

MAKERERE UNIVERSITY
MAKERERE UNIVERSITY BUSINESS SCHOOL
FACULTY OF GRADUATE STUDIES & RESEARCH

COURSE OUTLINE

PROGRAM:	MASTER OF INTERNATIONAL BUSINESS
COURSE NAME:	SEMINAR SERIES II
COURSE CODE:	MIB 8104
ACADEMIC YEAR	2026/2027
Semester	ONE

I. COURSE DESCRIPTION

Seminar Series II is a culminating experience designed to bridge the gap between academic theory and professional practice. The course guides students through the process of transforming broad research interests into rigorous and theoretically grounded seminar papers capable of addressing contemporary international business challenges. It provides students with a platform to deepen their understanding of contemporary International business challenges and opportunities through rigorous analysis and presentation. Students will engage in in-depth exploration of selected topics and organizational case studies, culminating in formal presentations to peers and industry experts / practitioners. This interactive format fosters critical thinking, communication, and research skills while providing valuable exposure to diverse perspectives. Assessment will focus on the quality of content, research, and presentation delivery.

2. COURSE OBJECTIVES

By the end of the course, students will demonstrate;

- I. Mastery of critical analysis and problem-solving skills
- II. Capacity to apply theoretical knowledge to real-world business scenarios
- III. Ability to synthesize complex information from multiple sources
- IV. Advanced critical analysis and ability to propose evidence-based solutions.
- V. Effective communication and presentation abilities

3. LEARNING OUTCOMES

At the end of this course, students will be able to,

- I. Conduct independent research on international business challenges, integrating peer-reviewed sources to produce a comprehensive seminar paper.
- II. Develop and articulate clear and compelling arguments supported by evidence to inform decisionmaking and problem-solving.
- III. Effectively communicate complex ideas and findings to diverse audiences through clear, concise, and engaging presentations.
- IV. Critically analyze business challenges and opportunities, demonstrating a deep understanding of global business trends and their implications.
- V. Collaborate effectively with peers to achieve common goals, demonstrating teamwork and leadership skills.

4. COURSE CONTENT

WEEK 1 – ORIENTATION, RESEARCH FOUNDATIONS & TOPIC MAPPING

- a. Course overview, expectations, and seminar assessment criteria
- b. Foundations of Research ethics, integrity, referencing synthesis | MUBS Research Ethics Committee
- c. Identifying and mapping topics with real relevance to current international business trends
- d. Explaining the Grading approach

WEEK 2 – PITCH YOUR TOPIC

- Brief presentations of initial research ideas, opening the topic to early feedback
- Peer and facilitator critique focused on clarity and theoretical alignment

WEEK 3 – PRESENTATION: REFINED TOPIC & RESEARCH DIRECTION

- Presenting the refined topic alongside updated research objectives and questions
- Justifying its relevance and timeliness within current international business trends
- Peer and facilitator feedback assessing the research's overall viability

WEEK 4 – LITERATURE REVIEW (PART 1): THEMATIC ANALYSIS

- Presenting the reviewed literature organized around key themes
- Discussing the core theories and frameworks underpinning the topic
- Peer critique focused on source quality and theoretical fit

WEEK 5 – LITERATURE REVIEW (PART 2): CRITICAL GAPS & POSITIONING

- Presenting a synthesis of findings across the reviewed literature
- Identifying research gaps and articulating the study's intended contribution
- Feedback on the persuasiveness of the argument and its linkage to the research objectives

WEEK 6 – METHODOLOGY DEFENSE

- Presenting the research design, data collection approach, and analysis plan
- Justifying methodological choices and addressing ethical considerations
- Q&A session simulating a formal research defense panel

WEEK 7 – DATA COLLECTION INSIGHTS & PRELIMINARY ANALYSIS

- Reporting progress made in data collection or sourcing
- Presenting early analysis and descriptive findings
- Discussing challenges encountered and proposing possible solutions

WEEK 8 – FINDINGS (PART 1): PRESENTING RESULTS

- Presenting the main results using visuals such as tables, charts, and graphs
- Linking each result directly back to the research questions
- Peer critique focused on clarity and relevance

WEEK 9 – FINDINGS (PART 2) & THEMATIC DISCUSSION

- Presenting deeper analysis and connecting findings back to the literature.
- Discussing implications for theory, policy, or practice.
- Peer debate on the adequacy and completeness of the findings.

WEEK 10 – CONCLUSION & RECOMMENDATIONS WORKSHOP

- Presenting key conclusions and corresponding recommendations.
- Ensuring recommendations remain evidence-based and practically feasible.
- Peer review focused on clarity and overall impact.

WEEK 11 – FULL DRAFT INTEGRATION & PEER REVIEW

- Presenting the complete seminar paper draft in full.
- Peer review focused on structure, coherence, and overall flow.
- Facilitator guidance to support final refinement.

