Bachelor

of

International Sales & Marketing Management

Contents

Introduction 3
Purpose and Content of the Programme 4
1.1 The Education Programme Purpose 4
Course Structure 4
1.3 Course Title 4
Course Design 4
2.1 Course Design and Learning Strategies 4
2.2 Learning methods and learning structures 7
2.3 Semester structure and ECTSdistribution 11
2.4 Outline of the themes, topics and subjects 12
3 Tests and exams 12
3.1 Summary of exams 12
3.2 Number of exam entries 13
3.3 Re-exams 13
3.4 Compulsory assignments 13
4 General regulations concerning the set up of the exams 13
4.1 Grading and use of external examiners 13
4.2 The language of examination 14
4.3 Exam under special circumstances 14
4.4 Conducting the exam outside Denmark 14
4.5 Terms , schedules and due-dates for exam 14
4.6 Complaints in respect of evaluations and grading 14
4.7 The Degree Certificate 15
5 Transition and credit transfer rules. 15
5.1 Credit transfer 15
5.2 Providing credit 15
5.3 Leave of absence 15
5.4 Dispensations from this study curriculum 15
5.5 Complaints 16
6 Date of commencement 16
7 References to legal instruments concerning this document 16
Appendix A: Outline of the content of the education programme as well as the objectives in respect of the learning outcome 17
Appendix B: Guidelines for assignments and projects 31

Introduction

The purpose of this document is to present the Bachelor Degree in International Sales and Marketing Management, as an extension to the marketing management programme.

International sales and marketing is a business area showing strong growth, and is a mirror of the ever growing internationalisation of the Danish business community – not the least in the small to medium sized company segment. We see a growing demand for the hiring of young employees with the right mix of sales and marketing competences and a readiness to take on the tasks also outside the national borders, especially within the international business to business sales area.

Marketing management graduates, who wish to continue their fulltime education within the same general field, are the key target group for the professional bachelor in sales and marketing management. The need base for the defined curriculum has been documented, and is based on the current search pattern among the marketing management graduates and students.

The objectives and content of the programme has been developed in dialogue with relevant organisations and institutions. This has been done to seek the special insight and experience with the relevant issues within the business community around international sales and marketing management.

The education programme is first of all offered by business academies accredited to perform the task.

1 Purpose and Content of the Programme

1.1 The Education Programme Purpose

The Purpose of the education programme is to provide the student with the qualifications necessary, to perform , independently and professionally business tasks related to an international company's marketing activities.

The profile of the graduate is recognised by the fact that the student will develop knowledge and comprehension of business practice, of applied theory as well as methods, useful for sales and marketing within an international business perspective. On the one hand you are expected to reach a level of qualification necessary to be able to independently analyse, evaluate and review business issues and scenarios for a given business, and on the other hand be able to undertake practical and complex tasks within the area of international sales and marketing.

The student will further be equipped for further education, be developed for added independence, cooperation, ability to instigate change and renewal within a business context, together with increased interest and capabilities to actively participate in a democratic society.

1.2 Course Structure

The education programme is a 1½-year fulltime study, corresponding to 1½ student full time equivalent (student FTE) or 90 ECTS-points.

A one year fulltime-equivalent corresponds to a students work during one full year.

The workload in respect of the programme consists of scheduled lessons, class preparation, in-depths study, written assignments and other activities tied to the lectures. The programme further includes internships, study visits, projects around specific companies as well as preparation and participation in tests and exams.

1.3 Course Title

The student who has completed the education may use the following: *Bachelor Degree in International Sales and Marketing Management*, abbreviated: *BA International Sales and Marketing Management*

2 Course Design

2.1 Course Design and Learning Strategies

The programme is divided into 3 semesters, which combined provide the bachelor with the targeted competence profile.

Each of the three semesters contains a combined and focused education package, with its own independent exam structure. This means that for a student, any of the first two semesters may be

waived, should the student have equivalent qualifications from a separate documented and examined education and institution – Danish or international. Likewise, a foreign student may chose one of more of the semesters on the education and fit this into their own foreign education programme.

Where classes have a mix of Danish and foreign students enrolled, these classes will be conducted in English

During the first two semesters the educational focus is structured within two separate compulsory themes as follows:

1) *Due diligence of sales* and
2) Business Development in an *international perspective*.

Within the first semester there is a further series of lectures in Methodology and Research Theory. The second semester introduces an elective subject.

The two themes are sub-divided into topics. For a given topic theoretical, knowledge is brought in from the relevant theoretical disciplines, which traditionally supports the business focus area. This represents a change in focus from the typical subject-focus to a strong focus on themes and the topics. Example: One topic is "Competition" -so the topic brings in marketing, finance, economics, business law etc.

In the third semester of the programme, the focus areas are just two, namely the internship and the final bachelor project, which together complete the bachelor programme.

The main structure of the education programme is designed as follows:

1st semester **30 ECTS**	**Compulsory theme - 25 ECTS** ***Due diligence of sales***	**Methodology and Research Theory – 5 ECTS**
2nd semester **30 ECTS**	**Compulsory theme - 20 ECTS** ***Business development in an international perspective***	**Elective theme - 10 ECTS**
3rd semester **30 ECTS**	**Company internship - 15 ECTS** **Bachelor project in a company - 15 ECTS**	

Focused learning

The learning processes of the education programme are organised based on specific objectives concerning the student's learning outcome. Such objectives will shape the overall programme design in combination with themes, topics and subject areas.

