



Faculty of Humanities/Cyfadrn y Dyniaethau
Swansea Business School /Ysgol Fusnes Abertawe

PROGRAMME VALIDATION DOCUMENT

/ DOGFEN DILYSIAD RHAGLEN

PROGRAMME	DOGFEN
Masters Of Business Administration (MBA)	Athro Mewn Gweinyddiaeth Fusnes (MBA)
MBA (Education Management)	MBA (Athro Mewn Gweinyddiaeth Fusnes)
MBA (Enterprise)	MBA (Entrepreneuriaeth)
MBA (Information Systems)	MBA (Systemau Gwybodaeth)
MBA (International Business)	MBA (Busnes Rhyngwladol)
MBA (International Tourism)	MBA (Twristiaeth Rhyngwladol)
MBA (Public Services)	MBA (Gwasanaethau Cyhoeddus)
Post Graduate Diploma In Business	Diploma Ol-Radd Mewn Busnes
Post Graduate Certificate In Business	Tystysgrif Ol-Radd Mewn Busnes

VOLUME 3: MODULE SYLLABI

CYFROL 3: MEYSYDD LLAFUR Y MODIWLAU

June 2010/Mehefin 2010

Full-time, Part-time, Block/Llawn Amser, Rhan-Amser, Bloc

TABLE OF CONTENTS

ANALYTICAL TOOLS FOR MANAGERS (ATM)	3
CONSULTANCY MANAGEMENT (CM).....	8
CONTEMPORARY LOGISTICS AND SUPPLY CHAIN MANAGEMENT (CLSCM).....	13
CREATIVITY, INNOVATION AND INTELLECTUAL PROPERTY (CIIP)	17
CRITICAL LEADERSHIP STUDIES (CLS)	21
CROSS CULTURAL MANAGEMENT (CCM)	25
DATA MINING FOR BUSINESS INTELLIGENCE (DMBI).....	29
DISSERTATION (DISS)	33
E-BUSINESS (EB)	41
E-MARKETING (EM)	46
ENTREPRENEURSHIP (ENT).....	50
FINANCIAL MANAGEMENT (FM).....	54
GEOGRAPHICAL INFORMATION SYSTEMS IN ORGANISATIONS (GISO).....	58
GLOBALISATION (GLOB).....	62
ISSUES FOR ENTERPRISE (IFE)	67
LEADERSHIP AND MANAGEMENT IN PROFESSIONAL DEVELOPMENT, EDUCATION AND TRAINING (LMPD)	72
MANAGEMENT ETHICS (METHS)	76
MANAGEMENT OF HUMAN AND ORGANISATIONAL RESOURCES (MHOR)	81
MANAGERIAL ECONOMICS (ME)	88
MANAGING CHANGE (MC).....	92
MANAGING RESOURCES IN PUBLIC ORGANISATIONS (MRPO)	97
MARKETING FOR ENTERPRISE (ME).....	101
MARKETING FOR LEISURE AND TOURISM (MLT)	106
MARKETING MANAGEMENT (MM)	110
PLANNING FOR SUSTAINABLE TOURISM (PST)	114
PRINCIPLES AND PRACTICE OF INTERNATIONAL TOURISM (PPIT).....	117
STRATEGIC MANAGEMENT (SM).....	123
STRATEGIC MANAGEMENT FOR THE PUBLIC SERVICES (SMPS)	128

Module Title:	Analytical Tools for Managers (ATM)
Date of Validation:	2010
Module Number:	M6X7783
Module Value:	15 credits
Level:	7 (Core)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

To consolidate past academic studies and managerial experience to enhance performance at Level 7. To review, adapt and support learning, research and communication skills applied to professional and academic development.

LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Analyse data collection, analysis and presentation in order to evaluate a management problem.
2. Evaluate potential conflicts and synergies in academic and practical management research.

INDICATIVE CONTENT:

- Types of Research and their Outcomes – pure, applied, action research, flexible strategies. Achieving masters level analysis of data.
- An introduction to the critical tradition. Philosophical traditions; positivism, social constructivism, relativism and the contribution of post modernism. Evaluating language, hegemony, incorporating historical context, power distribution and the ethical/cultural environment.
- Critique of conventional models, data interpretation and their use. Quantitative and qualitative approaches to practical management dilemmas. Use of ICT. Introduction to Critical Management Studies.
- Using interviews, observations, statistical tests, action techniques, questionnaires, diaries, content analysis and ICT to generate reliable, valid and significant results in management research.
- Production of self critical, problem-solving research reports. Sources and critical evaluation of primary and secondary data. Evaluation of personal, management and academic skills and development needs.
- Critical application of theory to practical management dilemmas.

- Efficiency in organisations. The diversity of objectives, systems and practice across sectors and cultures.

LEARNING AND TEACHING STRATEGY:

This module is regarded as a foundation/consolidation vehicle. It is planned to teach intensively as a block to all modes before all other modules. The class will be invited to reflect on past practice and experience in a series of workshops, seminars, presentations and problem solving exercises. Theoretical paradigms, use of ICT, statistical testing will be delivered in more formal lectures. The ultimate achievement of the aims will result from the students' reflection on their experiences in the context of acquired academic perspectives. Case Studies, witness sessions and industrial visits will be integrated to facilitate this end. Key tutors from the MBA team will offer witness sessions to clarify the content, offer their expertise and preview the level of attainment required at Level 7. The assessment will require the student to initiate a Learning Log of at least 5 reports (the equivalent of 3,000 words). A proforma will be issued, which will require a critical review of diverse sources. The range will include sources which must be reviewed for their validity and reliability for academic and practical management analysis. Some key sources will be prescribed to ensure achievement of the learning outcomes. Students will be introduced to the benefits of PDPs and Learning Logs, which are seen as generally as supportive of their MBA studies, rather than an assessment vehicle for other modules.

Class Contact

	<u>Hours</u>
Lectures	15
Tutorials/Workshops	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Analyse data collection, analysis and presentation in order to evaluate a management problem.	• At least one log must contain an exercise in primary data collection • At least one log will require evaluation of a presentation or workshop.
2. Evaluate potential conflicts and synergies in academic and practical management research.	• At least one log must be a critical review of an academic article for application to a possible business case. • All logs will require evaluate of the validity of the source

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills.

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesizing and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Collis, J & Hussey, R. (2009) Business Research, A Practical Guide for Undergraduate and Postgraduate Students, Palgrave, London

Moses, J. W. & Knutsen, T.L. (2007) Ways of Knowing, Basingstoke, Palgrave

Background Reading:

Alvesson, M. & Deetz, S. (2009) Doing Critical Management Research, London, Sage

Gill, J. & Johnson, P. (2009) Research Methods for Managers, London, Paul Chapman Publishing

Griseri, P. & Wisdom, J. (2007) Studying Business at MBA and Masters Level, Basingstoke, Palgrave

Jankowicz, A.D. (2009) Business Research Projects, London, Thompson Learning

Salkind, N. J. (2008) Statistics for People Who Think They Hate Statistics, London, Sage,

Saunders, M., Lewis, P. & Thornhill, A. (2009) Research Methods for Business Students, Harlow, FT/Prentice Hall

Journals:

Business and Society
Cross Cultural Management
Journal of Management Development
Harvard Business Review
Management Decisions

Useful Websites

www.dti.org.uk
www.cmi.org.uk
www.cbi.org.uk
www.id.org.uk
www.biz.ed.org.uk
www.mbares.org.uk
www.mba4u.org.uk

PHYSICAL RESOURCES:

Computer/projector/visualiser.

ROOM REQUIREMENTS:

Lecture Theatre
Tutorial room.
Computer laboratory with Internet access
Transport

STAFF RESOURCES:

Staff Co-ordinator: Stephen Griffiths

Staff delivering this module: Stephen Griffiths
David Trenberth

Module Title:	Consultancy Management (CM)
Date of Validation:	2010
Module Number:	M6X5747
Module Value:	15 credits
Level:	7 (Elective)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

The overarching aim of this module is to combine the processes of consultancy and project management with the effective management of change. Students will be encouraged to develop a reflective, active, positive approach towards adding value through initiating and change and innovation. Such skills promote a deeper understanding of the real world of work and the demands of employers for individuals who are bravely innovative and creative in their undertakings to deliver over and above the strategic aims of the organisation.

LEARNING OUTCOMES:

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

1. Identify with and perform the role of consultant and justify a business issue that is of strategic relevance to the organisation and critically analyse and discuss the literature and research relevant to that chosen issue;
2. Undertake a systematic analysis of qualitative and/or quantitative information and present the results in a professional consultancy report that draws realistic and appropriate conclusions and includes the making of recommendations; based on costed options and a timed implementation plan.

INDICATIVE CONTENT:

- Theories and concepts that serve as frameworks for implementing and sustaining change within organisations;
- Consultancy as a specialism and the potentially positive contribution that such intervention can make to aid an organisations ability to achieve and sustain competitive advantage through effectively managing change and embrace innovation;
- Identifying projects by studying the significant external or internal influences that impact upon an organisations ability to serve and bring about outstanding customer service, product and service innovation;
- Timely progression of consultancy projects from initial idea to the presentation of persuasive, pertinent and actionable reports;

- Literature and research reviews relevant to projects through the study of a wide range of resources, including wherever possible, in-company information that serves to increase the credibility of projects;
- Research methods and their relevance to different projects; data collection and handling, reasoning the strengths and weaknesses of each and the circumstances in which they might be used. Include ethical considerations;
- Presenting results clearly and professionally in conventional report format; drawing realistic and meaningful conclusions from data collected; recommendations including costed and timed implementation plans;
- Paths to self-improvement in consultancy and project management through coaching, professional development and meaningful reflective review

LEARNING AND TEACHING STRATEGY:

The module will be delivered and assessed over one semester.

The first few weeks of the module will be didactic and predominantly led by the module tutor. These sessions will incorporate imparting knowledge of consultancy and project management tools and techniques together with the underpinning theory of the management of change. During the lifetime of the module, it is expected that guest lecturers will be invited to discuss with students issues such as: the role of the consultant; careers in consultancy; managing single and multiple projects; creative thinking; enterprise and innovation. Other initiatives intended to broaden student perspective would be to provide students with the opportunity to learn the process of becoming self employed as management consultants.

During approximately the first 5 weeks of the module, students will be required to formulate and finalise their project ideas and present them in the form of a project initiation document (PID). Following the timely submission of their PID, students will meet individually with the module tutor to discuss their ideas and to refine their PID especially in terms of the projects feasibility and relevance. The format of this meeting will resemble the initial meeting a consultant would have with a potential customer to determine the boundaries and deliverables of a project. Group work will also be a significant part of the teaching and learning strategy where students will form into groups of up to six and present the ideas detailed in their PID, to each other. This process resembles the practice of making a “pitch” as would a consultant in the real world of work when tendering for contracts. During this session, students will be encouraged to adopt an inquisitorial stance with each other thereby, simulating the recruitment of an appropriate consultant to undertake a task in their own organisation.

The final weeks of the module are devoted to individual consultation and coaching between module tutor and student to ensure that the student completes their consultants report successfully in terms of its set deliverables evidenced in their PID and in relation to the pre-set marking criteria.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	10
Group Tutorials/Workshops	10
Individual Tutorials	10
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Identify with and perform the role of consultant and justify a business issue that is of strategic relevance to the organisation and critically analyse and discuss the literature and research relevant to that chosen issue;	• Attend a peer group event where they are discuss their role as consultant, are critical and evaluative of their own and others ideas so to facilitate their own learning of consultancy and project management as a means to advance and sustain organisational change. • Timely submission of project initiation document (PID) that conveys a cost effective and time efficient plan of a project that demonstrates a business case justification to realistically facilitate and sustain organisational change.
2. Undertake a systematic analysis of qualitative and/or quantitative information and present the results in a professional consultancy report that draws realistic and appropriate conclusions and includes the making of recommendations; based on costed options and a timed implementation plan.	• Collect data by a method fully justified and appropriate to deliver upon the aim and objectives of the consultant's report. • Analyse and interpret the data in readiness to present the findings cogently and clearly in a consultant's report • By means of a project report, demonstrate their skills in time management, critical thinking and their ability to present an evidence-based argument in which statements of "fact" will be supported by appropriate, authoritative and up-to-date sources that support change within their chosen organisation. • Reflect upon their learning and performance relative to the module and be self-critical to determine their how they build upon their own strengths and opportunities and positively address their challenges

Coursework: 100%

Students will base their project on an organisation with which they are familiar. Depending on whether or not they are employed (part-time) by the organisation, the student can decide to adopt the role of either internal or external consultant to the firm. Where students do not have an organisation on which to base their project, it is anticipated a case study approach could be adopted.

Assessment

Typically, marks are distributed thus:

Presentation of initial idea outlining business case rationale

Timely submission of project initiation document (PID)

Topic planning, data collection and research methodology

Detailed account of relevant literature, research and theories

Presentation of findings relevant to project aim and objectives

Conclusion that offers an overall response to the aim of the report

Recommendation(s)

Costing of recommendation(s)

Presentation that is professional and meets with conventions of report writing

READING LIST:

Essential Texts:

Buttrick, R. (2005) The Project Workout, London: Prentice Hall

Burnes, B. (2004) 4th Edition, Managing Change, Great Britain, Prentice Hall.

Background Reading:

Baron, A. and Armstrong, M. (2007) Human capital management. London: Kogan Page.

Brierley, E. (2006) Talent on tap: getting the best from freelancers, interims and consultants. London: Chartered Institute of Personnel and Development.

Brown, D. and Caldwell, R. and White, K. (2004) Business partnering: a new direction for HR. A guide. London: Chartered Institute of Personnel and Development.

Cannell, M. (2007) The self-employed HR consultant, London, Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/subjects/hrpract/general/selfhrcnslt>

Gardiner, P. (2005) Project Management: A Strategic Approach, Basingstoke, Palgrave.

Goodge, P. (2007) HR business partnering, London, Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/subjects/corpstrtggy/general/hrbusprtnr>

Johnson, M. (2005) The Independent Consultant's Survival Guide, London, Chartered Institute of Personnel and Development.

Maylor, H. (2003) 3rd Edition, Project Management Great Britain: Prentice Hall.

Thomson, I. (2007) Hiring consultants, London, Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/subjects/hrpract/general/hireconstl>

Whittington, R. and Molloy E. (2005) HR's role in organisation: shaping change. Research report. London: Chartered Institute of Personnel and Development.

Electronic Journals (available on <http://apollo.smu.ac.uk/library/>)

Coaching at Work

HRM Review

International Journal of Employment Studies

People and Strategy: Journal of the HR Planning Society

People Management Magazine

Personnel Review

Personnel Today

Public Personnel Management

Research and Practice in HRM

Harvard Business Review

Management and Marketing Consultancy Profiles available on: <http://apollo.smu.ac.uk/library/>

Useful Websites:

<http://apollo.smu.ac.uk/library/>

<http://www.cipd.co.uk/onlineinfodocuments/atozresources.htm>

http://www.prospects.ac.uk/p/types_of_job/management_consultant_job_description.jsp

www.acas.org.uk

www.cbi.org.uk

www.cipd.co.uk

www.employment-studies.co.uk

www.equalityandhumanrights.org.uk

www.hrmguide.co.uk

www.statistics.gov.uk

www.wao.gov.uk

PHYSICAL RESOURCES:

Computer/projector

ROOM REQUIREMENTS:

Lecture Theatre

Tutorial Room.

Computer laboratory with Internet access

STAFF RESOURCES:

Staff Co-ordinator:

Dr Jenni Woodman

Staff delivering this module:

Dr Jenni Woodman

Dr Claire Evans

Module Title:	Contemporary Logistics and Supply Chain Management (CLSCM)
Date of Validation:	2010
Module Number:	M6X6533
Module Value:	15 credits
Level:	7 (Elective)
Faculty Responsible for Delivery:	Faculty of Applied Design & Engineering
Pre-requisites:	None

AIMS:

To critically examine theories and practices in logistics and supply chain strategies and operations.

LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Critically examine the complex processes of global logistics.
2. Evaluate the principles of Total Quality Management to supply chain.

INDICATIVE CONTENT:

- The interaction, integration and control between materials handling, packaging, inventory, transport, facility location, communications and data processing.
- Integration of manufacturing, distribution and retailing.
- The concept of Just-in-Time for both manufacture and distribution.
- The significance of logistical activities to businesses and organisations.
- Specification and use of data: inventory control, vehicle routing and scheduling, management information, customer and supplier contact.
- Planning, managing and decision making in logistics.
- National, and international legislation's impact on European and Global logistics.
- Environment, environmental impact assessment and supply chain operations.

LEARNING AND TEACHING STRATEGY:

This module will be taught by lecture, seminar/workshop and tutorial sessions. Field visits and specialist visiting speakers will supplement the lecture Programme where applicable. The use of case studies to illustrate the application of theoretical concepts to applied scenarios will create further investigative opportunities. The use of role play exercises particularly to illustrate the

challenges and tensions between different interests within logistics management contexts will normally be used.

Class Contact

	<u>Hours</u>
Lectures	15
Tutorials/Workshops	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT: One 3,000 word case study assignment

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Critically examine the complex processes of global logistics.	The Case will require the analysis of the environment and a management response of a negotiated industry, sector or event in contemporary logistics.
2. Evaluate the principles of Total Quality Management to supply chain.	The Case will require students to develop an individual theme for deeper application and analysis, within the chosen case, allowing individualisation of the task, while retaining a class workshop environment.

The case may focus on an industry or corporation. The case requires a section to review the generic themes applied to the learning outcomes. A second section represents the negotiated student specialism, which includes reviewing management solutions, to aid interest, deeper analysis, class review and establish provenance.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others;

	organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Murphy, P.R. & Wood, D. (2008) Contemporary Logistics, London, Pearson

Christopher, M. (2009) Logistics and Supply Chain Management: Creating Value - Adding Networks , London, FT/Prentice Hall

Background Reading:

Ballou, R (2008) Business Logistics Management, New York, Prentice-Hall

Deepen, J.M. (2006) Logistics Outsourcing Relationships: Measurement, Antecedents, and Effects of Logistics Outsourcing Performance (Contributions to Management Science) , Heidelberg, Physica-Verlag

Gourdin, K (2009) Global Logistics Management, Oxford, Blackwell

Jung, H., F. Frank Chen, F.F. & Jeong, B. (2007) Trends in Supply Chain Design and Management: Technologies and Methodologies (Springer Series in Advanced Manufacturing) , London, Springer

Kobayashi, K., Lakshmanan, T.R. & Anderson, W.P. (2005), Structural Change in Transportation and Communications in the Knowledge Society (Transport Economics, Management and Policy Series) , London, Edward Elgar

Rushton, A, Croucher, P. & Baker, P. (2006) The Handbook of Logistics and Distribution Management, London, Kogan Page,

Taylor, T (2010) Global Cases in Logistics and Supply Chain Management, London, Thomson,

Wang, J., Olivier, D., Notteboom, T. & Slack, B. (2007) Ports, Cities, and Global Supply Chains (Transport and Mobility) , London, Ashgate

Journals:

International Journal of Physical Distribution and Logistics

International Journal of Logistics – Research and Applications

Logistics and Transport Focus

Useful Websites:

www.just.auto.com
www.lm-business.co.uk
www.apm.org.uk
www.project-management-software.ajeebo.com
www.catalystconsulting.co.uk
www.spc-software-package.com
www.industryforum.co.uk
www.smartgroup.org

PHYSICAL RESOURCES:

Computer/projector/visualiser.