WEEK 12:14 – FINAL SEMINAR PRESENTATIONS

- Presenting the polished seminar paper to peers and faculty
- Responding to Q&A designed to test defense skills under pressure
- SUBMITTING THE FINAL WRITTEN PAPER

EXTERNAL STAKEHOLDER PRESENTATIONS

- Presenting the seminar paper to policymakers and practitioners
- Receiving panel feedback on its policy relevance and real-world applicability

5. DELIVERY METHODS:

- The course uses a blended approach (50% in-person, 50% online) combining lectures, student-led presentations, interactive discussions, and case studies. Practical workshops on literature search, data analysis, and presentation skills will support the progressive development of seminar papers.

6. ASSESSMENT STRUCTURE**A. COURSE WORK**

- The coursework component (40%) is assessed continuously across the semester through two elements: Seminar paper Milestones (30 marks) and Peer Review & Scholarly Participation (10 marks). Over the course of the seminar, students progressively develop and present key sections of their seminar paper, while actively engaging in scholarly discussion and structured peer review. The assessment schedule and marking distribution are presented in the table below.

SECTION	ACTIVITY	MARKS
Seminar Paper Milestones (30%)	▪ Week 2/3: Research Topic, Problem Statement & Objectives	6
	▪ Week 4/5: Literature Review & Theoretical Framework	8
	▪ Week 6: Methodology	8
	▪ Week 11: Integrated Draft Seminar Paper	8
	Total (A)	26
Peer Review and Scholarly Participation (10%)	▪ Attendance and participation	5
	▪ Constructive feedback during seminars & Written peer reviews	5
	▪ Quality of discussion and engagement	4
	Total (B)	14
TOTAL (A + B)		40

B. FINAL EXAMINATION

- The final examination, constituting 60% of the overall course grade, is assessed through two components: a FINAL SEMINAR PAPER and a presentation to external stakeholders. The assessment components and their respective evaluation criteria are summarized in the table below.

Component	Criteria
Final Seminar Paper (80%)	▪ Research depth, originality, coherence, adherence to guidelines, and technical accuracy.
External Stakeholder Presentation (20%)	▪ Scored by the panel of external stakeholders/examiners ▪ Conducted according to the official examination timetable

Pass Mark: 60%

7. FACILITATOR:

Assoc. Prof. Aaron ECEL , Ph.D.

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8. COURSE REQUIREMENTS

Students must fill all course requirements in order to achieve a passing grade. These include:

- Class attendance is compulsory and must be greater than 75% in order to be eligible to sit for the final examination.
- The institution is committed to the highest standards of academic integrity and honesty; thus, students are urged to avoid any behaviour that could potentially result in suspicions of cheating, plagiarism and misconduct in the lecture rooms and examinations.

- iii. Students are encouraged to review literature on this course since this is the best way to learn about the course and prepare for exams as well. Students may work together on assignments, BUT each student MUST write up his/her assignments independently.
- iv. Students should avoid obtaining a final mark below 60% as this will imply failure and retaking the course when next offered. Thus, students should take courseworks seriously since it contributes significantly to the final mark.
- v. There will be at least two test assignments and a comprehensive final exam. No make-up course work will be given to students to compensate for poor performance. In the same regard, missing any assignment plus late submission will not be accepted and hence will attract an automatic zero.
- vi. Failure to write the final examination will result in grade of ABS.

9. COMMUNICATION POLICY

All communication between students and the facilitator must be conducted through official channels (specifically, official university email: eaaron@mubs.ac.ug). This ensures consistency, accountability, and a clear record of correspondence throughout the course.

- In cases of genuine emergency requiring an urgent response, students should route their request through the Class Representative, who is the only person authorized to contact the facilitator by phone. Students are discouraged from making direct phone calls or using informal channels (e.g., personal WhatsApp, social media) to reach the facilitator.

10. READING LIST

- American Psychological Association. (2020). Publication manual of the American psychological association 2020. *American Psychological Association*.
- Becher, T., & Trowler, P. R. (2001). *Academic Tribes and Territories: Intellectual Enquiry and the Cultures of Disciplines* (2nd ed.). Buckingham: Open University Press/SRHE.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The Craft of Research* (4th ed.). University of Chicago Press.
- Borowiecki, K. J., & Composers, T. F. (2013). SEMINAR PAPER 105.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Duarte, N. (2010). *Resonate: Present visual stories that transform audiences*. John Wiley & Sons.
- Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students* (8th ed.). Pearson.
- Semenza, G. M. C., & Semenza, G. M. C. (2005). The Graduate Seminar. *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities*, 68-81.
- Semenza, G. M. C., & Semenza, G. M. C. (2010). The Seminar Paper. *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities*, 90-115.
- Yin, R. K. (2018). *Case study research and applications* (Vol. 6). Thousand Oaks, CA: Sage.