

COURSE OUTLINE: BM2506 Digital Marketing: Connecting with Customers in Today's World

Academic Year	AY2022-23	Semester	2
Course Coordinator	Soo Kim		
Course Code	BM2506		
Course Title	Digital Marketing: Connecting with Customers in Today's World		
Pre-requisites	AB1501 Marketing or BU8501 Marketing for the 21 st Century or BU5501 Marketing for the 21 st Century		
No of AUs	4		
Contact Hours	3hrs x 13 weeks = 39hrs		

A) Course Aims

This course offers an overview of digital marketing strategy development and implementation. Strategic frameworks and models are introduced to help you understand how to analyze digital marketing landscape, evaluate the effectiveness of different digital marketing tactics, and develop marketing plan that integrates multiple online and offline media. The complementary role of traditional and digital marketing along a customer journey will be highlighted. Trends, opportunities, and threats in the field will also be discussed. Business students who wish to enter the field of marketing and any students who wish to build their own brands through digital media would find this course useful. You will learn how to solve real problems in digital marketing through case discussions, individual and group project. You will also gain hands-on experiences in selected areas of digital marketing through assignments.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Discuss the up-to-date trends and knowledge in digital marketing.
2. Apply selected digital marketing tools in business settings.
3. Analyse digital marketing issues by using the relevant concepts, frameworks, and principles.
4. Provide and evaluate digital marketing solutions.
5. Propose a comprehensive marketing strategy and implementation plan to an organization with a focus on the current digital landscape.
6. Collaborate with your team members in the group project.

C) Course Content

The following topics will be addressed during the course:

1. The current digital landscape
2. Traditional versus digital marketing
3. Digital marketing strategy development
4. Digital marketing tactics:
 - Website development and design
 - Social media marketing
 - Content marketing
 - Search engine marketing
 - Online advertising
 - Email marketing
 - Marketing by using latest digital technologies
5. Digital marketing effectiveness measurement

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/Individual	Assessment Rubrics (Please insert rubrics as Appendix)
1. Attendance & Class Contribution	ILO1, ILO3, ILO4	Critical Thinking, Oral Communication, Teamwork & interpersonal skills	20%	Individual	Class Contribution Rubric
2. Individual Presentation	ILO1, ILO2	Motivation & Development of Self, Oral Communication	10%	Individual	Individual Presentation Rubric
3. Individual Knowledge and Application	ILO1, ILO2	Acquisition of Knowledge	10%	Individual	Not applicable
4. Individual Project	ILO2, ILO3, ILO4, ILO5	Critical & Creative Thinking, Written Communication	15%	Individual	Individual Project Rubric
5. Group Project	ILO2, ILO3, ILO4, ILO5, ILO6	Problem Solving & Decision Making, Oral Communication, Teamwork & interpersonal skills	45%	Group	Group Project Rubric Peer Evaluation Rubric
Total			100%		

1. Attendance & Class Contribution (20%)

This course is a case-based course. Hence, attendance and participation in the small group/class discussions are vital. Positive contributions to class discussions will increase your score, while missing class unexcused, poor preparation and/or detrimental participation will decrease it.

You are expected to participate and contribute to the learning journey of the class in various forms (e.g., pre-class surveys; learning tool/app based questions and discussion-prompts during class; voluntary individual- and group-based commentaries during case discussions; responding to instructor's cold- and warm-calls). There are no limits to your opportunity to contribute in class. However, class contribution is graded based on quality as well as quantity. Quality is not a function of "airtime." Rather, constructive class participation often showcases the following elements:

- Timing and relevance:** Is the comment relevant to the discussion? Is this an appropriate time to raise this issue? Is the comment a unique contribution or a reiteration of a previous comment? Unique comments are typically more valuable than extensions.
- Rigor:** Is the comment based on rigorous analysis? For example, "I recommend not entering the Chinese market since my analysis suggests that the firm will not break even in 5 years" is more rigorous than "I think the firm should not enter the Chinese market since I doubt it will be profitable."
- Integration of case takeaways:** Comments which integrate learnings across cases are highly encouraged. For example, insights into "how marketing myopia is relevant to brand management" are more valuable than insights into "what is marketing myopia."

