

MODULE TITLE	Global Demand and Supply Chains				
MODULE LEVEL	7				
MODULE CREDIT POINTS	15				
SI MODULE CODE (if known)	44-7928-00S				
MODULE JACS CODE	N550				
SUBJECT GROUP	SG-44012 Marketing - O&M				
MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2		Sem 1	✓	Start Date	
Sem 2 & 3		Sem 2		End Date	
		Sem 3			
MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other - if choosing "Other" please give further details of assessment pattern in the blank space below. <i>"Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, eg, where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)</i>					
Overall Module Pass Mark if other than 40% (subject to approval)					%
MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)					
Is a timetabled examination required for the assessment of this module?					No
Is a timetabled examination required for the reassessment of this module?					No
Is the module delivered wholly by Distance Learning (ie. not timetabled at SHU)					No
Are any staff who are responsible for teaching on this module non-SHU employees?					No
MODULE STATUS (✓ as applicable to status of module in the context of current proposal)					
Unchanged: an existing module, presented as unchanged from previous years					
Modified: an existing module being modified as a result of this validation, eg. changes to delivery or assessment pattern, title, credit weighting etc					
New: new module to be approved through current validation process					✓
If status is 'Modified', please give date when modified version is to be available from				Modified Version Available from N/A	
Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)		Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
		24	18	108	150
OTHER COURSES FEATURING THIS MODULE					
MSc Global Strategic Marketing					

1 AIM OF THIS MODULE

Much of traditional marketing theory and practice is concerned with mass marketing that supports mass production and mass consumption with essentially an internally focussed approach to marketing management. However, in the recent past many marketing writers have identified that organisational success will be determined by how effectively organisations understand markets and provide appropriate products, services and stimuli to meet the needs of those markets. In other words the start point of good marketing strategies is the consumer. Whilst lip service seems to be paid to this concept, much marketing activity is still based on the supply chain, that is supplier push, rather than the demand chain, which is customer pull.

The objective of this module is to develop in students the customer focussed concept and to change the strategic focus from supply to demand. The module will aim to give students a philosophical approach to customer focussed marketing, the skills to evaluate customer need and the ability to structure the resources of the organisation to meet that need.

2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. Understand the nature and structure of the demand chain and its relationship with the value chain and the supply chain. It will be important for students to understand how all demand ultimately is generated by the end user, and this demand ripples back down the demand chain.
2. Critically evaluate the similarities and differences between marketing to consumers (end users) and organisations and understand the appropriate marketing approach dependant upon their place in the chain. A key issue is to understand the concept of derived demand and how this influences the importance of different marketing activities.
3. Evaluate how the “drivers of demand” change depending upon the context of the buyer and seller, the segment of the market, the stage of the customer in the chain and how these factors influence the behaviour of buyers and their relationships with sellers and suppliers. (This outcome is also related to the *“understanding markets module and is particularly important in the global context”*).
4. Develop a product, service, distribution and branding policy that is based on the understanding of the market and matches this with organisational resources and manufacturing and outsourcing policies. *This will also link in to the innovation and entrepreneurship module*. Students will use this part to enable them to develop organisational core competencies.

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

1. The changing role of marketing in the 21st century as a consequence of globalisation, the shift to customer focus and the role of the supply, value and demand chains in ensuring long term customer satisfaction.
2. How the buying behaviour of individuals changes in as a consequence of culture and context with particular reference to their approaches in personal and corporate situations. For example, in organisational situations culture may not just

embrace the culture of a county but may also embrace the culture of an industry or company. This will link in with the understanding markets module.

3. The motivations for purchase of products and services at different stages in the demand chain and how they are related to the nature of the purchase, for example capital purchases or consumer purchases, distress purchases or discretionary purchase. The material will demonstrate the differences between organisational markets and consumer markets and how the activity mix changes over the market continuum.
4. The role of market segmentation in organisations and developing approaches that consider the variables in different markets. How to evaluate the cost benefit of segmentation policies and the comparative of product or market development.
5. Matching the product/service/delivery/brand mix to different market segments and how market-product matrices can be used.
6. Market measurement and forecasting techniques and the evaluation of risk.
7. Understanding the role of price and volume and the impact of currency variations, where should the risk lie when dealing with currency and how can it be mitigated.
8. Personal selling in global markets, the strengths and weaknesses of key account management and how this links in with marketing communications.

4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

The learning outcomes will enable a student to successfully entering marketing practice through the development of the academic discipline and the personal skills and qualities required by a good marketer. Since marketing is an eclectic discipline the learner will have to be able to integrate a number of different strands and understand how practice will be determined by the context of the customer and the supplier.

This will be achieved through:

1. Formal presentations of concepts in appropriate lectures supported by seminar discussions
2. The use of short case studies that will be aimed to illustrate particular aspects of the learning outcomes, for example to overlap of consumer and business marketing in transactions between large supermarkets and their suppliers.
3. The use of specific, tutor guided, enquiry based, joint projects that will require the learner groups to gather qualitative and quantitative information from web and paper based secondary sources, to interpret the data and to use the interpretation to predict likely future scenarios and alternatives for action in relation to various parts of the demand chain.
4. Within the seminar and small group discussions, formative feedback will feature as a key progress indicator and motivator.

