Name of the module: Marketing Integration & Research Project (MIR)

Programme (IB Full-Time, IB FTP or IB PT):   IB Full-Time   **Year**:   2020-2021

Module coordinator: Adriana Krawczyk

Added value

This module has been developed on the basis of the scientific and practical insights of AMSIB's (associate) professors and the AMSIB Business Advisory Board, underpinning the vital importance of academic research on marketing and sales for the creation of value for customers and turnover for companies, as indispensable elements for survival and further development in the modern competitive world.

- You learn to analyse and advise (both in writing and in presenting) on marketing and sales situations by doing research and using and applying academically developed theories. You learn to view and address business issues through the lens of academic theory.
- The central topic of this module is how to integrate the most relevant marketing and sales aspects.
- The integration of marketing and sales elements is executed by teams, like how it is done in real life practice.
- The assignments involve real life company issues. Guest lectures may be involved.
- Teaching and learning is done via a blend of acquiring theory through regular (online and offline) lecturing of research skills and techniques, including critical reviewing peer reviewed articles, formulating problem statements and (primary and secondary) data collection. Theory learned will be applied in assignments with real companies of your own choice.
- You are challenged to recognise, explore and exploit trends in society.
- Academic depth and rigour is ensured by embedding the research in relevant peer reviewed articles and academic books, by critically reviewing, evaluating and grading work on referencing and by using appropriate (qualitative and/or quantitative) methodologies and detailed analytic reasoning on the basis of literature and evidence deriving from the data, leading to data supported conclusions.
- Both the literature and assignments are only allowing internationally operating companies and cross border research topics.
- Developing integrated marketing and sales plans require the entrepreneurial skills of creative identification and innovative usage of business opportunities.
- Both in the literature and the assignments environmental issues and addressing balance in the classical virtues of prudence, measure, courage and justice are addressed explicitly.

Learning objectives / competencies

#	The student can:	AMSIB IB ILO ID	Level
LO1	Identify a complex marketing problem in an international business setting	R1	3
LO2	Use the research cycle to contribute to the solution of complex marketing problems	R4, ENT2	3
LO3	Collect data from relevant international sources	R3, ENT3	3
LO4	Integrate perspectives from state-of-the-art academic and/or practitioner literature in the analysis of complex marketing problems	R1, R2	3
LO5	Justify strategic choices by using an evidence-based line of reasoning	R5	3
LO6	Assess the societal impact of strategic choices	ERS2	3
LO7	Design a strategic marketing advice that supports value creation in an international context	MS1	

Description

The MIR Project provides students with the opportunity to do research on international marketing challenges. Students work in student teams of around 6 students for a real life internationally operating company. Based on an assessment of relevant primary and secondary data, students design an international marketing strategy for a real-life context, including recommendations for implementation. In their project, students show evidence of the application of relevant contemporary marketing literature to the context of their company of study. Students have to be able to defend the choices they make in their project, and to evaluate the societal impact of these choices.

Teaching methods

Research skills and techniques are lectured in regular lecturing in the early stages of the course. After a few weeks, most of the time will be spent on coaching the teams on how to apply research skills and techniques on the analysis of real life business problems and creating value out of the strength and opportunities of the company.

Assessment methods

#	Description	Form of Test	Learning objective(s) #	Lecture week #	Weight (%)
1.	Project proposal	Formative	3	Week 3	-
2.	Project based assignment	Group project (decentral exam)	1-2, 4-5, 7	Final Lecture Week	70%
3.	Presentation of project, incl. justification of choices	Individual defence (decentral exam)	1-2, 5-7	Final Lecture Week	30%

The <u>project exam</u> involves a group-assignment, consisting of (around six participants and counting for 100% of the end grade. The assignment contains a theory-based analysis and plan of the service quality of an organization. The theory-based analysis is the basis for developing an improved marketing and sales plan. You will receive weekly coaching and feedback on the development of the analysis and plans. The results of the research are presented in a presentation (counting for 30%) and a report (counting for 70%). The following elements are to be included in the assignment:

1. The assignment focuses on the development of an integrated marketing and sales analysis and plan for a company of your own choice.
2. The plan will be based on the analysis of the company, using the analytic angles of branding, communication, ethics, finance & planning, innovation and digital aspects, research elements, sales and services and strategy. The angles of description are found in the related module(s) of the marketing major and explicitly integrated in this project.
3. The analysis and plan(s) are developed in a rigorous academic manner.
4. The report includes a table of contents, conclusion and reference list.
5. During the semester you will ask and receive coaching on the assignment by your lecturer.
6. The advice resulting from each assignment will be presented in two ways:
   6.1. A presentation to the class (15 minutes, supported by maximum 8 slides).
   6.2. A report in the form of a Power Point Presentation (maximum 25 slides. This slide-deck is different from the one for the presentation).