- d) **Evidence:** Can the participant support her/his point with any evidence (data based, experience based, based on business events, etc.)? For example, “since page 21 of the case states that the market has been historically growing at 8%, we assumed that this will be the future rate of growth” is a stronger comment than “we think 8% is a reasonable rate of growth to assume”.
- e) **Insight:** In most sessions, your instructor will ask several questions. Some questions are obvious and are meant to get the discussion going. Other questions require very deep understanding and thinking and might not be easy for many students to answer. Insightful responses to the latter type of questions will elicit greater credit. This means that it is possible and not uncommon for students who speak less frequently to fare better than those who speak more frequently.

In addition, the instructor may call on students throughout the session. Responding to the instructor's call will encourage you to be prepared for each class. More importantly, doing so will give you an opportunity to practice thinking on your feet, a skill required for any business leader.

Class Contribution Rubric is used for marking this assessment component.

2. Individual Presentation (10%)

Video Intro on LinkedIn: This is a hands-on task of social media marketing for yourself.

You need to create a self-introduction video, post it on LinkedIn (you can move it to your Featured session to create greater exposure), and track its engagement. Your aim is to build a professional image for yourself through the video to increase your visibility and employability.

You are required to **video record your self-introduction** (you may seek constructive comments from your classmates by posting on TEAMS first) and **post it on your own LinkedIn** account. The video should be **within 1.5 minutes**. You will need to observe the exposure and engagement rate of your post for 14 days. After the 14-day exposure period, you are to submit a reflection paper on what you can improve to further promote yourself on LinkedIn. You need to **submit a brief document via NTULearn** which includes:

- The URL of your LinkedIn profile (for me to watch your video intro and see the engagement)
- Before and after screenshots of your Dashboard statistics (specifying the date taken)
- One screenshot of your post with the final number of likes, comments and views (specifying the date taken)
- A line chart showing the change of number of views, number of likes and number of comments along the time (with data taken for at least three points of time).
- A line chart showing the change of engagement rate for both likes and comments along the time (with data taken for at least three points of time).
- Your reflection on what you can improve to further promote yourself on LinkedIn (**word count: 300 words**).

Please refer to “Self-Intro Video Guidelines.docx” for details to complete this assignment.

Individual Presentation Rubric is used for marking this assignment.

3. Individual Knowledge and Application (10%)

You will need to complete multiple class exercises that assess your understanding of the class materials and your ability to apply them to the real-life task at hand. These exercises will involve in-class pop quizzes (e.g., multiple-choice questions to check your understanding of the case; short questions to check your understanding of certain digital marketing concepts, etc.) and knowledge-application tasks (e.g. creating digital assets and tracking engagement rates on social media). Details will be announced by the instructor at the beginning of the semester.

Students will be assessed on the successful completion of each exercise and will be based on objective observables (e.g., number of correct answers; number of completed tasks; observable success rate of students' digital assets).

Thus, no Rubric is used for marking this assessment component.

4. Individual Project (15%)

Case Analysis and Digital Marketing Plan: The aim of this project is to give you an opportunity to think about how to implement your overarching marketing strategy using available digital media, technologies, and platforms, such that your overarching marketing strategy seamlessly translates to your digital marketing strategy.

You are required to **submit one written report** for this component during the semester (exact due date to be confirmed by the instructor in class; **word count: 1000 words total**, both segments combined; formatting guidelines: Times New Roman 12pt, single-spaced, 1-inch margin minimum on all sides). This report will consist of two segments (i.e., Strategic Decision and Digital Marketing Plan). The Strategic Decision segment focuses on assessing your critical thinking skill in choosing and justifying a strategic alternative, while the Digital Marketing Plan segment focuses on assessing your creative thinking skill in coming up with an innovative digital marketing campaign for your selected strategic alternative. For this report, you will be given a business case to read and analyze. You will be asked to (i) employ your strategic analysis of the firm being discussed in the case to make the optimal business decision based on the strengths and weaknesses of the firm (segment 1) and (ii) propose an innovative digital marketing plan that aligns with your chosen business decision (segment 2).

