

# Undergraduate Courses

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## Advanced Diploma in Business Management Course Delivery Handbook Contents

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### Course Introduction

The advanced diploma in business management is designed to give students an understanding of the responsibilities of a manager and the techniques they will use to deal with different situations as well as the legal requirements within their role.

The course consists of 4 mandatory units in which students get a introduction to the basics of business management. They then choose 4 optional units to gain more specialist knowledge.

The duration of the course is flexible though normally completed within 9 - 12 months.

Please see the course brochure at [www.atheuk.com](http://www.atheuk.com) for entry requirements.

Students can use ATHE resources and recommended textbooks however being a level 5 course, part of text work should be from their own research.

The final portfolio of students work will be made up of 1000 to 1500 word assignment/s as well as answer sheets from the final exam for which question papers are set by ATHE.

Centres are allowed to set students their own assignments provided they have been approved by ATHE first. If assignments have not been approved by ATHE they will not be accepted and will be returned to the centre resulting in students having to re-submit their work.

# Registering Students

Our online registration system is found online, to be able to access it you will need to register on the site and have your account upgraded to 'Principle level.'

To find out how to register go to [www.atheuk.com/register](http://www.atheuk.com/register)

To upgrade your account to principle contact [registrations@atheuk.com](mailto:registrations@atheuk.com) or 01603 283 500 giving your name, username and job role within the college.

Students must be registered within 14 days of starting the course.

To pay for the registration fees go to [www.atheuk.com](http://www.atheuk.com) and click on registrations. Upon registration students will receive a unique identification number to be used in any further correspondence with ATHE.

If you would like any further information on registering students please e-mail [registrations@atheuk.com](mailto:registrations@atheuk.com) or call 01603 283500.

## Moderation

ATHE is committed to upholding the quality of the courses we offer, due to this we have a comprehensive internal and external moderation system to ensure the standard of coursework submitted is to an appropriate standard.

To view the full moderation process go to [www.atheuk.com](http://www.atheuk.com) and click on procedures and you will find:

### Internal Moderation

This give colleges a breakdown of the moderation process

### Internal Moderation Records

This is the form required to be completed by colleges to keep a record of moderation done.

### Moderation of Assignments

This is the form used by the ATHE representative to ensure quality of colleges internal moderation. For more information on moderation e-mail [moderation@atheuk.com](mailto:moderation@atheuk.com)

Below is a short guide which may be useful for students to give them an idea of what we expect in an essay.

### Do

- Begin with a summary of your answer
- Be clear and logical
- Use the majority of your own words
- Analyse and be critical (constructive and supportive) of researched information
- Provide supporting evidence to the theories stated
- Give a conclusion that clearly gives the outcome of your research findings
- Ask a friend/relative to proof read before submitting the essay

### Don't

- Plagiarise, There are methods of detecting plagiarism
- Use words that could appear derogatory or slang
- Give unconstructive criticism
- Forget to answer the initial question (keep referring to the learning outcomes to make sure you are on the right track)
- Use only one resource (it is best to use a selection of resources as some may be biased or incorrect)
- Give a personal opinion without backing it up with referenced evidence.

# Unit 1 - Introduction to Management

This unit is designed to give students an overview over the business world, what the aims of businesses are and the components of a successful business.

## Assignment

Please answer only one of the questions below.

Your answer should be between 1000 to 1500 words.

1. Discuss the importance of national culture to the study of management and behaviour in organisations. Reinforce your answer with reference to theory and practice.
2. 'Employees' motivation to achieve high performance depends on more than a high salary and good work conditions.' Discuss. Reinforce your answer with reference to theory and practice.
3. The manager's job requires a combination of technical competence, social and human skills, and conceptual ability.
  - (a) Explain what these three attributes are, illustrating your answer with examples.
  - (b) Discuss how and why the emphasis on these attributes may change as the manager moves up the organisational hierarchy.
  - (c) Discuss what problems a manager is likely to experience when making the transition from one level to the next.
4.
  - (a) Explain what is meant by the term 'business environment'.
  - (b) Describe the factors that constitute the economic environment of a country.
  - (c) Discuss why it is important for a company, when thinking of establishing operations in a foreign country, to consider these factors.Illustrate your answer with reference to a particular country.

## Learning Outcomes and Assessment Criteria

### 1 Understand the nature and purpose of business in what they do and the management of resources

- 1.1 Explain the resources required by a business to function properly including land, labour & capital
- 1.2 Explain the variety of stakeholders whom management of a business is accountable to.

### 2 Define the organising process and differentiate between formal organisations and informal ones.

- 2.1 Explain the concept of divisional structures & itemise the three main ways of creating divisions
- 2.2 Describe circumstances where organisational structures need to be changed..

### 3 Understand the relationship between two motivational theories.

- 3.1 Write about two different motivational theories & their applications to performance amongst staff.
- 3.2 Define leadership and explain how it motivates people.

### 4 Define the ethics of social responsibility in business

- 4.1 Explain nine ethical principles that should guide the behaviour of management.
- 4.2 Explain ethical principles that should guide the actions of organisations.

### 5. Understand teamwork and group dynamics

- 4.1 List and analyse factors that may curtail the success of teamwork.
- 4.2 Evaluate the impact of technology on a given organisation.

## Useful text book:

Title: Introduction to Business,

Authors: Laura Dias, Amit Shah

Publisher: McGraw-Hill Higher Education

# Introduction to Business A Suggested Lesson Plan

## 1 Understand the nature and purpose of business in what they do and the management of resources.

### 1.1 Explain the resources required by a business to function properly including land, labour and capital

#### Seminar

A manager needs to exercise judgement and choice when allocating resources to some activities and not to others. Managers will have a choice of where to allocate. This choice will be limited to financial resources. The teacher will need to list these resources and explain how different types of business will allocate their resources in a different proportion.

#### Group discussion

Demands on managers are so great that they are not able to undertake all the tasks themselves and most of its resource they will need to delegate. Students can first of all select two or three companies depending on size of group, select a type of company and discuss the allocation of resources such as whether the business should allocate their resources to capital equipment, labour or any other resources

### 1.2 Explain the variety of stakeholders whom management of a business is accountable to.

#### Seminar

A stakeholder is any person who is affected by the organisation's decision, policies and activities. The teacher will need to explain about the number of stakeholders that take an interest in the business. These will include shareholders, staff, customers, clients, pressure groups, suppliers, the local community and competing organisations amongst others.

**Individual/Group Tutorial** Students can select an organisation that is well known and they can identify all the stakeholders. They can then classify these stakeholders into categories – supply side, demand side and others.

## **2 Define the organising process and differentiate between formal organisations and informal ones.**

### **2.1 Explain the concept of divisional structures and itemise the three main ways of creating divisions.**

#### **Seminar**

Teacher will need to explain that job definition is an important stage of organising work but the process needs more than that. Once jobs have been defined it is important to devise a structure that relates jobs in a logical and appropriate way. An explanation of the main ways of structuring jobs will be required such as functional structures, divisional structure, matrix structures, team structures and network structures

#### **Group Discussion**

Students can select an example for each of the above. For example they can select a company whose structure is based on Regional Offices for the Divisional structure. They can also draw an organisation chart using specific examples.