ROOM REQUIREMENTS:

Lecture Theatre
Tutorial room.
Computer laboratory with Internet access
Transport

STAFF RESOURCES:

Staff Co-ordinator: Prof. Mike Phillips

Staff delivering this module: Prof. Mike Phillips
Dr. Andrew Fowkes

Module Title:	Creativity, Innovation and Intellectual Property (CIIP)
Date of Validation:	2010
Module Number:	M6X7786
Module Value:	15 credits
Level:	7 (Elective)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

Using established strategies developed in design related specialisms, this module introduces capacity building techniques that will develop and enhance the student's abilities to evolve and manage creative outputs, appropriate to their chosen business environment. Seen in this context, the module will also enable the student to recognise, select and critically review Intellectual Property legislation that offers protection for their innovations and associated assets.

LEARNING OUTCOMES:

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

1. Demonstrate an ability to systematically deconstruct a problem or difficulty in order to develop new and alternative solutions and, or, systems of management.
2. Evaluate Intellectual Property legislation and select, propose and manage appropriate solutions in the context of a global market place.

INDICATIVE CONTENT:

- Strategies for ideas generation
- Convergent and divergent approaches to problem solving
- Managing and briefing the creative mindset.
- Brand and similar asset management – intangible assets
- Typology and criteria for protection of Intellectual Property Rights

LEARNING AND TEACHING STRATEGY:

A student-centred framework will be employed that inspires curiosity and develops individual aspirations and concepts. The conceptual, theoretical issues will underpin the approach – delivered during weekly lectures. Reflection and analysis will be features in the production of a project. The project will reflect the student's business/organisational requirements, contextualised for their own environments.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Seminars	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1 Demonstrate an ability to systematically deconstruct a problem or difficulty in order to develop new and alternative solutions and, or, systems of management	• Generate a report that documents the underlying concepts and principles associated with ideas development and innovation.
2 Evaluate Intellectual Property legislation and select, propose and manage appropriate solutions in the context of a global market place.	• Devise and justify a strategically relevant proposal that manages and protects the 'capital' of the Intellectual Property devised within the module.

Coursework 100%

To achieve outcome 1 the student will generate an individually written report that documents the production and development of a solution to an identified problem within a specified scenario (the student may respond to a given case study or one identified for their own organisation)

To achieve outcome 2 the student will generate an individually written proposal to protect the intellectual property devised within the module.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and selfmanagement; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Davis, J. (2008) Intellectual Property Law(3rd Ed), Oxford: Oxford University Press

Henry, J. (Ed) (2006) Creative Management London: Sage

Background Reading:

Andriopoulos, C. & Dawson, P. (2009) Managing Change, Creativity and Innovation London:Sage

Bently, L. & Sherman, B. (2009) Intellectual Property Law (3rd Ed), Oxford: Oxford University Press

Chasser, A. & Wolfe, J. C. (2010) Connecting Branding, Creativity and Intellectual Property Strategy, USA, John Wiley and Sons

Estrin, J.(2009) Closing the Innovation Gap: Reigniting the spark of creativity in a global economy. USA: McGraw Hill

Sternberg, R. J. (1999) Handbook of Creativity Cambridge: Cambridge University Press

Journals:

Creativity and Innovation Management
Harvard Business Review
Journal of Management Studies
Small Business and Enterprise Management

Useful Websites

www.business-support-wales.gov.uk
www.ipo.gov.uk
www.out-law.com
www.own-it.org
www.wipo.int

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Seminar/tutorial room.

STAFF RESOURCES:

Staff Co-ordinator: Kath Penaluna

Staff delivering this module: Prof Andy Penaluna,
Vic Saunders

Module Title:	Critical Leadership Studies (CLS)
Date of Validation:	2010
Module Number:	M6X8187
Module Value:	15 credits
Level:	7 (Elective)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

To develop a critical and analytical understanding of the qualities and strategies required for effective leadership within organisations

LEARNING OUTCOMES:

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

1. Critically review current research and advanced scholarship on leadership to demonstrate systematic understanding of current issues in leadership within a variety of organisations.
2. Evaluate effective leadership of teams and individuals with a view to promoting a high performance culture

INDICATIVE CONTENT:

- The history and context of leadership, and a critical appraisal of its role in organisations
- Leadership or Management? Theoretical, practical and research based views
- Developing a high performance culture: mobilizing the potential of people, develop and sustain learning within a learning environment, enhance the provision of quality services
- Leading teams and individuals: manage and develop self and own performance, maintain and develop team and individual performance, build and maintain productive working relationships
- Leadership development: contemporary leadership development issues and initiatives e.g. Self managed learning, talent management and succession.

LEARNING AND TEACHING STRATEGY:

As the module aims to develop a critical and analytical understanding of the qualities and strategies required for effective leadership, student-centered learning strategies are necessary. Seminars, tutorials and workshops will form the majority of the learning strategy to allow students to interact with material through case studies, group discussions and practical

exercises. Students will also be encouraged to attend relevant guest speaker presentations and carry out their own research for dissemination to the rest of the group. Material for discussion in seminars and tutorials will be in a variety of formats such as DVD, leader profiles, case studies, questionnaires and presentations with plenty of opportunity for formative feedback regarding their critique and application of the material.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	0
Tutorials/Seminars	30
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Critically review current research and advanced scholarship on leadership to demonstrate systematic understanding of current issues in leadership within a variety of organisations. 2. Evaluate effective leadership of teams and individuals with a view to promoting a high performance culture	• Review literature to demonstrate critical understanding of current issues and thinking in leadership and management taken from a variety of organisations • Identify a leader within an organisation of choice and using research methods appropriate to the task, evaluate the effectiveness of that leader both in their own personal capabilities as a leader and that of the teams they lead • Report coherently the results of the research • Make recommendations for change to ensure a high performance culture. Recommendations should be fully costed and based on research data which has been subjected to critical reflection and analysis (3000 words)

100% Coursework

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 4	People - the management and development of people within organisations
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Northouse, P. (2007) Leadership Theory and Practice, London: Sage

Background Reading:

Adair, J. (2003) Effective Strategic Leadership, Oxford: Pan.

Adair, J. (2005) Effective Leadership Development, London: CIPD.

Armstrong, M and Stephens, T., (2005) Management and Leadership: London: Kogan Page.

Bennett, N., Wise, C., (2002) Distributed Leadership, Nottingham: NCSL.

Carnall, C. (2003) Managing Change in Organizations. Harlow: Prentice Hall.

Camerson, E. & Green, M. (2008) Making Sense of Leadership, London: Kogan Page.

Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering Talent at Work, London: CIPD.

Daft, R. (2005) The Leadership Experience, London: Thomson/South-Western.

Gill, R. (2006) Theory and Practice of Leadership, London: Sage Publications Ltd.

Goldsmith, M., Greenberg, C., Robertson, A., Hu-Chan, M., (2003) Global Leadership: The Next Generation, New Jersey: Prentice Hall.

Mumford, A. (2010) Management and Leadership Development , London: CIPD.

Owen, J. (2005) How to Lead, London: Pearson Education Ltd.

Wageman, R.; Nunes, D.; Burruss, J.; Hackman, J. (2008) Senior Leadership Teams, Boston: Harvard School Business Press.

Journals:

People Management : CIPD
Personnel Today
Human Resource Management Journal: CIPD
Educational Management and Administration
Research in Post-Compulsory Education

Useful Websites

www.acas.gov.uk
www.cipd.co.uk
www.i-l-m.com
www.leadership-he.com
www.managers.org.uk/institute
www.dti.gov.uk/bestpractice/management/leadership.htm

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Seminar/tutorial room.

STAFF RESOURCES:

Staff Co-ordinator: Dr. Margaret Inman

Staff delivering this module: Dr. Margaret Inman
Dr. Jenni Woodman

Module Title:	Cross Cultural Management (CCM)
Date of Validation:	2010
Module Number:	
Module Value:	15 credits
Level:	7 (Elective for MBA) (core to MBA (International Business))
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

To develop students' understanding of cross-cultural management models from the USA, Europe, Asia, and other regions.

LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Analyse cross-cultural models, including the 'crossvergence' framework on organizational culture.
2. Evaluate critically how cultural variation affects the implementation of strategy.

INDICATIVE CONTENT:

- Cross-cultural and international management. Factors that influence decision making and Implications for the Manager
- Analysing Cultures, Comparative Analysis. Using models to review management themes e.g. Models of Kluckhohn and Strodtbeck (1961), Hall (1976), Hofstede (2010) etc. Problems in using comparative analysis
- Defining and analysing organizational cultures and national culture. Appropriate communication across cultures, One- and two-way communication styles and Non-verbal communication
- People in Organisations-Intrinsic and extrinsic needs. How context influences needs. Designing incentives. Culture and dispute. How the manager resolves a dispute. Negotiation, patronage, culture and society. Some variants: Guanxi and Wasta
- How national culture influences planning. How organisational culture influences planning. Identifying and applying knowledge Organizational capabilities and competitive advantage Implementation and communication. Mergers and Acquisitions. Transferring the implementation system
- Culture and E-communication in an organisational context.

- Investment in an International Joint Venture (IJV). Preparing for success: the four compatibilities Trust and mistrust. Sharing control. Evaluation of the benefits of local or expatriate management.
- Case analysis e.g. The call centre revolution, Baby food New knowledge The foreign employee Appointing a headquarters manager to the Swiss subsidiary. SMEs in different cultures.
- CSR & Ethics across culture and time-The International Dimension

LEARNING AND TEACHING STRATEGY:

Students will be introduced to comparative management models, which they will apply to management themes/functional areas with which they are familiar. Such conceptual, theoretical issues are suited to delivery during weekly lectures. However, for the exploration of these topics and their application to case studies pertaining to cross-cultural management in a variety of international contexts, tutorials are the most appropriate strategy. During tutorials, students will also have the opportunity and encouragement to apply these issues to their chosen organisation, and gain individual, formative feedback regarding their work.

The theme for assignment development will be negotiated with the tutor as will the detail of the case which will act as an application opportunity. Students will be expected to present their early findings to the class for discussion and collaborative research.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Seminars	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Analyse cross-cultural models, including the 'crossvergence' framework on organizational culture.	• Write a report Section a) on the negotiated management theme from at least two cultural perspectives. • Select and apply appropriately the conceptual management models to a particular context.
2. Evaluate how cultural variation affects the implementation of strategy.	• Write a report Section b) that critically appraises different solutions/impacts to a strategic problem • Evaluate the issue in at least two cultural environments.

Coursework 100% : One 3,000 word report in two sections

Students will negotiate a management theme to analyse using the cross cultural tools learned. They will apply the analysis to a case which they must research and report on the impacts of strategy.

Outcome 1: students will be encouraged to self-select (with some negotiation) appropriate contemporary cross-cultural themes for investigation and analysis. The student will then analyse

cross-cultural models, including the 'crossvergence' framework on organizational culture, to produce an individually written report of approximately 1,500 words documenting the evaluation.

Outcome 2 requires that the student produces a written report documenting the evaluation of cultural variation and its impact on the implementation of strategy from the perspective of at least two different cultural environments. The evaluation will require synthesis of theoretical material and its practical application within the context of a given case organisation (approximately 1,500 words).

READING LIST:
Essential Texts:

Deresky, H. (2010) International Management: Managing Across Borders and Cultures, London, Pearson

Mead, R. & Andrews, T.G. (2008) International Management: Culture and Beyond, Oxford, Wiley/Blackwell

Background Reading:

Carte, P. (2008) Bridging the Culture Gap: A Practical Guide to International Business Communication, London, Kogan Page

Hofstede, G. (2004) Culture's Consequences, Comparing Values, Behaviors, Institutions, and Organizations Across Nations, Thousand Oaks, CA, Sage Publications

Hofstede, G., Hofstede, G-J. & Minkov, M. (2010) Cultures and Organizations: Software of the Mind, New York: McGraw-Hill Professional

Lewis, R.D. (2005) When Cultures Collide: Leading, Teamworking and Managing Across the Globe, London, Nicholas Brealey Publishing

Lewis, R.D. (2008) Cross-Cultural Communication: A Visual Approach, London, Nicholas Brealey Publishing

Luthans, F. & Doh, J. (2008) International Management: Culture, Strategy, and Behavior, New York, McGraw Hill

McCourt, W. & Eldridge, D. (2004) Global Human Resource Management: Managing People in Developing and Transitional Countries, London, Edward Elgar Publishing

Nakata, C. D. & Nakata, C. (2009) Beyond Hofstede London, Palgrave Macmillan

Trompenaars, F. & Hampden-Turner, C. (2010) Riding the Waves of Innovation: Harness the Power of Global Culture to Drive Creativity and Growth, New York, McGraw-Hill Professional

Varma, A., Budhwar, P.S. & DeNisi, A. (2007) Performance Management Systems: A Global Perspective (Global HRM), London, Routledge

Journals:

Asia Pacific Journal of Management
Business and Society
Cross Cultural Management
International Journal of Applied International Business
International Journal of Applied Management
Journal of International Management

Useful Websites

<http://www.thunderbird.edu/>
<http://www.harzing.com/>
<http://www.pimnetwork.org/nuovo/>
http://www.iso.org/iso/iso_catalogue/management_standards.htm
<http://www.amanet.org/>

PHYSICAL RESOURCES:

Computer/projector/visualiser.

ROOM REQUIREMENTS:

Lecture Theatre
Tutorial room.
Computer laboratory with Internet access

STAFF RESOURCES:

Staff Co-ordinator: Alun E Jones

Staff delivering this module: Stephen Griffiths
Alun E Jones

Module Title:	Data Mining for Business Intelligence (DMBI)
Date of Validation:	2010
Module Number:	
Module Value:	15 credits
Level:	7 (Elective for MBA) (core to MBA (Information Systems))
Faculty Responsible for Delivery:	School of Applied Computing, Applied Design and Engineering
Pre-requisites:	None

AIMS:

This module requires students to evaluate critically the strategic importance, role and capabilities of data mining for business intelligence to create and sustain competitive advantage.

LEARNING OUTCOMES:

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

1. Evaluate critically possible data sources and transformations required to provide the structures for data mining tools.
2. Analyse critically the capabilities and role of data mining to provide business intelligence.

INDICATIVE CONTENT:

- Business Intelligence;
 - Business value;
 - Best practices.
- Components of a Business Intelligence Architecture:
 - Operational and source systems;
 - Data extraction and transformation;
 - Data warehouse.
- Business Intelligence Front-End:
 - Business query and reporting;
 - Online Analytical Processing (OLAP) tools;
 - Dashboards.
- Measures of Success:
 - Success and business impact;
 - Measuring success;

- Business Intelligence Tools:
 - Importance of business intelligence tools;
 - Tool standardisation.
- Future of Business Intelligence:
 - Emerging technologies;
 - Advanced visualisation.

LEARNING AND TEACHING STRATEGY:

Student learning will be facilitated via a mixture of lectures, tutorials and laboratory workshops. The lectures will be used as a basis for the presentation and discussion of theoretical ideas and concepts, while the tutorials will enable students to develop further the implications inherent in the application of the theoretical concepts to practical, real-life situations; these will be supported by practical laboratory based case-study application to give a flavour of what can be achieved. During tutorials, a flexible, student-led approach will be taken. Case-study industry based examples will be explored in detail to accentuate best-practice & commercial issues. Seminars will allow students to disseminate their own reading and research to peers, and provide a forum for group discussion.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/computer laboratory	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Evaluate critically possible data sources and transformations required to provide the structures for data mining tools.	• Write a report to evaluate (for a given application domain) the transaction processing systems of an organisation and the transformations required to provide a suitable environment for data mining.
2. Analyse critically the capabilities and role of data mining to provide business intelligence.	• Write a report to analyse capabilities and role of data mining and where in a given organisation the opportunities for successful business intelligence exist and how they can best be exploited.

100% Coursework

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Howson, C., (2008) Successful Business Intelligence: Secrets to making BI a Killer App, McGraw-Hill

Tan, P., Steinbach, M., and Kumar, V., (2006) Introduction to Data Mining, Pearson

Turban, E., Sharda, R., Aronson, J. and King, D., (2007) Business Intelligence: a Managerial Approach, Prentice Hall

Background Reading:

Dunham, M., (2002) Data Mining: Introductory and Advanced Topics, Prentice Hall

Han, J. and Kamber, M., (2006) Data Mining: Concepts and Techniques (2nd Edition), Morgan Kaufmann

Kimball, R., Ross, M., Thornthwaite, W., Mundy, J. and Becker, B., The Data Warehouse Lifecycle Toolkit, John Wiley (2008)

Larson, B., Delivering Business Intelligence with Microsoft SQL Server 2008, McGraw-Hill (2009)

Mundy, J., Thornthwaite, W., and Kimball, R., Microsoft Data Warehouse Toolkit: With SQL Server 2005 and the Microsoft Business Intelligence Toolset, John Wiley (2006)

Moss, L. and Atre, S., Business Intelligence Roadmap: The Complete Project Lifecycle for Decision-Support Applications, Addison-Wesley (2003)

Journals:

ACM Transactions on Database Systems
ACM Transactions on Information Systems
ACM Transactions on Algorithms
ACM SIGMOD (Special Interest Group on Management of Data)
ACM SIGIR (Special Interest Group on Information Retrieval)
Journal of Data and Information Quality
Communications of the ACM

Useful Websites

Appropriate sites on the World Wide Web will also be used.

PHYSICAL RESOURCES:

Computerprojector.

Software:

- SQL Server 2008:
 - Database Server;
 - Analysis Services;
 - Integration Services.
- Visual Studio 2008

ROOM REQUIREMENTS:

Lecture/tutorial room., computer laboratory

STAFF RESOURCES:

Staff Co-ordinator: S Hole

Staff delivering this module: S Hole

Module Title:	Dissertation (DISS)
Date of Validation:	2010
Module Number:	
Module Value:	60 credits
Level:	7 core
Faculty Responsible for Delivery:	Swansea Business School
Pre-requisites:	None

AIMS

The dissertation is an essential part of the degree as it is the culmination of the Master's programme and defines the masters worthiness of the programme. As such, it has been designed and conceived as an integral part of the programme.

The aims of this module are to prepare students for the complexity and challenges of business and management research and to develop a wide range of research-related professional skills so that they can both judge and use published research as well as undertaking research themselves to inform business and management decisions.

