

Module code	INB702	Level	7
Module title	Global Marketing with Communications	Credit value	20
Programme(s) on which the module is taught	MA International Business	ECTS Credits	10
	MA Content Creation	Notional learning hours	200

1. Pre-requisite modules

None

2. Module aims and objectives

In its broadest sense, Marketing Communications is concerned with the promotional aspects of Marketing. It consists of: Advertising, Public Relations, Direct Marketing, Personal Selling, and Sales Promotion. More recently, with the advent of Online and Social Media, consumers have become more involved too - meaning that Marketing Communications has become much more collaborative interactive and global. With so many marketing media channels, platforms, and tools now on offer, Marketing Communications requires a greater degree of strategic and integrated planning, dynamic coordination, and a global mindset than ever before.

Products, Services, Public and Private Organisations, Political Parties, Educational Institutions, Interest Groups, and People, to name a few, all rely upon an ability to promote their offerings, activities and messages – clearly, consistently, and in a more compelling manner than their competitors. In addition to the academic rigor and scholarship expected at postgraduate level, students also will be introduced to a suite of industry-based skills required of professionals in the field today. With these in mind, this course is designed to encourage students to examine the progression in marketing, from theory right through to practice, drawing from the following supporting disciplines: Design, Consumer Behavioural Economics and Psychology, Sociology, Media and Cultural Studies, and Anthropology.

3. Learning outcomes

A) Knowledge and Understanding

Upon successful completion of this module the students will be able to:

A13. Deploy Adaptive Expertise

Operates in complex, unpredictable and specialised international contexts, requiring selection and application from a wide range of advanced techniques, technology and information sources. Develops the fluency and flexibility to apply ethical and novel approaches. Undertakes analysis of complex, incomplete or contradictory evidence and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative strategies.

A14. Be Culturally Intelligent Internationally

Understands the benefits of flexibly and creatively in unfamiliar international contexts. Knows how to synthesise ideas and information in innovative ways taking into consideration international dimensions, change and management across cultures. Acts with initiative within professional or given guidelines, accepting accountability for outcomes.

A15. *Knows how to Apply Knowledge and Understanding*

Has a deep and systematic understanding of international business and appreciates its interrelationship with other disciplines. Demonstrates an understanding of theoretical and methodological approaches and how these affect the way knowledge is interpreted and deployed.

B) Skills

Upon successful completion of this module the students will be able to:

B13. *Lead*

Works with others, as a leader or member, to formulate solutions and uses personal reflection to analyse own behaviour. Clarifies tasks and deploys team members. Appreciates conflict situations. Makes connections between known and unknown areas to allow for adaptation and change. Incorporates a critical ethical dimension to practice, managing the implications of ethical dilemmas and sustainability.

B14. *Problem Solve*

Evaluates and addresses systematically complex problems in international contexts. Designs and undertakes substantial investigations to address significant areas of theory and/or practice. Selects appropriate advanced methodological and technological approaches. Critically evaluates their effectiveness.

B15. *Be Creative and Enterprising*

Identifies and operationalises creative opportunities for international enterprise. Uses ideas at a high level of abstraction. Develops critical responses to existing theoretical discourses, methodologies or practices and suggests valuable new concepts or approaches.

4. Indicative content

Part 1: Introduction to marketing communications

Introducing marketing communications

Marketing communications: issues, influences and disruption

Communication: theory and practice

Classical theories and interpretations of buyer behaviour

Contemporary interpretations of buyer behaviour

How does marketing communications work?

Part 2: Managing marketing communications

Marketing communications: strategies and planning

Marketing communications: objectives and positioning

The communications industry: structure, operations and finance

Evaluation and metrics

Branding and marketing communications

Integrated marketing communications

Part 3: The marketing communications mix

Advertising: role, forms and strategy

Public relations: principles and practice

Sponsorship

Direct marketing and personal selling

Sales promotion, field marketing and brand experience

Brand placement, exhibitions, packaging and licensing

Messages and creativity

Media: principles and practice

Digital and other interactive media

Media planning in a digital age

5. Learning and teaching methods

The module is structured around interactive lectures, seminars, tutorials, workshops, and small group sessions. Students will be encouraged to read around the subject, source case studies and news stories, and bring their own thinking and work experience into the classroom. The aim is to prepare and shape students into professionals equally able to work in industry or academia. There is a strong emphasis on both the global and local dimensions to marketing communications, brought together by case examples from a number of cultural contexts. To this end, students will be working on developing sound research and communication skills, which will be demonstrated in presentations and reports; through your speaking and writing. These will be tested across a variety of platforms – including face-to-face, video, presentation slides and graphics, written reports, and articles.

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module;

BAM Pedagogic principle	How it applies to this module
1. Ed tech application	This module will feature full use of the VLE to include programme materials and assessment guidelines. In addition to this, students will be required to use their own devices in class for real time research as well as place their theory against a technological platform. VLOG is part of the assessment.
2. Multicultural and diversity	Students can choose technologies and companies from a range of different countries for their assessment work and analysing them in multinational teams allows them to meld their differing perspectives in the analysis.

