professional needs to know how to advise on and develop a marketing communication strategy, for instance, advise on brand positioning or on how to concretely formulate smart communications objectives. A communications professional also needs to (know how to) create smart creative strategies, and to plan communications projects and campaigns.

The exam at the end of this course is actually a case drawn from professional practice from an international company that you have heard of before. You will put yourself in the shoes of an international marketing communications intern and demonstrate not only your expertise and your knowledge on the subject, but also your ability to advise, develop, create, and plan marketing communications, thus proving your competences in a real-life setting.

Similarly in each class brand situations from professional practice will be simulated and worked on by every student.

**Language of instruction:**

English

Active participation during class is very important. We will be practicing exam cases in each class. In case you are unable to be present in case of calamity, please notify us of your absence and the reason for this by e-mail in advance.

**Number of ECTS credits allocated:** equivalent **5 ECTS / 140 hours**

23 hours lectures/work sessions/consultation/exam

- 24 hours prep for lectures
- 93 hours exam prep

**Required reading:** Marketing Communications: Objectives, Strategy, Tactics, by John R Rossiter & Larry Percy (2018)

**Additional literature (Anjali will give you a hand-out in class):**  
[Strategic Brand Management, Keller, K.L. \(2020\)](#)

**Assessment methods and criteria:**

At the end of the semester you will do an IC assessment for all courses in Periode A and B. Your results and feedback got on your Course 1 exam will be part of your assessment portfolio.

**Assignment:**

The exam is a written assignment (in week 9) in which you will be given a complex international advertising case from real life. The topics covered in the assignment have been mentioned above<sup>1</sup> on page 7 of this document)

You are expected to demonstrate your deep knowledge and understanding of theory (learning objective 1, weighs 50% of each question) and to be able apply it (weighs 50%), by giving solid advice/recommendations to the company in the case, creating and planning. You will practice for the assignment during the work sessions.

The duration of the exam is two hours. You are only required to take your pen with you, nothing else.

## Feedback form exam course 1 Marketing Communications

See other document.

### Example of a case and assignment questions for Course 1 Marketing Communications.

Please note, many more examples will be discussed and worked out during class.

#### Case : Emirates Airlines

In June 2025, Emirates - one of the top airlines in the world - is going to launch a new positioning in order to reach a new type of target customer: "*globalistas*": men and women in the age category 21-39 that love to travel and share their experiences with other *globalistas*. .



With this new international campaign Emirates is extending an invitation to try the unfamiliar, create new ideas, and form new visions. The theme encapsulates life's potential and embracing the future with all the possibilities it holds.

The airline company wants to ultimately grow into a global lifestyle brand that enables global connectivity and meaningful experiences. In this way it wants to not only differentiate from the main competitors Qatar Airways\* and Singapore Airlines but also target their current consumers. (....)

You are an intern at the Emirates European headquarters in Paris are helping the Emirates European brand manager Magda Janowski put together a strategic marketing communications plan for the Netherlands in collaboration with several agencies.

\* It is known that the biggest competitor Qatar Airways advertises frequently on TV in Holland, using an average OTS of 3 per cycle.

**Example question** Before you start thinking up campaign ideas for Qatar Airways, your manager Magda and you are brainstorming about how to set clear campaign communication objectives. What are the two universal campaign objectives? Please define. After defining theory, please formulate two (universal) SMART campaign objectives that you would advise Emirates based on the data given to you. **(0.5 points explanation of theory 0.5 points application to the case)**

**Example question** Finally, the campaign plans are set and all your manager Magda needs to plan now is how to track the results of Emirates' new campaign. She comes to you (the expert!) for advice. What would you recommend to her in this case and why, based on what you learnt from your theory? (What are the best possible ways of measuring whether the campaign has met with success or not? 4 ways are sufficient) **(0.5 points explanation of theory 0.5 points application to the case)**

## IC Course 2: Intercultural Communications

Equivalent 5 ECTS/ 140 hours

- 21 Hours Lectures & Consultations
- 92 hours working on assignments
- 30 hours preparation

### Course 'Intercultural Communication'

#### 1. Learning outcomes & assessment criteria

You will focus mainly on the core areas: **Context and Strategy, Target Group and Behavior**

| Understanding and Applying Theoretical Frameworks               |                                                                                                                                                                      |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge of Theoretical Concepts                               | Accurately explains theories of cultural dimensions, communication styles, and context dependence.<br>Provides relevant examples to illustrate theoretical concepts. |
| Application of Theories                                         | Uses appropriate theories to interpret case studies or real-world scenarios.<br>Draws insightful conclusions based on theoretical analysis.                          |
| Developing Cultural Awareness and Sensitivity                   |                                                                                                                                                                      |
| Recognition of Cultural Differences                             | Identifies key cultural differences in various contexts.<br>Shows respect and appreciation for cultural diversity.                                                   |
| Application of Cultural Sensitivity                             | Makes culturally informed decisions in personal and professional contexts.<br>Demonstrates empathy and understanding in intercultural interactions.                  |
| Creating Culturally Sensitive Communications                    |                                                                                                                                                                      |
| Design of Communication Strategies                              | Tailors messages to suit the cultural context of the target audience.<br>Ensures communication is inclusive and respectful.                                          |
| Effectiveness of Communication                                  | Demonstrates clarity and relevance in messaging.<br>Uses culturally appropriate language and symbols.                                                                |
| Feedback and Adaptation                                         | Actively solicits feedback from diverse audiences.<br>Makes necessary adjustments to communication based on feedback.                                                |
| Intercultural Communication in Teamwork and Reflective Practice |                                                                                                                                                                      |
| Effectiveness of Communication in Team Settings                 | Uses inclusive language and behaviours.<br>Adjusts communication style to accommodate cultural differences.                                                          |
| Contribution to Team Dynamics and Collaboration                 | Supports team roles and conflict resolution.<br>Integrates diverse perspectives in problem-solving.                                                                  |
| Reflective Practice and Continuous Improvement                  | Provides thoughtful reflections on team experiences.<br>Develops actionable plans for personal and team improvement based on reflections.                            |

## 2. Assignment

**Group part:** Development and Presentation of an overarching international PR Campaign

**Individual part:** Country-Specific Research and PR Strategy Plan

### Assessment Description

Students will form international PR teams representing an international corporation or NGO. Each student will be responsible for a specific country, focusing on its cultural context to devise effective communication strategies. The assessment consists of an individual part and a group part, designed to evaluate students' understanding and application of theoretical frameworks, cultural awareness, their ability to create culturally sensitive communication strategies and their ability to collaborate effectively in an intercultural team.

### Individual Part: Country-Specific Research and PR Strategy Plan

**Objective:** Research the culture of the assigned country and determine criteria for the most effective communication/PR strategy for that particular country.

#### Requirements:

Research Paper (Maximum 5 pages):

- Introduction: Provide an overview of the country and its cultural context.
- Theoretical Frameworks: Explain relevant theories and models, such as cultural dimensions, communication styles, and context dependence.
- Cultural Analysis: Analyse key cultural characteristics of the country.
- Communication Strategy Plan: Develop a detailed communication/PR strategy tailored to the cultural context of the country.
- Actionable Plan: Translate theories and models into practical steps for implementing the communication strategy.
- Conclusion: Summarize the key points and recommendations.
- References: Properly sourced using APA citation rules.

Assessment of LO 1 & 2 and their associated assessment criteria

### Group Part: Development and Presentation of an overarching International PR Campaign

**Objective:** Collaboratively develop an international PR campaign for the corporation or NGO, ensuring each country's strategy is integrated into the overall campaign.

#### Requirements:

1. Campaign Development:
  - Team Collaboration: Work together to design an overarching international PR campaign.
  - Country-Specific Adaptations: Each student ensures their country's communication strategy aligns with the overall campaign, based on their individual research.
  - Integration: Ensure all country-specific strategies are cohesive and support the global campaign objectives.

2. Campaign Presentation:

- Presentation: Present the international PR campaign proposal at the end of the course.
- Format: Use visual aids, such as slides, videos, or other multimedia elements, to enhance the presentation.
- Roles: Clearly define and assign roles for each team member during the presentation.

Assessment of LO 3 & 4 and their associated assessment criteria

### 3. Rubrics

#### Rubric for Individual Assessment: Country-Specific Communication Strategy:

##### Knockout Criteria

- APA Citation: Proper application of APA citation rules.
- Minimum Sources: Use of at least 5 valid sources.
- Logical Structure: The paper must have a logical and coherent structure.
- Length: The paper must not exceed 5 pages.

Note: If any of these knockout criteria are not met, the paper will not be eligible for assessment.

| Criteria                            | Excellent                                                                                           | Good                                                                                     | Satisfactory                                                                         | Needs Improvement                                                                                   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Knowledge of Theoretical Concepts   | Thorough and accurate explanation of relevant theories, models, and concepts.                       | Accurate explanation of relevant theories, models, and concepts with minor inaccuracies. | Basic explanation of relevant theories, models, and concepts with some inaccuracies. | Incomplete or inaccurate explanation of relevant theories, models, and concepts.                    |
| Application of Theories             | Skillful and insightful application of theories to interpret cultural context and develop strategy. | Adequate application of theories to interpret cultural context and develop strategy.     | Limited application of theories to interpret cultural context and develop strategy.  | Minimal or incorrect application of theories to interpret cultural context and develop strategy.    |
| Recognition of Cultural Differences | Identifies and analyzes key cultural differences with clear examples and implications.              | Identifies key cultural differences with some analysis and examples.                     | Identifies some cultural differences with limited analysis and examples.             | Fails to identify key cultural differences or provides inaccurate analysis.                         |
| Application of Cultural Sensitivity | Develops culturally informed decisions and demonstrates high empathy in interactions.               | Develops culturally informed decisions with moderate empathy in interactions.            | Develops some culturally informed decisions with limited empathy in interactions.    | Lacks culturally informed decisions and shows minimal empathy in interactions.                      |
| Communication Strategy Plan         | Comprehensive and detailed strategy plan, clearly translating theories into actionable steps.       | Detailed strategy plan, translating theories into actionable steps with minor gaps.      | Basic strategy plan, with limited translation of theories into actionable steps.     | Incomplete or vague strategy plan, with little to no translation of theories into actionable steps. |
| Clarity and Organization            | Exceptionally clear, well-organized, and logically structured paper.                                | Clear and organized paper with logical structure and minor issues.                       | Somewhat clear and organized paper with noticeable issues in structure.              | Unclear, disorganized, and poorly structured paper.                                                 |

To pass this course all criteria must be at least at the satisfactory level.

## Rubric for Individual Assessment: Development and Presentation of an overarching International PR Campaign

Under construction.

### 4. Class schedule

| Week | Theme                                                         | Content                                                                                                                                                                                                                                                                                        |
|------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Kick-off and Introduction                                     | <ol style="list-style-type: none"> <li>1) Course introduction</li> <li>2) Overview of assessment criteria and expectations</li> <li>3) Formation of international PR teams</li> <li>4) Introduction to intercultural communication and the importance of cultural sensitivity in PR</li> </ol> |
| 2    | Introduction to Theoretical Frameworks                        | <ol style="list-style-type: none"> <li>1) Overview of key theoretical frameworks (Hofstede's Cultural Dimensions, Hall's High-Context and Low-Context Communication, Meyer's Culture Map)</li> <li>2) Discussion on how these frameworks apply to international PR</li> </ol>                  |
| 3    | Building Effective PR Campaigns                               | <ol style="list-style-type: none"> <li>1) Introduction to building effective PR campaigns</li> <li>2) Examples of successful international PR campaigns</li> <li>3) Theories and models relevant to PR campaign development (e.g., AIDA model, PESO model, RACE model)</li> </ol>              |
| 4    | Developing Communication Strategies Part 1                    | <ol style="list-style-type: none"> <li>1) Deep dive into designing communication strategies tailored to different cultural contexts</li> <li>2) Techniques for crafting culturally sensitive messages</li> <li>3) Tools and platforms for international PR</li> </ol>                          |
| 5    | Developing Communication Strategies Part 2                    | <ol style="list-style-type: none"> <li>1) Deep dive into designing communication strategies tailored to different cultural contexts</li> <li>2) Techniques for crafting culturally sensitive messages</li> <li>3) Tools and platforms for international PR</li> </ol>                          |
| 6    | Refining PR Campaigns                                         | <ol style="list-style-type: none"> <li>1) Refining and finalizing the international PR campaign</li> <li>2) Techniques for effective presentation and storytelling</li> </ol>                                                                                                                  |
| 7    | Dress rehearsals final presentations and review key learnings | <ol style="list-style-type: none"> <li>1) Dress rehearsals of the international PR campaigns</li> <li>2) Review of key learnings and course wrap-up</li> </ol>                                                                                                                                 |
| 8    | Assessment: Final Presentation of International PR campaigns  | <b>Note: Full day on Tuesday 22<sup>nd</sup> October</b>                                                                                                                                                                                                                                       |



## Course 3: Online Marketing and Conceptual Thinking

Welcome to this third course! We will take you along to the trends and developments within our communication profession. We will also think conceptually, in strategies and we will think about disruption and new concepts for products, services and companies.

We will do this on the basis of a good (scientific) book, the book 'How Brands Grow part 2' by Sharp, on the basis of SPRINT and guest lectures and on the basis of YOU! You are central during this course. You will conduct trend research into a particular theme yourself, and you will also present this to fellow students and the teacher several times. This way we all become enthusiastic and motivated to get started with the latest knowledge when it comes to innovation within our field of communication.

During the trend research you will be doing, you will learn to work with online analysis tools. So already during the route of your course, you are learning. You can also use the trend report as a basis for your thesis, but more about that later.

**Just some basic information: the course has an equivalent 5 ECTS / 140 hours**

- 18 hours Online Marketing and Conceptual Thinking lectures
- 12 hours English lectures
- 80 hours working on assignments / presentations
- 30 hours preparation of lectures

**Lecturers:**

- Suzanne Klatten (English)
- Luc van Dijk-Wijmenga (Online Marketing and Conceptual Thinking)

### **Online Marketing and conceptual thinking**

During this block, you will gain insights about strategic online marketing and conceptual thinking. Insights from PR agencies, (Dutch) political parties and marketing communication professionals are shared.

- You are able to perform a **systematic listening analysis** using the materials of the course.
- You will develop and communicate a **personal vision on current subjects** and recommend appropriate do's and don'ts for practitioners.
- You are capable of professionally **writing and presenting** your recommendations.
- You can give a **clear presentation** of the topic, trends, and their relevance and have an effective use of design elements to create an engaging and professional visual.
- You can **tailor your content** and design it to meet the needs and interests of the target audience.
- For the Dutch students: it can be **thesis preparation** as well.

You will focus mainly on the core areas:

**Context and Strategy, Target Group and Behavior and Content and Behavior.** For more details please read the feedback form written assignment course 3.

The following subjects will be discussed extensively:

#### **Online Marketing:**

- Coosto
- Google Trends Analysis
- Personal Branding
- Practical examples via Instagram, Facebook, LinkedIn (personal branding) etc.

### Conceptual thinking:

Social Business Model for companies and relevant scientific / theoretical models.

- Online Listening
- Content Creation
- Engagement and Social Media
- Measurement
- Results

Case studies

Messaging house

Customer Intimacy and Other Value Disciplines - Treacy and Wiersema

Ansoff growth matrix

Blue ocean strategy - Kim and Mauborgne

### Literature

- ✓ How brands grow part 2 – Byron Sharp
- ✓ Lecture slides
- ✓ Relevant articles, will be distributed during class
- ✓ Coosto student license

### Assignment:

As a junior marketer you often start listening. Online listening that is. You will investigate what is going on in the market or in society when it comes to a certain theme. You can do this at a PR agency, but it is also relevant at an advertising agency or the government. During this assignment you will be prepared to write a listening report yourself. You can choose a topic that interests you. Think of a topic that you would like to have more knowledge about. But remember that the topic must be relevant to your own professional practice.

What do you have to deliver? You have to make a listening report about a relevant theme / relevant themes in the international marketing communication business nowadays.

Submit the assignment via Canvas, please note: we always run a plagiarism check. Your work is being reviewed by Luc van Dijk (Online Marketing and Conceptual Thinking lecturer) and Suzanne Klatten (English lecturer).

### Assignment: A social marketing communication listening report

1500 words

Based on the market

**Deadline: Friday week 10, concept Friday week 3**

What is hot and what is not as regards to your theme? Choose a relevant theme for marketing/communications at this moment, such as social business, storytelling, content marketing, mobile, purpose, AI, etc.

Make a listening report. Map relevant blogs, websites, offline magazines, papers and thought leaders about your theme. Your report shows that you have mastered the social media analysis program Coosto. Write your listening report for today's marketers. It provides you with information for your content creation.

Content creation for event announcements, social media content, storytelling and more.

After selecting your theme:

**Step 1:**

Use a multichannel approach and map relevant blogs, websites, offline magazines, papers and thought leaders as regards to your theme. Make clear how you used Coosto. Limit yourself to recent sources, max. 3 years old.

**Step 2:**

Read what they are writing about your theme.

**Step 3:**

Summarize what they are talking about and write your Listening Report.

Suggestion: limit yourself to five sources per theme.

Complete your assignment with scientific literature.

In addition, **personal branding** is central to one of the sprints. You will be sufficiently prepared to be able to write the introduction of your portfolio.

You must clearly show that you have researched multiple sources regarding your theme. The sources must be reliable (authoritative) and/or relevant to what you are researching. You must make it clear that your theme is currently relevant to your professional practice. The professional practice may be: marketing and communication professionals in the broadest sense of the word.

Tip: Because the assignment is so broad, you can indicate yourself why the sources you have chosen are good sources. For example, by indicating: this is an authority on X, or these are experts on Y.

In your report, you briefly state, based on the analysis you have made, what the professional practice can or should do with the information you have presented in the report. As an example: you give three tips to do or not to do at all. These can be some do's and don'ts, but you can also describe in more detail how to deal with the theme you have researched.

## **Assignment 2: Visual Presentation Assignment**

### **Objective:**

Create a visually engaging single visual (poster, Instagram visual, or short video) using Adobe Express or Canva that effectively communicates the key points of your listening report. Your visual should clearly convey the topic, highlight three significant trends, and explain the relevance of these trends to the market.

Instructions:

**1. Choose Your Tool:**

- ✓ Select either Adobe Express or Canva to create your visual.
- ✓ Ensure you have access to the chosen tool and are familiar with its basic functions.

**2. Content Requirements:**

### **Topic Overview:**

- Clearly state the topic of your listening report.
- Include a brief description to set the context for your audience.

**Three Trends:**

- Highlight three significant trends related to your topic.
- For each trend, include:
  - A clear and concise description.
  - A visual representation (e.g., icon, graphic, or brief animation) to illustrate the trend.
  - An explanation of why this trend is important and relevant to the market.

**Relevance to Market:**

- Summarize the overall relevance of these trends to the market.
- Include a call-to-action or next steps if applicable.

**3. Design and Visuals:**

- Use a consistent and professional design theme throughout the visual.
- Ensure all text is legible and visually appealing.
- Use high-quality images, icons, and graphics to enhance understanding and engagement.
- Pay attention to color schemes, font choices, and layout to create a visually cohesive presentation.

**4. Target Audience:**

- Tailor your content and design to the specific needs and interests of your target audience.
- Consider what information will be most relevant and compelling to them.

**5. Submission:**

- Save your final visual as a PDF, image file, or video file, and upload it on Canvas.
- Submit your visual on Friday week 10, together with assignment 1 (listening report)

**Assignment 2 criteria:**

Briefly instruct and argue the following points in a document or in the description on Canvas:

**Make it clear that you use I have insights into channels, tools and technology to create effective communication for the target group.**

**Make it clear that you are able to generate content that matches the needs of the target audience and/or the strategy of the organization, service or product and translate it into a meaningful product.**

**Argue that you create relevant content (by means of e.g. storytelling, SEO, copy writing, video production, photography) that fits the conceptual thought.**

- ✓ Clarity and Accuracy: Clear presentation of the topic, trends, and their relevance.
- ✓ Visual Appeal: Effective use of design elements to create an engaging and professional visual.
- ✓ Relevance to Audience: Tailoring of content and design to meet the needs and interests of the target audience.
- ✓ Completeness: Inclusion of all required elements as outlined in the instructions.

## Handing in (timing) assessment

You hand in your work by email to Suzanne Klatten and Luc van Dijk-Wijmenga. You provide your work also via Canvas. Listening report and visual: Friday week A10, Friday before 23.59 h. During the ride, in week three, you can hand in a draft of your work to the teachers of your listening report. You will receive feedback on this via Canvas and in person during the lecture.

## Schedule

### **Week 1: Introduction and personal moodboard presentation**

Prepare: 1. Read the page: Hofstede's Cultural Dimensions <https://www.business-to-you.com/hofstedes-cultural-dimensions/>  
2. Do the **COUNTRY COMPARISON TOOL** using the website <https://www.hofstede-insights.com/> Look, for example, at the differences between the Netherlands, France and the United States. Click on the button **READ MORE ABOUT CHOSEN COUNTRIES/REGIONS**.

### **Week 2: Trends! And do it yourself**

Prepare: 1. Book of Sharp: Chapter 1 and 2.  
2. Prepare a **personal pitch presentation** about the topic for your assignment, max. 2 minutes. Email your PowerPoint slide to [luc.vandijk-wijmenga@hu.nl](mailto:luc.vandijk-wijmenga@hu.nl) before September 8, 23.59h.

### **Week 3: Marketing strategies & case studies conceptual thinking**

Prepare: 1. Book of Sharp: Chapter 3 and 4  
2. Only if you have a business Facebook or Instagram page: Download the Perfect Post Calculator: <https://www.coosto.com/en/knowledge-center/content-marketing/perfect-post-calculator> and if you are admin of a Facebook/Instagram Page, do the analysis.  
3. Email your concept listening report to [luc.vandijk-wijmenga@hu.nl](mailto:luc.vandijk-wijmenga@hu.nl) and [Suzanne.klatten@hu.nl](mailto:Suzanne.klatten@hu.nl) before September 20<sup>th</sup> 23.59h and via Canvas.

Week 4: Visit HubLab with Andrea van Zuuk, 10.30h

### **Week 5: Targetting and micro targetting Dutch and Australian examples – guest lecture Henk Nieweg and Luc van Dijk**

Prepare: 1. Book of Sharp: Chapter 5 and 6

### **Week 6: Personal Branding – assessment preparation**

Prepare: 1. Book of Sharp: Chapter 7 and 8  
Prepare your Sharp **Group Presentations**. Send the slides to [luc.vandijk-wijmenga@hu.nl](mailto:luc.vandijk-wijmenga@hu.nl) before 11<sup>th</sup> of October 23.59h

### **Week 7: Group Presentations Sharp and Q + A**

Prepare: 1. Book of Sharp: Chapter 9, 10 and 11

**Deadline Listening Report Final and visual.** Week A10, Friday before November 8th 23.59 h.

## Feedback form written assignment course 3

Feedbackform in another document, see Canvas.

## Feedback English:

|                                                                      | <b>Above required level</b>                                                                                                                                  | <b>At required level</b>                                                                                                                                                                          | <b>Almost at required level</b>                                                                                                                                | <b>Not yet at required level</b>                                                                                                                                               |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b>                                                    | Large vocabulary. Good word choice. Good use of idiom and synonyms. Much variation. Lively.                                                                  | Vocabulary is adequate. Sometimes synonyms are used. Idiom is sufficient, there is not much variation but there are not too many disturbing repetitions.                                          | Word choice is limited. Synonyms are not often used. Idiomatic expressions are not often used. There are repetitions..                                         | Word choice is poor. Words are often used with the wrong nuance. Synonyms and idioms are not used There is mother tongue interference.                                         |
| <b>Grammatical correctness</b>                                       | There are few or no mistakes.                                                                                                                                | There are some mistakes but these are not disturbing and do not hinder understanding. Elementary grammar is sufficient.                                                                           | There are quite some mistakes in elementary grammar. These sometimes hinder understanding.                                                                     | There are many disturbing mistakes. Therefore understanding the text is difficult. Elementary grammar is insufficient. Much mother tongue interference in the English grammar. |
| <b>Spelling and punctuation</b>                                      | There are few or no mistakes                                                                                                                                 | There are some mistakes but these are not disturbing and do not hinder understanding. There are no elementary grammar mistakes.                                                                   | There are quite some spelling mistakes. There are mistakes in punctuation.                                                                                     | There are many disturbing mistakes Also elementary spelling is insufficient. Punctuation is not used or not correctly used.                                                    |
| <b>Coherence</b><br><br>Correctness related to the content/coherence | The report is a coherent whole. There is a good division into paragraphs and there are good links between paragraphs (connecting words) The language used is | The report is a reasonably coherent whole. Some links are missing or are unclear. The division into paragraphs is not perfect. The language used is usually correct but comes with some mistakes. | Parts of the report are unclear. Often there is no division into paragraphs and there are no links between paragraphs. The language used is often not correct. | The report as a whole is unclear. There are no links and there is no division into paragraphs. The language used is incorrect and/or not fitting to the subject.               |

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|  | fitting to the subject. |  |  |  |
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