### **2.2 Describe circumstances where organisational structures need to be changed.**

#### **Lecture**

When organisations are founded their structure is usually suitable to the environment at the time. However situations change and the tutor needs to explain these circumstances which may require change to the organisational structure.

There are factors which help to change including the desire to make bigger profits and there are others which resist change which includes self interest and possibilities of union objection..

#### **Seminar**

The tutor will need to explain all the factors that help change such as desire to make profits, desire to grow, new technology, need to keep customers. Then there may be resistance usually self interest such as having to move to keep job or even lose a job. Students can research for examples of these.

**Group work** Attempt to locate the organisational structure of a large company on the internet such as ebay or Amazon.

## **3 Understand the relationship between a number of motivational theories**

### **3.1 Write about different motivational theories and their application to performance.**

#### **Lecture**

The meaning of motivation needs to be explained in that it is the energy which enable people to achieve an organisational objective. Companies can employ and train people but as well as that they need motivation. Motivation can be in many ways such as pay, social recognition or promotion. The teacher will need to explain theories of motivation. Probably the most popular theory is Maslow's theory but there are many others and a brief explanation of each would suffice here.

#### **Seminar**

Students can select a number of theories which will motivate people at work including Maslow, Hertzberg two factor theory and discuss whether this is supported by evidence. Other theories to discuss can be Equity theory, Expectancy theory and Goal Setting Theory which are particularly relevant to managers.

### **3.2 Define leadership and explain it motivates people.**

#### **Lecture**

Students will need to understand the concept of leadership in that it is the power to influence people and to get them doing things they otherwise would not do.

#### **Seminar**

Students can be led on a discussion on what identifies the characteristics of leaders. The teacher will need to explain that studies indicate that leaders tend to show a consistent set of traits. – energetic and tenacious, assertive and proactive, honest, trustworthy and well organised, intelligent and verbally fluent, self confident, interpersonally skilled and commercially astute.

## **4 Define the ethics of social responsibility in business.**

### **4.1 Explain nine ethical principles that should guide the behaviour of management**

#### **Lecture**

Teacher should first define the concept of ethics and that how ideas of right or wrong differ from person to person and particularly culture to culture. This should be taught as on a global scale in the main. On a global scale ethics can be defined as established customs, moral and human relationships which people in general believe are right.

#### **Group Discussion**

This discussion can be based on trading with countries who have a different inherent culture than the UK, for example India and the Gulf region.

### **4.2 Explain ethical principles that should guide the actions of organisations.**

#### **Lecture**

Teacher should make students aware that ethics is not just a matter for individuals. Organisations can also sometimes make unethical decisions. This can be misleading or simply untrue information to gain advantage over competitors or increase trade. Examples should also be provided.

#### **Seminar**

Discussion can be based on examples in the past of what is unethical behaviour and whether unethical behaviour by one company is necessarily regarded as unethical by another. Tutor can provide examples to discuss.

# Unit 2 Human Resource Management

## Teaching Guidance

This unit has been designed to give students a broad understanding of human resource management and its importance in every business.

## Assignment Questions

Please answer only one of the questions below.

Your answer should be between 1000 to 1500 words.

1. What is the evidence that employee involvement and participation contributes to positive outcomes for both the organisation and the individual employee?
2. Critically evaluate the differences between 'equal opportunities' and 'managing diversity'. How far is each approach likely to overcome the problems faced by women in organisations?
3. Some businessmen argue that the best way to ensure workers' hard work is by being generous and offering them, instead of just a wage per hour, a bonus which is independent of how much they work (good will) together with a lower wage per hour worked. Of course, only people who work are entitled to the bonus. It is argued that any level of real income (measured in utility terms) achieved through equilibrium wages in the market, could have been obtained through this alternative method of payment.
  - (a) Explain how individuals choose how many hours to work.
  - (b) How will the proposed change affect the supply of labour?
  - (c) Evaluate the businessmen's claim.

## Learning Outcomes and Assessment criteria

### 3. Understand the importance of workforce planning within a small to medium sized company

3.1 Analyse in detail the recruitment requirements of a major company including legal requirements of the employer.

3.2 Develop a programme of development and training within a large organisation

### Describe the significance of employee motivation and rewards in a business you are familiar with.

3.3 Describe the relationship between main motivational theories.

3.4 Demonstrate the relevance of Maslow's theory in today's work force

### Define and understand the concept of leadership

3.5 Describe sources of leadership power

3.6 Understand the structure and characteristics of leadership

### Understand the autocratic and democratic ways of implementing change within an organisation and demonstrate the advantages.

3.7 Explore the autocratic and democratic ways of implementing change within an organisation and demonstrate the advantages.

3.8 Explain how the different management styles are linked to motivational programmes

## Useful Text Book

Title: Human Resource Management

Author: Sarah Gilmore

Publisher: Oxford University Press

# Human Resource Management Lesson Plans

## 1 Understand the importance of workforce planning within organisations.

### 1.1 Analyse in detail the recruitment requirements of a major company including legal requirements of the employer.

#### Lecture

Lecturer will need to stress that one of the most important jobs for the human resource manager is recruiting and selecting new employees. Without efficient employees the business cannot perform to its maximum potential. The lecturer should also explain the proper recruitment and selection techniques.

#### Seminar

The tutor will need to provide examples of two small businesses and discuss their recruitment requirements. One can be a seasonal business. Then discuss how recruiting requirements differ between companies.

### 1.2 Develop a programme of development and training within a large organisation

#### Lecture

Lecturer will need to stress that training and development of employees is vital to the competitiveness of the business. Students will need to understand the several types of training and development that will be designed to fulfil the needs of the organisation.

#### Seminar

Students will be provided with an example of the different types of training which will vary from a long condensed period at a college to 'sitting with Nellie'. Students can give examples of 'on the job training' and 'off the job training'.

## **2 Evaluate the significance of employee motivation and appraisal programmes in a business which you are familiar with.**

### **2.1 Describe the relationship between main motivational theories.**

#### **Lecture**

Employers will need to understand the main motivational theories and understand the relationship between them. The four main theories should be explained - Frederick Taylor and scientific management, Abraham Maslow and the hierarchy of needs, Douglas McGregor and theory X and Y and Frederick Herzberg and the Two Factor Theory.

#### **Seminar**

Design in groups, a short questionnaire to assess what factors motivate employees. Each group should then appoint a spokesman to explain their findings.

### **2.2 Demonstrate the relevance of Maslow's theory in today's work force**

#### **Lecture**

The lecturer will need to explain Maslow's Hierarchy of Needs and that it remains valid to this day for understanding human motivation, management training, and personal development. Indeed, Maslow's ideas surrounding the Hierarchy of Needs concerning the responsibility of employers to provide a workplace environment that encourages and enables employees to fulfil their own unique potential (self-actualization) are today more relevant than ever.