5. The use of specific quantitative exercises to identify the demand and profit consequences in relation to different types of promotional activates. An ideal vehicle for this area is e-learning.

Where possible the material used for the support activities will not be generic and will be designed to build on the special features of this module.

5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

The module will have three assessment tasks.

1. An individual computer based assignment that will require individual modelling of quantitative information to determine the outcomes of marketing activities and subsequent sensitivity analysis using the learning developed in 4.4 above. To pass these module students should be able to demonstrate their ability to accurately use quantitative measures in managing the demand chain and demonstrate how marketing actions have a substantial effect on the financial outcomes of a company.
2. A joint learner-group based project for up to 6 students using the learning from 4.3 above that will require a business report setting out the analysis, prognosis and recommendations for action supported by a presentation to the whole group and assessors. . Where possible the assignment set will be based on real case information. It will however be different from the student consultancy project. Students will be encouraged to divide the labour so that each member of the group tackles specific parts of the brief. To pass this module participants will be expected to demonstrate good data gathering and interpretive skills, their ability to coordinate information and to present it effectively and insightfully.
3. An individual assignment that will give the academic underpinning for the student's approach to their part of the assignment that will justify both the approach and their interpretation of the data. To pass this element the students should demonstrate their ability to base practice in theory. The individual piece will be submitted along with the project report.

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available ?	Individual task pass mark ONLY IF OVER 40%**
Computer based quantitative exercise	15%	4 weeks	No	
Individual Paper	60%	3500 words ± 10%	No	
Individual academic underpinning	25%	6 weeks	No	

TABLE B: RE-ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Individual coursework utilising material from the original submission (paper and academic underpinning)	75%	3-4000 words	no	
Computer based quantitative exercise	25%	Timed exam over 2 weeks for submission		

GLOBAL DEMAND AND SUPPLY CHAINS: ASSESSMENT CRITERIA

Learning Outcome from Module Description	Level descriptors				
	Fail - below 40%	Pass, 40-49%	50-59%	60-69%	Distinction, 70%
1 Understand the nature and structure of the demand chain and its relationship with the value chain and the supply chain.	Inadequate and confused knowledge of the concepts studied. Inability to relate these to the assessment exercise	Basic description of the concepts with limited analysis or application	Reasonable discussion of the concepts in an appropriate context	Substantive critical analysis, appropriately applied to the assessment exercise	Insightful and comprehensive discussion of the concepts, creatively applied to the assessment exercise
2 Critically evaluate the similarities and differences between marketing to consumers and organisations and understand the appropriate marketing approach dependant upon their place in the chain.	Inability to demonstrate an understanding of the distinction between the various approaches	Some understanding but applied as basic description rather than critical evaluation	Reasonable discussion of the concepts in an appropriate context	Substantive critical analysis, appropriately applied to the assessment exercise	Insightful and comprehensive discussion of the concepts, creatively applied to the assessment exercise
3 Evaluate how the “drivers of demand” change depending upon the context of the buyer and seller and how these factors influence the behaviour of buyers and their relationships with sellers and suppliers.	Inadequate and confused understanding. Inability to apply the drivers of demand to the buyer - seller dynamic	Some understanding of the drivers of demand to the buyer seller relationships, but little evidence of an ability to explore or expand upon it	A clear understanding and use of examples to illustrate. Reasonable discussion though lacks rigorous analysis	A detailed and rigorous analysis of the relevant factors, using examples to illustrate	A perceptive and comprehensive analysis across a broad range of factors
4 Develop a product, service, distribution and branding policy based on the understanding of the market and matched with organisational resources and operating policies	Inadequate, with confused arguments and lack of synergy	Some synergy, but limited arguments. Lacking in fluency and conviction	Clear explanation, arguments and conclusions, showing synergies across the supply-demand chain	Detailed explanation and use of wide-ranging arguments and conclusions with clear synergies demonstrated across the supply -demand chain	Comprehensive explanation and thorough application of a wide range of arguments with clear synergies across the supply-demand chain.. Fluent use of terminology
5 All	Little or no evidence of additional reading	Some additional material introduced	Appropriate use of a reasonable level of further material	Introduction of a wide range of additional supporting material	Appropriate use of a comprehensive range of relevant additional material
6 All	Poorly structured work, lacking clarity. Poor grammar	Some appropriate structure	Reasonable structure and clarity. Few grammatical errors	Clear and logical communication. Accurately presented	Exceptional written communication skills. Professionally presented

6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

The feedback from activity 5.1 will be provided using a computer based exemplar model. There will be an opportunity to discuss the results with the tutor.

7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

- Library texts and journal articles e.g. *Lee, K. & Carter, S. (2005) Global Marketing Management, Oxford University Press*
- Media such as DVDs and video recordings
- Access to web based article, data sources and so forth
- Blackboard for access to computer based exercises and feedback as well as a virtual learning environment to provide additional direction, stimulate thinking and to provide alternative core learning materials/approaches
- PowerPoint for student presentations and classroom and seminar group presentations