The purpose of the themes is to provide the student with the theoretical and methodological competences to address complex business issues within a practical framework, based on a sound theoretical foundation.

Throughout the education programme, the student will have to develop an ability to identify and cover own learning needs, but also to be able to enter into personal and complex cross cultural relationships in a flexible and efficient manner. This should manifest itself into both customer and business associate relationships, but also in respect of working with colleagues and managers – in and outside the borders of the country of operation.

The two compulsory themes mirror the practical core functions of the profession. In addition, the student is allowed an elective subject. Here the student within a study group is asked to define a theme, relevant in respect of the profession, but more specifically for themselves, and within this theme set the scope for the relevant subjects for an in-depth study.

The first two semesters are both completed by a semester project, with problems defined by external tutors.

The purpose of the business internship is to give the student an opportunity to try out the learning gained in the two previous semesters within a practical setting. The internship therefore will take place in a company within a job function relevant for the profession.

The final bachelor project will be in a company, within a job function relevant for the profession. The student must demonstrate and document the full learning outcomes of the education, for the solution of a clearly defined, relevant and practical problem outline.

The elective subject together with the company internship, and the bachelor project, will provide the student with a unique opportunity to add tohis/her competence profile an individual dimension and flavour.

International learning

The international dimension of the education programme is achieved through a number of initiatives:first of all through the fact that the theoretical focus of all learning processes is driven by the selection of global knowledge input, practical business problems and methods, and exercised through cases, study trips, compulsory assignments, semester projects, company internships as well as through the Final Bachelor Project.

Within this global framework special attention will be given to markets with the most business potential for Danish companies.

Other factors to support the international dimension of the education will be:

- The classes will to the extent possible be set up ideally to have 50 % Danish student and 50 % foreign students, and at the same time it is important that the school has no more than two foreign students from the same country or six from the same cultural area in any given class

- That the Danish students will have the opportunity to complete the first or second semester as well as the company internship or the Bachelor Project at a foreign university and with a company outside of Denmark

- That the teaching and working language for classes with international students will be English

- That the institution provides an international campus environment, where the Danish and foreign students on the programme participate in both subjects relevant and social relationships with other students within other international education programmes – as space provides the student may also be able to live on or near the campus.

Dialogue with practice

The lecturers will maintain and develop their insight and understanding of the latest business trends through their participation in quality- and development work, as well as via their involvement in business and knowledge networks with recipient companies and research institutions. This experience will be an inherent part of the teaching of the courses and in project work.

The students will gain access to practice through their semester projects, business internship and the bachelor project. They will here be able to mix and combine theory with practice.

2.2 Learning methods and learning structures

1st and 2nd semesters

The learning process in the first two semesters of the education programme is topics driven, the topics again are focused onto the main theme of the specific semester; these are "the d*ue diligence of sales" and "Business development within an international perspective".* Alongside these themes, the first semester comprises a course in methodology, and the second semester add an elective theme.

The theoretical angle towards the themes and topics is focused onto those subjects that are relevant in answering the issues imbedded in the specific topic. The subjects are those traditional for the profession, but it is the themes and topics that drive the learning process, not the theoretical subjects.

In this way practical, complex, business problems are covered within a holistic and cross subject oriented approach, again following what is characteristic for the profession. In this way the teaching is prepared in line with such business problems and issues. To a large extent the brought in material will be based on empirical data, cases and best practice from the cooperating companies linked to the programme.

Special emphasis is put on the fact that the lecturers on the programme all have practical experience within the profession, and also that these lecturers are part of networks for knowledge sharing within both the business practical and research environment in respect to the practical field of the profession.

The teaching takes place through oral lectures, class education, group exercises, presentations, cases, seminars, projects and a company internship.

The newest knowledge within the given field, together with results from the national and international -research, -laboratories and –development work, will be brought in from the disciplines related to the profession.

IT technology is used as an important tool both as part of the teaching method, and as a means for data collection, data processing, reporting and presentation.

Theme /topic /subject structures

<u>The 1st semester compulsory theme</u> is structured in accordance with these topics:

Theme: The due diligence of Sales

a. The customer in focus
b. The industry and the competitors
c. Innovation
d. Methodology

supported by theory from these subjects:

- Marketing
- Logistics
- Management and organisation
- Business Law
- Finance and Economics

Each topic is finished by the student completing a compulsory task/assignment. The student is eligible to attend the 1st semester exam only after passing these assignments.

In addition, the 1st semester includes a course in Methodology and science/research methodology. The subject is completed by a 24 hour test/assignment, which is based on a business case . This test also has to be passed for the student to be eligible to attend the 1st semester exam.

The 1st semester finishes with a semester project. Here the students, in groups of 4-8, are required to prepare a ”Due *diligence for sales” report for a* relevant external task provider.