It is a prerequisite of this module that students attend a Research Methodology workshop and as a result have produced a successful Research Proposal. The workshop is intended to prepare students for the requirements of independent research and to enhance their professional competencies necessary for this purpose. This will ensure that, prior to starting the dissertation, students will have developed a clear focus for their research, inquiry or investigation; that they have identified the context, boundaries and stakeholder interests; have considered research perspectives and ethical concerns and procedures; are informed about data collection and analysis, etc and, in short, have the necessary knowledge and skills to successfully complete the research dissertation.

Only on the successful completion of Part I and the Research Proposal, will the student be formally invited to submit a dissertation.

Once the Research Proposal has been successfully completed, the dissertation module provides the student with the necessary support and opportunity to produce a substantial specialist body of research (20,000 words) which has been instigated, developed and produced as a consequence of their own research initiative.

As such, the dissertation normally arises from a student's individual interest that is likely to have been developed from business and management topics studied or researched during Part I. It will require the student to pursue independent research and in doing so, develop a systematic piece of work that is based upon a sound rationale, has clear aims and objectives, demonstrates an understanding of both the context and literature; an appropriately chosen

paradigm and methodology, and a synthesis, analysis and presentation of both primary and secondary sources of data that takes into account both ethical and research limitations. Also, it will require the student to show how the conclusions of the research are capable of more general application, either on a professional or theoretical basis.

OUTCOMES

On completion of this module, the student should be able to:

1. Prepare a research proposal that provides evidence that the topic to be studied is worth addressing; that the way the proposal addresses the topic is both appropriate and feasible in terms of intended activities, outcomes and resources and thus establishes its importance to both academic and professional communities.
2. Plan, manage and execute an in depth research, inquiry or investigation with a business and/or management focus by applying the principles of research design to the formulation of a research question including, where appropriate, formal hypotheses that can be tested and the selection of appropriate research methods for answering these questions.
3. Critically evaluate the appropriateness of qualitative/quantitative methods of data collection, in combination as necessary, to analyse, synthesise, interpret and present the resulting data and the applications of those methods by other researchers in other contexts.
4. Demonstrate the ability to conduct research under supervision in a business and management context including the ability to review published literature critically, show conceptual and theoretical understanding, identify research problems, use project management skills to budget, manage time and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional business and management practice and normal principles of research ethics.
5. Exhibit the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken and be able to apply those transferable skills to develop research based inquiry in future employment settings.

INDICATIVE CONTENT

Stage 1: Developing research competence and the research proposal

Academic Focus and Research Rationale

Starting research and clarifying the focus of research: Research definitions, theoretical perspectives in research, data sources and definitions, contemporary issues in research applications. Define the aims and objectives, the context, boundaries and identify ethical considerations.

Research Paradigm and Method

The research paradigm, choosing methodologies and resolving research dilemmas; recording and organising information, analysing the results, research writing, achieving research rigour, understanding bias, use of appropriate analytical tools, caveats of interpretation, drawing conclusions.

Data Collection and Analysis

Data collection: Qualitative and quantitative methods; the role of theory, data collection techniques and applications, experimental research techniques e.g. web based collection, action research, reliability and validity of collection methods.

Research instruments: Design of interviews, structural and semi-structural interviews, focus groups, questionnaire design, sampling methods, use of Nudist, Survey Monkey and SPSS

Data analysis: quantitative and qualitative analysis, case studies, written sources, text analysis, use of statistical packages and software e.g. SPSS / Excel / SNAP / Vivo techniques; data and statistical testing techniques.

Presentation

Developing a research proposal; structure and form; communicating ideas and arguments; presenting data; citations and referencing conventions; plagiarism; abstracts and conclusions; use of Turnitin.

Dissertations for MBA Pathway students

All MBA Pathway students must write their Research Proposal and ultimate Dissertation in relation to the pathway specialism, eg. MBA (Education Management) must choose an Education Management theme. To achieve the general MBA outcomes the theme should explore management related concerns. Students will be given guidance in the Research Methods workshop and, following the Research Proposal submission, on the parameters of the specialist themes. Clearly, in the example of MBA (Education Management), a dissertation which only explored pedagogic themes, would not be acceptable.

Stage 2: The Dissertation

The complexities and practical issues of business and management research: Independent learning and development; stakeholder interests and ethical considerations; the investigative process; philosophical considerations; the use of theory; the importance of on-going clear communication.

The importance of clear aims and objectives: project management, use of project management skills to budget, manage time and other resources, building and managing relationships; learning and reflection, reviewing and judging.

Exploring the literature, writing a literature review, reviewing published literature critically, showing conceptual and theoretical understanding, identifying research problems and questions.

Choosing a research method, data collection and sampling, data analysis and interpreting results, reliability and validity of data, evidence based approach; disseminating findings in a way that is consistent with professional business and management practice. Drawing valid conclusions and recommendations. Reflecting on the research process and outcomes and the learning experience.

TEACHING AND LEARNING STRATEGY

The indicative content and requirements of the dissertation will be introduced at the end of Part 1 by an intensive research methodology workshop “Developing research competence and the research proposal” which is designed to bridge and enhance research knowledge and competencies. At the beginning of the workshop a dissertation handbook is provided for each student. At the end of stage 1, students will be expected to produce and present an initial 2000 word research proposal prior to the commencement of the dissertation research at stage 2.

In stage 2, students will be expected to manage their own learning and implement their own research programme of study over the dissertation period. Students will be allocated a supervisor/ tutor who will meet with each student on a regular tutorial basis in order to monitor research progress (this will be for a minimum 15 hours tutorial time).

Guidelines and progress deadlines will be given to students at appropriate times of the year in order to facilitate continued progress. (All procedures and processes are contained in the dissertation handbook).

Students who begin Part 2 in September must submit the dissertation by May.
Students who begin Part 2 in January must submit the dissertation by December.

CLASS CONTACT

Part 2

Stage 1: Developing research competence and the research proposal: Nominal 20 hours

Stage 2: The Dissertation: Nominal 15 hours tutorial time:

ASSESSMENT

Stage 1

The assessment of the Research Methodology workshop will require the student to produce a viable research proposal that provides a persuasive and convincing argument for the research to be undertaken, clear aims and objectives and an understanding of research design and project management. The student will be required to submit an initial 2000 word research proposal.

Learning Outcomes	Assessment Criteria Research Proposal
1. Prepare a research proposal that provides evidence that the topic to be studied is worth addressing; that the way the proposal addresses the topic is both appropriate and feasible in terms of intended activities, outcomes and resources and thus establishes its importance to both academic and professional communities.	• Provides a persuasive and convincing research rationale and aims and objectives and, identifies the context, boundaries and ethical and resource considerations of the research. • Identifies the research paradigm and evaluates and justifies the choice of research methods. • Understands the employment of data collection methods and can justify their use. • Evaluates the methods of analysis of data and how the data will be presented

	Identifies how the research is to be managed in terms of budget, time management and other resources.
--	---

Stage 2

The assessment of the dissertation will be based upon a clear expression and articulation by the student of the research focus, use of appropriate methodology, analysis and evidence, and findings. The student will be required to submit a 20,000 word dissertation.

Learning Outcomes	Assessment Criteria Dissertation
2. Plan, manage and execute an in depth research, inquiry or investigation with a business and/or management focus by applying the principles of research design to the formulation of a research question including, where appropriate, formal hypotheses that can be tested and the selection of appropriate research methods for answering these questions.	- Clearly articulates the research question and or hypothesis. - Critically evaluates alternative methodologies and justifies fit in terms of the research purpose. - Demonstrates understanding of the principles of research design
3. Critically evaluate the appropriateness of qualitative/quantitative methods of data collection, in combination as necessary, to analyse, synthesise, interpret and present the resulting data and the applications of those methods by other researchers in other contexts.	- Critically evaluates the use of specific qualitative or quantitative methods of data collection and/or triangulated methods and justifies the choice of method. - Designs the instrument of collection appropriately. - Demonstrates clearly how the data was collected. - Assesses the validity and reliability of the data obtained.
4. Demonstrate the ability to conduct research under supervision in a business and management context including the ability to review published literature critically, show conceptual and theoretical understanding, identify research problems, use project management skills to budget time and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional business and management practice and normal principles of research ethics.	- Explores and reviews the literature critically showing both conceptual and theoretical understanding. - Recognizes explicitly research problems and limitations and provides where possible appropriate solutions. - Applies normal principles of research ethics. - Manages the research process and produces the dissertation on time.

5. Exhibit the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken and be able to apply those transferable skills to develop research based inquiry in future employment settings.	• Employs appropriate analytical and/or statistical techniques and interprets the results accurately. • Communicates sound argument and honest reporting while avoiding misrepresentation and accusations of plagiarism and intellectual theft. • Employs a critical and evidenced based approach to arrive at conclusions. • Makes appropriate recommendations and reflects on learning.
---	--

PHYSICAL RESOURCE NEEDS

BIBLIOGRAPHY

Essential Texts

Collis, J & Hussey, R (2009) Business Research, A Practical Guide for Undergraduate and Post Graduate Students, London: Palgrave,

Hart C (2004) Doing Your Masters Dissertation (Essential Study Skills series), London: Sage Publications

Background Reading

Alvesson, M & Skoldberg, K. (2009) Reflexive methodology: new vistas for qualitative research 2nd ed. Los Angeles ; London : Sage Publications.

Alvesson, M (2002) Postmodernism and Social Research, Buckingham: Open University

Brown, R. B. (2006) Doing your dissertation in business and management : the reality of researching and writing. London: Sage Publications.

Bryman, A. and Bell, E. (2007) Business research methods, 2nd Ed., Oxford: Oxford University Press, 2007.

Cameron, S. and Price, D. (2009) Business research methods: a practical approach London: Chartered Institute of Personnel and Development.

Cooper, D. R. And Schindler, P (2008) Business research methods, 10th Ed., London: McGraw-Hill.

Creswell, J.W. (2009) Research design: qualitative, quantitative, and mixed methods approaches, London: Sage Publications.

Davies, M.B. (2007) Doing a successful research project: using qualitative or quantitative methods Basingstoke : Palgrave Macmillan.

Denscombe, M. (2007) The Good Research Guide for small scale social research projects, 3rd Ed., Maidenhead, Open University Press

Denscombe, M. (2010) Ground Rules for Social Research, Maidenhead, Open University Press

Dul, J and Hak, T (2008) Case study methodology in business research, London: Butterworth-Heinemann/Elsevier

Fisher, C. M. & Buglear, J (2010) Researching and writing a dissertation: an essential guide for business students 3rd ed., Harlow : Financial Times/Prentice Hall.

Glatthorn A.A. and Joyner R.L. (2005) Writing the Winning Thesis or Dissertation: A Step-by-Step Guide, London : Sage

James, N. & Busher, H. (2009) Online Interviewing, London: Sage Publications.

Johnson, P. and Clark, M. (eds.) (2006) Business and management research methodologies – Vols. 1-6, London: Sage Publications

Levin P (2005) Excellent Dissertations, Maidenhead: Open University Press

Murray, N & Hughes, G. (2008) Writing up your university assignments and research projects: a practical handbook Maidenhead, Berks: Open University Press

Natthews, B. & Ross, L. (2010) Research methods: A practical guide for the social sciences, London: Longmans.

Oakshott, L. (2006) Essential Quantitative Methods for Business, Management and Finance, Basingstoke, Palgrave MacMillan

Ruderstam K and Newton R (2007) Surviving Your Dissertation: A Comprehensive Guide to Content and Process, London: Sage Publications

Stewart, D. W., Shamdasani, P.N. and Rook, D.W. (2007) Focus groups : theory and practice 2nd ed. Thousand Oaks ; London : Sage Publications.

Veal, A. J. (2005). Business research methods : a managerial approach. 2nd ed., Frenchs Forest, N.S.W. : Pearson/Addison Wesley.

White B (2003) Dissertation Skills: For Business and Management Students, London: Thomson Learning

White B, (2004) Writing Your MBA Dissertation, London: Thomson Learning

Yin, R. K. (2007) Case study research: design and methods, 4th ed., London: Sage.

Websites

pareonline.net/Home.htm

sru.soc.surrey.ac.uk/

www.academicjournals.co.uk

www.aimexpertresearcher.org/

www.audit-commission.gov.uk/search/

www.businessed.gov.uk

www.cim.org.uk

www.cima.org.uk

www.copac.ac.uk

www.data-archive.ac.uk/

www.economist.com/research/

www.ejbrm.com/

www.ltsn.co.uk

www.palgrave.com/business/collis/br/students/checklists.html

www.socialresearchmethods.net/

www.zetoc.mimas.ac.uk

MODULE TUTOR:

Dr Andrew Jones, Dr Glen Jenkins
Swansea Business School Academic staff

Module Title:	e-Business (EB)
Date of Validation:	2010
Module Number:	M6X7784
Module Value:	15 credits
Level:	7 (Elective)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

This module requires students to evaluate critically the strategic role and impact of e-Business and strategic information systems, and recognise that the effective and innovative management of information can create and sustain competitive advantage.

LEARNING OUTCOMES:

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

1. Demonstrate a systematic understanding of current and emerging e-Business themes or applications
2. Evaluate critically the drivers and challenges associated with selected contemporary e-business applications or themes and the impact of their use in organisations.

INDICATIVE CONTENT:

- The distinction between e-Business and e-Commerce, classifying e-businesses, ingredients and types of e-Business models.
- Stages of development, drivers and inhibitors to e-business, models to assess the e-environment and identify where e-Business can exploit opportunities and counter threats.
- The integration of e-strategy with business strategy (alignment and impact). Innovative uses of e-Business to help achieve business objectives and competitive advantage.
- Categories of strategic information systems (SIS) and critical success factors in SIS (e.g. Ward and Peppard's models).
- Managing the e-Business/information systems application portfolio (e.g. Ward *et al* matrix, Parsons' Generic Strategies, outsourcing).
- Contemporary applications and themes of e-Business and the drivers and challenges involved in their implementation. For example: enterprise systems such as enterprise resource planning (ERP), supply chain management (SCM), customer relationship management (CRM), e-Marketing, e-HRM/e-Recruitment & Selection, e-Procurement, e-Learning, e-Government, mobile commerce, data warehousing and data mining, mobile computing, technologies such as VoIP, RFID, electronic data interchange (EDI), social

media/web 2.0 technologies such as podcasts, wikis, blogs, social networks, ubiquitous computing, cloud computing.

- Security, privacy and ethical issues in e-Business. Issues such as cybercrime, problems of regulation and jurisdiction, data protection, intellectual property, security, biometrics, privacy, trust.
- Managing technological change: the impact on people due to the implementation of e-Business.

LEARNING AND TEACHING STRATEGY:

The conceptual, theoretical issues are suited to delivery during weekly lectures. However, for the exploration of these topics and their application to case studies pertaining to e-Business and its use in industry, tutorials are the most appropriate strategy. During tutorials, students will also have the opportunity and encouragement to apply these issues to their chosen organisation, and gain individual, formative feedback regarding their work.

The course will be augmented by online demonstrations / reviews, articles, readings, videos and discussions as appropriate.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Seminars	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Demonstrate a systematic understanding of current and emerging e-Business themes or applications	• Undertake a critical evaluation of secondary research of a self-selected contemporary information system/e-Business related theme (e.g. ERP, CRM, SCM, e-Marketing, e-HRM, e-Procurement, e-Learning, e-Government, mobile commerce) (negotiated with lecturer). • Write and structure an individually written report that documents the evaluation of current research of a self-selected contemporary information systems/e-Business related theme.
2. Evaluate critically the drivers and challenges associated with selected contemporary e-business applications or themes and the impact of their use in organisations.	• Synthesise theoretical material with practical case study based information to generate critique. • Document the <i>application</i> of the selected information system/e-Business theme within an organisation, set of organisations or particular context. • Recognise the characteristic benefits and limitations of the chosen theme and the impact in the particular context. • Incorporate into the discussion environmental drivers for the chosen application. • Where appropriate, deploy analytical frameworks systematically and consistently.

Coursework 100%

Both learning outcomes will be assessed via one case study/practically based coursework assignment of approximately 3,000 words.

The assignment will assess theoretical concepts and their practical application within a particular e-business scenario. The assignment will demand a rigorous review of appropriate literature and will tend to focus on practical application possibilities for a company or group of companies. However, the task will be set in a general form. Each student will negotiate an individual application of the task to his/her area of e-business interest and within an organisation of their choice. To help authenticate students' work, all assignment topics must be agreed in consultation with the lecturer.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 2	Customers - customer expectations, service and orientation
KU 3	Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Chaffey, D. (2009) E-Business and E-Commerce, 4th Edition, Pearson: Harlow

Laudon, K.C. & Traver, C.G. (2009) E-Commerce: business, technology, society, 5th International Ed., Pearson: New Jersey, USA

Background Reading:

Applegate, L.M., Austin, R.D. & McFarlan, F.W. (2007) Corporate Information Strategy and Management, 7th Ed., McGraw-Hill: NY

Beynon-Davies, P. (2009) E-business, 2nd Ed. Palgrave Macmillan: Basingstoke

Boddy, D., Boonstra, A. and Kennedy, G. (2009) Managing Information Systems: an Organisational Perspective, 3rd Ed., FT/Prentice Hall: Harlow.

Jelassi, T. & Enders, A. (2008) Strategies for e-Business: Creating Value through Electronic and Mobile Commerce, 2nd Ed., Pearson: Harlow

Papazoglou, M.P. & Ribbers, P.M.A., (2006) e-Business: organisational and technical foundations, John Wiley and Sons: Chichester

Piccoli, G. (2008) Information Systems for Managers: Text and Cases, Wiley: New Jersey, USA

Turban, E., Leidner, D., McLean, E. and Wetherbe, J. (2008) Information Technology for Management, 6th Ed., John Wiley and Sons: New Jersey, USA

Journals:

International Journal of Electronic Commerce
International Journal of E-Business Strategy Management
International Journal of Electronic Commerce & Business Media
ACM Transactions on Information Systems
Information Age

Useful Websites

<http://www.itwales.com>
<http://www.silicon.com>
<http://zdnetweek.co.uk>
<http://www.cbronline.com>
<http://www.econsultancy.com>
<http://www.clickz.com>

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access

STAFF RESOURCES:

Staff Co-ordinator: Karen Jones

Staff delivering this module: Karen Jones
Vic Saunders

Module Title:	E-Marketing (EM)
Date of Validation:	2010
Module Number:	
Module Value:	15 credits
Level:	7 (Elective)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	

AIMS:

To explore the exciting array of opportunities presented by the online opportunity, to analyse the concept of 'marketspace' and the impact of the Internet on the marketing.

LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Critically appraise the digital impact on each element of the marketing mix the range of different e-marketing tools.
2. Critically evaluate contemporary e-issues affecting customers, intermediaries and marketers.