For the **Strategic Decision segment**, you will be provided with 3-5 strategic alternatives to choose from. Your response should clearly communicate the alternative you have chosen and the rationale behind your choice. Your rationale should provide an answer to the following questions:

- Why do you believe your choice is the best approach?
- What are the potential risks? If so, how can they be effectively mitigated?

You are encouraged to allocate 400-500 words (out of the total 1000 words) to this segment.

For the **Digital Marketing Plan segment**, you will be provided with 5-7 digital marketing tools to choose from. Your response should clearly communicate which of the provided digital marketing tools you would choose to employ and the rationale behind your choice. Your rationale should provide an answer to the following questions:

- Why do you believe the chosen digital marketing tool(s) would be most effective?
- How do you plan to reach your target segment through the chosen digital marketing tools?
- What would your chosen digital marketing tools enable you to do vs. not enable you to do?

You are encouraged to allocate 500-600 words (out of the total 1000 words) to this segment.

Further details and the case assigned for this report will be distributed approx. 1 week prior to the due date. Once completed, **submit your write-up via NTULearn**. You are advised to capture the acknowledgement screen upon successful submission of your assignment, as a backup in case of system malfunction.

***Your answer will be marked for content and appropriate presentation.
Individual Project Rubric attached are used for marking this assignment.***

5. Group Project (45%)

You are required to form a group (of 4 or 5 depending on the final class size) to complete a digital marketing project for an assigned company. You are required to study the marketing efforts of the company and then present your evaluation and recommendations. You are expected to relate this project to specific concepts, frameworks, or principles learned during the course or in any other business and marketing modules. You will need to propose a comprehensive marketing strategy with a focus on digital marketing and its implementation plan. You will need to submit a proposal during recess week and do a presentation at the end of the semester.

i. Proposal with Asset (15%)

A **write-up (word count: 1,000 words)** is due during recess week (exact due date to be confirmed by the instructor in class). The write-up should include:

- Marketing issues the assigned company is facing
- Marketing issues you choose to focus on and the rationale of your choice
- Preliminary ideas to overcome the issues
- **Digital Marketing Asset:** To help students gain hands-on experience in digital marketing execution, your team will need to **select one from all your preliminary ideas to be your main idea at the moment** (Your team can revise or even abandon this idea in your final pitch). For this main idea, your team will need to develop a **digital marketing asset** (e.g. a video, a search optimized blog post, an email, a series of social media posts, a content calendar, a brand style guide, etc.) specifically designed for the assigned company.

Submit the proposal and asset via **MSTeams under your own Team channel** to Files. You will receive formative feedback for your project proposal during the group project consultation session after the recess week.

ii. Project presentation (30%)

You are required to present your project **within a time limit (10-15mins)** (exact time limit to be confirmed by the instructor in class), followed by a 5-minute Q&A session. At least three group members are required to present. A written report is NOT required.

Submit the presentation slides via **MSTeams under your own Team channel** to Files. You will receive summative feedback for your project following your presentation.

Group Project Rubric attached is used for marking this assignment.

Peer evaluation - A peer appraisal system will be implemented for this component to ensure each member contributes to the group project. You are required to evaluate your team members using the **Peer Evaluation Rubric attached** at the end of the semester through the Eureka online platform anonymously. Do note that a poor evaluation will result in a reduction in the individual's grade.

i. If a member's average rating is \geq A-%, the member will receive 100% of the overall mark awarded to the group project.

ii. If a member's average rating is $<$ A-%, the member will receive **the corresponding percentage of the overall mark awarded to the group project.**

You can check your average rating in Eureka after the peer evaluation submission due date. If you do not agree with your average rating in the peer evaluation, you can approach the instructor for discussion within 3 days after the peer evaluation results are released.