#### **Seminar**

Students can draw the pyramid and discuss the needs and how they can be satisfied. They will also need to critically examine the theory and list problems such as whether everyone is self actualised and that not all employers can offer opportunities to progress.

## **3 Define and understand the concept of leadership**

### **3.1 Describe sources of leadership power**

#### **Lecture**

The lecturer will first need to explain and define leadership in that the central concept of leadership is the power to influence others and get them to do things they otherwise would not do. There are different definitions however. The lecturer will then need to explain the different sources of power such as - Position Power, Reward Power, Expert Power and Referent Power.

#### **Seminar**

Students can discuss the meaning of each of the sources of power and discuss whether any type is suitable for specific situations. Different leaders can be compared e.g. a bank manager and a union leader.

### **3.2 Understand the structure and characteristics of leadership**

#### **Lecture**

The lecturer will need to explain that leadership is a very complex and involves several factors such as the leaders themselves, the situation they operate in and the followers they have. Leaders have a number of characteristics which the lecturer can describe in detail. These include charismatic leaders, Transformational leaders and Transactional leaders.

#### **Seminar**

Students can discuss a situation where one successful leader would not be appropriate for another situation and explain why. They can use examples but not necessarily named persons.

## **4 Analyse the problem of introducing and implementing change in today's workforce.**

### **4.1 Explore the autocratic and democratic ways of implementing change within an organisation and demonstrate the advantages.**

#### **Lecture**

Lecturer should explain what is meant by autocratic and democratic and how employees are likely to accept any changes which are made. Does it affect industrial relations at all. Other words sometimes used instead of above are confrontational approach, consensus approach or conformity approach.

#### **Seminar**

Students can discuss responses to above type of relations between management and employees and how it affects their work. Examples would be good but may be difficult to get.

### **4.2 Explain how the different management styles are linked to motivational programmes**

#### **Lecture**

Explain the link between management styles and motivational programmes. They will differ with the type of motivation and the type of person and whether the motivation is financial or otherwise

#### **Seminar**

Students can look at ways of motivating others and how management styles affect them. Some methods of motivation that can be discussed include – be motivated yourself, treat each person as an individual, set realistic targets, create a motivating environment and give recognition amongst others.

# Unit 3 Financial Management

This unit is to help students understand the importance of business having an effective financial reporting process and an accounting system.

The learner should read the ATHE resources, study the recommended text book on this unit and also do their own research.

## Assignment Questions

Please answer only one of the questions below.

Your answer should be between 1000 to 1500 words.

Using a case study business start-up explain the composition and purpose of the main basic types of accounts that the company would be required to keep. These should include:

- 1; the trading account,
- 2; the profit and loss account,
- 3; the distribution account,
- 4; the income and expenditure account.

You should also give an explanation of how the company's cash flow statement is drawn up and how deficits and surpluses are calculated. You should also explain the purpose of the cash-flow statement.

You should explain to a potential new investor in the company the relationship between the profit and loss account and the balance sheet and how entries in the profit and loss account subsequently appear as items on the balance sheet.

## Learning Outcomes and Assessment Criteria

### 1 Learn how to construct accounts and be able to interpret financial information.

- 1.1 Set up an imaginary company and explain the various types of accounts used.
- 1.2 Describe the various stakeholders and their reasons for having an interest in a company's financial accounts.

### 2 Describe reasons for monitoring financial performance

- 2.1 Describe at least two reasons why it is important to monitor financial performance of a company.
- 2.2 Analyse the reasons as to why would a bank be interested in monitoring a company's financial performance.

### 3 Understand the requirements of budgeting

- 3.1 Explain what is meant by a company reaching its break even point
- 3.2 Understand the difference between a budget and an account.

### 4 Understand how to record financial information and the range of documents used.

- 4.1 Analyse the records that need to be kept to construct a set of accounts for a small to medium sized company.
- 4.2 Obtain a set of accounts for a small to medium sized company and understand the relations between a balance sheet and a profit and loss account.

## Recommended Textbook

Title - Financial Accounting for Business

Author - Bob Ryan

Publisher - Pearson Education

# Financial Management - Suggested Lesson Plan

## 1. Explain how to construct accounts and be able to interpret financial information.

### 1.1 Set up an imaginary company and explain the various types of accounts used.

#### Lecture 1

Provide an example of each of the main types of accounts documents for income and expenditure, cash flow, profit and loss and balance sheet. Provide students with an example and explain.

#### Seminar

Students should be requested to search and bring copies of companies accounts using case study materials. They can then present and explain the information about a company provided in its accounts and comment upon its usefulness.

Individual / Group tutorial Students are to be given a trial balance or a document containing similar information and asked to construct a profit and loss account and balance sheet from this information.

### 1.2 Describe the various stakeholders and their reasons for having an interest

#### Lecture 1

The teacher should identify the many internal and external stakeholders. The main financial interest of each stakeholder should be explained.

#### Seminar

Identify the internal and external stakeholders and allocate one to each student. Ask each one in turn to explain what they think the interest each stakeholder has. Conduct a group discussion as to which stakeholder is most important and why. Write the students' suggestions on a whiteboard and ask the students to agree in order of importance. Discuss how possible conflicts between stakeholders can be resolved. Before the seminar should either be provided with some case studies of stakeholder conflicts or be asked to bring along to the seminars examples they have found for themselves.

#### Individual / group tutorial

Students should use case studies to identify conflicts of interest and then discuss how actual conflicts can be resolved and suggest new potential conflicts which can be resolved.

## **2 Describe reasons for monitoring financial performance**

### **2.1 Describe at least two reasons why it is important to monitor financial performance of a company**

#### **Lecture**

The lecturer should outline the reasons why the financial performance of a company should be monitored. There are a range of reasons for monitoring and the relative importance of each should be discussed. Outline the calculation and use as basic ratio analysis.

#### **Seminar**

Students should be asked to discuss the relative importance of each major reason for monitoring financial performance and place in some order giving reasons.

### **2.2 Obtain a set of accounts for a small to medium sized company and understand the relationship between a balance sheet and a profit and loss.**

#### **Lecture**

The lecturer should discuss the importance of the measures of liquidity, profitability and performance shown by ratio analysis and explain why poor performance in all or one would lead a lender to be concerned. Conversely why a lender would be delighted with a good performance.

#### **Seminar**

Students should be provided in advance with a case study of a company's accounts. In groups students should be asked to play the role of the company's bank account manager. Ask the students to comment on the overall performance of the company. They should be asked to identify good points and bad points. They should sum up the possible actions a bank take if performance was judged to be poor or recommendations if performance was good.

## **3 Understand the importance of budgeting**

### **3.1 Explain what is meant by a company reaching its break even point.**

#### **Lecture**

The basic principles and concepts of break even analysis should be explained and identified. For example 'break even' point, margin of safety, contribution, fixed and variable costs and revenues. A straightforward example of a break even chart should be provided and explained.