The required elements of the assignment report weigh as follows:

	Part of the report grade
Integrative rigour and comprehensiveness	35%
Academic research rigour	25%
Branding	5%
Communication	5%
Ethics	5%
Finance & planning	5%
Innovation and digital aspects	5%
Lay-out	5%
Sales and Services marketing	5%
Strategy	5%

The presentation will be graded according to the following weights:

	Part of the presentation grade
Content	25%
Structure and software/ support	25%
Verbal elements	25%
Non verbal elements	25%

Team and free riding
Each team consists of (around) six persons. The team determines how the workload will be shared and how the communication will be organised. Free riding will be taken into account via a peer-assessment and determines the individual grade of each team member.

Your individual <u>assignment-grade</u> will be determined by 1. the team grade and 2. your individual contribution to the team performance. The team grade will be determined by the lecturer on the basis of the report (70%) and presentation (30%). Your individual performance and contribution in the team will be measured through a peer-assessment. The personal grade after peer assessment cannot deviate more than 2.5 points from the team grade.

Pass or fail

You pass the course with an individual final grade of 5.5 or higher.

The assessment system consists of marks from 1 (very bad) to 10 (outstanding). Grading point are to be seen as follows:

10	Outstanding	5	Almost satisfactory
9	Very good	4	Unsatisfactory
8	Good	3	Very unsatisfactory
7	More than satisfactory	2	Poor
6	Satisfactory	1	Very poor

Resit

If the average grade obtained for this module is below 5.5 you must do a resit.

Situation	The resit will consist of the following test(s):	Your average module grade after resit will be calculated using the following weights:	The resit(s) will be scheduled in:
Average grade for the whole module ≥ 5.5	No resit needed	N.A.	N.A.
Average grade for the whole module < 5.5	An individual assignment, related to a new company	Same as regular	During semester

Contact time

- Week 1-4, classes once per week, involving 3 hours tutorial, 1 hours practical reading, 1 hour theory homework.
- Week 5-12, classes once per week: 3 hours coaching (instructions and feedback) on assignments. 3 hours homework.

Study literature

Title	Author(s)	Publisher	Year	Edition	ISBN
Business research: A practical guide for undergraduate and postgraduate students	Collis, J., & Hussey, R.	Macmillan International Higher Education	2013		978-0-230-30183-2

Professional context

Students work on marketing problems (and solutions) in an international professional context.

Associated courses

This module involves analysing and advising on issues related to the associated courses on consumer branding, marketing communication, business ethics, finance, digital marketing, research in business, sales, account management & services marketing and marketing strategy.

Learning track

Appendix 1: Assessment model(s)

1.1 MIR Project Presentation Assessment

Presentation	Insufficient	Sufficient	Good
	< 5,5	6 – 7	8 – 10
Structure and software/ support 25%	The structure of my presentation (introduction, body, conclusion) is hardly recognizable. I insufficiently mark the transitions between the parts or the (sub)topics.	The structure of my presentation (introduction, body, conclusion) is recognizable and I mark the transitions between the parts or the (sub)topics.	The structure of my presentation (introduction, body, conclusion) is clear. The transitions between the parts or the (sub)topics are smooth.
	My introduction does not sufficiently clarify the topic, the design and the goal of my presentation.	I introduce the topic, the design and the goal of my presentation.	The way I introduce my topic, design and goal are well thought of.
	The conclusion at the end of my presentation is missing or is weak.	I end my presentation by giving a summary and/or conclusion.	My summary and/or conclusion are not only factual but also vivid (explanation) or critical (argument and consideration).
	The (support) software is unattractive and inconsistent.	The (support) software is adequately attractive and consistent.	The (support) software adds to the presentation in its' attractiveness and consistency.
	The (support) software does not support the core message and nor provides relevant additional information.	The (support) software covers the core message and provides relevant additional information.	The (support) software enhances the core message and provides relevant additional information.
Content 25%	The key message in my presentation is lacking or is unclear. My presentation has insufficient depth and/or thought.	My presentation has a clear key message and sufficient depth.	My presentation has a clear key message, sufficient depth and thought.

	I insufficiently clarify the goal of my presentation: (argue, consider, explain).	The goal of my presentation is clear: (argue, consider, explain).	During my presentation I am able to make clear that I am aware of what I am doing: (argue, consider, explain)
	The main points of interest are not clear.	The main points of interest are sufficiently presented.	The main points of interest are clearly articulated.
	The presentation is not consistent with the report (where applicable).	The presentation is consistent with the report (where applicable)	The presentation clearly demonstrates and enhances the content of the report (where applicable).
Verbal elements 25%	My presentation does not sound fluent. My intonation sounds rehearsed. I am insufficiently understandable. My tempo is either too fast or too slow.	My presentation sounds fluent. My intonation, tempo, and understandability are sufficient.	I am fluent. My intonation is very natural and I am clearly understandable. My tempo is tuned to the information density of my presentation.
	My business English skills are not sufficient. I do not finish my sentences. I make grammatical mistakes. My vocabulary choice does not match my goals.	My business English skills are sufficient. I use the appropriate vocabulary, grammar and sentence structure.	My business English speaking skills are good. My vocabulary, grammar and sentences structure are rich and varied. I am good at improvisational speaking.
Non-verbal elements 25%	I do not show enthusiasm nor a natural style.	I am enthusiastic and natural.	I am enthusiastic, natural and balanced. I ignite the audience.
	I connect insufficiently with my audience and can not hold their interest.	I connect sufficiently connect with my audience and can hold their interest.	I connect with my audience with great ease and have them at the edge of their seats.
	My posture and body language is unnatural and does not match my message.	My posture and body language are natural and match my message.	I appear at ease and in command. My natural body language enhances my message.
	I do not keep eye-contact with the audience.	I keep eye-contact with the audience.	I have natural eye-contact with the audience which enhances my presentation.