<u>The 2nd semester compulsory theme is structured around the below topics:</u>

Business development within an international perspective

a. The development of the sales and business platform
b. Implementation of the sales plan
c. Follow up and retention

With input from the below subject disciplines

- Marketing
- Logistics
- Management and organisation
- Business law
- Finance and economics

Each topic is finished by completion of a compulsory task/assignment. The student is eligible to attend the second semester exam only after passing these assignments.

During the 2nd semester the student must study in depth on a chosen elective theme. This theme is chosen from a catalogue provided by the lecturers of the programme, but could also be a self-chosen theme by the student, approved by the lecturers – the theme could further be initiated by one or more external task providers together with the student.

For the elective subject the students work in study groups of some 4-8 students per theme.

The lecturers are allocated to the study groups in line with the theme chosen by the group. The lecturers act as tutors for the groups in an advisory role.

The tutor supports the individual study group in the structuring of the elective theme, and through a preliminary methodology review they assist in the identification of the relevant subject areas for in-depth study by the students. The students, with the support of the lecturers, are asked to clarify the learning objectives for their in-depth study. These objectives should be defined in terms of the below three issues:

a) The expected knowledge gain
b) The capabilities gained by the students from completing the elective theme
c) The competences gained from completing the elective subject

The work on the elective theme is completed with a joint seminar, where the study groups, supported by a synopsis of their work, present and give examples of interesting problem areas and issues within the theme chosen. The students should also present both the best theoretical and best practical solutions to the problems identified.

The outcome of the study by the study groups will be evaluated against the objectives set at the beginning of the study. A pass by the lecturers will be required for the students who wish to attend the 2nd semester exam.

The 2nd semester is completed with a semester project. Here the students again work in groups of 4-8 students focused on the theme "*Business development within an international perspective*" for a relevant external task provider. The students are not allowed to work with the task provider from the 1st semester project.

The 3rd semester – The Company Internship and the Bachelor Project
The Company Internship

It is the purpose of the company internship to provide the student with the opportunity to test in practice the knowledge gained over the first two semesters. This will take place by the student entering into a job-like situation with an actual company to carry out a relevant job function, for the profession, in that company.

The internship companies are expected to be from a group of cooperating companies, who as partners with the academy will assist with best practice-experience, and be part of the lecturers' knowledge network. These same companies may also participate as task providers for the ongoing projects and compulsory assignments during both the 1st and 2nd semesters.

During the internship the student will have a tutor from both the academy and from the relevant company.

The student, together with the two tutors, will establish the desired learning objective for the internship. Subsequently this objective will form the guideline for the organisation of the work to be carried out by the student in the company.

The internship ends with an evaluation discussion. Here the student and the two tutors will evaluate the knowledge gained from the internship measured against the objectives prepared at the commencement of the internship period. Assuming a reasonable correspondence between the actual gain and the prepared objective for same, the student will receive a pass. This pass is required for the student to be able to defend the Bachelor Project at the exam completing the education programme

A maximum of 3 students are allowed to carry out their company internship in the same function and in the same company.

The company internship must be comparable to a full time job – same working hours, effort, engagement and flexibility, as the graduated professional bachelor would be expected to accept in his or her first full time job.

The internship period qualifies for the Danish SU-payments (if a Danish national), however, the student and the internship company between them agree the financial terms for the company internship – this would include any supplementary remunerations as well as any cost recoveries in respect of travelling within or outside the Danish border.

The Bachelor Project

The purpose of the Bachelor Project is for the student to demonstrate an ability to combine theoretical, practical and development focussed factors towards the analysis and solution of a practical business problem relevant for the profession.

In this respect the Bachelor Project must be based on a practical business problem defined in cooperation with a relevant company. The project should demonstrate the student's ability to mastermind a business solution, reflecting both the academic and practical level of the profession.

Admission to the final bachelor exam

The student must have passed all previous exams to be accepted to the exam for the final bachelor examination. Also the evaluation of the internship has to be passed beforehand. The exam is based on the Bachelor Project.

Content

The research question for the bachelor project is to be prepared by the student in cooperation with a company. Once completed, the research question will be submitted to the academy for approval.

The Bachelor Project is typically completed on an individual basis.

For the analysis and solution part of the project it is essential that the student demonstratesthe ability to apply theories and methods covering the central part of the education programme. A key requirement will also be the student's ability to collect and utilize empirical data and information in solving the chosen research question.

The teaching institution will prepare the detailed guidelines and requirements for completing the Bachelor Project.

Examination

The student will go to an individual oral exam, based on the written report. The exam is scheduled for 45 minutes, including evaluation and grading by the internal and external examiners. The grading will be based on the 7-point grading scale.

The final grading will be based on a combined evaluation of the written and oral presentation. The written report accounts for 70% of the grade, whereas the oral examination account for the remaining 30%.

The internal and external examiners first evaluate the written report to reach a conclusion. Subsequently the oral defence takes place for evaluation and final grading in front of the internal and external examiners. In case the Bachelor Project fails, i.e. is graded at 0 or -3, the student will be asked to prepare a new project and defend this at a subsequent exam.