Bonus Mark Opportunity (Max 3%):

You have the opportunity to earn a **maximum** of 3 bonus marks for this module. A list of selected online training programs (e.g. Google Analytics, Hubspot, Hootsuite, SEMrush, etc.) and the bonus mark you can earn by completing each of them will be provided by the instructor at the beginning of the semester. You can complete any listed online training programs which are widely recognized in the industry to earn bonus marks. You will need to pass the corresponding certification exam to get the certificate and earn the bonus mark. Each certificate corresponds to 1 bonus mark. While students cannot earn more than 3 bonus marks (i.e., corresponding to 3 certificates), students who want more exposure to such training programs are free to complete more than 3. Note, however, additional certifications after your third certificate submission will not be counted toward your bonus mark. You will need to **submit your certificate(s) as proof via NTULearn**. You are advised to capture the acknowledgment screen upon successful submission of your assignments, as a backup in case of system malfunction.

E) Formative feedback

Throughout the semester, you will receive verbal feedback through in-class discussions. Regarding your individual presentation and individual project, you will receive written feedback through Eureka. Regarding your group project, you will receive verbal feedback on your proposal and asset during the group project consultation session. You will also receive written group-level feedback following your presentation.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminars	The interactive seminar session where there are opportunities for open discussion on the conceptual and practical questions raised in the class allows you to think critically and share your ideas and concepts with the class. This also allows me to get the concepts clearly through the entire class by involving you and ensure that the targeted learning outcomes are being achieved.

In-Class Activities	Some learning outcomes for this course are skills which are practical in nature and cannot be achieved by reading and writing only. The achievement of such learning outcomes requires discussions and interactions with others, these are provided through in-class activities. In-class activities would allow you to apply the marketing concepts, frameworks and principles through debate, role-play, and case problems. When there is group discussion, you will need to practice how to communicate your ideas and points efficiently with your groupmates. These activities help you achieve the learning outcomes.
Individual Presentation	The individual presentation requires you to apply selected digital marketing tools in real settings. You can acquire the up-to-date knowledge and practical skills through this task. You can also gain motivation and development of self through this assignment.
Individual and Group Project	Both the individual and group project require you to analyze, recommend and then present in either written or oral format. The two projects allow you to analyze digital marketing issues, evaluate digital marketing solutions, make recommendations about digital marketing, apply selected digital marketing tools in real settings, and present your ideas. You can practice your critical and creative thinking skills, problem solving skills, and communication skills through the assignments. You can also gain teamwork and interpersonal skills through the group project.

G) Reading and References

Recommended Text

Gupta, S. (2020). Digital Marketing (2nd ed.). McGraw Hill. India.

Chaffey, D., & Ellis-Chadwick, F. (2019). Digital Marketing: Strategy, Implementation and Practice (7th ed.). Pearson. HF5415.1265.C433d 2019

Kaufman, I., & Horton, C., (2015). Digital Marketing: Integrating Strategy and Tactics with Values, A Guidebook for Executives, Managers, and Students. Routledge. HF5415.1265.K21

Kotler, Philip, Kartajaya, Hermawan, & Setiawan, Iwan (2017) Marketing 4.0: Moving from Traditional to Digital. Wiley.

Additional articles and cases will be assigned during the semester.

H) Course Policies and Student Responsibilities

1) General

You are expected to (a) complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments by due dates, (b) take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed, (c) participate in all seminar discussions and activities and (d) refrain from using your laptop and other devices to access materials that do not relate to the course topics, during seminar sessions.

2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

3) Pre-class preparation

You will have a moderate load of homework to better prepare yourself for class discussion (i.e. read Harvard case or news article, watch video lectures, complete hands-on tasks). This allows us to spend more time in the classroom discussing interesting things, rather than me playing 'sage on the stage'.