#### **Seminar**

Students should discuss the example of a break even chart given in the lecture and analyse changes in the revenues, fixed and total costs, so as to identify the potential effects on break even point, margin of safety etc.

#### **Tutorial**

Students should be issued in advance with a case study containing the data needed to draw up a break even chart and they should discuss their attempts with the tutor.

### **3.2 Understand the difference between a budget and an account.**

#### **Lecture**

The lecturer should identify and explain the main purposes underlying the drawing up of budgets and accounts. The main components of a budget should be outlined.

#### **Group Discussion**

Students should discuss a budget for a department of a large company or a small company justifying their items and accounts.

#### **Seminar**

They should discuss why the most likely items to be found within the budget are there. They should contrast the example of a budget with that of an example account such as a profit and loss account and be able to explain the different purposes of drawing up budgets and accounting documents.

## **4 Understand how to record financial information and the range of documents used.**

### **4.1 Analyse the records that need to be kept to construct a set of accounts for a small to medium sized company.**

#### **Lecture**

Outline the basic principles of the double entry system of accounting. Indicate the source documents that need to be issued and kept if financial information is to be recorded so as to be translated into final accounts e.g. invoices.

Students should be provided with an example of the chain of documents, records and entries that enable final accounts to be accurately drawn up. The purpose and reasons for keeping each type of accounting document should be explained.

#### **Seminar**

Students should be asked to use the examples of documents that have been given for the lecture to draw up basic accounts. They should evaluate the importance of each document and explain their usefulness in drawing up accounts.

#### **Group Tutorial**

Students should be asked to explain and justify new and why they used each document in drawing up accounts and given guidance.

### **4.2 Analyse the reasons as to why would a bank be interested in monitoring a company's financial performance.**

#### **Lecture**

The lecturer should identify the differences in headings and items between a profit and loss account and a balance sheet, the similarities in headings and items between a profit and loss account and a balance sheet. Students should be provided with examples.

#### **Seminar**

Issue students with a set of accounts for a small to medium company in advance. The students should then be directed in a discussion as to how the information in the profit and loss account is used to construct the balance sheet.

#### **Group Tutorial**

Students should be given the necessary information from financial data and guided towards the correct drawing up of the profit and loss account and related balance sheet.

# Unit 4 Marketing in Business

## Marketing Unit Teaching Guidance

This unit is designed to give students an in-depth analysis of the marketing function and its importance in modern business.

The learner should read the ATHE resources, study the recommended text book on this unit and also do their own research.

### Assignment Questions

Please answer any 3 of the questions below.

Your 3 answers should collectively add up to between 1000 to 1500 words.

1. Why do organisations undertake market research? What methods could they use?
2. What are the main criticisms against marketing? To what extent are these criticisms valid?
3. Is every product or service subject to the same stages in the Product Life Cycle?
4. What are the major factors affecting the pricing strategy of firms?
5. If consumers have different tastes and are willing to pay different prices for the same good or service, why do so many firms still charge a single price for so many goods and services?

## Learning Outcomes and Assessment Criteria

### 1 Understand how marketing principles apply to different types of businesses.

- 1.1 Evaluate the components of the marketing mix.
- 1.2 Evaluate the benefits of segmentation for two businesses

### 2 Understand the marketing strategies of two contrasting organisations.

- 2.1 Examine the advantage of branding in relation to a specific product a student has researched.
- 2.2 Design a SWOT analysis for a company with which the student is familiar.

### 3 Know how sales and promotion is used to promote products within a specific industry.

- 3.1 Evaluate external influences when promoting a specific product.
- 3.2 Analyse marketing objectives when planning a promotional campaign for a company.

### 4 Understand the role of market research in the selling of products and services.

- 4.1 Propose advantages and disadvantages of primary and secondary research.
- 4.2 Examine internal and external sources of information available to a business when planning an expansion.

## Recommended Textbooks

Marketing – Marketing in Travel and Tourism

Author – Middleton – Pearson Education.

# Marketing Suggested Lesson Plan

## 1 Understand How Marketing Principles Apply to different types of businesses

### 1.1 Evaluate the components of the marketing mix.

#### Lecture

The lecturer should go through the components of the marketing mix, selecting a UK company and explaining their marketing mix.

#### Seminar

This seminar should explain and evaluate each of the components of the marketing mix Product, Price, Promotion, Place.

Individual/Group Tutorial After both the Seminar and Lecture the tutor/lecturer should ask the students to write down any questions they have and partake in researching those questions. The students should then bring those questions and research they have undertaken to a smaller group where debate and questioning should be encouraged

### 1.2 Evaluate the benefits of segmentation for two businesses

#### Seminar

This seminar should explain the concept of segmentation and how companies use this to their advantage when marketing to different demographics, it should also highlight how businesses use segmentation to retain their most profitable customers.

#### Lecture

This lecture should highlight a major global company and evaluate how it uses consumer segmentation to its benefit.

#### Individual/Group Tutorial

After both the Seminar and Lecture the tutor/lecturer should ask the students to write down any questions they have and partake in researching those questions. The students should then bring those questions and research they have undertaken to a smaller group where debate and questioning should be encouraged.

## **2 Understand the marketing strategies of organisations.**

### **2.1 Examine the advantage of branding in relation to a product students have researched.**

#### **Seminar**

The lecturer should explain the concepts of branding and how it is used in marketing products and give the students a small assignment to research a company's branding method.

#### **Group Discussion**

The lecturer should facilitate a group discussion in which students discuss a particular company/ product's branding methods that they have researched.

### **2.2 Design SWOT analysis for a company with which the student is familiar.**

#### **Seminar**

This seminar should go through an example of a SWOT analysis of a product and explain what companies use it for. After the seminar the lecturer should give the students a particular company to do a SWOT analysis on before the next Lecture.

#### **Lecture**

This lecturer should go through and discuss the findings of the students on the relevant SWOT analyses they have conducted.

#### **Individual/Group Tutorial**

After both the Seminar and Lecture the tutor/lecturer should ask the students to write down any questions they have and partake in researching those questions.

The students should then bring those questions and research they have undertaken to a smaller group where debate and questioning should be encouraged

### **3. Know how sales and promotion is used to promote products within a specific industry.**

#### **3.1 Evaluate external influences when promoting a specific product.**

##### **Lecture 1**

Before beginning this lecture students should have been asked to research the matter of external influences when promoting any product. The definition of 'external influence' in the context of marketing should be discussed. This can be facilitated by students being asked to suggest influences and in turn discuss with the class why they should be defined as 'external' or 'internal'. The tutor should be writing these on the white board. The class can then discuss certain products that will be most affected by the influences on the white board.

##### **Lecture 2**

Before beginning this lecture students should have read a given case study of a company. The external influences that have affected the company in question should then be fulfilled with attention paid to both positive and negative impacts. Half way through the lesson attention can be paid to ways in which negative influences can be remedied or avoided and how positive influences can be exploited with specific attention paid to the case study.