2.3 Semester structure and ECTSdistribution

Themes /topics / projects	**ECTS**
1st Semester ***The Due Diligence of sales***	**30** ***20***
The customer in focus	12
Competition and competitors	4
Innovation	4
Methodology and research theory	**5**
The 1st Semester project	**5**
2nd Semester ***Business development within an international perspective***	**30** ***15***
The development of the sales and business platform	7
Implementation of the sales plan	5
Follow up and retention	3
Elective Theme	***10***
The 2nd Semester project	**5**
3rd Semester	**30**
The company internship	15
The Bachelor Project	15

2.4 Outline of the themes, topics and subjects

Appendix A provides a more detailed outline of the themes. The outline provides an overview of the topics per semester, and the subjects brought in to support each of the topics addressed for the given semester themes. The outline will further define, per topic, the targeted learning outcome, divided into knowledge gain, capability upgrade and competence gain, to be achieved by the students

The outline of the expected learning outcome is in line with the newest quality framework, both in respect of the definition of learning level as well as the objective setting in respect of the targeted learning outcome.

3 Tests and exams

The learning outcome acquired from the themes of the education programme will be documented by the student through exams and tests.The exams and tests may be written, oral or both. Other bases for evaluation may be in the form of reports, tasks and projects, participation in seminars, compulsory exercises etc.

The exams consist of a combination of external and internal sittings and tests. For the external exams the external examiners are allocated based on an admission for the ministry of education. For the internal exams the evaluation takes place based on an evaluation from one or more teachers appointed by the education institution in question. There are exam regulations for each of the exams, and this document stipulates whether the exam is internal or external, and defines who will participate at the evaluation of the student's work.

Exam participation during the study period may require that the student has handed in and passed the compulsory assignments given to the students as part of each of the topics completed.

3.1 Summary of exams

The education programme includes the following exams:

Semester	Exam	Internal/external exam	Weight
1st	Multidisciplinary written 6 hour exam in the compulsory theme	External	2
	Semester project	Internal	1
2nd	Multidisciplinary written 6 hour exam in the compulsory theme	External	1
	Oral exam (½ hour) in elective theme	External	1
	Semester project	Internal	1
3rd	Company Internship	Internal	Approved
	Bachelor Project	External	2

Except for the company internship, which is passed after approval from the tutors, all exams are evaluated and graded based on the 7-point scale.

To graduate from the programme the student has to pass the company internship and obtain a grade of a minimum of “2” for each and all of the other exams described above

Product and completion requirements in respect of written hand-ins, compulsory tasks, theme projects, synopses, the internship report as well as the Bachelor Project are detailed in appendices to the study curriculum issued by the individual academy.

All evaluations leading to an exam grade are prepared on an individual basis. Should part of the exam involve a group based effort, the contribution of the individual student, compared to the contribution of other students in the group, will be considered and included in the final grading of the individual

3.2 Number of exam entries

The student may be allowed access to a given exam at a maximum of 3 times.

The individual institution, however, may decide to give access for a 4th and 5th time, should unusual circumstances prevail.

3.3 Re-exams

A student, who has participated in the latest exam, and there received a grade of 00 or below on the 7-point-scale, or alternatively received a “no-pass”, is allowed access to a re-exam.

This access is given in respect of the following conditions:

- That the given exam is not a part-exam in an exam already passed overall.
- That the student beforehand has not already passed the part of the education programme, in which the exam in question is placed.

3.4 Compulsory assignments

Besides ongoing exercises, each topic requires the hand in of a compulsory task (i.e. in shape of a case). The completion of this together with the final project for the topic must be passed, for the student to be allowed access to the final exam for the theme of the semester. These assignments are evaluated by the lecturers only.

A student, who has not participated in the theme and/or did not have his/her compulsory or final project assignments approved, will be asked to participate in a separate teaching programme covering the failed theme.

Other requirements concerning the compulsory assignments, including schedules for hand ins, will be informed through the teaching institution in question.

4 General regulations concerning the set up of the exams

4.1 Grading and use of external examiners

All exams are carried out on an individual basis.

In respect of written group projects etc the student's individual contribution must be clearly identifiable. Additional details on this issue can be found on the homepage of the education institution in question.

During oral examinations, where the student is examined, based on a group project, none of the other group members are allowed into the examination room, until they themselves individually have been through the exam.

The purpose of the exams is to evaluate, whether the student's subject related qualifications are in line with the specific objectives and requirements stipulated for the education programme as defined in the study curriculum as well as in the corresponding topic and subject descriptions.

In addition to the purely subject related requirements the exams will evaluate the ability of the student to outline and spell properly. The requirement covers all written assignments, both projects and compulsory assignments, submitted throughout the education period.

4.2 The language of examination

The exams are carried out in the language used on the programme.

4.3 Exam under special circumstances

The education institution may decide to ignore parts of the exam regulations for the different exams under certain circumstances. Such circumstances could be to allow special exam conditions for students with a mental or physical disability or similar difficulties. An adjustment can be made in an attempt to put the disadvantaged students on even ground with the other students in the exam situation.

4.4 Conducting the exam outside Denmark

If certain conditions call for it, the student may complete the exam in a foreign country. This could take place at a recognised education institution, the Danish Embassy, consulate or similar Danish representation, in the foreign country. The situation has to be approved by both the Danish education institution as well as the foreign body

4.5 Terms , schedules and due-dates for exam

The regulations of the institution, in respect of timing and due dates for seeking admission to or to call in a withdrawal from an exam or a re-exam, can be found on the internet portal provided by the education institution.