4) Late Submission of Assignments

Any late work within 24 hours past the due will incur a 15% penalty. After 24 hours past the due, your work will not be accepted. Extensions for assignments will be considered on a case-by-case basis in extraordinary circumstances. No extensions will be granted within one week of the deadline.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Soo Kim	S3-B1B-69	69041384	sooyeon.kim@ntu.edu.sg	By prior appointment via email

K) Planned Weekly Schedule (subject to change)

Week	Topic	ILO	Readings/ Activities
1	Course Overview	ILO 1,3	
2	Case Learning (Digital Landscape) Digital Landscape: What are businesses competing for in the digital realm?	ILO 1,3,4	Online Video Lecture: Digital Transformation Reading: Amazon, Apple, Facebook, and Google Case
3	Group Project Brief	ILO 3,6	Online Video Lecture: Client Project
4	Case Learning (Customer Journey) Customer-Centric Content Creation: How can brands create and manage content that inform the customer journey?	ILO 1,3,4	Online Video Lecture: Website Design Reading: AccorHotels Case
5	Case Learning (Consumer Insights) Gaining Insight from Customer Online Behavior:	ILO 1,3,4	Online Video Lecture: Analytics Reading: Loreal Case

	How can brands strategically leverage customer insights from “big” data to make better marketing-decisions and create customer value?		
6	Guest Speaker/Hands-on Workshop	ILO 3,4,5	Online Video Lecture: Search Engine Marketing
7	Case Learning (Campaign Assessment) Gaining Insight from Campaign Data: How can brands assess campaign data to inform future campaigns?	ILO 1,3,4	Online Video Lecture: Online Advertising Reading: Squatty Potty Case
8	Group Project Consultation	ILO 3,4,5,6	
9	Case Learning (E-Commerce) E-Commerce Strategy & Locality: How can e-commerce businesses leverage data to build customer intimacy?	ILO 1,3,4	Online Video Lecture: E-Commerce Reading: Shopee vs Lazada Case
10	Case Learning (E-Reputation) Crisis Management in the Digital Age: How can brands respond when customers empowered by social media turn against them?	ILO 1,3,4	Online Video Lecture: Social Media Marketing Reading: United Breaks Guitars Case
11	Pitch Preparation	ILO 2,3,4,5,6	Online Video Lecture: Influencer Marketing
12	Project Presentation	ILO 2,3,4,5,6	
13	Project Presentation and Course Review	ILO 2,3,4,5,6	

ANNEX A: ASSESSMENT CRITERIA FOR CLASS CONTRIBUTION RUBRIC

Learning Objective:

- Express yourself effectively and in a professional way in group and class setting.
- Assess the inter-personal dynamics of the group and the class and choose to build up each other.

Criteria	Performance	
<p><u>Engagement</u> Effort in attending and engaging in class activities.</p> <ol style="list-style-type: none"> Attend every class on time. Complete every pre-class survey Engage fully in every class (e.g. not using mobile phone, not chatting, not leaving early). Proactively participate and facilitate your group discussion. 	<p>Not Yet Unwilling to attend and engage in pre/in-class activities.</p>	<p>Substantially Developed Actively attend and engage in pre/in-class activities.</p>
	<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	
<p><u>Contribution Frequency</u> Frequency of contributing to group and class discussion.</p> <ol style="list-style-type: none"> Speak up or contribute in every class. Speak up or contribute in any group discussion. 	<p>Not Yet Do not speak up or contribute in class and group discussion.</p>	<p>Substantially Developed Speak up and contribute in every class and group discussion.</p>
	<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	
<p><u>Contribution Quality</u> Quality of your contribution to group and class.</p> <ol style="list-style-type: none"> Raise constructive comments in group and class. Raise insightful points in group and class. Help group members and classmates understand difficult concepts and topics. 	<p>Not Yet Do not raise constructive and insightful points. Do not help others in learning.</p>	<p>Substantially Developed Raise constructive and insightful points. Help others in learning.</p>
	<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	

ANNEX A: ASSESSMENT CRITERIA FOR INDIVIDUAL PRESENTATION RUBRIC

Learning Objective:

- To present in a professional way.