##### **Lecture 3, with presentation**

The tutor can first evaluate external influences affecting a chosen product. The students can then be split into 5 or so groups and told to choose a company and analyse the external influences it faces. After 20 to 30 minutes each group can appoint their chosen representative(s) to present the findings of their discussion to the rest of the class.

#### **3.2 Analyse marketing objectives when planning a promotional campaign for a specific company.**

##### **Lecture 1**

Ask students to suggest reasons a company would have to start a promotional campaign and write these reasons on the whiteboard. Choose one and discuss with the students how a promotional campaign can be designed to fulfil these marketing objectives?

##### **Lecture 2**

Before beginning this lecture students should have been asked to research a promotional campaign started within the last two years by a given company for any reason, (brand awareness, launching a new product etc). Start by asking the following questions and expanding on the individually. Which demographic did the campaign target? (age, sex, class etc) In what areas if any was the campaign successful? What other companies have had similar campaigns?

End the lecture by discussing with students the ways in which they would have managed the campaign differently and why. What other companies have had similar campaigns? End the lecture by discussing with students the ways in which they would have managed the campaign differently and why.

## **4 Understand the role of market research in the selling of products and services.**

### **4.1 Propose advantages and disadvantages of primary and secondary research.**

#### **Lecture**

The lecturer should discuss with students the advantages and disadvantages of primary and secondary research and give the students an assignment to conduct their own primary research and find some secondary research in the same field.

#### **Seminar**

In this lecture the primary and secondary research findings should be discussed and each ones benefits and failures investigated.

### **4.2 Examine internal and external sources of information available to a business when planning an expansion.**

#### **Lecture**

The lecturer should discuss with the students the different sources of information available to different businesses and how they would use them to plan an expansion. For an assignment the students should be given a particular UK company to research what sources of information are available to that business when planning an expansion.

#### **Lecture**

This lecturer should go through and discuss the findings of the students and see how the information they have found could be used in the expansion plan.

## Optional Units

Each individual student can now choose from four of the units below.

As the students should now have become more adept at researching on their own we would now expect them to complete the majority of the course work by using their own research, however they should still have access to ATHE resources.

Although the units are set in numerical order (5-14) the college can choose in which pattern to teach the units, for example, if students collectively wanted to learn about starting a business they would complete the first of the optional units in the order

- Business Strategy
- Communication Processes
- Business Globalisation
- Internet and E Commerce
- Setting up in Business
- Business Law

# Unit 5 - Business Strategy

This unit has been designed to so students understand the importance of strategy planning in business.

## Assignment Questions

Please answer the questions below.

Your answer should be between 1000 to 1500 words.

You should place yourself in the position of the chairman of a company that is looking to grow and diversify. You have to persuade the shareholders at the A. G.M. of the company, of the soundness of your plans. You could use an actual company as a case study.

Prepare a speech or presentation putting forward your case.

You should discuss what is meant by strategy and why it is important. You should outline the connection between a mission statement or vision statement and the formulation of a strategy.

You should then put forward your strategy for the case study business, clearly showing how targets, objectives and aims are interrelated and interconnected.

## Learning Outcomes and Assessment Criteria

### 1. Be able to analyse business strategy within a small to medium and large organisations

- 1.1 Construct an organisational audit of an organisation with which you are familiar with.
- 1.2 Examine the significance of a business strategy to a number of stakeholders

### 2. Understand the Strategic Planning Process

- 2.1 Describe strategic planning process.
- 2.2 Prepare a strategic plan for an organisation with which the learner is familiar

### 3. Understand approaches to strategic evaluation and selection

- 3.1 Evaluate the importance of a PESTEL analysis to an organisation.
- 3.2 Evaluate the importance of a SWOT analysis to an organisation

### 4. Understand how a variety of business strategies can be implemented

- 4.1 Evaluate the human resource requirements to implement a new strategy for a business with which the learner is familiar
- 4.2 Analyse the supporting factors for strategy implementation

## Useful Textbooks

Title: The Definitive Business Plan

Author: Richard Stutely

Publisher: Pearson Education Ltd

# Business Strategy Industry-Suggested Lesson Plan

## 1. Be able to analyse business strategy within a small to medium and large organisations

### 1.1 Construct an organisational audit of an organisation with which you are familiar with.

#### Lecture

The lecturer will need to explain what an organisational audit is. Organisational audits objectives is to clearly define and understand the structure of the organisation or operation and to identify its strengths and weaknesses. Based on the vision and goals of the owners and management, then once the audit has been completed it should identify potential risks to help ensure the business effectiveness and success.

#### Seminar

This can be tutor led and based on the key activities of an organisational audit. These would be

- Determine company vision and goals
- Analyze present management system and improve communications and information flows across the entire organisation
- Create improvement process to address weaknesses highlighted and build on acknowledged strengths
- Design and implement documentation systems including personnel and client service systems
- Assess personnel development programs
- Other related work according to client's requirements

### 1.2 Examine the significance of a business strategy to a number of stakeholders

#### Lecture

The objectives of the audit are two-fold. On the one hand the audit is intended for accountability and transparency towards stakeholders; on the other hand the audit is intended for internal control in order to meet the objectives of the organisation. One of the aims of the audit is to give a company the opportunity to track progress through the years and to find out where there is still some work to do with regard to the company's objectives.

Accountability requires that stakeholders are provided with such information as they have a right to. Thus, stakeholder groups do not have an absolute claim on businesses to provide them with information, because the extent to which a company is accountable to stakeholders depends on the company's conception of relevant stakeholders and on the social responsibility the company is willing to take for justifying its actions towards a particular stakeholder-group.

#### Seminar

Students can discuss the types of information each type of stakeholder would get. Some stakeholders may be more entitled to information than others or maybe different types of information.

## **2. Understand the Strategic Planning Process**

### **2.1 Describe strategic planning process.**

#### **Lecture**

The lecturer can put up a diagram showing the Strategic Planning Process and explain to students. This would be

- Mission and Objectives
- 
- Environmental Scanning
- 
- Strategy Formulation
- 
- Strategy implementation
- 
- Evaluation and Control

#### **Seminar**

Students can discuss the above process and evaluate its use to an organisation.

### **2.2 Prepare a strategic plan for an organisation with which the learner is familiar**

#### **Group discussion**

Students would be initially guided by the tutor and prepare a strategic plan for either a specific organisation or an imaginary one in a specific industry.

## 3. Understand approaches to strategic evaluation and selection

### 3.1 Evaluate the importance of a PESTEL analysis to an organisation.

#### Lecture

The lecturer will explain the various factors involved in the PESTEL analysis with examples as below

Typical PESTEL factors to consider include:

Factor Could include:

Political e.g. EU enlargement, the euro, international trade, taxation policy

Economic e.g. interest rates, exchange rates, national income, inflation, unemployment, Stock Market

Social e.g. ageing population, attitudes to work, income distribution

Technological e.g. innovation, new product development, rate of technological obsolescence

Environmental e.g. global warming, environmental issues

Legal e.g. competition law, health and safety, employment law

#### Discussion

Students can discuss the importance of Pestel to a specific company and their importance to the business strategy of that company. Also briefly discuss the disadvantages of not conducting this analysis.

