

# Course Guide



**HOGESCHOOL  
UTRECHT**

Postbus 85029  
3508 AA  
Utrecht

Tel 030 258 62 00  
Fax 030 258 62 05  
[www.hu.nl](http://www.hu.nl)

- MC-Casework-13
- 2020/2021
- Term A and B
- Full-time
- part of International Business Skills minor
- 10 ECTS credits
- [flip.degroot@hu.nl](mailto:flip.degroot@hu.nl);

- Author course guide: flip de groot;

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# 1 Course Description

The ultimate measure for foreign business success is a good development in the Product Life Cycle, satisfying margins and well-performed establishing of the Brand.

The ultimate way to test the capabilities of the students is in putting the newly acquired theory into practice in a realistic case or a carefully selected project coming from a real-life company. In the IBS Minor we work with a case based on an existing company with input from that company. The theory to be applied in "Casework" comes from the courses International Business to Business Marketing, International Sales and HRM.

The case has two main stages: 1) on the basis of good research, developing a new international concept for a new line for Ahrend 2) make a plan to successful market this new line for international markets. The two stages cover roughly period A and B.

In the first period the development of the new concept will be supported with theory and practising "Design Thinking" and "Concepting". In the second period the students will work on making a DM plan with complementing brand positioning activities, a sales plan building forward on lead generation from the DM plan and finishing with a budget based on HRM plan following the business cycle of the new line and the resulting required human resources and of course the out-of-pocket expenses for the campaign. The concept and the plan will be presented to a professional jury. The judgement of the jury will weigh heavily in giving the (final) mark.

Students will work in multi-disciplinary, multi-cultural teams preferably with both genders represented. The teams are not composed on the basis of these dimensions but on team roles as well the "Belbin" test results.

## 2 Course Goals and Learning Objectives

### Course objectives

- The student knows the fundamentals of the MC and Sales theory by heart (see courses IBBBE and International Sales)
- 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 as taught in this Minor 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

### **3 Place in the Curriculum and Related Courses**

The course “Case Work” is offered as a part of the International Business Skills Minor to foreign visiting students, Kies op Maat (KOM) students and to third and fourth-year students of Utrecht University of Applied Sciences.

Related courses: all other IBS courses

## 4 Study Burden

twelve (supervised) two-hour lessons  
group work/ coaching

: 24 hours

: 230 hours  $\frac{1}{2}$  research; nw concept;  $\frac{1}{2}$   
country marcom/sales plan

Preparation Apeldoorn  
assessment

: 24 hours

: 2 hour

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 Gispen
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	<b><i>Intercultural adaptability</i></b>	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

Session : lecture/workshop

Self-study

Research

# 9 Student Activities

## Period A: Analysis of the market(s)

### Week 1 introduction Royal Ahrend Challenge/ Start of the Immerse period

The Royal Ahrend Challenge

#### Orientation

- Preparation before class: read the text of the document below
- In class: team discussion how to do an orientation on the market? (Needs, Wants/ Benefits Sought, Demand) Competition, information sources and define what can be delivered in one week)
- Make a team contract; start making a plan of action (due date PoA: week 3)
- Start research in class; divide tasks
- After class: continue research / hand in wednesday week 2

#### Case

Ahrend is “world famous” in the Netherlands because of its long history of ground-breaking design for office furniture and home furniture alike. To quote Charly Jongejans, Export Manager at Ahrend: “We turn a concrete box into a beautiful and well-functioning office.”

However, the long history of Ahrend is barely known abroad, nor is the strong advantage of Ahrend’s reputation at home (i.e. The Netherlands). This could lead to the situation in which Ahrend – is keeping to the tradition of Dutch Design - could miss out on opportunities abroad, in spite of Dutch Design’s good reputation around the globe. Breaking loose from the roots could make the Ahrend brand less recognizable at home, which is exactly the dilemma that has led to the “Royal Ahrend Challenge”. The International Business Skills Minor of the HU has been asked to come up with a solution to this dilemma for the market of **Office Furniture**: the Royal Ahrend **Challenge**.

#### The Challenge

Students of the IBS Minor are requested to:

- Carry out an internal analysis of Ahrend’s business model with the canvas model.
- Explore the trends in the world of office design in relation to: for example, shifts in technology, developments in the way people work at the office, developments in the type of work done in the office, the real estate office market in developed and developing economies.
- Search for relevant developments in the field of facility management (office furniture is, after all, a “facility”)
- Investigate the choices the globally operating competitors are making to continue to be relevant and differentiated.
- Investigate what specific developments are going on in the designated countries of each team that can lead to business- success or – failure and use the gathered insights for the new

proposition (note: please take into account that this proposition has to work in the world *and* in your designated country.)

- Complete the analysis with all relevant insights which the team finds important for their tasks.