1.2 MIR Project Assessment

Criteria	Unsatisfactory (< 5.5)	Partially Proficient (5.5 < 6.5)	Proficient (6.5 < 7.5)	Exemplary (≥ 7.5)	Rating
Structure and Argumentation	Often unclear and disorganized. The report is confusing and difficult to follow. Conceptually confused. Project is poorly written and shows a serious inability to present a logical argumentation. Superficial presentation of content.	Not always clear or concise. Organization is adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Generally competently written, although some problems exist in logical organization of arguments and text. Imprecise presentation of content.	Usually clear, concise, well organized. Most of the project was easy to follow. Good command of expression and logical argument. Adequate presentation of content.	Consistently clear, concise, well organized. Points were easy to follow because of the organizations. Outstanding command of expression and logical argument. Concise abut precise presentation of content.	30%
Project content	Displayed a poor grasp of the material. Demonstrated a superficial integration of content, application and implications. Little depth of research	Displayed some problems with the understanding of the material. Integration of content, application and implications OK. Adequate depth of research.	Displayed a general grasp of the material. Demonstrated good mastery of comprehensive integration of content, application and implications. Good research depth.	Displayed an excellent grasp of the material. Demonstrated excellent mastery of comprehensive integration content, application and implications. Excellent research depth.	60%
English* Prerequisite	The assignment is written in clear, concise and correct Business English				
Layout & Style* Prerequisite	According to the IBS guidelines described in the document 'Reporting - Guidelines for writing and styling business reports'				
TOTAL					100%

* These criteria will not be graded, but if missing or incomplete, the assignment will be rejected. The use of proper business English (as described in the IBS Reporting Guidelines) is required in all written work. In case of a 'weak' score on the business English and layout criterion, the report will be directly graded with a '1' without further taking into account the other grading criteria.

**Please assess the work of your colleagues. The feedback will be taken into consideration in assigning the grade for the project.

1.3 MIR Academic Research Rigour assessment

Student should evaluate the following aspects of literature and project content:

Structure	What type of text is it? Is it a primary source or secondary source? What are the different sections and how do they fit together?
Methodology	Is the research quantitative or qualitative? Does the methodology have any weaknesses? How does the design of the research address the hypothesis?
Evidence	What sources are used: interviews, questionnaires, peer-reviewed journals, government reports, journal papers, newspaper articles? What type of evidence is provided: statistical, empirical? Rigorous and accurate referencing and reference list.
Conclusions	Does the data adequately support the conclusions? Are other interpretations possible? What does the work contribute to the field and the company?

The research rigour will be graded as follows:

Criteria	Unsatisfactory (< 5.5)	Partially Proficient (5.5 < 6.5)	Proficient (6.5 < 7.5)	Exemplary (≥ 7.5)	Rating
Content	Displayed a poor grasp of the material. Demonstrated a superficial integration of content, application and implications. Little depth of analysis.	Displayed some problems with the understanding of the material. Integration of content, application and implications OK. Adequate depth of analysis.	Displayed a general grasp of the material. Demonstrated good mastery of comprehensive integration of content, application and implications. Good analysis depth.	Displayed an excellent grasp of the material. Demonstrated excellent mastery of comprehensive integration of content, application and implications. Excellent analysis depth.	100%
TOTAL					100%

Appendix 2. Peer Assessment

Grading sheet:

PEER ASSESSMENT			
Block			
Class		**Give your fellow-group members points, adding up to 100 points**	
Team			
Nr. Participants			
Student			
	Graded team participants		Points
	First Name	**Last Name**	**Total**
1			
2			
3			
4			
5			
6			
	Total (must add up to 100) :		
Space for explanation if lower/higher grading (mandatory)			

**IF YOU GIVE A TEAM MEMBER
LOWER POINTS, PLEASE EXPLAIN (BRIEFLY) WHY!**

Your individual grade for the assignment will be determined by the points of the peer assessment. The points will be used to calculate the percentage, which will be related to the team grade for the assignment, as graded by the lecturer(s).

For example: If you are in a team of six people and your fellow team members have given you a total of 100 points, your individual grade will be 100% of the team grade.