### 3.2

#### Lecture

The lecturer will need to explain SWOT analysis as a tool for auditing an organization and its environment. It is the first stage of planning and helps marketers to focus on key issues. SWOT stands for strengths, weaknesses, opportunities, and threats. Strengths and weaknesses are internal factors. Opportunities and threats are external factors

#### Seminar

Students can list the SWOT's internal and external factors and put on board. Examples are below - In SWOT, strengths and weaknesses are internal factors.

#### For example:

##### A strength could be:

- Your specialist marketing expertise.
- A new, innovative product or service.
- Location of your business.
- Quality processes and procedures.
- Any other aspect of your business that adds value to your product or service.

##### A weakness could be:

- Lack of marketing expertise.
- Undifferentiated products or services (i.e. in relation to your competitors).
- Location of your business.
- Poor quality goods or services.
- Damaged reputation.

In SWOT, opportunities and threats are external factors.

#### For example:

##### An opportunity could be:

- A developing market such as the Internet.
- Mergers, joint ventures or strategic alliances.
- Moving into new market segments that offer improved profits.
- A new international market.
- A market vacated by an ineffective competitor.

##### A threat could be:

- A new competitor in your home market.
- Price wars with competitors.
- A competitor has a new, innovative product or service.
- Competitors have superior access to channels of distribution.
- Taxation is introduced on your product or service.

## **4. Understand how a variety of business strategies can be implemented**

### **4.1 Evaluate the human resource requirements to implement a new strategy for a business with which the learner is familiar**

#### **Lecture**

Organizations successful at strategy implementation consider the human resource factor in making strategies happen. Further, they realize that the human resource issue is really a two part story. First, consideration of human resources requires that management think about the organization's communication needs. That they articulate the strategies so that those charged with developing the corresponding action steps (tactics) fully understand the strategy they're to implement.

Second, managers successful at implementation are aware of the effects each new strategy will have on their human resource needs. They ask themselves the questions... "How much change does this strategy call for?" And, "How quickly must we provide for that change?" And, "What are the human resource implications of our answers to those two questions?"

In answering these questions, they'll decide whether to allow time for employees to grow through experience, to introduce training, or to hire new employees.

#### **Seminar**

Discussion and points raised in the lecture

### **4.2 Analyse the supporting factors for strategy implementation**

#### **Lecture**

The lecturer will need to explain the six key factors required as below.

Organizations successful at strategy implementation effectively manage six key supporting factors:

1. Action Planning
2. Organization Structure
3. Human Resources
4. The Annual Business Plan
5. Monitoring and Control
6. Linkage.

Lecturers can get more information on these factors by going on to Resources PGDBM and Action Planning Strategy

# Unit 6 - Communication Processes

This unit has been designed for students to investigate why communication is important within a business.

## Assignment Questions

Please answer the questions below.

Your answer should be between 1000 to 1500 words.

You are to take the role of a business consultant advising on improving the communications of a multi-national or trans-national business organisation. You should choose a well known business as your case study and direct your advice to the Chief Executive Officer.

Using clear examples, you should write a report indicating where and how you think improvements could be made to the organisation's business communications. You should define the term communication and analyse the existing lines and processes of communication within the business. You should indicate how the various channels and processes of communication can become more integrated. You should reach clear conclusions and recommendations as well as evaluate the likely benefits of any changes.

## Learning Outcomes and Assessment Criteria

### 1 Define the concept of communication and how it differs between companies

- 1.1 Evaluate existing processes of communication within a multi national business using examples.
- 1.2 Arrange improvements to ensure greater integration of system of communications in that organisation.

### 2 Evaluate in detail each of the main stages of communication

- 2.1 Using a specific example show how communication can be divided into discreet stages. (deciding, encoding, choosing, receiving, decoding, taking action, feedback).
- 2.2 Analyse the problems with mass communication when addressing large number of employees.

### 3. Compare and contrast verbal communications with non-verbal communications.

- 3.1 Analyse how culture and gender can change the meaning of a communication for different groups of people.
- 3.2 Explain the saying 'action speaks better than words' when referring to verbal and non verbal communication

### 4 Analyse and compare using example seven different communication channels

- 4.1 Explain why the same message can lead to different results by using different mediums such as redundancy notice by letter or by text.
- 4.2 Give recent examples of bad communications within any business or public sector.

## Recommended Textbooks

Title: Understand the Communication Processes in the Workplace.

Publisher: Pergamon Flexible Learning

Title: Harvard Business Review on Effect Communication

Author: Harvard Business Review

Publisher: Harvard Business Review Press

Title: Excellence in Business Communication

Author: John V Thill

Publisher: Pearson Education Ltd

# Communication Process Industry-Suggested Lesson Plan

## 1 Define the concept of communication and how it differs between companies.

### 1.1 Evaluate existing processes of communication within a multi-national business using examples

#### Seminar

This lecturer should pick a large multi-national business and discuss and evaluate the methods of communication senior management and staff use to communicate with each other with the students. The lecturer should then give the students an assignment in which they would imagine if they were the head of a multi-national business how they would ensure communication is effective to all levels of employees.

#### Discussion

The lecturer should facilitate a group discussion in which students discuss their assignments and opinions on how to implement effective communication.

### 1.2 Arrange improvements to ensure greater integration of a system of communications within a multi national business.

#### Seminar

The lecturer should provide a case study of a well known company or organisation that has improved its communications systems and discuss with the students how they implemented it.

#### Discussion

The lecturer should provide an example of a well known company or organisation that is perceived to have poor communication systems and discuss with the students how they would go about improving it.

## **2. Be able to evaluate in detail each of the main stages of communication**

### **2.1 Write about how communication can be divided into discreet stages**

#### **Seminar**

The lecturer should discuss with the students each stage of the communication process in detail. Sender/ Source, Encoding, Channel, Decoding, Receiver and Feedback. (These sometimes go under different names but the concept is all similiar)

#### **Discussion**

The lecturer should have a group discussion on how problems can occur in one to one communication and how barriers can be removed at each stage of the process to improve communication.

### **2.2 Analyse the problems with mass communication when addressing large number of employees**

#### **Seminar**

This lecturer should begin with a small session asking the students what they think the main problems in mass communication when addressing large numbers of employees, putting their responses on the whiteboard. The lecturer can then facilitate discussion analysing the problems further in depth.

#### **Discussion**

Students should present their findings and analyse each others ideas of what companies could do to overcome the communication problems.

### **3. Be able to compare and contrast verbal communications with non-verbal communications**

#### **3.1 Write about how culture and gender can change the meaning of communication for different groups of people**

##### **Lecture**

The lecturer should ask the students for examples of when cultural differences can cause offence, for example a holiday maker dressed in a way that some cultures would find inappropriate, and how they would overcome the issues this can sometimes create. The lecturer should ask the students to conduct some research into how different genders communicate before the next lecture.

##### **Group Discussion**

The lecturer should facilitate a discussion on the research students have undertaken.