INDICATIVE CONTENT:

- Introduction (e-marketing situation, e-marketing objectives and e-marketing strategy).
- e-driven change (marketing change, advertising change and e-model change).
- e-customers (access/distribution, added value, relationships, e-worries and researching customers).
- e-mix (the impact and implications of e-marketing on the place, promotion, product, price, people, physical evidence and processes).
- e-tools (database and dynamic dialogue, website design, websites service, websites traffic generation, opt in e-mail and miscellaneous promotional tools).

LEARNING AND TEACHING STRATEGY:

The module will incorporate discussions, case studies, presentations, videos, group projects, role-play exercises, field visits (students will be invited to attend the annual Technology For Marketing & Advertising (TFM&A) event), computer simulations and reviews of internet related applications. Students will role play commissioning 'agents' and marketing strategy suppliers to

evaluate the process of e-marketing adoption and management within a global marketplace environment. It will focus on the application of the theoretical concepts to practical real life situations. This module largely mirrors the Chartered Institute of Marketing (CIM) Post Graduate E-Marketing Qualification.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Seminars	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Critically appraise the digital impact on each element of the marketing mix the range of different e-marketing tools. 2. Critically evaluate contemporary e-issues affecting customers, intermediaries and marketers.	• Work as an individual to research, write and structure a report. • Negotiation of the details of the task reflects respect for the student/client sector targeted • Analyse relevant models, apply to practical real life situations and provide logically derived recommendations for policy choice.

To achieve outcome 1 and 2, the student will negotiate the details of the task that reflects respect for the student/client sector targeted then work as an individual to research, write and structure a report that analyses the relevant models, apply to practical real life situations and provide logically derived recommendations for policy choice (100% weighting, approximately 3000 words).

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and selfmanagement; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

Bibliography

Essential Texts:

Beynon- Davies, P (2009) E-Business, Basingstoke: Macmillan

Chaffey D Mayer R Johnston K and Ellis-Chadwick F (2009) Internet Marketing: Strategy, Implementation and Practice, Harlow: Prentice Hall

Background reading:

Chaffey D (2009) E-Business and E-Commerce: Management, Strategy and Implementation, Harlow: Pearson

Gay, R (2007) Online Marketing: A Customer - Led Approach, Oxford: Oxford University Press

Hanson, W (2006) Internet Marketing and E-Commerce, London: Thomson

Wright, J (2006) Blog Marketing, London: McGraw Hill

Smith P R and Chaffey D (2007) E-Marketing Excellence, Oxford: Butterworth-Heinemann

Journals

International Journal Of Electronic Commerce
Journal Of Consumer Marketing
Journal Of Computer-Mediated Communication
Journal Of Marketing
The European Journal Of Marketing

Useful Websites

<http://clickz.com>
<http://cyberatlas.com>
<http://www.emarketer.com>
<http://www.mad.co.uk>
<http://www.marketing.haynet.com>
<http://www.redherring>
<http://www.revolutionmagazine.com>
<http://www.silicon.com>

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Lecture Theatre
Tutorial room.
Computer laboratory with Internet access

STAFF RESOURCES:

Staff Co-ordinator: Vic Saunders

Staff delivering this module: Vic Saunders , Lucy Griffiths

Module Title:	Entrepreneurship (ENT)
Date of Validation:	2010
Module Number:	M6X7786
Module Value:	15 credits
Level:	7(Elective for MBA) (Core for MBA (Enterprise))
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

Integrating established and emerging theory with student's own practical experience, this module will develop a critical understanding of the qualities skills and knowledge typical of the successful entrepreneur. It will encourage and develop the student's personal entrepreneurial skills, self motivation and analytical abilities through the production of a business plan that is reflective in nature and opportunity driven.

LEARNING OUTCOMES:

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

1. Devise and justify a realistic and proficient business plan to take forward a potential business opportunity.
2. Critically evaluate the research findings of the proposed venture and using a range of media effectively articulate to potential investors and partners.

INDICATIVE CONTENT:

- The impact on society of entrepreneurs and intrapreneurs (innovation and creativity and economic factors).
- The business planning process – analysis, choice and implementation.
- The business environment (e.g. industry sectors, types of organisation, environmental analysis).
- Frameworks and techniques to investigate competitors and understand customers (e.g. market research, competitive analysis, market analysis, customer scanning).
- Marketing (segmentation and targeting, product, price, promotion, business premises/distribution, service issues)
- Financial and legal issues (e.g. sources of finance to start up a business, costings, profit and loss accounts, cash flow predictions, contract law, intellectual property rights).
- The skills, attributes and behaviours of the entrepreneur.
- Creativity and commercial exploitation/protection.
- Pitching the idea/plan: presentation techniques, documentation conventions.

LEARNING AND TEACHING STRATEGY:

A student –centred framework will be employed that inspires curiosity and develops individual's aspirations and concepts. The conceptual, theoretical issues will underpin the approach – delivered during weekly lectures. Reflection and analysis will be key features. 'Entrepreneurs' will provide guest lectures and support the experiential learning methodology. For the exploration of these topics and their application to the student's particular sector, tutorials are the most appropriate strategy. During tutorials, students will have the opportunity to apply these issues to their chosen business/product plan and gain individual formative feedback regarding their work.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Seminars	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Devise and justify a realistic and proficient business plan to take forward a potential business opportunity.	• Generate a business plan that documents research into a business opportunity.
2. Provide a persuasive verbal presentation, using appropriate techniques to effectively 'pitch ideas' to potential stakeholders.	• Critically evaluate the research findings of the business proposal and articulate using a range of media to potential funders and partners.

Coursework 100%

To achieve outcome 1 the student will produce an individually written venture plan for an opportunity, product or service of the student's choice

To achieve outcome 2 the student will be required to verbally present/pitch the business opportunity.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 3	Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and selfmanagement; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Bolton, B. & Thompson, J. (2004) Entrepreneurs: Talent, Temperament, Technique (2nd Ed)
Oxford: Elsevier Butterworth-Heinemann

Rae, D. (2007), Entrepreneurship: from opportunity to action. Basingstoke : Palgrave Macmillan

Background Reading:

Andriopoulos, C. & Dawson, P. (2009) Managing Change, Creativity and Innovation London:
Sage

Blackwell, E. (2004), How to Prepare a Business Plan: Planning for Successful Start-up and Expansion, (4th Ed) Sunday Times Business Enterprise Series, Kogan Page

Bridge, S., O'Neill, K. & Cromie, S. (2003), Understanding Enterprise, Entrepreneurship and Small Business, Basingstoke : Palgrave Macmillan

Gibson, D. (2006), The E Factor: Increase Your Career, Business or Social Enterprise Prospects, London : Enterprise HQ

Kirby, D. (2003), Entrepreneurship, Maidenhead : McGraw Hill

Journals:

Edge
Harvard Business Review
Journal of Management Studies
Journal of Small Business and Entrepreneurship
Management Today

Useful Websites

<http://www.business-support-wales.gov.uk>
<http://www.bized.co.uk>
<http://juno.emeraldinsight.com>
<http://www.ncge.com>
<http://www.ipo.gov.uk>

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Seminar/tutorial room.

STAFF RESOURCES:

Staff Co-ordinator: Kath Penaluna

Staff delivering this module: Kath Penaluna/Steve Griffiths

Module Title:	Financial Management (FM)
Date of Validation:	2010
Module Number:	M6X5741
Module Value:	15 credits
Level:	7 (Core)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

This module is designed to provide students with an in-depth study of financial techniques and processes which enable management to evaluate and make strategic decisions in the context of competitive international environment.

LEARNING OUTCOMES:

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

1. Research, apply and critically evaluate financial assessment techniques used to report upon a business's financial performance, identifying potential areas for further investigation which may improve its financial position.
2. Research, apply, evaluate and critically discuss various techniques and theoretical frameworks used in the management and control of financial resources.

INDICATIVE CONTENT:

- Financial statements as a means of communication, users of financial information ratio analysis; trend analysis; interlinking of ratio results; comparison with similar sized businesses and industry sector norms; recommendations and conclusions; follow up analysis and interpretation ; corporate failure prediction models; critical appraisal of techniques. Application to international companies.
- Cost classification, breakeven analysis, cost-volume-profit, activity based costing, critical appraisal of various techniques.
- Objectives of working capital management. Methods of financing working capital (short and long term financing requirements). The management and control of trade credit, trade debt, cash management, cash operating cycle, and the management of stocks. Application of controls to international companies. Evaluation of conflicting aims.
- Project appraisal including payback, APR, NPV, IRR. Decisions to make or buy, lease, effects of capital rationing, taxation and inflation project appraisal. The post completion audit and critical appraisal of the techniques applied. Requirements of international companies and global projects.
- Corporate re-organisation, including merger, take –over's, buy outs, de-mergers and corporate failure.

- Financing quality systems initiatives. Financial metrics for QA processes

LEARNING AND TEACHING STRATEGY:

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques. Emphasis will be placed on the manager as a user and supplier of management information, in the international arena. Discussion will be encouraged to highlight international differences in the application of concepts and principles.

Allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures /Tutorials/Seminars	30
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Research, apply and critically evaluate financial assessment techniques used to report a business's financial performance, identifying potential areas for further investigation which may improve its financial position	• Analyse, interpret and critically assess the financial position of a business, incorporating conclusions/recommendations and advice to managers/directors. • Critically appraise corporate failure prediction models. Review other techniques/methods of assessing business performance.
2. Research, apply, evaluate and critically discuss various techniques used in the management controls of financial resources	• Use a variety of techniques in the provision of managerial and financial information. • Evaluate , assess and advise on issues highlighted from the information generated. • Critically evaluate relevant aspects of techniques applied.

100% Coursework

The first assignment could, for example require the production of a report to managers/directors which will analyse, interpret and critically assess financial performance, incorporating conclusions/ recommendations to advise management on potential improvements. International/global issues should be addressed. Consideration of corporate failure models. And critical discussion of techniques applied.

The second assessment could, for example test the student's ability to apply decision making techniques and provide management information under work- based conditions. The assignment will require an evaluation and critical discussion of techniques used. Reference material, calculators and other study aids will be available to allow completion of the task set..

(
Students will be encouraged to reflect in different industry and international application.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 3	Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports

READING LIST:

Essential Texts:

Atrill,P & McLaney,E. (2008) Accounting and Finance for Non-Specialists. (6th Ed). Financial Times/Prentice Hall

Background Reading:

Arnold, G . (2005) Corporate Financial Management., (3rd Ed). Financial Times/Prentice Hall.

Atrill, P. (2009) Financial Management for Decision Makers. (5th Ed), Financial Times/Prentice Hall

Drury, C. (2008) Management and Cost Accounting. (7th Ed). South Western Cengage Learning

McLaney, E.I. (2006) Business Finance Theory and Practice, (7th Ed). Financial Times/Prentice Hall

Neale, B and McElroy, T. (2004) Business Finance- A Value Based Approach. (1st Ed),
Financial Times/Prentice Hall

Journals:

Accounting
Accounting Age
Accounting and Business
Accounting and Business Research
Harvard Business Review
Financial Management
The British Accounting Review
International Financial Management and Accounting
Accounting and Finance
Business Finance and Accounting

Useful Websites

www.bized.co.uk
www.ftmanagement.com
www.ft.com
www.hescott.com
www.accaglobal.com
www.cimaglobal.com
www.fma.org
www.baa.group.shef.ac.uk

PHYSICAL RESOURCES:

Computer and projector
Whiteboard and OHP

ROOM REQUIREMENTS:

Lecture and tutorial rooms.

STAFF RESOURCES:

Staff Co-ordinator: Owen Lewis

Staff delivering this module: Owen Lewis

David Trenberth

Module Title:	Geographical Information Systems in Organisations (GISO)
Date of Validation:	2010
Module Number:	
Module Value:	15 credits
Level:	7 (Elective for MBA, Core for MBA (Information Systems))
Faculty Responsible for Delivery:	Applied Computing
Pre-requisites:	None

AIMS:

To provide the students with a systematic understanding of the theoretical concepts behind Geographical Information Systems (GIS) and a conceptual understanding of data collection and presentation in spatial and visual terms.

LEARNING OUTCOMES:

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

1. Demonstrate a systematic understanding of the principles of spatial data collection, visual perception and communications.
2. Critically evaluate and deploy GIS solutions for demographic analysis.

INDICATIVE CONTENT:

- Investigating the fundamentals of visual perception, cartographic visualisation and the map as a visual information system. Exploring the origins of GIS and cartographic representation.
- The fundamental theories of GIS: Spatial database design and spatial data analysis. The principles of thematic mapping as a data visualisation method.
- Geo-demographic data: The availability of spatial datasets. Investigating secondary data acquisition e.g. maps, digitising, scanning and appropriate attribute data management and attributes of spatial data sets.
- The computer model: Use of GIS software to build GIS models. Vector and Raster representation of data. How GIS application are developed within the public and private sector
- Building practical application using GIS software and appropriate datasets to build analytical models of the physical and human process.

LEARNING AND TEACHING STRATEGY:

Key concepts and theoretical issues will be delivered through a formal mechanism such as lectures, which will allow the students to gain the knowledge applicable to this module. Students will be encouraged to explore these issues during tutorials and apply them to appropriate case studies pertaining to GIS and its use in socio-demographic data modelling. The development of workable solutions to problems encountered will encourage the student to develop their technical skills in building practical GIS solutions.

Class Contact

	<u>Hours</u>
Lectures	15
Tutorials/Seminars	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Demonstrate a systematic understanding of the principles of spatial data collection, visual perception and communications.	• Write a research report on current trends in GIS evaluating end users perception of the software. • Study and appraise a current major application of GIS that utilises socio-demographic data.
2. Critically evaluate and deploy GIS solutions for demographic analysis.	• Investigate data acquisition techniques, socio demographic data modelling. • Build a prototype GIS application on a given theme, using appropriate software. • Discuss the merits of using GIS software in contrast to non spatial solutions.

Assessment Strategy

100% Coursework

All outcomes will be assessed via one case study/practically based coursework assignment, split into logical parts .Outcome 1 will be assessed through a written assignment .Outcome 2 will be assessed by an demonstrating and documenting appropriate use of software.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Heywood, I., Cornelius, S. & Carver, S. (2006) , An Introduction to Geographical Information Systems, 3rd Edition Prentice Hall

Longley, P, Goodchild, M, Maguire, D, Rhind, D (2010), Geographical Information Systems and Science, Wiley

Background Reading:

Brimicombe, A. & Chao Li (2009)Location-Based Services and Geo-Information Engineering, Wiley

Cassettari, S. (1994), Introduction to Integrated Geo-information Management, Chapman & Hall

Daniel, L., Loree, P. & Whitener, A. (2002), Inside MapInfo Professional, 3rd Edition Onward press

Harris, R., Sleight, P., Webber R., (2005) Geodemographics, GIS and Neighbourhood Targeting, Wiley

Worboys, M. & Duckham, M. (2004), GIS: A Computing Perspective, 2nd Edition, Taylor & Francis

Journals:

International Journal of Geographical Information Systems
Transactions in GIS
Mapping Awareness
GI Europe

Useful Websites

www.mapinfo.co.uk
<http://www.agi.org.uk/>
<http://www.ordnancesurvey.co.uk/oswebsite/>
www.caswab.co.uk
<http://edina.ac.uk/ukborders/>
www.census.co.uk

PHYSICAL RESOURCES:

PCs, Appropriate GIS software

ROOM REQUIREMENTS:

Lecture Theatre Tutorial room.
Computer laboratory with Internet access

STAFF RESOURCES:

Staff Co-ordinator: Beverley Holland

Staff delivering this module: Beverley Holland
Steve Hole

Module Title:	Globalisation (GLOB)
Date of Validation:	2010
Module Number:	M6X5749
Module Value:	15 credits
Level:	7 (Elective for MBA, Core for MBA (International Business))
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

This module requires students to synthesise within a theoretical framework the role of capitalist management in the determination of resource allocation on a global scale and to critically evaluate the power, strategy, policies and practices of global business and the consequences of the operations of Trans National Corporations (TNC).

LEARNING OUTCOMES:

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

1. Analyse the growth of global business power in the modern era and critically evaluate the causes and theories of globalisation and its governance.
2. Critically evaluate the consequences to global society(ies) of TNCs global ambitions and the resultant impact on inequality and sustainability

INDICATIVE CONTENT:

- The global market opportunities presented to capitalist enterprise since 1980 and the role of national governments (e.g. US and china), organisations of international agreements (e.g. EU, WTO and World Bank) and agreements/potential agreements on human rights and the environment
- Theories of globalisation, including Held and McCrew, Stiglitz, Yip and Levitt, and both theoretical and practical assessment of the importance of markets and costs in the globalisation of business alongside regionalism and glocalisation.
- Strategic choices and management of change within regional and global TNCs and the importance of mergers and acquisitions alliances and competition.
- The roles of financial markets and changes in technologies as facilitators of global capitalist enterprise, including recent consequences.
- Global economic concentration by TNCs since 1980 in selected industries and its impact on their strategic management, including marketing and human resources.

- Global corporate governance and the management strategies of TNCs to use resources of LDCs and NICs to better satisfy the wants of already prosperous societies.
- The role and importance of the BRIC countries and sovereign capital funds.
- The impact of global capitalist enterprise on society and its welfare, inequalities and welfare state provisions.

LEARNING AND TEACHING STRATEGY:

The content will vary from year to year to reflect both cohort characteristics and interests/experiences. Weekly tutorials/seminars will require students to prepare for both theoretical discussions and real world case studies of differing lengths and complexities. A range of industries, business cultures and geography will be employed. Student discussions will be in English and no group assessments will be undertaken. Reflecting the diversity of the student intake, class discussions will incorporate comparative cultural experiences to encourage peer learning and support.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Seminars	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Analyse the growth of global business power in the modern era and critically evaluate the causes and theories of globalisation and its governance.	Section a will require a focus on a specific theme relevant to the globalisation phenomenon. The essay will require the critique of academic articles and models to evaluate key emerging themes and to make a critical assessment of their significance.
2. Critically evaluate the consequences to global society(ies) of TNCs global ambitions and the resultant impact on inequality and sustainability	Manage a comparative case to critically evaluate the consequences of increasing concentration of economic power by TNCs. The case studies will be researched and the theme will be negotiated with the tutor.

Coursework 100%

Outcomes 1 and 2 require the student to write a 3000 word essay, critically evaluating aspects of globalisation strategy, using appropriate academic theory and application to a comparative analysis of an emergent theme to be negotiated with the tutor. The assignment will normally consist of two sections incorporating a general analytical discussion of a theme deriving from the subject content e.g. governance issues, client-service focused approaches, e-business, outsourcing, quality features, relationships with diverse cultures, NPD, Supply chain management, managing across cultures, which allow several topic areas to be reviewed; and student constructed comparative case material to research the theme in depth. It is likely that some element of this second element could be presented in a class session to enhance the shared learning experience.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills.