Criteria	Performance	
<p>Communication Outcome (35%) Ability to give a clear message in an engaging way.</p> <ul style="list-style-type: none"> • Has a clear message for the audience • Engages the audience 	<p>Not Yet Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure of the direction of the message.</p>	<p>Substantially Developed Central message is clearly and precisely stated; main points are clearly identified and delivered in an engaging way.</p>
	<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	
<p>Design Factors (35%) Ability to communicate efficiently through the followings:</p> <ul style="list-style-type: none"> • Structure: Organizes content coherently. Signals transitions between points. • Verbal: Speaks at appropriate speed and volume. Use correct grammar and pronunciation. • Non-verbal: Establishes eye contact. Uses gestures and movement to convey energy and confidence. 	<p>Not Yet Structure: Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable or the flow is not easy to follow.</p> <p>Verbal: Grammar, pronunciation and word choice are deficient. Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression.</p> <p>Non-verbal: Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting.</p>	<p>Substantially Developed Structure: Organizational pattern is clearly and consistently observable and the flow is logical, making the content of the presentation cohesive.</p> <p>Verbal: Free of errors in grammar and pronunciation; good choices of word enhance clarity of expression. Vocal delivery is varied and dynamic. Speech rate, volume, and tone facilitate audience comprehension. Minimal gap fillers.</p> <p>Non-verbal: Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.</p>
	<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	
<p>Personal Reflection (30%) Ability to reflect on previous learning and improve.</p> <ul style="list-style-type: none"> • Clear discussion of one's learning experience • Logical conclusion with regards to potential areas of improvement • Convincing discussion of how one would improve 	<p>Not Yet Little analysis, synthesis or evaluation of previous learning. Unclear or unconvincing direction for improvement.</p>	<p>Substantially Developed Meaningful analysis, synthesis and evaluation of previous learning. Clear and convincing direction for improvement.</p>
	<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	

ANNEX A: ASSESSMENT CRITERIA FOR INDIVIDUAL PROJECT RUBRIC

Learning Objective:

- To analyse a business case, evaluate strategic alternatives and decide the best one for the company.
- To recommend digital marketing campaign ideas that align with your selected strategy.
- To communicate your ideas effectively and efficiently.

Criteria	Performance	
Business Environment and Company Analysis (10%) Ability to analyse the business environment (e.g., market trends and competitors) and the company's strengths and weaknesses properly. 1. The analysis is comprehensive and in-depth. 2. The supporting arguments in the analysis are clear, relevant, and balanced (i.e., considers both strengths and weaknesses of the company).	Not Yet The analysis is incomplete and superficial with weak and irrelevant support.	Substantially Developed Able to give a comprehensive and in-depth analysis with strong and relevant support.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Recommendation – Strategy (40%) Ability to propose a thoughtful and logical strategic recommendation based on the analysis of the business environment and the company. 1. The recommendation is a logical deduction based on the case facts and analyses. 2. Alternatives have been considered and evaluated. 3. Both the benefits and the risks of the recommendation has been identified and assessed.	Not Yet Illogical or unclear explanations about the recommendations. Alternatives, benefits and risks of the recommendation are not considered and assessed properly.	Substantially Developed Logical recommendation with sufficient explanations. Alternatives, benefits and risks of the recommendation are considered and assessed properly.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Recommendation – Digital Marketing Plan (40%) Ability to propose thoughtful, feasible and creative recommendations on digital marketing plan with sufficient details. 1. The recommendations are appropriate and relevant in tackling the issues and achieving the objectives. 2. The recommendations are feasible, backed by evidence. 3. The recommendations are novel, original, and unique. 4. Implications and consequences of the recommendations have been identified and assessed.	Not Yet The recommendations are unreasonable, impractical, and unoriginal without sufficient details. Objectives and assumptions are unclear. Alternatives and implications of the recommendations have not been considered and assessed.	Substantially Developed Able to propose thoughtful, feasible, and creative recommendation with sufficient details. Objectives and assumptions are clear. Alternatives and implications of the recommendations have been considered and assessed.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Writing (10%) Ability to convey one's decision and the logic behind it effectively and coherently in writing. 1. Present relevant content under a good structure that flows logically and easy to follow. 2. The writing is coherent and convincing. 3. The writing does not contain grammatical errors or unnecessary/meaningless jargon.	Not Yet Unable to communicate clearly. Unclear message, inconsistent and weak proposal.	Substantially Developed Able to communicate effectively and efficiently. Clear message, coherent and convincing proposal.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	