#### **3.2 Examine the saying 'action speaks better than words' when referring to verbal and non verbal communication**

##### **Lecture**

The lecturer should provide students with analysis of Albert Mehrabian and his findings on the three elements of communication and how they are received 7% words, 38% tone of voice & 55% body language. The lecturer should provide students with an assignment to provide an example of when Albert Mehrabian's findings could be identified in a business situation.

##### **Group Discussion**

The lecturer should facilitate a discussion and encourage debate on the assignments they have provided.

## **4 Be able to analyse and compare different communication channels**

### **4.1 Examine the reasons why the same message can lead to different results when using different mediums**

#### **Lecture**

The lecturer should help the students analyse how, as a business manager they would convey different messages to staff and how they would have different results depending on which medium was used. For example, Would you tell staff they were being made redundant via e-mail? Would you tell one of your staff specific complex instructions they need to remember, in a casual face to face conversation? For an assignment the lecturer should give the students a case study of message they would have to convey to staff, the students should state the advantages and disadvantages of conveying each message in the different communication mediums.

#### **Group Discussion**

The lecturer should facilitate a discussion on the assignments the students have undertaken.

### **4.2 Write about recent examples of bad communications within the public or private sector**

#### **Lecture**

The lecturer should give the student a case study of an example of bad communications within the business sector and encourage the students to analyse the reasons behind why the communication was not well received.

# Unit 7 - Business Globalisation

This unit has been made to for students to question the pro's and con's of the rise of business globalisation.

Students can use ATHE resources and are also expected to undertake their own research.

## Assignment Questions

Please answer only one of the questions below.

Your answer should be between 1000 to 1500 words.

You are required to write an article for a case study company newsletter explaining the reasons for increased globalisation of business. In it you should define globalisation and indicate how the process has affected your particular case study business.

You should outline the changes in world trade in the period 1900 to the present and assess their significance for any economy you choose as well as your case study business.

You should describe how globalisation has developed in stages and how your case study business responded at each stage.

You should analyse how improved exploitation of the economies of scale due to globalisation has benefited specific industries.

## Learning Outcomes and Assessment Criteria:

### Understand the reasons for increased globalisation

7.1 Examine the advantages of trading blocs

7.2 Comment on the changes in the balance of world trade during the 20th century

### Know the advantages of globalisation to an organisation,

7.3 Examine how Economies of Scale has benefited specific industries

7.4 Describe the stages to globalisation

### Understand the cultural dimensions of globalisation

7.5 Propose ways in which individuals and businesses can deploy culture to transform social and economic inequalities and bring about social and economic change.

7.6 Propose ways in which a business can enter into new forms of relationships with diverse cultures to enhance cultural diversity and innovation.

### Understand the implications of globalisation and organisations and their management

7.7 Examine why globalisation is of particular interest to employees of a large cooperation.

7.8 Propose reasons why some believe that the current form of globalisation has brought poverty and hardship to millions of workers.

# Business Globalisation

## Industry-Suggested Lesson Plan

### 1 Understand reason for increased globalisation

#### 1.1 Examine the advantages of trading blocks

##### **Lecture**

There are a number of reasons for trading blocks within some economies. Companies in countries like US, UK and Japan have sought markets worldwide for their products to take advantage of Economies of Scale. The car industry can be taken as an example where a new model needs worldwide sales to make the investment viable.

##### **Discussion**

Students can identify a number of trading blocks worldwide and discuss.

#### 1.2 Comment on the changes in the balance of world trade during the 20th century

##### **Seminar**

The lecturer will lead a discussion group on the changes in the balance of trade in particular the increased competition from Asia, in particular Japan and China.

##### **Discussion**

This can take place on the effect it has had on Britain and in particular the growth of financial service in UK and the decrease of the Manufacturing industry.

## **2. Know the advantages of globalisation to an organisation**

### **2.1 Examine how Economies of Scale has benefited specific industries**

#### **Lecture**

Economies of Scale is a key reason for Globalisation. The lecturer will need to remind students of the meaning and how it works in particular that it is vital when investment in a project is large. Students will need to understand that often the market in one country is not big enough to get the full benefits of scale so organisations try to get the extra customers in other countries.

#### **Seminars**

Students will need to be guided with examples of economies of scale. The car industry is an example but students can also think of others.

### **2.2 Describe the stages to globalisation**

#### **Lecture**

The lecturer will need to explain that organisations rarely jump from domestic operations to global operations in one step. Usually a company will follow a discernible pattern with four main stages but they will not necessarily go through all four stages. These stages can start with importing from suppliers leading to exporting, license agreement, joint ventures, acquisition and developing their own foreign operations.

#### **Seminar**

Students will need to be provided with a case study of a joint venture. This can be the Airbus. The Airbus joint venture became a necessity as a result of the American Boeing so as to compete in world markets

### **3. Understand the cultural dimensions of globalisation**

#### **3.1 Propose ways in which individuals and businesses can deploy culture to transform social and economic inequalities and bring about social and economic change.**

##### **Lecture**

There are many debates about whether globalization increases or reduces cultural diversity or homogenization. For many, the influences of Western culture through TV, cinema advertising, radio, etc. are substituting for and competing with local and minority cultures.

This process is often blamed for increasing risk behaviours such as smoking and alcohol consumption, increasing social conflict, loss of identity, dislocation and dissatisfaction. Others argue that greater cultural exchange is likely to increase tolerance and understanding, while more access to information can create lifestyle and social changes with health benefits, such as gender equality, greater respect for human rights

##### **Seminar**

Students can discuss examples of cultural dimensions and how some countries have been affected such as India

#### **3.2 Propose ways in which a business can enter into new forms of relationships with diverse cultures to enhance cultural diversity and innovation.**

##### **Lecture**

Diversity gives businesses a key advantage in the world marketplace. Our wider range of viewpoints offers a spectrum of talents—meticulous craftsmanship, for example—which can improve many aspects of product and process research.

Diversity helps when:

- marketing internationally
- negotiating with people from abroad
- launching a campaign to a new population (whether domestic or international).

In situations like these, it's an asset to have someone from that population on the planning team? Couldn't the person whose accent made you uncomfortable during a job interview have just the perspective you need to help your R&D efforts?

##### **Seminar**

Students will discuss the lecture with tutor and discuss examples.

## **4. Understand the implications of globalisation and organisations and their management**

### **4.1 Examine why globalisation is of particular interest to employees of a large cooperation.**

#### **Lecture**

How does globalization impact on management and leadership differently from any other situation?

Planning:

Effective planning is essential for any organization. Leadership must establish the visionary path for the organization, and it is up to management to ensure that plans stay on track. In a closed environment, except for establishing the vision, this can be a relatively simple process because the variables affecting implementation can be predicted and tend to fall into relatively easy to identify categories. Globalization greatly complicates this process. Take, for instance, a company that manufactures a product that is planning an expansion of its product line. Establishing a clear vision in a closed market is a matter of understanding the environment and customers, and for a company that has been in business for a while, this should be a fairly simple matter. When globalization enters the picture, the process of determining proper direction is complicated by the diverse environments and customer base that must be taken into account. In the same manner, management implementation has to balance a large number of diverse and sometimes competing factors.