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesizing and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring

READING LIST:

Essential Texts:

Dunning, John And Lundian, Sarianna (2008) Multinational Enterprises and the Global Economy
Cheltenham: Edward Elgar

Stonehouse, George Hamill, Jim Campbell, David And Purdie, Tony (2007) Global and Transnational Business Chichester: Wiley

Background Reading:

Budzinski, Oliver (2008) The Governance Of Global Competition Cheltenham: Edward Elgar

Dicken, Peter (2008) Global Shift London: Sage

Gallaher, Kevin (2010) Handbook On Trade And The Environment Cheltenham: Edward Elgar

Hofäcker, Dirk (2010) Older Works In A Globalizing World Cheltenham: Edward Elgar

Seitz, John L (2008) Global Issues – An Introduction Singapore: Blackwell

Hoekman, Bernard And Kostecki, Michel (2009) The Political Economy Of The World Trading System Oxford: Oxford University Press

Kakabadse, Andrew And Kakabadse, Nada Eds (2009) Global Boards Basingstoke: Palgrave Macmillan

Lechner, Frank And Boli, John (2008) The Globalization Reader Singapore: Blackwell

Mellahi, Kamel, Frynas, Jędrzej And Finlay, Paul (2010) Global Strategic Management Oxford: Oxford University Press

Monks, Robert And Minnow, Nell (2008) Corporate Governance Padstow: Blackwell

Ozbilgin, Mustafa And Tatu, Ahu (2008) Global Diversity Management Basingstoke: Palgrave Macmillan

Scholte, Jan Arte (2009) Globalization – A Critical Introduction Basingstoke: Palgrave Macmillan

Scudder, Thayer (2010) Global Threats, Global Futures

Journal Articles:

Wall Street Journal

Financial Times

Sunday Times

Economist

Harvard Business Review

Regional Studies

American Economic Review

Business Strategy Review

International Journal of the Economics of Business

Journal of International Business Studies

Management Today

Strategic Change

Useful Websites

www.accaglobal.com

www.cbi.co.uk

www.cmi.co.uk
www.bized.com
www.culture.gov.uk
www.globaledge.msu.edu
www.alaworldwide.com

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Seminar/tutorial room.

STAFF RESOURCES:

Staff Co-ordinator: Alun E Jones

Staff delivering this module: Alun E Jones
Leigh Jenkins

Module Title:	Issues for Enterprise (IFE)
Date of Validation:	2010
Module Number:	
Module Value:	15 credits
Level:	7(Elective for MBA, Core for MBA (Enterprise))
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

This module will facilitate a students' ability to take a strategic perspective of the impact of emerging themes on organisations at a *sectoral* or *industry* level for the independent entrepreneur or enterprising intrapreneur. It will equip students with the knowledge they need to build an in-depth understanding of the key emerging themes impacting on organisations in both today's and tomorrow's dynamic and changeable business environment. It will ensure students have exposure to the latest thinking from a variety of disciplines.

LEARNING OUTCOMES:

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

1. Critically evaluate a range of key emerging themes and make a critical assessment of their significance for a specific sector or industry.
2. Propose strategic responses, which reflect contemporary practice and demonstrate creativity, to the key emerging themes judged to have the greatest potential impact on a specific sector.

INDICATIVE CONTENT:

- The need to monitor the environment and make changes.
- Changes in political governance systems and political focus (devolution and network governance).
- Contemporary economic opportunities/challenges (credit crunch).
- Social change at local and global levels (changing demographics, migration, health and obesity).
- Emerging technologies (social networking, alternative energy technologies or nano technology).
- Environmental challenges (climate change, waste and pollution).
- Changes in consumer behaviour (customer power, ethical consumption, internet and social networking applications).

- Changes in nature/structure of competition and nature/structure of supply chains (strategic alliances, collaboration and co-petition).
- Methods of forecasting/predicting change (scenario planning, impact/risk assessment)
- Importance of emerging themes (use of relevant frameworks to analyse impacts at sectoral or industry level e.g. Porter's Five Forces Model).
- New ground (guerrilla marketing, digital marketing and digital business functions).
- Contemporary business strategies (how business has changes over the last 30 years and what may happen in the future).
- Sources of data and intelligence (the importance of gathering data from management and marketing information systems, which can be used to make strategic decisions).

LEARNING AND TEACHING STRATEGY:

To achieve the learning outcomes for this module, students are required firstly to critically evaluate a range of key emerging themes and make a critical assessment of their significance for a specific sector or industry and secondly to propose strategic responses, which reflect contemporary practice and demonstrate creativity, to the key emerging themes judged to have the greatest potential impact on a specific sector. This module, therefore, gives students opportunities to demonstrate self-direction and initiative (with some support from the lecturer), and to take individual responsibility for the direction of their own learning. This is reflected in the teaching and learning strategy implemented.

Lectures will introduce conceptual, theoretical issues and key ideas and will allow students to engage in discussion on the application of the theoretical concepts to practical situations. However, for the exploration of these topics and their application to real life practical, pathway-specific situations and case studies, tutorials and workshops are the most appropriate strategy. During tutorials and workshops, students will develop and manage their own activities, to produce a project to develop a contemporary and creative strategic marketing and business response, with facilitation and formative feedback from the lecturer.

The course will be augmented by online demonstrations/reviews, articles, readings, videos and discussions as appropriate.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Workshops	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Critically evaluate a range of key emerging themes and make a critical assessment of their significance for a specific sector or industry.	• Work as an individual to critique an academic article to critically evaluate a range of key emerging themes and make a critical assessment of their significance for a specific sector or industry. • Assess the impact of changes upon a chosen industry/sector. • Incorporate into the discussion forecasts of likely

	implications of these changes on organisations within the chosen sector/industry. • Demonstrate knowledge of how managers will have to change within the chosen industry/sector paying particular attention to skills, attitudes and behaviours.
2. Propose strategic responses, which reflect contemporary practice and demonstrate creativity, to the key emerging themes judged to have the greatest potential impact on a specific sector.	• Produce a presentation of a policy to manage the critical issue chosen for study in the report. The presentation will be an effective bid for funding as an entrepreneur to external funding agents or as a departmental intrapreneur for a budget to fund the policy initiative. The policy should evidence alternatives considered and rejected, which were derived from academic models and case analysis of good practice.

Coursework 100%: One report and a presentation of a policy development to deal with the chosen theme (as part of an independent enterprise or part of section of a larger organisation).

Outcome 1 requires that the student critiques an academic article that critically evaluates a range of key emerging themes and makes a critical assessment of their significance for a specific sector or industry

To achieve outcome 2, the student will be required to work as an individual to produce a project proposal (negotiated with the tutor) to develop a contemporary and creative strategic response to the prioritised emerging theme.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills.

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems;

	and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesizing and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Toffler, A and Toffler, H (2006) Revolutionary Wealth, New York: Knopf

Yoong, P. (2009) Leadership in the Digital Enterprise: Issues and Challenges, New York, Information Science Reference

Background Reading:

Moore, K and Herbert, L (2008) Strategy and Globalisation (Contemporary Issues in Business and Globalisation), London: Sage

Palmer, A and Hartley, B (2008) The Business Environment, Maidenhead: McGraw-Hill

Parsons, E and Maclaran, P (2009) Contemporary Issues in Marketing and Consumer Behaviour, Oxford: Butterworth Heinemann

Porter, M E (2004) Competitive Strategy: Techniques for Analysing Industries and Competitors, New York: Free Press

Tapscott, D and Williams, A D (2008) Wikinomics: How Mass Collaboration Changes Everything, New York: Atlantic Books

Weber, L (2009) Marketing to the Social Web: How Digital Customer Communities Build Your Business, London: John Wiley and Sons

Journals:

Futurist
International Journal of Technology Management
Journal of Consumer Marketing
Journal of Entrepreneurship
Journal of Marketing Management
Journal of Macromarketing
Strategic Direction

Useful Websites

<http://www.bbc.co.uk>
<http://www.bigpicture.tv>
<http://www.blogthings.com>
<http://www.cim.co.uk>
<http://www.foe.co.uk>
<http://www.parliament.co.uk>

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Lecture Theatre
Tutorial room.
Computer laboratory with Internet access

STAFF RESOURCES:

Staff Co-ordinators: Vic Saunders
 Steve Griffiths

Staff delivering this module: Vic Saunders
 Steve Griffiths

Module Title:	Leadership and Management in Professional Development, Education and Training (LMPD)
Date of Validation:	2010
Module Number:	
Module Value:	30 credits
Level:	7 (Elective for MBA, Core for MBA (Education Management))
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

Aims

The module aims to:

1. develop a critical and analytical understanding of the qualities and strategies required to enable students to effectively manage and lead within a variety of organisations, with special reference to leadership roles in PDET
2. explore principles of effective leadership of teams and individuals;
3. promote reflective practice in order to critically analyse, evaluate and appraise relevant literature and theories relating to leadership and management;
4. examine different types of leadership role available in the environment of PDET.

Outcome Statements

On completion of the module students will be able to:

1. critically review current research and advanced scholarship on leadership and management to demonstrate systematic understanding of current issues in leadership and management within a variety of organisation settings, with special reference to institutions involved in PDET;
2. demonstrate a critical awareness of the significance of internal and external factors, trends and developments to managing change for the benefit of an organization and its stakeholders;
3. apply principles of high performance working to develop recommendations and/or action plans to sustain or stimulate a high performance culture and to promote continuous improvement;
4. demonstrate an understanding of the effective leadership of teams and individuals with a

view to building and maintaining productive relationships;

5. examine methods used in planning, deploying and evaluating financial and physical resources;
6. review strategic plans to identify development priorities, create innovative opportunities and to develop the capability of staff.

Indicative Content

- The history and context of management science, and a critical appraisal of its role in education and training settings
- Leadership or management? Theoretical, practical and research based views
- Leadership in terms of professional standing in PDET: leadership and management in subject development, curriculum planning, teaching, training, assessment, and verification.
- Leadership in terms of mentoring, coaching and supervision.
- Developing strategic practice: developing a vision, achieving the vision, managing change and continuous improvement
- Developing a high performance culture: mobilizing the potential of people, developing and sustaining learning within a learning environment, enhancing the provision of quality services
- Leading teams and individuals: managing and developing self and own performance, maintaining and developing team and individual performance, building and maintaining productive working relationships
- Managing finance and resources: interpreting a balance sheet, preparing a business plan, planning resource requirements, managing finance, managing physical resources

LEARNING & TEACHING STRATEGY

The module strives to maintain a balance between content, skills and critical awareness through a range of teaching strategies including:

- Formal lecture
- Group discussions
- Student presentations
- Practical workshops
- Case studies of good practice
- Guest speakers

	<u>Hours</u>
Lectures	30
Tutorials/Workshops	30
Student private study	<u>240</u>
TOTAL	<u>300</u>

ASSESSMENT

100% Coursework

+The learning outcomes will be assessed through a coursework assignment (maximum 6000 words). Indicative assignment specifications are shown under 'Assessment criteria'.

Learning outcomes	Assessment criteria
1. Critically review current research and advanced scholarship on leadership and management to demonstrate systematic understanding of current issues in leadership and management within a variety of organisation settings, with special reference to institutions involved in PDET 2. Show a critical awareness of the significance of internal and external factors, trends and developments to manage change for the benefit of the organization and its stakeholders 3. Apply principles of high performance working to develop recommendations and/or action plans to sustain or stimulate a high performance culture and to promote continuous improvement 4. Show an appreciation of the effective leadership of teams and individuals with a view to building and maintaining productive relationships 5. Examine the methods used in planning, deploying and evaluating financial and physical resources 6. Review strategic plans to identify development priorities, create innovative opportunities and to develop the capability of staff	• Review literature to demonstrate critical understanding of current issues and thinking in leadership and management (2000 words) • Identify a development priority within an organisation of choice and select research methods appropriate to the task • Carry out the research and evaluation systematically and consistently • Make recommendations for change that are fully costed and based on research data which have been subjected to critical reflection and analysis • Report coherently the results of the research (4000 words)

Background Reading

Armstrong, M. & Baron, A., (2002) Performance Management, London: CIPD

Bennett, N., Wise, C., (2002) Distributed Leadership, Nottingham: NCSL.

Bottery, M. (1998) Professionals and Policy: Management Strategy in a Competitive World. London: Cassell

Brundrett, M., Burton, N & Smith, R. (2003) (eds) Leadership in Education. London: Sage.

- Carnall, C. (2003) Managing Change in Organizations. Harlow: Prentice Hall
- Carr, J.G. (1994) Effective Financial Management in Further and Higher Education, London, Chartered Association of Certified Accountants
- Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering Talent at Work, London: CIPD
- Field, K., et.al, (2000) Effective Subject Leadership, London, Routledge.
- Glatter, R. & Kydd, L. M. (2003) 'Best Practice' in educational leadership and management: can we identify it and learn from it. Educational Management and Administration 31, 3, 231 – 244.
- Gronn, P. (2003) The New Work of Educational Leaders, London: Sage.
- Gunter, H.M. (2001) Leaders and Leadership in Education, London: Paul Chapman.
- Levacic, R., (ed) (1989) Financial management in education, Milton Keynes, Open University Press.
- Lingard, B., Hayes, D., Mills, M & Christie, P. (2003) Leading Learning. Maidenhead: University Press.
- Marchington, M. and Wilkinson, A. (2005) Human Resource Management at Work, London: CIPD.
- Meggisonson, D. and Whitaker, V. (2003) Continuing Professional Development, London; CIPD.
- Mullins, L. (2005) Management and Organisational Behaviour, Harlow: Prentice Hall.
- Mumford, A. (2000) Management Development, London: CIPD.
- Mumford, A. (2004) Management Development. Strategies for Action, London: CIPD.
- Rayner, C. and Adam-Smith, D. (2005) Managing and Leading People, London; CIPD.
- Winfield, P., Bishop, R. and Porter, K. (2004) Core Management, Oxford: ButterworthHeinemann.

Journals

Educational Management and Administration
 Human Resource Management Journal: CIPD
 People Management : CIPD
 Personnel Today
 Research in Post-Compulsory Education
 The Sociological Review

Websites

www.acas.gov.uk
www.cipd.co.uk
www.i-l-m.com
www.leadership-he.com

Module Tutors

Dr Charles Smith
Dr Margaret Waymark

Module Title:	Management Ethics (METHS)
Date of Validation:	2010
Module Number:	M6X5746
Module Value:	15 credits
Level:	7 (Elective)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

To explore the concept of corporate social responsibility and competing models of ethical strategies, which contribute to effective management.

LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Analyse the stakeholder view in comparison with alternative models including stockholder theories and distinguish between different models of corporate social responsibility (CSR).
2. Explore critically the response of management functions to ethical challenges.

INDICATIVE CONTENT:

- The Role and Context of Business and Organisational Ethics: Defining ethical behaviour. Values, deontological/teleological models, natural law, utilitarianism, social justice, social contract theories. Analyse of models of ethics in the context of commercial priorities and market forces. Evaluation of the potential of normative business ethics to contemporary business practice.
- Market Ethics: An evaluation of the possibility of ethical behaviour. Narrow and broad views of the "ethical organisation". Changes to the capitalist/market environment. The role of the individual in relation to the corporation and society. Competing models of professional responsibility e.g. Carroll's (2008) Moral-Amoral-Immoral paradigms and De George's (2004) Myth of the Amoral Computer Professional.

- Models of Corporate Responsibility: Agency theory - stakeholders and the firm. Different perspectives of social responsibility. Theories of business power, the managerial revolution, mechanisms of corporate control, corporate governance, and managerial capitalism v state capitalism etc. Application to private, public and Not-For-Profit organizations.
- Codes of Ethics: Competing approaches for managing ethical dilemmas. Normative strategies to foster ethical behaviour. Neutral, Omni partial Rule-Making (NORM). Self regulation v governmental regulation. The role of professional organisations and the State in relation to enforcing/developing codes. Comparative studies of management ethics in different sectors, industries and contexts.
- Corporate Social Responsibility in a Global Economy: Moral authority of Transnational Corporate Codes, application to employment policies, consumer protection, environmental standards, political/commercial payments and human rights issues. An evaluation of guidelines for ethical organisations operating in the global market. Issues of sustainability and ecological responsibility. The impact of the Internet on professional practice.
- Regulation and Development of an Organisation's Ethical Programme: Analysis of the arguments for and against external/self regulation of corporations. Evaluation of theoretical and practical models of organizational ethical initiatives. Corporate accountability perspectives. Corporate citizenship in the context of Anglo-American and European perspectives. The impact of ethical strategies on functional responsibilities.

LEARNING AND TEACHING STRATEGY:

The format will be lecture delivery, followed by student centred activity tutorials, incorporating case study, role play and discussion. The use of case studies, wide academic references and professional/corporate training material (for role play) will create opportunities to investigate the application of concepts and models to business issues which may include ethical advertising, equal opportunities, work participation, environmental concern, 'whistle blowing', intellectual property rights, corruption, corporate governance, the work of professional associations and their codes, international ethical diversity and global organisations etc.

Students in the later part of the semester will be organized into research workshop teams to investigate and report back, on a theme negotiated with the class in the introductory teaching period.

This problem solving imperative will also reflect in the approach of the assessment, for which these sessions will provide support.

Class Contact

	<u>Hours</u>
Lectures	15
Tutorials/Workshops	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Analyse the stakeholder view in comparison with alternative models including stockholder theories and distinguish between different models of corporate social responsibility	• The Case will require the analysis of the ethics environment and a management response of a negotiated industry, sector or event.

(CSR).	
2. Explore critically the response of management functions to ethical challenges.	The Case will require students to negotiate an individual theme for deeper analysis, within the chosen case, allowing individualisation of the task, while retaining a class workshop environment.

One 3,000 word case study assignment

The case may focus on an industry or corporation. Past themes have included International Business Ethics, Ethical Banking, Ethical Tourism, Environmental Ethics, Internet Business Ethics, Business Targeting of Children and others. The case requires a section to review the generic themes applied to the learning outcomes. A second section represents the negotiated student specialism, which includes reviewing management solutions, to aid interest, deeper analysis, class review and establish provenance.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Bowie, N. & Werhane, P. (2006) Management Ethics, Oxford, Blackwell

Crane, A. & Matten, D. (2010) Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, Oxford, Oxford University Press

Background Reading:

Clegg, S. R. & Rhodes, C. (2007) Management Ethics, London, Routledge

Carroll, A. (2008) Business Ethics: Brief Readings on Vital Topics, London, Routledge

Chryssides, G. & Kaler J (2009) Introduction to Business Ethics, London, Thompson Business Press

Ferrell, O.C. & Fraedrich, J (2010) Business Ethics: Ethical Decision-Making and Cases Houghton/Mifflin

Fisher, C. & Lovell, A. (2008) Business Ethics and Values, Individual, Corporate and International Perspectives, London, FT/Prentice Hall

Hosmer, T. (2011) The Ethics of Management, New York, McGraw Hill

Vallabhaneni, S. R. (2008) Corporate Management, Governance and Ethics Best Practices, New York, Wiley & Sons

Weiss, J.W. (2008) Business Ethics, New York, Thompson Learning

Journals:

Business & Professional Ethics
Business and Society
Business Ethics - A European Review
Business Ethics Quarterly
Environment Policy and Practice
Ethical Consumer
Ethical Performance
Journal of Business Ethics

Useful Websites

www.bsr.orgwww.business-ethics.com
www.ethics.org/etwork
www.ethics.ubc.ca
www.etnor.org/eben
www.gci.org.uk

PHYSICAL RESOURCES:

Computer/projector/visualiser.