4.6 Complaints in respect of evaluations and grading

Complaints concerning grades, the process of the exam etc must be handed in to the institution no later than two weeks after the result of the evaluation/exam was made available to the student. A guideline is available on www.kvu-censor.dk

Further on the more detailed complaint- guidelines and regulations, following an exam, can be found under the general guidelines provided by the education institution.

4.7 The Degree Certificate

At the completion and after the exams and the company internship have all been passed, the student will receive a degree certificate together with a Diploma Supplement.

The two documents will provide the following information:

1. The grades obtained, in respect of each of the exams.
2. The weight, by which, each of the received grades are factored into the stated average grade.
3. The average grade for the education programme overall.
4. References in respect of the passed business internship.

The students who leave the education programme without the above degree certificate can ask the school for documentation for any passed exams. The documentation will show the type of exam passed, as well as the obtained grade.

5 Transition and credit transfer rules.

5.1 Credit transfer

The individual education institution is free to approve credit transfers in respect of passed courses, representing equivalent elements, from another education institution, covering elements or parts of this study curriculum. In case the given study element or course was graded using the 7-point scale by the student's prior education institution, at which the grade was passed, and in as much as the examination matches an education element within this study curriculum, the grade will be transferred. In other situations, the grade will be transferred as a ”passed”. A grade listed as ”passed” will not be factored into the stated ”average grade” described above.

The education institution can in this way approve, that any education elements, passed at a Danish or foreign tertiary or higher education institution, may replace education elements described in this study curriculum. To support the approval of the education element it is satisfactory that the element was passed under the rules of the providing education institution. The credit should be transferred as ”passed”.

5.2 Providing credit

The school or institution may approve that students from other tertiary or higher education institutions follow part of the education programme and participates in examination in line with the study curriculum, covering this relevant part. It is here assumed that the programme element is an approved part of their own education programme.

5.3 Leave of absence

A student may be given approval for a leave of absence for personal reasons. To find the specific rules covering leave of absence, students are referred to the guidelines on the subject provided by the individual education institution.

5.4 Dispensations from this study curriculum

Where a special situation arises, and as long as it is not against the ministerial order, the study institution may decide to grant dispensation to the guidelines outlined in this study curriculum.

5.5 Complaints

Any complaint by students, in respect of decisions made by the study institution, in connection with this study curriculum, must be forwarded to the same institution. The maximum time delay of handing in the complaint is 2 weeks from the day the decision in question was made available to the student.

The complaint is to be addressed to the Ministry of Education, but should be presented at the study institution. The study institution makes a response to the complaint. This response is sent to the student, who then has an opportunity to reflect. Should the student desire to press on with the complaint, the student has one working week to make comments against the response from the institution. Having received the comments from the student, indicating a wish by the student to advance the complaint, the study institution forwards the complaint, and the response made by it, together with comments made by the student, to the Ministry of Education.

6 Date of commencement

This study curriculum will go into effect for students who are enrolled on the education programme as per September 1st, 2008.

7 References to legal instruments concerning this document

The legal support for the study curriculum consists of the below legal references and ministerial orders:

The exam regulation for the study institution
Ministerial Order number 766 af 26. juni 2007 om prøver og eksamen i erhvervsrettede uddannelser
Ministerial Order number 262 af 20. marts 2007 om karakterskala og anden bedømmelse
Ministerial Order number x af yy om Professionsbachelor i international handel og markedsføring
Danish Actnumber x af yy om erhvervsakademiuddannelser og professionsbacheloruddannelser
Ministerial Order number 113 af 19. februar 2001 om uddannelse til professionsbachelor

(Færdiggørelse afventer Undervisningsministeriets præciseringer samt koordinering med øvrige nye professionsbacheloruddannelser).

Appendix A: Outline of the content of the education programme as well as the objectives in respect of the learning outcome

1st semester – The Due Diligence of Sales (30 ECTS)

Topic	Marketing	Logistics	Management/ Organisation	Economics/Law/ Finance
The customer in focus (12 ETCS)	Analysis of current and potential customers, their strategic situation, need and desires etc. This is a basis for an evaluation of the company's comprehensive focus areas Evaluation of the business models used for sales, together with an analysis of sales focused competences. Analysis of relationships and of the marketing mix implications	Value chain analysis and logistic effectiveness Resource differentiation Evaluation of the choice of the geographical production- and competence centres, including partnerships and outsourcing.	Evaluation of the company's strategic base and focus Evaluation of the organisation of sales - strategically, tactically and operationally Evaluation of the capacity for Implementation Competence analysis of the sales structure – both lower and upper management level Analysis of the sales team Analysis of the interrelationship between sales and other business functions	Financial, economic and legal aspects of sales Activity Based Costing The profitability and credit worthiness of the customer base
Knowledge	The student has to be able to recognise and have understanding for relevant theories and models for the analysis of the company's competences, customer base, the development activities in respect of the customer portfolio, as well as	Practical international examples should be understood in light of current theory on the subject and its usage	General strategic angles of focus, and models for same	Tools for evaluating the customer portfolio concerning profitability, effectiveness, financial commitment including the extension of credit should be understood by the student.. Contract law must be un-

Topic	Marketing	Logistics	Management/ Organisation	Economics/Law/ Finance
	evaluating the profitability of the customer base. In addition the student should be able to recognise and understand relevant models and theories concerning business models focused on sales.			derstood by the student from both a theoretical and a practical point of view. Knowledge must bring in international aspects at a semi complex level and using semi complex examples.
Capabilities	The student must be able to evaluate the overall customer base as well as the individual customer seen in respect of competences held in the company, in sales and in the business model. The evaluation should be based on the use of models (including statistical methods) and tools for the collection and analysis of information concerning the customer-base, and their behaviour as well as the internal situation in the company. On this background the student must be able to analyse and evaluate the relevant relationships (touch points) between the company and the customer. The student also must be able to evaluate the current and future potential value and profitability of the customer for the company and visa versa. In addition the student should be able to evaluate the best use of either a market or resource based strategy evaluation method.for the given business and industry.	The student must be able to analyse and evaluate the logistical choices for an internationally focused business, and utilize the relevant theory on the subject. This analysis should ensure coordination with: - The organisation of Sales - Development of partnerships - Securing the development of customer satisfaction and desired quality perception	Must be able to analyse and evaluate the company's strategic position In a customer centric way analyse and evaluate the organisation of sales including: - The relationship with other functions in the company - The team structure of the sales organisation Based on a customer analysis be able to analyse and evaluate the required competence mix in the sales organisation. Must be able to evaluate the sales department's power of implementation in respect of prior strategic steps geared towards the improvement of the sales processes and focus areas.	The student must be able to carry out a financial and legal analysis and evaluation of the customer portfolio as well as be able to prioritize the strategic focus on the customer base.

Topic	Marketing	Logistics	Management/ Organisation	Economics/Law/ Finance
Competences	The student must be able to participate in cross-functional teams as part of a company's development of market intelligence with the customer as the centre of analysis. The student must be able to introduce relevant data and information in the evaluation of the company's customer care and customer development structure.	The student must be able to evaluate and stay up to date on new knowledge concerning logistical relationships to the sales tasks. Also the student should be able to appreciate the customer's perception of the logistics function and processes of the company.		At completion of the topic the student should have acquired the capabilities necessary to prepare the decision support for the financial, economic and legal evaluation of the customer base.

1st semester – The Due Diligence of Sales (30 ECTS)

Topic	Marketing	Logistics	Management/ Organisation	Economics/Law/ Finance
I lindustry and competitors (4 ECTS)	Complex forms of competition Competitor analysis Clusters Benchmarking	Logistics benchmarking	Ethics and social responsibility incl. Corporate Social Responsibility Network theory	A current analysis and evaluation of the environmental factors that drive the international economy Financial and economic benchmarking
Knowledge	The student must be able to evaluate relevant theory, then select the appropriate theories and models in respect of addressing the competitive situation on a given market. The student should further know how to identify and to analyse specific competitors on the defined market/industry. Secondly the student should have up to date knowledge of various models for benchmarking.	Fundamental logistical benchmarking theories and models	Up to date knowledge on international and national codes of ethics and social responsibility incl. Corporate Social Responsibility	Fundamental knowledge concerning the economical and legal implications of globalisation. Recognition and understanding of the international trade flows and legal guidelines and regulations within this area. Understanding EU competion regulations within a semi complex level. Recognition and understanding of theories of economic and financial benchmarking within an industry or similar.
Capabilities	The student must be able to analyse and evaluate a company's competitive situation as a basis for an evaluation of the company's marketing mix, with main focus on the promotion mix. As an extension of this analysis the student should be able to perform benchmarks against the industry overall as well as against	The student must be able to introduce the relevant logistical theories and models as the basis for the benchmarking of an international focused medium sized company.	Must be able to identify and build own networks.	Must be able to clarify the key implications of globalisation as well as from internation trade in respect of a given industry. These implications should cover both the economical and legal issues. Must be able to benchmark a company against a competitor and an industry us-

Topic	Marketing	Logistics	Management/ Organisation	Economics/Law/ Finance
	key competitors. The analysis abilities should cover the operational, tactical and strategic levels.			ing relevant economic and financial theory
Competences	The student must be able to participate in a company's marketing intelligence activities. Such activity would have a focus on the collection and evaluation of the available information about the competitive situation on the market and within the industry.			The student must be able to undertake a legal and financial evaluation of the key factors impacting a given company. Such factors should involve the development in both the industry and the international situation.

1st Semester - Due Diligence (30 ECTS)

Topic	Marketing	Logistics	Management/ Organisation	Economics/Law/ Finance
Innovation (4 ECTS)	Growth analysis Product- and concept development strategy- and processes	Process development analysis	Evaluation of a company's mental model and innovative platform, together with an analysis of the company's innovative processes, focus and activities. Technology, distribution and weight from each of the technology sources. Evaluation of the strategic technology base, focus and key choices.	Project management and measurement system Idea protection
Knowledge	The student should have generated an understanding of the relevant models for the evaluation of growth and development opportunities. Also they should have gained knowledge of the strategic handling of product- and concept development processes in a company.	Understand the key methods concerning process innovation	Understand modern theory about a company's innovative platform, creative processes as well as value based management	Understand economic theory for project management ongoing monitoring. Understand the availability of Danish and European protection law in respect of new products, services and other inventions.
Capabilities	The student should be able to apply relevant models for the implementation of product and concept development in a company.	Must be able to evaluate a company's innovation process	Be able to evaluate the innovative structures/processes and emphasis within a sales organisation.	The student must be able to analyse financial/economic implications of a given innovation policy for a company.
Competences	The student should be able to participate in a company's planning and implementation activities in respect of the introduction of new products or new concepts to the market.	Should be able to enter into a cross functional team, covering process development activities in a medium sized company.	Must be able to evaluate a company's initial innovative platform and its mental model.	Must be able to define Key Performance Indicators in respect of a company's innovative sales activities. Also the student must be equipped to stay informed about possible protection of

				new solutions and ideas.

Methodology and research theory/Methods of Science (5 ECTS)

The objective of this subject is to give the student the necessary capabilities to work with problem outlines and research questions using a proper research theoretical and methodological approach. This means that the student will learn how to integrate an understanding of science and methodology with professionalism in their report writing. The course is an extension of already covered training in methodology during the Marketing Management Programme, or similar programme, and will form a strong building block for the various semester projects as well as the Bachelor Project. The first semester topics (The Customer in Focus, Industry & Competitors, and Innovation) will be brought in and used to support the course.

Knowledge and comprehension:

The student must gain a fundamental knowledge level in respect of the major research theoretical problem areas, as well as being exposed to relevant schools within the perspective of business economics. The student is expected to gain a basic understanding for the application of methodology in report writing following the principles for scientific work.

Capabilities

The student should be able to select the proper empirical and analytical area of science, and be able to discuss the terms and meaning of knowledge/science, and how knowledge is gathered and brought into play with practice.

The student should be able to master and carry out the following tasks:

- Prepare and structure the introductory chapter of a report, and prepare an analysis following the principles for scientific work including:
    - Prepare problem analysis which includes the preparation of the research question, clarification of scope, definition of hypotheses and the clarification of the methodological considerations including the justification of the methods applied for research.
    - Prepare a research plan and evaluate the strong and weak sides of the various relevant methods of research.
    - Collect, analyse and evaluate both quantitative and qualitative data. In this respect the student should be able to prepare a statement of critique in respect of the chosen research methods and data collection approach chosen. This evaluation should include considerations towards other relevant sources of information. The student should similarly be able to evaluate the possible choice of measurement scales, and to evaluate the relevance of data, actuality, validity, reliability and general level of application.
    - Present the result of the research and solution proposals etc in a transparent, easily readable report, covering a clear research question, good methodology considerations, as well as an evaluation of the applied assumption's reliability and validity

Competences

The student must be able to prepare academically based reports using proper research methodology.

Assignments

In addition to a number of exercises, the course will be finally tested with a 24-hour type exam based on a handed out case. The exam has to be passed for the student to be able to attend the 1st year exam.

2nd Semester – Business Development in an International Perspective:

Topic	Marketing	Logistics	Management/ Organisation	Business Law	Finance
Development of the sales and business case (7 ECTS)	Development of international sales strategies covering both customer acquisition and customer retention. Strategic CRM NPV, CLC, RFV SCM/Partnerships/KAM/ GAM Development of sales programmes	SCM/JIT/MRP Lean Mass customization Customization ERP Partnerships	Change management Personal development/personality development Teambuilding Organisational development	Credit Guarantee EU competition law The Service directive	Strategic behaviour and game theory Economic value Added and Weighted Average Costs of Capital (WACC) Forecasting models
Knowledge	The student must develop an understanding of and be able to reflect on core theories and models for the development of the foundation to a company's sales plan. The student should be able to assess this from both a relationship and transaction focused angle.	The theoretical models governing the above issues must be understood by the student in respect of relating these to the development of an international sales plan and method	The student must have a general and comprehensive knowledge concerning the management theories supporting the development of an international sales plan.	Must be able to recognise at a user level the relevant Danish, EU and international legal codes and regulations in respect of developing an international sales plan.	Understand the basic models and their application.
Capabilities	The student must be able to develop, evaluate and implement international sales strategies for different types of companies (industry, size, resources etc.). The student must be able to justify and communicate the chosen strategies in a sales plan to relevant stakeholders.	Must be able to select and collect relevant data for the evaluation and development of the logistical part of a sales plan.	Must be able to identify and develop core functions affected by the sales plan Develop the sales team following the culture- and value fundamentals of the company. This includes the handling of the impact of change	Must be able to prepare international business law proposals in respect of practical sales situations, within a medium level of complexity.	The student must be able to apply the acquired knowledge in the evaluation of alternative plans for sales.

			on the organisation		
Compe-tences	The student must be able to conduct and manage the development of the sales strategy within various complex situations, and be able to address relevant stakeholders/interest groups. The student should, on an ongoing basis, further be able to identify own learning needs and ensure that necessary capabilities within the area are maintained and developed.	Must be able to develop the sales plan and in this respect bring in the optimal logistical methods. Should further be able to maintain own capabilities in respect of the opportunities and possibilities provided by the subject of logistics.	At a strategic/tactical level be able to handle the development and management of a company's sales activities	The student must be able to identify and apply relevant legal decision relevant information concerning complex international sales tasks – especially within the EU area.	Be able to carry out the economic/financial consequential analysis supporting a practical sales strategy for a specific company.

2nd Semester – Business Development in an International Perspective:

Topic	Marketing	Logistics	Management/ Organisation	Business Law	Finance
Implementation of the sales plan (5 ECTS)	Reverse marketing Sales philosophy Relations strategy Product strategy Customer strategy Space management	Distribution E-business outsourcing Types of customers' buying situations Point of sales systems	Tactical management - -sales meetings -motivation of sales people -Dealing with conflicts -coaching -Situation based management -Creative processes - value based management -Cultures -Sales training	International contract law Marketing codes of law	Activity Based Costing and value chain optimization Foreign currency and option theory
Knowledge	The student must gain knowledge and understanding of theories and models, which serves to support and develop the implementation of the sales plan.	The student must gain basic understanding of the logistical issues in respect of implementing the sales plan. The focus therefore should be on theories and models that address the execution of the sales plan.	The student should be able to understand and reflect on the theories available in respect of their applicability in setting up and running a sales organisation Also the student should gain insight into the cultural challenges and opportunities inherent in working within international sales including - formulation of objectives for the sales training.	Must gain knowledge on a user level in respect of Danish, EU and international law covering the implementation of a sales plan	Must gain understanding of the basic theories and models described.
Capabilities	The student must be able to select and apply theories and models for the planning of the implemen-	The student must gain basic understanding of the logistical issues and models necessary for	The student must be able to: -creating the best motivating environment in	Must be able to prepare solutions and business proposal, which address the	Must be able to apply the acquired knowledge and theoretical models on specific international

Topic	Marketing	Logistics	Management/ Organisation	Business Law	Finance
	tation of a given sales strategy. In this respect the student must be able to develop the sales strategy for the company, recognising unique customer relationship issues. The student must be able to educate the relevant stakeholders in support of the developed strategy.	the evaluation and selection of an approach for the implementation of a given sales plan.	the sales function -Develop and carry out the necessary sales meetings to meet financial commitments including the involvement of necessary internal and external focus groups in the implementation of the plan -coaching of employees/sales people -Solve internal and external conflicts - Be able to supplement the management task with elements from value based leadership - Apply situation based leadership within the sales organisation.	international legal aspects. The focus here should be on specific sales situations of medium complexity	sales tasks
Competences	At completion the student must be able to participate in a company's sales plan development and implementation assuming independent responsibility at a middle management level.	The student must be able to identify logistical issues and include relevant logistical resource individuals at a professional level as part of the planning of a company's sales processes.	Must be able to develop and execute business solutions involving complex situations within international sales management/ partnership development	The student must be able to collect relevant legal decision information concerning complex international sales tasks especially within the EU region.	The student must be able to evaluate the financial implications of given international sales activities and programmes, including risk evaluations and ways to reduce and limit risks.

2nd Semester – Business Development in an International Perspective:

Topic	Marketing	Logistics	Management/ Organisation	Business Law	Finance
Customer follow-up and retention (3 ECTS)	Customer follow up and feed back tools MIS – Marketing Intelligence Systems/IT applications	Measurements of the logistical effectiveness	Measurement of personal, business, cultural and social competences	Follow up in respect of outstanding payments	Balanced Score Card Variance analysis
Knowledge	The student should develop knowledge of relevant tools and models for customer follow up and feedback.	The student should develop knowledge of tools and methods for the measurements of the logistical effectiveness	The student should develop an understanding of tools and methods to motivate the organisation for customer follow up.	The student should develop knowledge of ways to encourage payment on time and ways to deal with late payments.	The student should develop an understanding of the relevant tools and models.
Capabilities	The student should be able to evaluate a company's marketing mix towards its customer base in general and in respect of a specific customer. As part of the evaluation the student should be able to recommend changes to the company's business and sales strategies and approach.	Make recommendations for follow up solutions in respect of the logistical aspects of the customer involvement, within an international context.	Should be able to prepare a measurement package for the following: the sales approach and efforts – subsequently be able to prepare a framework for proposal towards the implementation of the changes needed following the result of the analysis.	Should be able to prepare the framework for the legal contract in respect of international sales tasks and agreements.	Should be able to prepare a Balanced Scorecard for a sales function and sales region including recommendations for follow up.
Competences	The student should develop the ability to participate in the task of evaluating both a company's and ones own approach in respect of the sales activities directed at the customers. In this respect the student should be able to	The student should on an independent basis be able to stay updated on tools available for the ongoing follow up of the logistical effectiveness in respect of a specific international company.	Den studerende skal kunne udvikle og gennemføre måling af personlige, faglige, kulturelle og sociale kompetencer	Must be able to evaluate the legal implications and follow up challenges and opportunities following an international sales agreement for a mid sized company.	Should be able to prepare a Balanced Scorecard for own function in coordination with the company's overall strategy and plan, and ensure continuous follow up.

	maintain and develop own relevant competences within this field.				

Appendix B: Guidelines for assignments and projects

Under construction.