ANNEX A: ASSESSMENT CRITERIA FOR GROUP PROJECT RUBRIC

Learning Objective:

- To analyse and evaluate the marketing efforts of a selected organization.
- To identify the problems faced by the organization and solve the problems by proposing a comprehensive marketing strategy with digital focus.
- To communicate your ideas effectively and efficiently.

Criteria	Performance	
<p><u>Problem(s) Identification (10%)</u> Ability to analyse the business environment and the company marketing efforts properly.</p> <ol style="list-style-type: none"> 1. The analysis is comprehensive and in-depth. 2. The analysis is based on accurate data and information from primary research or/and credible sources. 3. The supporting evidence or/and examples in the analysis are clear and relevant. 4. The problem(s) are correctly and clearly identified. 	<p>Not Yet The analysis is incomplete and superficial with weak and irrelevant support.</p>	<p>Substantially Developed Able to give a comprehensive and in-depth analysis with strong and relevant support.</p>
	<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	
<p><u>Recommendations (50%)</u> Ability to propose thoughtful, feasible and creative recommendations with sufficient details.</p> <ol style="list-style-type: none"> 1. The objectives of the proposal are clearly defined. 2. The recommendations are explained with sufficient details and visual mock-ups. 3. The recommendations are appropriate and relevant in tackling the issues and achieving the objectives. 4. The recommendations are feasible, backed by evidence. 5. The recommendations are novel, original, and unique. 6. Assumptions are clearly stated. 7. Alternatives have been considered and evaluated. 8. Implications and consequences of the recommendations have been identified and assessed. 	<p>Not Yet The recommendations are unreasonable, impractical, and unoriginal without sufficient details. Objectives and assumptions are unclear. Alternatives and implications of the recommendations have not been considered and assessed.</p>	<p>Substantially Developed Able to propose thoughtful, feasible, and creative recommendation with sufficient details. Objectives and assumptions are clear. Alternatives and implications of the recommendations have been considered and assessed.</p>
	<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	
<p><u>Delivery [Written: Proposal/Verbal: Final Presentation] (40%)</u> Ability to communicate effectively and efficiently in the presentation.</p> <ol style="list-style-type: none"> 1. Present relevant content under a good structure that flows logically and easy to follow. 2. The presentation can engage audience and has a clear message for them. 3. The proposal as a whole is coherent and convincing. 	<p>Not Yet Unable to communicate clearly in the test/presentation. Unclear message, inconsistent and weak proposal.</p>	<p>Substantially Developed Able to communicate effectively and efficiently in the test/presentation. Clear message, coherent and convincing proposal.</p>
	<p>Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	

ANNEX A: ASSESSMENT CRITERIA FOR PEER EVALUATION RUBRIC

Learning Objective:

- To collaborate effectively with team members in completing a group project.

Traits	Performance	
<u>Roles and Responsibility (20%)</u> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.	Not Yet Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.	Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.
Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed		
<u>Communication (20%)</u> Identifies appropriate mechanisms to coordinate and correspond with team members.	Not Yet Modes of communication are not appropriate, causing confusion and miscommunication among team members.	Substantially Developed Modes of communication are appropriate, and maintain timely communication and correspondence with team members.
Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed		
<u>Conflict Resolution (20%)</u> Resolves conflicts using a variety of approaches.	Not Yet Does not recognize conflicts or is unwilling to resolve conflicts.	Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.
Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed		
<u>Contributions (20%)</u> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.	Not Yet Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.	Substantially Developed Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.
Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed		
<u>Relationship (20%)</u> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.	Not Yet Rarely listens to others and does not acknowledge the opinions that differ from his/her own.	Substantially Developed Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.
Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed		