

IMPULS-PROJECT

De Waerdenborch

4-Havo

International Business College

Waerdenborch

Assignment: Make a general
analysis of the regional business
area for

AEBI SCHMIDT Company

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Instructional goals

- Acquisition of the skill to analyse the own regional business area using internet
- Orientation on higher professional education
- Orientation on business, the “real” world
- Preparing an international activity



M O T I V A T I O N

Method

Planning: 3 lessons of 50 minutes (in one session)

- **10' introduction + instruction: what, why, how?**
- **10' general video introduction “Aebi Schmidt company”**
- **70' assignment in 5 small groups (3-5 students each)**
- **10' preparing presentation in 5 small groups**
- **40' presentations (5 presentation x 5' + about 3' evaluation for each)**
- **10' instruction for the next phase**

Assignment

What's the region of TWENTE for Aebi Schmidt?

Aebi Schmidt is the leading system provider of innovative technical solutions for the cleaning and clearing of traffic areas as well as the mowing of green spaces on difficult terrains. Some products and business areas are for example winter maintenance technology (e.g. snow clearance), summer maintenance technology (e.g. street cleaning), and agricultural engineering (e.g. motor mowers) (see images below).



Winter maintenance technology



Summer maintenance technology



Agricultural engineering

Group Assignment #1 (Available time: 10')

Have a look at site <http://www.aebi-schmidt.com/en/home> and choose one of the Aebi Schmidt movies (You Tube channel) to have a global idea of the products of the company. Formulate in one sentence what could be the relevance for Twente of this company

The relevance of this company for Twente:

.....
.....
.....

Aebi Schmidt wants to be and to keep the leading system provider in a country, especially in the region in which the company is located. A **general analysis of the regional business area** is an important basis for such an evaluation of the leading position.

The company is also located in The Netherlands, in the village of Holten (see site <http://www.aebi-schmidt.nl/>). Therefore the management of this company likes to have a general analysis of the regional business area of the region of Twente. The assignment is as follows:

Group Assignment #2 (available time: 30')

Make an a general analysis of the regional business area of Twente as follows:

(a) Five topics are used to do the regional analysis of Twente. The topics are: (1) General Statistics (e.g. number of inhabitants), (2) Business (e.g. kinds of companies), (3) Infrastructure (e.g. systems for traffic, technology, education), (4) Life quality (e.g. housing. health), and (5) Regional cooperation with other countries.

Each group will cover one of the topics (the teacher will do the distribution);

(b) Each topic has several leading questions to be answered in order to do the analysis. Two kinds of questions are used: questions concerning the region of Twente, and questions concerning the background in The Netherlands.

Each group answers the questions posed for the topic to be covered using the answer sheet (see below);

(c) Internet sources are used to answer the topic questions. These internet sources are provided.

Each group answer the questions on the answer sheet using the internet sources provided;

(d) The results should be presented shortly.

One of the group members shortly presents (available time 5') the answers of the answer sheet.

(e) Organize the activities efficiently.

Each group organizes the activities to be done: searching the internet source, formulating the questions'answers, presenting the results, etc.

Evaluation (1)

- **The assignment:**
 - ❖ Difficulty level o.k.
 - ❖ More time needed. Also because of room change, computer start up, task distribution within small group, etc. Assignment as such is about 40' (original planning 30')
 - ❖ Students asked help, but finally did it themselves (global feed back was enough)
 - ❖ Teamwork in small groups o.k.
 - ❖ Results (answers asked): reasonable (to be analysed more precisely)
 - ❖ Oral presentations - 3 using powerpoint - reasonable (taking into account the preparation time), English language not o.k. (yet). The also present English teacher directly corrected texts and spoken English afterwards which students very appreciated

Evaluation (2)

- Motivation of the students high: enthusiasm about:
 - ❖ Assignment itself + English as language of instruction (like in Higher Professional Education)
 - ❖ Didactic form (working in small groups, using internet sources, video, presentations)
 - ❖ Guest teachers / teachers (link with Higher Professional Education + working life)
 - ❖ International exchange with Germany