3. Solution focused and practice oriented	The study for both the assessments encourages students to identify the problems/issues with the organisation/field under study and develop approaches which will improve its performance,
4. Integration of learning	The study area freedom by its nature integrates multiple perspectives (such as marketing, finance, human resources etc.) to provide a holistic view of organisations and what will help the student in their future leadership roles
5. Assessment for learning	The assessment is authentic in terms of allowing students to analyse complex organisational technological advancements and their impact. The assessment for this module will be supported by formative feedback in support of full submission thereby learning how to apply, interpret and critique.

This is an example of the notional Learning hours for this module:

20 credit module – 200 learning hours	
Directed learning	40 hours
Lectures	20
Seminars	20
Other	0
Collaborative Learning	10 hours
Tutorials (1:1 and group)	10
Self-directed learning	150 hours
Preparation for class	25
Self-study after class	25
Preparation for assessments	50
Assessment	50
Total	200

6. Assessment and relative weightings

Formative Assessment

Students' active participation in seminar activities (case study discussions, role play etc) will generate written outputs on which formative feedback will be received. Written formative feedback will prepare students for subsequent assessments.

Summative Assessment

Summative Assessment 1 – Investigative Report, Individual assessment, 2000 words (+/- 10%) (60% TMM)

1. Assessing the viability of internationalizing a product or service
2. Presenting a strategic Marketing Communications campaign.

Structure

Students will be required to prepare a report proposal that outlines:

- Historical and current perspectives on consumption in your chosen sector - using theories, marketing reports, trade press and secondary data
- The overarching strategic rationale of your choice and approach
- A detailed target audience breakdown according to demographic, geographic, behavioural, and psychographic segmentation criteria, and decision-making groups – with justifications
- A competitor analysis
- Suggested creative approach, which you may wish to storyboard
- Promotional and media selection
- Campaign Gantt **Chart timeline.**

Note:

1. Wordcount does not include end references, tables, charts, or executive summary
2. There is no requirement to work within a budget or provide costings
3. You should not develop a new product or brand, or company
4. Full reference list, adhering to Harvard protocol is required, where you have consulted a minimum of 25 sources. As an approximate guideline:
 - 10 journal papers
 - 3-5 books
 - 5 trade press articles
 - 2-5 market reports
 - 5 news stories
 - 5 company websites

Summative Assessment 2 – Vlog (Video Blog) Presentation, Group assessment, 15 minutes video piece to be uploaded onto YouTube (40% TMM)

Acting as a Marketing Communications Research Advisory and Trends Forecasting firm, students will be required to produce a piece of business video journalism that highlights and investigates a campaign of your choice. As a team, students will draw from the collective content and insight that they have accumulated from their individual reports if they wish.

The students' role is not to give a historical overview of the company or product/service - but instead to focus on the promotional activities. Key areas to cover:

- What type(s) of Marketing Communication are you covering? For example: Television/Print/Billboard/Radio/Online Advertisement, PR, Sponsorship, Endorsement, etc

- How have you judged the campaign's effectiveness?
- Who are the desired target audience(s) of the campaign that you have chosen and what relationship do they have with the branded product/service? You will be expected to define and focus on two consumer segments. There needs to be a clear definition of several unique attributes for each consumer segment. Beyond this, also offer an appreciation of mapping how they think, feel and do – and whether the promotional activities are eliciting expected traits or creating new ones.
- What are the key facts and pieces of information communicated in the campaign?
- What is the strategic approach? Consider for example the use of design, semiotics, colours, typography, humour, music, product placement, celebrity endorsement etc.
- Where do they communicate these elements? What are the integrated marketing channels, and where are the touch-points and moments of truth? What are the respective strengths and weaknesses of each of these?
- Why do you feel that these audiences have been worth targeting?
- How is this campaign effective? You should investigate concepts of how promotions shape and drive, amongst others: awareness, liking, conviction, preference, and purchase; involvement; cognition; emotion; rationality; impulse; habit; loyalty; nature of transactions (recency, frequency and monetary value).
- How is this campaign different to their previous activities or those of competitors?
- Why is a marketing communications-led approach the best way to achieve marketing and wider business objectives, beyond others?

Technical details and guidance

- You should form groups of approximately 5 members
- Video recording will be undertaken outside of class time, and you are free to record anywhere
- All of you should appear in the video
- It is expected that recording will be done using smart phones, although you can use other equipment
- You should underpin your analysis and discussions with literature, secondary data and news stories
- You are encouraged to use charts and diagrams
- You can vox pop interview colleagues, professionals, or members of the public
- You can include images and video footage of examples, but be careful of copyright infringements
- This means that you have plenty of time and can make as many attempts as you want to make it perfect. You have the freedom to film a static camera conventional style presentation; or if you prefer, something closer to a news-style piece, where you can edit together footage filmed at various locations, incorporating interviews with other people, and graphics.

You should submit a Word/PDF document through the Blackboard module portal, containing:

1. Module title, code, and tutor's name
2. A video title that matches that of your YouTube video
3. A link to your video that is live at the time of submission and remains live. You can choose to make this video public or unlisted. Unlisted means that the video is undiscoverable unless you have the full link details - so you will have privacy. However, we encourage you to make it public, as this is fantastic piece of content to help market yourself and increase your employability potential. Please do not make the video private, as viewers can only view it through email address permission, and this will mean that module assessment

- moderators and external examiners will not be able to access it
- 4. The names of all group members
- 5. A 150-200-word Executive Summary
- 6. Full reference list, adhering to Harvard protocol

7. Mapping of assessment tasks for the module

Assessment tasks	Learning outcomes					
	A13	A14	A15	B13	B14	B15
Investigative Report	x	x	x		x	x
Vlog (Video Blog) Presentation	x	x	x	x	x	

8. Key reading

Core textbook

Fill, C. and Turnbull, S. (2019) Marketing Communications: touchpoints, sharing and disruption 8th Ed., Prentice Hall, Harlow.

Further reading

Clow, K.E. and Baack, D. (2014) Integrated Advertising, Promotion and Marketing Communications, 7th Ed., Global Edition, Pearson Education, New Jersey.

De Pelsmacker P., Geuens, M. and Van Den Bergh, J. (2017) Marketing Communications, A European Perspective, 7th Ed. Pearson Education Ltd., Harlow.

Egan, J. (2020) Marketing Communications, 3rd Ed., SAGE Publications Ltd.

Hollensen, S. (2016) Global Marketing, 7th Ed., Pearson Education Ltd., Harlow.

Lane, W.R., King, K.W. and Russell, J.T. (2010) Kleppner's Advertising Procedure, 18th Ed., Pearson International Edition, Pearson Education Ltd., Harlow.

Moriarty, S., Mitchell, N. and Wells, W. (2012) Advertising, Principles and Practice, 9th Ed., Pearson International Edition, Pearson Education Inc., New Jersey.

Pickton, T. and Broderick, A. (2004) Integrated Marketing Communications, 2nd Ed., Prentice Hall.

Usunier, J-C and Lee, J.A. (2013) Marketing Across Cultures, 6th Ed., Pearson Education Ltd., Harlow.

Wells, W. Moriarty, S., Burnell, J. and Lwin, M. (2007) Advertising Principles and Effective IMC Practice, Prentice Hall, Singapore.

Other resources

Websites

Mintel <https://www.mintel.com/>
The Drum <https://www.thedrum.com/>
Campaign <https://www.campaignlive.co.uk/media>
Advertising Age <https://adage.com/>
The Guardian Media <https://www.theguardian.com/uk/media>
WARC <https://www.warc.com/Welcome>
NPR <https://www.npr.org/?t=1572431908689>
Advertising Standards Authority <https://www.asa.org.uk/>
Chartered Institute of Marketing <https://www.cim.co.uk/>
Chartered Institute of Public Relations <https://www.cipr.co.uk/>
Academy of Marketing <https://www.academyofmarketing.org/>
Race in the Marketplace <http://www.rimnetwork.net/>
Ads of the World <https://www.adsoftheworld.com/>
Interbrand <https://www.interbrand.com/>
Superbrands <https://www.superbrands.uk.com/>
Prophet Brand Index <https://www.prophet.com/relevantbrands-2018/united-kingdom/>
Brand Keys <https://brandkeys.com/>
Cannes Lions <https://www.canneslions.com/>
Stylus <https://www.stylus.com/>
Sparks & Honey <https://www.sparksandhoney.com/>
Chris Fill <http://www.chrisfill.com/index.html>
Seth Godin <https://www.sethgodin.com/>
Gary Vaynerchuk <https://www.garyvaynerchuk.com/>
Social Media Week <https://socialmediaweek.org/london/>

Academic Journals

Journal of Consumer Psychology
Journal of Consumer Research
Journal of Marketing
Journal of Marketing Research
Journal of the Academy of Marketing Science
Marketing Science
International Journal of Research in Marketing
European Journal of Marketing
Harvard Business Review
Journal of Advertising
Journal of Advertising Research
Journal of Interactive Marketing
Marketing Letters
Marketing Theory
Psychology and Marketing
Advances in Consumer Research
Consumption, Markets and Culture
Electronic Markets
International Journal of Advertising
Journal of Brand Management
Journal of Consumer Behaviour
Journal of Macromarketing
Journal of Marketing Management
Journal of Communication Management
Journal of Consumer Marketing

Journal of Consumer Behavior
Journal of Fashion Marketing and Management
Journal of Global Marketing
Journal of Marketing Communications
Journal of Product and Brand Management
Journal of Social Marketing
Marketing Intelligence and Planning
Young Consumers
Journal of Islamic Marketing