ROOM REQUIREMENTS:

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access

Transport

STAFF RESOURCES:

Staff Co-ordinator: Stephen Griffiths

Staff delivering this module: Stephen Griffiths
Dr. Glen Jenkins

Module Title:	Management of Human and Organisational Resources (MHOR)
Date of Validation:	2010
Module Number:	M
Module Value:	15 credits
Level:	7 (Core)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

To provide a source for the essential evaluation of divergent perspectives on the design, culture, operation and management of organisations including the relationships between employees, employers and ultimately, all stakeholders of the firm.

Focusing on the importance of managing human and organisational resources in developing and maintaining organisational success and competitive edge, the module further aims to give students confidence to enable them achieve an enhanced understanding of, and sensitivity to, the managerial dynamics and processes that influence the behaviours and performance of people at work.

LEARNING OUTCOMES:

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

1. Evaluate the managerial and business environment and analyse how resourcing an organisation is affected and informed by internal and external factors that in turn, serves to influence the policies, procedures and processes adopted by the firm;
2. Critically analyse the links between human resource management and development to achieving prosperity and success for stakeholders through the implementation of fair, efficient and effective policies and procedures that serve to deliver upon the strategic aims of the firm.

INDICATIVE CONTENT:

- The role of management professionals within varying sectors and within small, medium and large enterprises; management theory; culture and structure of the firm
- Internal (SWOT) and external (PESTLE) environments that impact upon the work of personnel professionals; managing and initiating change for improvement;
- National and international employment markets from which organisations source and mobilise staff; how employment markets are evolving and/or changing;

- Staffing processes employed by organisations and how these are now influenced by technology; administering process lawfully, fairly, efficiently and effectively;
- Socialising personnel into the organisation; building the business activist; employer bonding and branding
- Processes of managing performance; innovating new working practices; delivering outstanding customer service; breeding an environment where talent may grow; job design
- The contribution of HR to quality management awards e.g. ISO9000 and IIP.
- Individual learning styles; retention and levels of engagement of individuals within firms
- Linkages between individual and organisational learning; business excellence; investors in people
- Traditional and contemporary means of continuous professional development; coaching and mentoring; continuous professional development;
- Ethics and professionalism; commitment to equality of opportunity; managing diversity.

LEARNING AND TEACHING STRATEGY:

The learning and teaching strategy for this module will focus on research and practical application of theoretical models and concepts to workplace scenarios. The use of case study will be the main means of teaching and learning to ensure students achievement of the learning outcomes. Students will be encouraged to take significant responsibility for their own learning in and out of the classroom.

Students will be provided with a lecture schedule with each lecture building upon student's knowledge of the underpinning knowledge and understanding of the topic areas that, in turn will enable them to produce an informed and evidence-based response to their assessed work. It will be emphasised to students that lectures are intended to lead them into other areas of research so to expand their learning, understanding and critical awareness of the topic areas studied.

To facilitate breadth of learning and understanding of the topics studied, and especially in case study work, students will work within groups of between 4 and 6. Students will be required to feedback on their case study responses to all the Tutor to comment upon their work and provide constructive feedback to enable further and deeper learning. How students deliver and record the responses from their case study analyses is for them to decide although they will be encouraged to use technology, for example, PowerPoint, Blogs or Wikis. The point of students delivering updates on their enquiries and responses is that they can share information, learn from each other and the Tutor can comment upon the content and so, as mentioned earlier, extend the learning.

Feedback and guidance from the module Tutor, will aid students identify pertinent and relevant issues that will lead to them identifying their own enquiry and subsequent questions as they progress through the module. It will follow through the module that students will research and examine the resources available to them and so independently acquire the requisite knowledge, understanding and critical awareness that will enable them be successful in this module. This approach recognises that students are educated for knowledge creation, lifelong learning and leadership.

It is anticipated that students will take on senior and executive leading roles in their future working environments, be active in directing change, support their professional status through research and be confident in asking important questions to enable them offer solutions and in turn, developing new knowledge.

Characteristics of working with case studies

- Learning is essentially student-centred, with an emphasis on group work and use of library, web and other information resources.
- Tutors become facilitators, providing encouragement and support to enable the students to take responsibility for what and how they learn
- Students reach a point where they are not simply investigating questions posed by others, but can formulate their own research topics and convert that research into useful knowledge
- Students gain not only a deeper understanding of the subject-matter, but also the knowledge-development and leadership skills required for tackling complex problems that occur in the real world.

Benefits of working with case studies

- Fundamentally, students are more engaged with the subject. Learning is perceived as being more relevant to their own needs, thus they are enthusiastic and ready to learn
- Students can expand on what they have learned by following their own research interests
- Case study work allows students to develop a more flexible approach to their studies, giving them the freedom and the responsibility to organize their own pattern of work within the time constraints of the task
- Working within and communicating to a group are vital for a student's professional development
- Group and self-directed learning not only develops key skills suitable for postgraduate study, but also leads to original thought that contributes to larger research projects, papers and publications
- For teaching staff, teaching through case studies helps to understand the learning process and the changing needs of students.

The suggested strategies and allocation of teaching hours to deliver the module are:

	Hours
Seminars/Tutorials/Workshops	30
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Evaluate the managerial and business environment and discuss how resourcing an organisation is influenced by internal and external factors that influences the policies, procedures and processes adopted by the firm;	• Study the role played by management responsible for resourcing organisations and how they relate to other functional roles within the firm • Identify what makes up the managerial and business environment through the undertaking of a PESTLE analysis and how such impacts upon a particular organisations resourcing strategy • Identify through a SWOT analysis of an organisation the resourcing requirements of the firm and make recommendations for an effective human resource recruitment and selection campaign; • Devise a human resource plan to ensure effective delivery of an organisations strategic objectives and beyond

	• Plan a socialisation programme that will serve to fairly and effectively induct personnel into the firm and so ensure that they are retained by the firm “branded” employees • Devise a fair, efficient and equitable performance management system that will serve to promote high levels of engagement within and throughout the firm • Describe the key features of the Business Activist that serves to exceed their own goals and that of their organisation
2. Critically analyse the links between human resource management and development to achieving prosperity and success for stakeholders through the implementation of fair, efficient and effective policies and procedures that serve to deliver upon the strategic aims of the firm	• Critically analyse and evaluate the findings of contemporary research and compare such with an organisations resourcing strategy to compete effectively within the external environment • Identify through a SWOT analysis of a case study organisation the development requirements of the firm and make recommendations for an effective, fair and equitable professional development campaign • Critically evaluate the linkages between personnel development, equality of opportunity and the achievement of organisational goals

Individual Project

Means of assessment is 100% coursework.

Students will focus their project on a case study organisation provided them by the Tutor. This will encourage dialogue between students in their groups and between groups within the whole cohort. The rationale for using a case study is to allow students the opportunity to engage with the theory, but to focus on practical application of the resourcing issues discussed in the module.

Through the process of working with case studies, students will work in groups as a means of preparation towards producing an individual 3,000 word report that delivers upon the assessment criteria and effectively responds to the questions posed in the set case study. It is intended for students to self-manage their group work although the Tutor will act as guide, coach and mentor for each group. It is anticipated that means of communication between students and tutor will include Wiki. Wiki will enable the Tutor to monitor individual student contribution to the achievement of each task, be it in relation to student's group work or their individual work. Such communication will both substitute and complement student's classroom attendance.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 3	Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Mullins, L. (2007) 8th Edition, Management and Organisational Behaviour, England: Prentice Hall

Background Reading:

Beardwell, I. And Holden, L., Claydon, T. (2004) Human Resource Management: A Contemporary Approach, Fourth Edition, Financial Times Prentice Hall

Marchington, M. and Wilkinson, A. (2008) Human Resource Management at Work, Wiltshire: CIPD

Taylor, S. (2008) People Resourcing, Fourth Edition, Wiltshire, CIPD

Torrington, D. Hall, L. Taylor, S and Atkinson, C. (2009) Fundamentals of Human Resource Management: Managing People at Work, London: Prentice Hall

Electronic Journals (available on <http://apollo.smu.ac.uk/library/>)

Coaching at Work

HRM Review

International Journal of Employment Studies

People and Strategy: Journal of the HR Planning Society

People Management Magazine: <http://www.peoplemanagement.co.uk/pm/>

Personnel Review

Personnel Today

Public Personnel Management

Research and Practice in HRM

And many, many more!

Useful Websites:

<http://apollo.smu.ac.uk/library/>

<http://www.cipd.co.uk/onlineinfodocuments/atozresources.htm>

www.acas.org.uk

www.cbi.org.uk

www.cipd.co.uk

www.equalityandhumanrights.org.uk

www.hrmguide.co.uk

www.statistics.gov.uk

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access

STAFF RESOURCES:

Staff Co-ordinator: Dr Jenni Woodman

Staff delivering this module: Dr Jenni Woodman
Dr Maggie Inman

Module Title:	Managerial Economics (ME)
Date of Validation:	2010
Module Number:	M6X5744
Module Value:	15 credits
Level:	7 (Core)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

To enable students to analyse the internal and external economic forces acting on management decision making

LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Analyse micro-economic/market structures and relationships to modern business decision-making.
2. Critically evaluate economic data as a guide to policy making.

INDICATIVE CONTENT:

- An analysis of market supply, demand, price formation, and elasticities; the application of such theory to managerial decision-taking.
- An analysis of business costs in both short run and long run and their part in decisions on resource allocation. The economic evaluation of quality management systems.
- An assessment of the impact of the needs for sustainability, social responsibility and global trends on management decisions.
- Economic impact of management systems, including TQM, ServQual, etc.
- A critical evaluation of the main market structures (perfect market, monopoly, imperfect market and oligopoly) and an analysis of the significance of each in resource allocation.
- An assessment of government influence markets and its effect on the managerial decisions and international business environment.
- The role of the state versus the role of markets: public services and privatisation; externalities and environmental costs; the impact of government policy. Relevant legal framework including competition, mergers, consumer protection and employment policies.

LEARNING AND TEACHING STRATEGY:

The module will be delivered by lectures and tutorials. It will seek to develop a theoretical and conceptual framework, mainly within and around micro-economics, but also including macro-

economics insofar as it provides indicators of external influences on business decisions. Students will develop the necessary underlying skills to assist in managerial decisions. The module will then seek to apply these principles to case studies and real world scenarios. Significant directed student reading will be required for theoretical aspects. Examples and case studies used in any year will reflect current issues and cohort interest and employment. All students will be expected to apply concepts to cases. Employed students will be encouraged to apply concepts to their employment experience and other comparable cases. Full time students will be encouraged to develop case material for a series of companies and sectors for application, in addition to their past work experience.

Class Contact

	<u>Hours</u>
Lectures	15
Tutorials/Workshops	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Analyse micro-economic/market structures and relationships to modern business decision-making.	The Case will require the analysis of the market environment and a management response.
2. Critically evaluate economic data as a guide to policy making.	The Case will require the utilisation of diverse economic data, which will be critically appraised and incorporated into the analysis.

One 3,000 word case study assignment

Identification of the case will allow some negotiation with the class to ensure that it is appropriate, sensitive to cultural difference and relates to past experience. Assessment of the case will demand that economic concepts are incorporated into the internal and external analysis of the case. Some freedom to explore other dimensions of the content, e.g. market failure, public sector failure, regulation and competitive environments, will allow syllabus coverage and test learning outcomes.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills.

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesizing and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Samuelson, W. F. & Marks, S. G. (2009) Managerial Economics, Study Guide, London, John Wiley & Sons

Sloman, J. & Hinde, K. (2008) Economics for Business, London, FT/Prentice Hall

Background Reading:

Allen, B., Weigelt, K. & Doherty, N. (2009) Managerial Economics: Theory, Applications and Cases, New York, WW Norton

Baye, M. (2008) Managerial Economics & Business Strategy, London, FT/Prentice Hall

Griffiths, A & Wall, S (2008) Economics for Business and Management, London, FT/Prentice Hall

Hirschey, M & Pappas, J (2003) Fundamentals of Managerial Economics, Dryden

Keat, P. & Young, P.K. (2008) Managerial Economics. Economic Tools for Today's Decision Makers, London, Pearson

Png, I. & Lehman, D. (2007) Managerial Economics, Oxford, Blackwell

Journals:

Applied Economics
British Economy
Business Week
Cambridge Journal of Economics
Economic Review
Economic Journal
Economic Outlook
Economic Trends
Economist
Journal of Economic Perspectives
Journal of Industrial Economics
Oxford Economic Review
Review of Economic Policy

Useful Websites

www.cbi.org.uk
www.biz.ed.org.uk
www.mbares.org.uk
www.mba4u.org.uk
www.strategyandbusiness.com
www.mckinseyquarterly.com

PHYSICAL RESOURCES:

Computer/projector/visualiser.

ROOM REQUIREMENTS:

Lecture Theatre
Tutorial room.
Computer laboratory with Internet access
Transport

STAFF RESOURCES:

Staff Co-ordinator: Stephen Griffiths

Staff delivering this module: Stephen Griffiths
Dr. Charles Smith

Module Title: Managing Change (MC)

Date of Validation: 2010

Module Number: New Module

Module Value: 15 credits

Level: 7 (Elective)

Faculty Responsible for Delivery: Swansea Business School,
Faculty of Humanities

Pre-requisites: None

AIMS:

This module aims to enable students to develop a critical understanding of strategies for sustaining organisational effectiveness and managing change,

LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Analyse critically theoretical perspectives and approaches to change management and demonstrate practical application of such, in a variety of organisational environments
2. Critique professional activity with regard to systems for sustaining organisational effectiveness through dimensions of culture, structure, leadership, power and politics.

INDICATIVE CONTENT:

- Organisations and their changing environments – a systems perspective. Behavioural, cognitive, psychodynamic approaches to change.
- Evaluation of hard systems models and soft systems models of change; the OD process; the planned and emergent approaches to change.
- Team and organisational change. Leading change, different styles and skills for different phases of change. Human and social factors of change: the ‘coping cycle’; ownership and participative action research; perspectives on the person – organisation relationship.
- Management roles and responsibilities in globalisation and the challenge of change: transactional and transformational leadership. Emerging themes such as change for restructuring, mergers and acquisitions, cultural and IT based change.
- A process orientation for sustaining organisational effectiveness: the innovative organisation culture; the learning organisation. Complexity science, the need for peripheral vision, the importance of self knowledge and inner resources.

LEARNING AND TEACHING STRATEGY:

Lectures will enhance knowledge of organisations, their management systems, and operational influences already acquired. Tools of evaluation and comparative analysis will be rehearsed in

group exercises and case study analysis. Students' own work experience (including work shadowing or placement) and the use of external specialists may be incorporated into "witness sessions" to enable inter organisational comparisons.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Seminars	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Analyse critically theoretical perspectives and approaches to change management and demonstrate practical application of such, in a variety of organisational environments	The essay will require the critique of academic articles and models to evaluate key emerging themes and to make a critical assessment of their significance to an organisation.
2. Critique professional activity with regard to systems for sustaining organisational effectiveness through dimensions of culture, structure, leadership, power and politics.	Section b will require the further analysis of a specific aspect of the case, incorporating the research of the variation of organisational change models. The use of comparative tools and examples of good practice will be applied to generate recommendations for improvement, process modification or planned change relevant to the case study.

Coursework 100%

Outcomes 1 and 2 require the student to write a 3000 word report, critically evaluating change strategy, using appropriate academic theory and application of good practice. The assignment will normally consist of two sections incorporating a general analytical discussion on a theme deriving from the subject content in order to achieve a defined change objective e.g. governance issues, client-service focused approaches, quality audit features, M&A relationships with stakeholders, which allow several topic areas to be reviewed; and student report on the case material. It is likely that some element of this second element could be presented in a class session to enhance the shared learning experience.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills.

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesizing and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Cameron, E. & Green, M. (2009) Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organisational Change, London, Kogan Page

Greenfield, A. (2008) The 5 Forces of Change: A Blueprint for Leading Successful Change, New York, Management Books

Background Reading:

Buchanan D. A. And Badham R.J. (2008) Power, Politics and Organisational Change, London, Sage Publications

Burnes, B (2010) Managing Change, New York, Prentice Hall

Carnall, C (2008) Managing Change in Organisations, New York, Prentice Hall

Drucker, P (2009) Innovation and Entrepreneurship, London, Butterworth-Heinemann.

Hamlin, B et al (2001) Organisational Change and Developments, Prentice Hall

Hayes, John (2007) The Theory and Practice of Change Management, Palgrave McMillan

Kotter, J. P. (2009) Leading Change, Mass, Harvard Business Essentials

Moore, G A (2004) Darwin & The Demon: Innovation Within Established Enterprises, HBR Jul/Aug 2004, Vol 82, Issue 7/8, p86

Senior, B (2009) Organisational Change, New York, Prentice Hall

Journals:

Benchmarking An International Journal

Entrepreneurship and Regional Development

Harvard Business Review

Journal of Knowledge Management

Journal of Organisational Change Management

Journal of Strategic Information Systems

Leadership & Organisation Development

Management Decision

Useful Websites

<http://www.oursouthwest.com/SusBus/mggchange.html>

<http://www.sdo.nihr.ac.uk/managingchange.html>

<http://www.management.about.com/cs/people/a/MngChng092302.htm>

<http://www.managingchange.com/-work911.com/managingchange/>

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Seminar/tutorial room.

STAFF RESOURCES:

Staff Co-ordinator: Brian Miles

Staff delivering this module: Brian Miles
Caroline Jawad

Module Title:	Managing Resources in Public Organisations (MRPO)
Date of Validation:	2010
Module Number:	
Module Value:	15 credits
Level:	7 (Elective for MBA, Core for MBA (Public Services))
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

This module aims to provide the student with an in-depth knowledge of the special features of public sector finance and management, the processes and practices of resource management, governance and control which contribute to promoting public stewardship and accountability.

LEARNING OUTCOMES:

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

1. Discuss and critically evaluate the various financing, management and performance appraisal models/frameworks for achieving strategic public sector objectives.
2. Research, analyse and evaluate critically the current process/frameworks/trends relating to the management of resources in public organizations.

INDICATIVE CONTENT:

- Understanding the statutory responsibilities and powers of auditors in the public sector and their role in achieving public accountability, financial control and value for money/best value.
- Understanding the critical evaluation for the Private Finance Initiative as a mechanism for providing modern, efficient and effective public services.
- Analysis and application of the budget (capital and revenue) and performance assessment processes, incorporating the identification and evaluation of alternative policies and plans.
- Development and critical evaluation of the various current and topical issues which affect the management, finance, control, governance and performance measurement of public sector organizations. For example: e-government; balanced scorecard; cost benefit analysis; utilization of the multi-criteria decision analysis (MCDA) technique in workshops.

LEARNING AND TEACHING STRATEGY:

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will encourage discussion and debate, together with critical evaluation of concepts and practices. If appropriate, some practical examples in the form of case studies will also be introduced to further develop understanding and application.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures /Tutorials/Seminars	30
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Discuss and critically evaluate the various financing, management and performance appraisal models/frameworks for achieving strategic public sector objectives	• Apply And critically evaluate theoretical concepts applicable to the management of resources in public organisations.
2. Research, analyse and evaluate critically the current process/frameworks/trends relating to the management of resources in public organisations	• Research information and critically evaluate processes and procedures adopted by public organisations in the achievement of strategic objectives.

The module will be assessed by one 3,000 word piece of coursework. The aim of the assessment will be to enable students to apply theoretical concepts learnt in the classroom and evaluate, think constructively, review current research and discuss critically those concepts in relation to actual events arising in public sector organisations. An example of the coursework could be critical evaluation and discussion of the Private Finance Initiative (PFI) , as a mechanism for providing modern, efficient and effective public services, or it could be based on workshops which utilise multi-criteria decision analysis techniques to address public sector decisions on complex capital projects. Each student would then write their own 3,000 word report.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 3	Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Bovard, T. And Loffler, E. (2009) Public Management and Governance. Routledge: London

Doherty, T, L. And Horne, T. (2002) Managing Public Services, Routledge: London

Background Reading:

Audit Commission (2005). Code of Practice for Local Authorities and NHS in England and Wales, The Stationary Office: London

Bergmann, A. (2009)Public Sector Financial Management,. Financial Times/Prentice Hall

Coomb, H.M and Jenkins, D.E . (2002) (3rd Ed) Public Sector Financial Management. Thomson Learning.

Jones. R and Penlebury.M. (2000) (5th Ed) Public Sector Accounting Financial Times/Prentice Hall

Wales Audit Office- The Auditor General's Code of Audit and Inspection Practice (2005) HMSO

Journals:

Accounting and Business
Public Finance
Local Government Chronicle
Public Administration
Public Finance Foundation
Public Money and Management
Accounting Age.

Useful Websites

www.nao.gov.uk
www.ukonline.gov.uk
www.wales.gov.uk
www.number-10.gov.uk
www.audit-comision.gov.uk
www.cabinet-office.gov.uk
www.standardsboard.co.uk
www.cipfa.org.uk
www.publicfinance.co.uk

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Seminar/tutorial room.

STAFF RESOURCES:

Staff Co-ordinator: Owen Lewis

Staff delivering this module: Owen Lewis
Stephen Griffiths

Module Title:	Marketing for Enterprise (ME)
Date of Validation:	2010
Module Number:	M6X7791
Module Value:	15 credits
Level:	7 (Elective for MBA)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

To develop students' awareness of the importance of the marketing function and an understanding of alternative perspectives of marketing for entrepreneurs, enterprising managers and intrapreneurs.

LEARNING OUTCOMES:

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

1. Appraise critically conventional and alternative marketing concepts to entrepreneurial cultures.
2. Demonstrate a systematic understanding and critical awareness of models for marketing planning for enterprise.

INDICATIVE CONTENT:

- Marketing and the Context of Enterprise: An analysis of the conventional facets of the discipline and culture of marketing/small business/entrepreneurship.
- A comparison of necessary skill, personal qualities, historical development and interrelationship with other management disciplines, to enhance business effectiveness.
- Appropriate Choice of Marketing Mix: Through comparative case analysis, conventional models eg '5Ps' for product and '8Ps' for service based ventures will be utilised with more sector focused models, e.g. Stokes' '4 I 's' Model or Lautenborns' '4 C's' Framework , to evaluate marketing strategy options.
- Enterprise Marketing Resources: An evaluation of resources available to enterprising practitioners. A review of commercial, CIM, Enterprise Agencies (and other NGOs) and regionally based support mechanisms and resources. Special attention will be devoted to Personal Contact Networks, Networking and Internet resources.
- Enterprise Marketing Planning Processes: An analysis of marketing planning models.
- Appropriate choice of model. Comparative case analysis and development of the marketing plan.

LEARNING AND TEACHING STRATEGY:

Lectures will introduce key concepts and review appropriate literature. Students will be expected to research case material and adapt theory from a variety of sources. In order to develop an understanding of Enterprise Marketing, models developed for entrepreneurial use of strategy, ICT, planning, innovation and change management have valuable contributions to make in addition to conventional marketing sources. An appreciation of the different validity of resources available, ranging from academic references, through self help sector/industry guides, start-up/commercial training packs, to unscreened populist 'support material' will reflect in a considered, analytical approach to tasks set. Case study and seminar discussion will dominate in the latter stages of the module, building of the conceptual analysis established in the early stages and in previous modules studied. Guest speakers from sector organisations, servicing companies, enterprise networks and practitioners will give 'witness' evidence to the group.

Application and implementation will be key criteria for assessment.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Workshops	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

The assessment will test theoretical understanding and application of concepts. The assignment will demand a rigorous review of appropriate literature and will tend to focus on practical application possibilities for a company or group of companies. Reviewing strategic options, analysing the marketing environment and considering resource prerequisites will be core elements integrated into the assignment structure. The assignment case material will be based on real company/organisational data which will be researched by students. Flexibility is crucial in the face of likely students from the public, private and not for profit sectors.

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Appraise critically conventional and alternative marketing concepts to entrepreneurial cultures.	• Write a marketing plan critically appraising the contribution of academic marketing theory to enterprise marketing.
2. Demonstrate a systematic understanding and critical awareness of models for marketing planning for enterprise.	• The plan should utilise the valuable models' underpinning, but also demonstrate

Coursework 100%: One 2000 word report and a presentation of a marketing plan, as part of an independent enterprise or part of section of a larger organisation.

Outcome 1 requires that the student critiques an academic underpinning for marketing for enterprise that critically evaluates a range of key emerging themes and makes a critical assessment of their significance for a specific sector or industry. The later section will be the core of the marketing plan which will be presented to prospective budget holders, funders or stakeholders.

Outcome 2, In presenting the plan the student will be required to work as an individual (in negotiation with the tutor) to present a coherent marketing plan for an SME, departmental team or section within a larger organisation incorporating contemporary and creative themes.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills.

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesizing and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring

S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.
-------------	---

READING LIST:

Essential Texts:

Crane, F.G. (2010) Marketing for Entrepreneurs: Concepts and Applications for New Ventures, London, Sage

Stokes, DR (2010), Small Business Management and Entrepreneurship, London: Cengage Learning

Background Reading:

Berkley, H. (2010) Low Budget On line Marketing for Small Business, London, Counsel Press

Burns, P. (2008) Corporate Entrepreneurship: Building an Entrepreneurial Organisation, Basingstoke: Palgrave Macmillan

Carter S & Jones-Evans D (2006) Enterprise and Small Business, London: Pearson

Chaston, I (2009) Entrepreneurial Management in Small Business, London: Sage

Chaston, I, & Mangles, T. (2002) Small Business Marketing Management. Basingstoke. London: Palgrave Macmillan

Diamond, S. (2008) Web Marketing for Small Business, London, Source Books

Joyner, M. (2009) Integrated Marketing: How Small businesses become Big business and Big Businesses become Empires, London, John Wiley & Sons

O'Dwyer, M., Gilmore, A. & Carson, D. (2009) Marketing the SMEs: Innovativation & Approach, Cambridge, Cambridge Scholars Publishing

Storey, D J & Greene, F. (2010) Small Business and Entrepreneurship London: FT/Prentice Hall

Journals:

European Journal of Small Business

International Journal of Small Business

Journal of Regional Studies

Journal of Small Business and Enterprise Development

Small Business and Enterprise Development

Useful Websites

www.princes-trust.org.uk/

www.entrepreneur.com/marketing/index.html

www.smallbusiness.co.uk/

www.marketingforsuccess.com/

www.mybusiness.co.uk › My Sales & Marketing

www.smallbusinessmarketingconsultant.com/

www.marketingangels.com.au/

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access

STAFF RESOURCES:

Staff Co-ordinators: Vic Saunders

Staff delivering this module: Vic Saunders
 Lucy Griffiths

Module Title:	Marketing for Leisure and Tourism (MLT)
Date of Validation:	2010
Module Number:	
Module Value:	15 credits
Level:	7 (Elective for MBA)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

The aim of this module will explore and analyse the distinctive nature of tourism/leisure niche markets and the policy and management frameworks and requirements that are needed for their development, protection and sustained growth.

LEARNING OUTCOMES:

1. Critically evaluate contemporary issues and challenges confronting the development of leisure/tourism niche markets.
2. To analyse and evaluate the development, management and policy issues for the development of leisure and tourism markets.

INDICATIVE CONTENT:

- Growth and trends in tourism niche market development
- Categories of tourism niches
- Tourism niche market development
- Cultural tourism development - definitions, policy frameworks development issues and strategies, case studies
- Heritage tourism development - definitions, policy frameworks development issues and strategies, case studies
- Ecotourism development - definitions, policy frameworks development issues and strategies, case studies
- Rural tourism- definitions, policy frameworks development issues and strategies, case studies

LEARNING AND TEACHING STRATEGY:

The students will be taught through a structured mix of a weekly two hour keynote lecture, seminars, tutorials, practical workshops, local study visits and presentations by guest speakers from industry, - all underpinned by the students' self-managed learning.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Seminars	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Critically evaluate contemporary issues and challenges confronting the development of leisure/tourism niche markets.	Write a 3000 word essay on a specific niche leisure/tourism development issues. Section a) requires analysis of underpinning models of niche marketing and selection of specific case examples for critical application of a chosen development challenge.
2. To analyse and evaluate the development, management and policy issues for the development of leisure and tourism markets.	Section b) requires the analytical development of management policy recommendations for a defined leisure/tourism case organisation, in order to manage the chosen challenge

Coursework: 100%

Assessment will be achieved through a 3000 word essay on contemporary leisure/tourism niche market development issues.

For example, to achieve outcome 1 and 2, the student will be required to write an essay addressing a specific niche leisure/tourism case development. Each of two sections will test the learning outcomes

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills.

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.

	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesizing and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Reading:

Macleod D (2003) Niche Tourism in Question: Interdisciplinary Perspectives on Problems and Possibilities, Glasgow, Glasgow University Press

Novelli M (2004) Niche Tourism: Contemporary issues, trends and cases, London, Butterworth-Heinemann.

Background Reading:

Fennel D (2007) 3rd Ed, Ecotourism, London, Routledge

Hall D , Kirkpatrick I, Mitchell M (2003) Rural Tourism and Sustainable Business, London, Channel View Publications.

Higham J (2007) Critical Issues in Ecotourism: understanding a complex tourism phenomenon: Understanding a Complex Tourism Phenomenon, London, Butterworth-Heinemann.

McKercher (2008) Cultural Tourism: Partnership Between Tourism and Cultural Heritage Management, New York, Hawthorn Hospitality Press

Patterson C (2008) The Business of Ecotourism, Manchester, Trafford Publishing.

Prudhi R (2008) Rural Tourism , New Delhi, Rajat Publications.

Richards G (2007) Cultural Tourism: Global and Local Perspectives , London, Haworth Press Inc.

Smith M (2003) Issues in Cultural Tourism Studies, London, Routledge.

Journals

Annals of Tourism Research
Current Issues in Tourism
International Journal of Tourism Research
Tourism Management
Travel and Tourism Analyst
Journal of Sustainable Tourism
Tourism Management

Websites

www.culture.gov.uk
www.isrm.co.uk
www.wto.co.
www.tourismconcern.org.uk
www.wttc.co.uk

PHYSICAL RESOURCES:

Equipment OHP, Powerpoint, Flipchart, outside local visits

Rooms Lecture rooms

STAFF RESOURCES:

Module co-ordinator: Dr Andrew Jones

Staff delivering this module : Dr Andrew Jones
Andrew Campbell

Module Title:	Marketing Management (MM)
Date of Validation:	2010
Module Number:	M6X5745
Module Value:	15 Credits
Level:	7 (Core)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS

To allow the student to assess the contribution of marketing in any organisation and critically evaluate their marketing activities.

LEARNING OUTCOMES

On completion of this module the student should be able to:

1. Critically appraise key marketing activities and the contribution of the marketing department to the organisation.
2. Anticipate and evaluate future developments in the field of marketing especially through technology.

INDICATIVE CONTENT

- The marketing concept and orientation and its universal application.
- Scanning the marketing environment, with a view to designing a MKIS.
- The nature of buying behaviour.
- Identifying market segments and targeting and positioning of identified segments.
- The marketing mix concept and its relation to segmentation.
- Internal organisational marketing, marketing the corporate brand. Promoting the quality assured organisation. Product and Service quality audit.
- Brand building techniques.
- Marketing strategy and marketing plans.
- Future developments in marketing to include ethics, green marketing, cyber marketing.

LEARNING & TEACHING STRATEGY

Lectures will be used to deliver key themes. Students will be expected to independently read and research widely. Seminar work will include presentations by students on the practical application of the theoretical concepts and the outcomes of their research. The teaching of strategic management tools will be done in a marketing strategy context. All students will be assigned an issue to research. They will present their finding to the class for discussion.

Application and implementation will be key criteria for assessments.

	<u>Hours</u>
Lectures	15
Tutorials/Seminars/workshops	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT

MBA Outcome No	Assessment Criteria To achieve the outcomes a student must demonstrate the ability to:
1. Critically appraise key marketing activities and the contribution of the marketing department to the organisation.	• analyse and critically appraise marketing management with a view to adding value.
2. Anticipate and evaluate future developments in the field of marketing especially through technology .	• evaluate theoretical models in application to the case in a logical manner. • review technology challenges and opportunities to enhance an organisation's competitive strategy.

100% course work assignment covering all outcomes.

The core area will be the contribution of the marketing department to adding value to the company. A case will be set where the material and focus of the discussion can be flexibly interpreted and negotiated to suit the needs of individual students and current marketing issues. The task will test all outcome statements.

3000 word assignment requiring theoretical analysis and application to a pre-selected case.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

RECOMMENDED READING

Essential Texts:

Hooley, G. J., Saunders, J.A. & Piercy N.F. (2009) Marketing Strategy and Competitive Positioning, Essex, Prentice Hall International.

Recommended Texts:

Baker, M. (2004) Marketing Theory, London, Thomson Learning.

Chaffey, D., Ellis-Chadwich, F. & Johnston, K & Mayer, R. (2006) Internet Marketing, 3rd ed, Essex, FT Prentice Hall

Christopher, M., Payne, A. & Ballantyne, D. (2002) Relationship Marketing, Oxford, Butterworth-Heinemann

Crouch & Housden (3rd Ed) (2003) Marketing Research for Managers, Butterworth-Heinemann.

de Chernatony, L & McDonald, M. (2003) Creating Powerful Brands, 3rd ed, Oxford, Butterworth-Heinemann

Doole & Lowe (2008) International Marketing Strategy, 5th ed, London, Thomson Learning Europe

Doyle, P. (2000) Value Based Marketing, Oxford, Wiley.

Evans, M., Jamal, A. & Foxall, G. (2006) Consumer Behaviour, Oxford, Wiley

McDonald, M. (2007) Marketing Plans, 6th ed, Oxford, Butterworth-Heinemann

Smith, B. (2005) Making Marketing Happen, Oxford, Elsevier
Journals

Journal of Strategic Marketing
Journal of Marketing Management
Journal of Marketing
Journal of Marketing Research
Marketing
Marketing Week

Websites

www.cim.co.uk
www.shapetheagenda.com
www.wnim.co.uk
www.mad.co.uk
www.bized.com
www.economist.com

Module Tutors

Will Fleming
Leigh Jenkins

Module Title:	Planning for Sustainable Tourism (PST)
Date of Validation:	2010
Module Number:	M6X7789
Module Value:	15 credits
Level:	7 (Elective for MBA, Core for MBA (International Tourism))
Faculty Responsible for Delivery:	Swansea Business School
Pre-requisites:	None

AIMS:

Tourism and Leisure development strategies are becoming increasingly important in the social and economic life and growth of both Western and developing nations. In this context there is growing concern and increasing pressure for tourism development and tourism business to respect the social and physical environments in which they are placed.

The module will aim to provide students with an appreciation of the dynamic relationship between the need to plan effective tourism development strategies and tourism business operations at both national and international levels and the requirement to integrate this with compatible environmental planning and sustainable development strategies.

LEARNING OUTCOMES:

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

1. Evaluate critically contemporary planning issues and the relationship between business, tourism development and the environment and analyse national government planning and environmental policy initiatives that impact upon tourism business operations;
2. Analyse the concept of sustainability and its relationship to tourism planning policy and tourism business operations;

INDICATIVE CONTENT:

- Growth of environmentalism
The green debate concepts of sustainability, environmentalism conservation, preservation and greening. Environmental audit and impact. Agenda 21
- The Legislative Frame-work
Organisations and environmental agencies; national and international initiatives; Brundtland Report, World Conservation Strategy, The Earth Summit, Agenda 21; environmental policy and strategies
- The Resource Picture

Impacts of tourism on natural resources, lakes, mountains, coastline and countryside, ecological impacts, health and safety, environmental hazards. climate change.

- Sustainable Management
Tourism development initiatives, project appraisals, environmental audits, environmental impact assessment, environmental design, environmental management, design of regional and national tourism strategies, earth summits, low carbon economies, eco tourism and nature tourism, environmental regulation, eco labelling, green globe, ISO14001.
- Developing sustainable tourism niche markets
Development of ecotourism/rural tourism/nature tourism/heritage and cultural tourism policies.

LEARNING AND TEACHING STRATEGY:

The module will be taught by a mix of lectures, seminars and tutorials and role play exercises with field visits where applicable. The course will be delivered by a two hour lecture each week to present key ideas.

Students will be assessed through one coursework assignment of 2,000-3,000 words and one seminar presentation on a given sustainable tourism issue such as the contemporary issues in developing sustainable tourism. The assignment will aim to cover the learning outcomes by, for example, a student centred role play exercise of a particular tourism development case study where development, impact and strategic planning issues are explained. The aim of the assessment will be to examine the student's ability to synthesise policies and demand requirements to form logical and coherent strategies in relation to planning and managing tourism business in a sustainable manner.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	20
Tutorials/Seminars/workshops	10
Student private study	<u>120</u>
TOTAL	<u>150</u>

Assessment and seminar presentation – 100%

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Evaluate critically contemporary planning issues and the relationship between business, tourism development and the environment and analyse national government planning and environmental policy initiatives that impact upon tourism business operations;	• Case study research based upon a specific and or hypothetical tourist destination. Facilitated by for example a role play workshop and student presentations.

1. Analyse the concept of sustainability and its relationship to tourism planning policy and tourism business operations;	A seminar presentation and 2000-3000 word case study report based upon the evaluation of the implementation of sustainable tourism policies and plans.
---	--

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts

Weaver D (2007) Sustainable tourism, Butterworth – Heinemann

Background Reading

Brebbia CA (eds) (2004) Sustainable Tourism: 9 (Sustainable World), WIT Press.

Eagles, P F J (2002) Tourism in National Parks and Protected Areas: Planning and Management, Cab, Oxon

Edgell D (2006) Managing Sustainable tourism : A legacy for the future, Haworth Press.

Herremans I (2006) **Cases in Sustainable Tourism: An Experiential Approach to Making Decisions**, Haworth Press.

Miller G Twinning-Ward L Tapper R (2005) Monitoring for a Sustainable Tourism Transition: The Challenge of Developing and Using Indicators, Cabi

Mowforth M Munt I (2003) Tourism and Sustainability , Routledge.

Sinha P (2006) Global Tourism, Sustainable Tourism and Action Plans: Code of Ethics, Charter, Guidelines, Resolutions, SBS.

Wall G Mathieson A (2005) Tourism: Change, Impacts and Opportunities, Prentice Hall

World Tourism Organisation (2005) Making Tourism More Sustainable, a Guide for Policy Makers, WTO

World Tourism Organisation (2004) Sustainable Tourism Resource Management, WTO.

World Tourism Organisation, (2006) Tourism Potential As a Sustainable Development Strategy, WTO.

Journals

Annals of Tourism Research
Current Issues in Tourism
International Journal of Tourism Research
Journal of Sustainable Tourism
Tourism Management
Travel and Tourism Analyst
Journal of Sustainable Tourism
Tourism Management

Websites

www.culture.gov.uk
www.isrm.co.uk
www.ilam.co.uk
www.wto.co.
www.tourismconcern.org.uk

MODULE TUTORS: Dr Andrew Jones
Prof. Mike Phillips

Module Title: **Principles and Practice of International Tourism (PPIT)**

Date of Validation:	2010
Module Number:	
Module Value:	15 credits
Level:	7 (Elective for MBA, Core for MBA (International Tourism))
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

This module aims to provide a specialist tourism perspective that aims to underpin the more general MBA modules within the programme. As such, it introduces the concepts of international tourism and is designed to broaden and develop knowledge of the tourism and service sector industries in the context of exploring the nature, concepts, characteristics, structures, impacts, operations and managerial challenges within tourism businesses.

LEARNING OUTCOMES:

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

1. Analyse the nature of tourism operations specifically within an international tourism, travel and business framework and critically discuss the concepts and characteristics of tourism as an area of academic and applied study.
2. Evaluate the nature and characteristics of tourists and the nature of tourism business and analyse the products, structure of and interactions within the tourism industry.

INDICATIVE CONTENT:

- Definitions and concepts of tourism:- inter relationships, theories and functions of leisure and tourism for the individual, social groups and society. Historical development. Definitions of leisure and tourism management. National / International.
- Organisation and Structures:- Political, Planning and Policy structures, Tourism models, development processes, performance measurement, organisations, markets, destinations.
- Tourism trends and needs:- social psychology and social relationships, development trends, participation, gender, social class, age, ethnicity culture, mobility, income, market growth, contemporary issues.
- Impacts of tourism on the environment, society and economics:- Impact analysis, the planning process, impact of transport, auditing, resource definitions.
- Management for tourism: - Strategic planning tourism - strategic plans, international policies, environmental management, sustainable tourism.

LEARNING AND TEACHING STRATEGY:

The assessment will be based upon one 2000 –3000 word essay and one seminar presentation.

The aim of the assessment is to develop the students' cognitive and transferable skills within the context of leisure and tourism issues. For example the assessment will aim to evaluate current contemporary issues facing tourism development and tourism business operations and analyse strategic measures for effective sustainable management.

The assessment will ensure that the theoretical concepts and their applications to the practical context and learning outcomes are tested. It will require significant researching of academic, professional and case study data.

A typical assignment will require analysis of a given tourism issue or problem within which a student selected case study is located. This might include the specific study of a tourism business policy, management or impact issue at a specific destination. A field study visit to an international destination will usually facilitate such research.

Students will be engaged in a variety of practical activities usually incorporating site visits, visiting speakers, workshop discussions and undertaking group/individual qualitative and quantitative research survey activities.

NB: The emphasis for such a study visit will be largely based on student centred funding. Some financial subsidy through the approval of the Course Management Committee and Faculty may also be available. For students who are unable to participate in such a field study programme alternative assessment arrangements will be made.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Seminars/workshops	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Analyse the nature of tourism operations specifically within an international tourism, travel and business framework and critically discuss the concepts and characteristics of tourism as an area of academic and applied study.	• Case study research based upon a specific tourist destination. Facilitated by for example an international field study trip to undertake field research using both qualitative and quantitative research techniques.
2. Evaluate the nature and characteristics of tourists and the nature of tourism business and analyse the products, structure of and interactions within the tourism industry.	• A seminar presentation and 2000-3000 word case study report based upon strategic planning for tourism at a specific tourist destination.

100% Coursework

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts

Cooper C Fletcher J Wanhill S Gilbert D Fyall G (2008) Tourism: Principles and Practice, Media edition, Prentice Hall.

Background Reading

Beech J Chadwick S (2005) The Business of Tourism Management, Prentice Hall.

Bhatia AK (2005) Tourism Development: Principles and Practices, Sterling.

Boniface B Cooper C (2004) Worldwide Destinations: The geography of travel and tourism: The Geography of Travel and Tourism, Prentice Hall.

Coles C. Michael Hall (2007) International Business and Tourism: Global Issues, Contemporary Interactions International Series in Tourism, Business and Management
Routledge

Cooper, C (eds) (2002) Classic Reviews in Tourism, Channel View, Clevedon

Goeldner C Ritchie B (2008) Tourism: Principles, Practices, Philosophies, 11th Edition: Principles, Practices, Philosophies, John Wiley.

Holloway C Taylor N (2009) The Business of Tourism, Prentice Hall.

Kiereta I (2006) Destination Management , Peter Lang.

Page S Connell J (2006) Tourism: A Modern Synthesis 2nd edition: A Modern Synthesis,
Thompson Learning .

Sharpley, R, Telfer, D (2002) Tourism and Development. Concepts and Issues.
Channel View Publications, Clevedon

Journals

Annals of Tourism Research
Current Issues in Tourism
International Journal of Hospitality Management
International Journal of Tourism Research
Journal of Sustainable Tourism
Tourism Management
Travel and Tourism Analyst
Tourism Management
Journal of Travel and Tourism Marketing

WEBSITES:

www.wto.co.
www.tourismconcern.org.uk
www.visitbritain.com
www.toursoc.org.uk
www.culture.gov.uk
www.wto.co.
www.ltsn.org.uk

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Seminar/tutorial room.

STAFF RESOURCES:

Staff Co-ordinator: Dr Andrew Jones

Staff delivering this module: Dr Andrew Jones
Andrew Campbell

Module Title:	Strategic Management (SM)
Date of Validation:	2010
Module Number:	M6X5752
Module Value:	15 credits
Level:	7 (Core)
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

To enable students to understand and apply the concept of strategy and of the process of strategy making, to a variety of organisations and environments.

LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Analyse critically the integration of the functional areas of a business which is attempting to achieve organisational objectives and respect the needs of stakeholders
2. Critically evaluate the process of priority setting, forecasting future outcomes and relating the internal procedures of the organisation and its structure to the environment and the use of logical, analytical, non-numeric and numerate skills in the functional operations of an organisation.
3. Creatively analyse and develop strategic perspectives applied to a variety of dynamic situations, while critically evaluating strategic processes.

INDICATIVE CONTENT:

- Evolution of Strategic Planning, the dichotomy between strategic planning and strategic management
- Strategic objectives, the role of management and analytical processes applied to strategic management including SWOT, PESTEL and competitive analysis, segmentation, forecasting models approaches and techniques; competitive strategy and competitive advantage. The relevance and challenge of globalisation, ethics and social responsibility.
- Concepts and Tools for Strategic Management: Growth/Share Market Matrices – portfolio techniques; marketing planning process; life cycle approaches and organisational structure; analytical planning models; the role of ICT, assessment of the economic contribution of strategy and business simulations.
- Methodology for Development of Strategic Management: Vision of the firm, strategic posture, consolidation of business and functional strategies; balancing the business portfolio; strategic planning resource allocation and budgeting. Making strategic

management operational; the information weapon; the challenge of implementation.
Congruency between Organisational Structure and Strategy.

LEARNING AND TEACHING STRATEGY:

The strategic management module is designed to provide a forum in which analytical and decision-making knowledge developed and acquired by students in the Programme to date can be augmented into a disciplined methodology to assist with the development of strategic objectives and Programmes. The emphasis is on strategic skills development and the provision of an environment in which useful approaches to structuring, analysing and organising a wide variety of situations can be recognised by the student.

Students learn that an effective strategic management system has to deal with two relevant dimensions; responding to changes in the external environment whilst at the same time creatively deploying internal resources to improve the relative competitive position of the organisation.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Seminars	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Analyse critically the integration of the functional areas of a business which is attempting to achieve organisational objectives and respect the needs of stakeholders	• Work as an individual to research, write and structure a report.
2. Critically evaluate the process of priority setting, forecasting future outcomes and relating the internal procedures of the organisation and its structure to the environment and the use of logical, analytical, non-numeric and numerate skills in the functional operations of an organisation.	• Analyse and critique issues in the application of strategic management to a specific case.
3. Creatively analyse and develop strategic perspectives applied to a variety of dynamic situations, while critically evaluating strategic processes.	• Analyse complex issues and review sectional, functional and organisational interests within a strategic framework.

To achieve outcomes 1, 2 and 3, the student will be required to work as an individual to research, write and structure a report that explains, analyses and criticises issues in the application of strategic management to a specific case and tackles complex issues and review sectional, functional and organisational interests within a strategic framework. Past cases have been purchased from Collis and/or been constructed by the tutor. They include cases which are organisational focussed e.g. McDonalds, Heineken, L'oreal, Adidas or sector focussed e.g.

European beverage industry, Pharmaceutical industry etc (100% weighting, approximately 3000 words).

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills:

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 3	Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and selfmanagement; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST

Essential Texts:

Hooley, G, Piercy, N F and Nicoulaud, B (2008) Marketing Strategy and Competitive Positioning, London: Prentice Hall

Johnson, G, Scholes, K and Whittington, R (2008) Exploring Corporate Strategy: Text and Cases, London: Prentice Hall

Background Reading:

Dibb, S and Simkin, L (2008) Marketing Planning, London: Cenpage

Drummond, G, Ensor, J and Ashford, R (2007) Strategic Marketing: Planning and Control, Oxford, Butterworth Heinemann

Johnson, G, Scholes, K and Whittington, R (2009) Fundamentals of Strategy, London: Prentice Hall

Palmer, A and Hartley, B (2008) The Business Environment, Maidenhead: McGraw-Hill

Porter, M E (2004) Competitive Advantage – Creating and Sustaining Superior Performance, London: Harper Collins

Journals

British Journal of Management
Harvard Business Review
Harvard Business Review
Journal of Business Strategy
Journal of Strategic Management Society
Long Range Planning
Management Review
Management Today
Strategic Management Journal

Websites

<http://www.booksites.net>
<http://www.cim.co.uk>
<http://www.cim.co.uk/knowledgehub>
<http://www.connectedinmarketing.com>
<http://cyberatlas.internet.com>
<http://www.emarketer.com>
<http://marketing.haynet.com>
<http://www.marketresearch.org.uk>
www.shapetheagenda.co.uk

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access

STAFF RESOURCES:

Staff Co-ordinator: Vic Saunders

Staff delivering this module: Vic Saunders
 Alun E Jones

Module Title:	Strategic Management for the Public Services (SMPS)
Date of Validation:	2010
Module Number:	New Module
Module Value:	15 credits
Level:	7
Faculty Responsible for Delivery:	Swansea Business School, Faculty of Humanities
Pre-requisites:	None

AIMS:

To provide students with a wide perspective of public service strategic models, operational paradigms and applications.

LEARNING OUTCOMES:

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

1. Assess the importance of and evaluate core areas of corporate strategy in the Public Services, the integration of function, structure and environment and analyse the distinction between process, content and context of corporate strategy.
2. Critically evaluate a public service strategy in comparison with alternative services or sector.

INDICATIVE CONTENT:

- Evaluation of the status of Public Service Paradigms.
- Identification of environmental influences on public service strategy.
- Development of managerialism in public services. Creating an enterprising bureaucracy.
- Influences of market forces. Internal and external marketing in the public services
- Audit tools, TQM, 'Best Practice', Complaints Procedures, ISO, service charters, charter mark, IIP etc. and their impact.
- Evaluation of the usefulness of international models of public service delivery and other trends such as the challenge of sustainability, CSR, managing stakeholder demands, political environment, digital processes, project management, e-government and service integration
- Inter service comparative tools.

- New technology and the public services

LEARNING AND TEACHING STRATEGY:

Lectures will enhance knowledge of public service, their management systems, and operational influences already acquired. Tools of audit and comparative analysis will be rehearsed in group exercises and case study analysis. Students' own work experience (including work shadowing or placement) and the use of external specialists may be incorporated into "witness sessions" to enable inter service comparisons. The module may be offered as an elective to the general MBA students, as a core to the Public Service pathway or as a course designed for delivery to outreach venues. The key comparative approach, reviewing models developed in a variety of sectors will be enhanced by students representing their specific services in discussion sessions. Where a single service is represented in the student group, representatives from other services will be employed to create the alternative perspective, to stimulate a challenging atmosphere and to underpin the assessment tasks. It is hoped that this module will also be studied by managers in the 3rd sector for who comparative knowledge is vital, including the role of markets and governmental influences, in the delivery of service quality.

The suggested strategies and allocation of teaching hours to deliver the module are:

	<u>Hours</u>
Lectures	15
Tutorials/Seminars	15
Student private study	<u>120</u>
TOTAL	<u>150</u>

ASSESSMENT:

Learning Outcomes	Assessment Criteria To achieve each outcome a student must:
1. Assess the importance of and evaluate core areas of corporate strategy, the integration of function, structure and environment and analyse the distinction between process, content and context of corporate strategy	• Section a will require a focus on a specific theme relevant to Public Service strategy. The essay will require the critique of academic articles and models to evaluate key emerging themes and to make a critical assessment of their significance.
2. Critically evaluate a public service strategy in comparison with alternative services or sector.	• Section b will require the further analysis of the theme incorporating the research of the variation of organisational public service strategic responses. The use of comparative tools and examples of good practice will be applied to generate proposed solutions to the problem examined.

Coursework 100%

Outcomes 1 and 2 require the student to write a 3000 word essay, critically evaluating aspects of corporate and SBU strategy, using appropriate academic theory and application to a comparative analysis of service provision to be negotiated with the tutor. The assignment will

normally consist of two sections incorporating a general analytical discussion on a theme deriving from the subject content in order to achieve a defined service objective e.g. governance issues, client-service focused approaches, quality audit features, relationships with other sectors, which allow several topic areas to be reviewed; and student constructed comparative case material to research the theme in depth. It is likely that some element of this second element could be presented in a class session to enhance the shared learning experience.

SUBJECT BENCHMARK STANDARDS

This module provides students with opportunities to gain the following subject knowledge, understanding and skills.

	Subject knowledge and understanding
KU 1	Markets - the development and operation of markets for resources, goods and services
KU 2	Customers - customer expectations, service and orientation
KU 4	People - the management and development of people within organisations
KU 5	Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations
KU 6	Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management
KU 7	Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
KU 8	Pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
	Skills
S 1	Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
S 2	Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions
S 3	The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting
S 4	Using information and knowledge effectively: scanning and organising data, synthesizing and analysing in order to abstract meaning from information and to share knowledge
S 5	Numeracy and quantitative skills including the development and use of relevant business models
S 6	Effective use of CIT
S 7	Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports
S 8	High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience
S 9	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
S 10	Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring
S 11	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

READING LIST:

Essential Texts:

Iosifidis, P. ed (2010) Reinventing Public Service Communications, London, Palgrave/Macmillan

Johnson G & Scholes K (2010) Exploring Public Sector Strategy London FT/Prentice Hall

Background Reading:

Aichholzer, G. & Burket, H. eds. (2009) Public Sector in the Digital Age, Cheltenham, Edward Elgar

Al Ajeeli & Al-Bastaki, Y.A.L. (2010) Handbook of Research on e-Services in the Public Sector: e-Government Strategies and Advancements, New York, IGI Global

Bartholomew, J. (2006) The Welfare State We're In, London, IEA

Castles, F.G. ed. (2007) The Disappearing State? Retrenchment Realities in an Age of Globalisation, Cheltenham, Edward Elgar

Cole M & Parston G (2006) The Public Sector Value Model: A New Model for Achieving High Performance in the Public Service Organisations London Wiley

Crouch, Colin & Streeck, Wolfgang (2006) The Diversity of Democracy, Cheltenham, Edward Elgar

De Bruijn H (2007) Managing Performance in the Public Sector London, Routledge

Doherty T & Horne T (2008) Managing Public Services: Implementing Changes London Routledge

Hodge, Graeme, & Greve, Carsten, (2007) The Challenge of Public-Private Partnerships, Cheltenham, Edward Elgar

Kotler, P. (2008) Social Marketing: Influencing Behaviors for Good, London, Sage

McGann, J.G. & Johnson, E.C. (2006) Comparative Think Tanks, Politics and Public Policy, Cheltenham, Edward Elgar

Prabhakar R (2006) Rethinking Public Services London Palgrave

Wallis, J.L., Dollery, B.E. & McLoughlin, L. (2007) Reform and Leadership in the Public Sector, Cheltenham, Edward Elgar

Journals:

International Journal of Public Sector Management
International Journal of Service Industry Management
Journal of Institute of Public Policy Research
Local Government Studies
Public Administration Review
Public Affairs Information Service (PAIS) Resources

Public Choice
Review of Social Economy
Social Service Review

Useful Websites

www.centre.public.org.uk
www.clas.ufi.edu
www.cps.redsys.com
www.healthlinks.net
www.hrsa.dhhs.gov
www.ncppp.org
www.oecd.org (Future of Public Services)
www.psir.org
www.public.iastate.edu
www.silverplatter.com
www.socservices.com
www.usia.gov

PHYSICAL RESOURCES:

Computer/projector.

ROOM REQUIREMENTS:

Seminar/tutorial room.

STAFF RESOURCES:

Staff Co-ordinator: Alun E Jones

Staff delivering this module: Alun E Jones
Lucy Griffiths