**Important: The board of Royal Ahrend is fully aware of the fact that a representative research is not feasible in this project but expects that you will use all of your creativity, network and team capacity(ies) to find out what is critical for success or failure of your new plan. Your teaching staff and the staff of the “Mediatheek” (Library) can guide you in finding lots of information, But creativity and networking have to do the rest!**

And next :

1. Develop a new concept for Royal Ahrend with a new proposition that is relevant for the world market and different from the competition, under a new brand name, with a slogan and moodboard based on the insights gained from the analysis stage.
2. **Period B** Develop an implementation plan for each country with
  - an explanation of how the new brand will be put on the market.
  - an action plan based on database marketing and marketing action (sales promotion plan) to acquire leads for the Sales process with the first steps of the process of CRM, database design and datamining.
  - a sales plan for your designated country with an HRM plan (in accordance with the guidelines of the HRM course)
3. Make an assessment of the (cumulative) effects that the above will have on the Business Canvas.
4. To advise Royal Ahrend on the E-Commerce aspects of selling their products for the fast growing “independents without employees” as a spin-off of products developed for office workers who partially work from home.

### **Week 2 Canvas-model\* The designated week in 2017 will remain week 2**

In class activities:

Guest lecture Canvas model (aid for making an internal and external analysis)

Prepare visit to Ahrend and define your questions (minimum 10 questions for each group) Use the Canvas-model to structure your questions.

After class (homework): study the materials of the Canvasmodel and make a first draft of the Canvas- model.

Hand in questions and first draft Canvas-model Ahrend Wednesday week 3

\*depending on the planning of Ahrend the program of week 2 and 3 maybe switched

### **Week 3 visit Ahrend\*(In 2017 in week 2 during the IBBBE class)**

Visit the Ahrend showroom in Amsterdam with a presentation of the responsible manager of Gispén/ Royal Ahrend. Visiting details will be discussed in the lecture of week 2.

Homework: complete the internal analysis of the Canvas-model and hand in Wednesday week 4.  
Hand in Plan of Action and Team contract

\*depending on the planning of Gispén the program of week 2 and 3 maybe switched

### **Week 3 Casework class Market demand**

Class- activity: discussion Needs & Wants/ Benefits sought/ clustering

Difference between (un)met needs in the world market and your country

Radar model: comparison

Teamwork feed-back sessions: time table delivered in week 3 on the Canvas-model, Plan of Action and Research activities

Homework: Continue to work according your PoA

### **Week 4 End of the Immerse period**

Class activity: 12 minutes presentation/ demonstration of results Immerse period/ from the feed-back minutes will be taken and adaptations in the work will be done before class in week 5

### **Ideation period**

### **Week 5 design and design/ world- wide competition**

Classical activity Worldwide competition; matching proposition to needs/ wants/ benefits sought/

Teamwork feed-back sessions; time table is given in week 4  
Homework: Continue to work according your PoA

Hand in week 6 on Tuesday the improved "work in progress"

### **Concept period (depending on progress may continue in week 7)**

### **Week 6 Concepting and the Royal Ahrend Challenge**

Task: Concept development session! Establishing a future proof relevant and differentiated proposition for a new concept in office furniture

In class lecture concept cycle Kotler; concepting

Team discussion: the missing information to be able to make a concept that works for your country AND the world

Make a plan for week 7 ( this week is dedicated for the Gispén Challenge)

Discuss the plan with your lecturer

### **Test period**

### **Week 7 The Ahrend week**

This week without classes must be used to finish the analysis for Casework; Friday presentation of the of the groups about the progress of the work

## Period B Finishing the test stage and start to commercialize the concept

### Week 1 period B Branding and DM

#### Brand

- Bringing the proposition to a positioning
- Installing the Brand squad working on the brand name, logo, stationary and slogan
- Define an international advertising strategy

#### DM plan & Branding in the designated countries

- Start defining target-groups and develop an approach based on Database Marketing
- After the definition of the international advertising strategy start of a supporting advertising plan using traditional and social media
- Make a PoA for the coming weeks

### Week 2 Further development commercialization

- Next week final presentation work Brand squad
- Define the steps necessary to finish the DM plan

### Week 3 Branding

- Presentation Brand Name, Logo, Slogan and stationery new concept
- Finalize branding activities for the designated countries
- Make an integrated Marcom plan and hand in the draft week 4

### Week 4

- Start-up Sales plan based on Sales funnel starting with the lead generation of the DM plan. Assess the resulting organization development and HR capacity (quantity and quality) & Budget

\* Feed-back commercialization plan "as is then"

\* Feed-forward mock presentation week 5

### **Week 5 or eek 6 Mock presentations**

Feed-back sessions report and presentations Apeldoorn ( concept presentation and country presentation

**Week 6** Defined in week 5

**Week 7** Defined in week 6

## Assessment

Type of Assessment	Weighting	Min. Mark
Assessment report part 1	50%	5.5
Assessment report part 2 (registered in Osiris as one final	50% 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.

### 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.

**Name of the course: Casework code MC-Casework-13**



## 10 Course objectives

### **After the course:**

- The student is capable to create in a multi-disciplinary and multi-cultural team to develop a new business concept for an international operating BtB company
- The student is capable to design a good research plan to gather all relevant data to get immersed in the business of the company
- The student can work in line with the step of Design Thinking
- The student is capable to work successfully on the creative jump necessary for the new concept
- The student is capable to make a plan to commercialize the concept in designated countries
- The student is capable to present the concept and the plan to a professional jury to get adherence for the plan.

# 11 Course Evaluation

Evaluation of the course and exam will take place at the end of the block on the authority of the Institute.