#### **Seminar**

Discuss the lecture

### **4.2 Propose reasons why some believe that the current form of globalisation has brought poverty and hardship to millions of workers.**

#### **Lecture**

The rapid and huge increase in the amount of economic activity taking place across national boundaries has had an enormous impact on the lives of workers and their communities everywhere.

The current form of globalisation, with the international rules and policies that underpin it, has brought poverty and hardship to millions of workers, particularly those in developing and transition countries.

They have seen an erosion of their working conditions, wages and job security in a time of unprecedented wealth and technological capability.

There is no doubt that globalisation creates problems for workers. These problems do not respond to purely national solutions and an international response is therefore needed from the trade union movement in order to safeguard workers' and other social rights.

Seminar

#### **Discuss Lecture**

1. Examine the growth of trading blocks such as the EU or Comecon.
  - 1.1 Examine whether a country which doesn't belong to any trading block can survive against major trading blocks such as the EU.
  - 1.2 Evaluate the advantages and disadvantages of an enlarged European Union

# Unit 8 Introduction to the Internet and E-Commerce

This unit is designed for students to investigate the rise of the internet and how businesses can utilize it to increase returns.

## Assignment Questions

Please answer both of the questions below.

Your answers should be between 1000 to 1500 words.

1. The publishers of business textbooks intend to produce a website which will show examples of advertising; it will also have multiple choice questions and up-to-date content on marketing. Access to the website will be on a paid-for basis and will be in addition to the price paid for books by the students. The website will be aimed at undergraduate students around the world.

Outline a marketing research project with the objective of assessing the demand for the website.

## 2. Project question from Case Study as below:

### Hertz goes Wireless

The car rental industry is very competitive, and Hertz, the world's largest car rental company, competes against hundreds of companies in thousands of locations. The competition focuses on customer acquisition and loyalty over a number of years, competition has intensified, and profits in the industry have been drifting downward. Hertz has been a "first mover" to information technologies since the 1970's, so it has pioneered some mobile commerce applications:

**Quick rentals:** Upon arrival at the airport, Hertz's curbside attendant greets you and transmits your name wirelessly to the renting booth. The renting booth employee advises the curbside attendant about the location of your car. All you need to do is to go to the slot where the car is parked and drive away. This system WLAN is now part of a wireless network that can check credit cards, examine your rental history, determine which airline to credit your loyalty mileage to, and more.

**Instant returns:** A handheld device connected to a database via a wireless system expedites the car return transaction. Right in the parking lot, the attendant uses a handheld device that automatically calculates the cost of the rental and prints a receipt for the renter. You check out in less than a minute, and you do not have to enter the renting booth at all.

**In-car cellular phones:** Starting in 1988, Hertz began renting cell phones with its cars. Today, this is not a big deal as it was in 1988, when it was a major innovation.

**Never Lost Onboard:** Some Hertz cars come equipped with an onboard GPS system, which provides route guidance in the form of turn by turn directions to many destinations. The information is displayed on a screen with computer generated voice prompts. An electronic mapping system (GIS) is combined with the GPS, enabling you to see on the map where you are and where you are going. Also consumer information about the locations of the nearest hospitals, petrol stations, restaurants, and tourist area is provided.

**Additional customer services:** Hertz's customers can download city guides, Hertz's location guide, emergency telephone numbers, city maps, shopping guides and even reviews of restaurants, hotels and entertainment into their PDA's and other wireless devices. Of course, driving directions are provided.

**Car locations:** Hertz is experimenting with a GPS based car locating system. This will enable the company to know where a rental car is at any given time, and even how fast it is being driven. Although the company promises to provide discounts based on your usage pattern, this capability is seen by many as an invasion of privacy. On the other hand, some may feel safer knowing that Hertz knows where they are at all times.

Source: Hertz.com 2003

### Questions:

1. Which of these applications are intrabusiness in nature?
2. Identify any finance and marketing orientated applications.
3. What are the benefits to Hertz of knowing exactly where each of its cars are? As a renter how do you feel about this capability?
4. Identify at least one new innovation used by Hertz since the above case study was written.

# Learning Outcomes and Assessment Criteria

## **1. Evaluate two e commerce programmes available to a specific business.**

- 1.1 Understand the difference between doing business with an individual and business to business
- 1.2 Describe the benefits of an online presence for a specific business

## **2. Evaluate the fundamental ways in which the internet works for a specific business**

- 2.1 Describe the central
- 2.2 Describe the benefits of email as opposed to traditional mail.
- 2.3 Explain the basics of HTML

## **3. Understand the essential variants within e business models**

- 3.1 Understand the ways in which a business can sell its products through the internet.
- 3.2 Explain ways in which the internet can be used other than to generate revenue.

## **4. Explore elements that define good web design**

- 4.1 Describe the parts of a web page that search engines will most likely utilize
- 4.2 Understand the features of a web page that appeal to the visitor

## **Useful Textbooks**

Title: E-Business and E-commerce

Author: David Chaffey

Publisher: Pearsons Education Ltd

# Internet and E Commerce Industry-Suggested Lesson Plan

## **1 Evaluate two e commerce programmes available to a specific business.**

### **1.1 Understand the difference between doing business with an individual and business to business**

#### **Lecture**

Start by describing the common protocols involved when doing business with another business how financial implications differ from when doing business with an individual.

#### **Seminar**

Students should be provided with examples.

### **1.2 Describe the benefits of an online presence for a specific business**

#### **Lecture**

Lecturer can talk about the benefits of an online presence for a specific business how reaching wide and target audiences can be better controlled and monitored. Also discuss how in some cases an online presence is not necessary for example Roof Thatching. Describe the amounts of static and interactive information that can be made available to support a business's customers lowering the workload of more traditional channels i.e. telephone support.

#### **Seminars**

Different types of business can be discussed starting with one of the earlier big companies Lastminute.com. After that hundreds of companies were formed trading totally online. Students can use examples that have stood the test of time and compare with newer ones and those who don't trade exclusively online. Also cost comparison can be useful in terms of resources required.

## **2. Evaluate the ways in which the internet works for a specific business**

### **2.1 Describe the benefits of email as opposed to traditional mail.**

#### **Lecture**

Start the discussion with a brief overview of how the traditional mail system works the amount of people involved in collection, sorting offices and delivery. Then move on to electronic mail discussing the speed and efficiency of the system and how it has revolutionised business.

#### **Seminar**

It could be a useful exercise to think of a big business and how they operated before email. List the advantages of email and list also how it has transformed some businesses.

### **2.2 Explain the basics of html**

#### **Lecture**

Run through the basics of HTML (Hyper Text Mark up language). The origins how and why it was it was created how it is based on but not limited to SGML. Describe the different purposes of HTML and how it has evolved into such a widely spread communications language.

### **3. Understand the essential variants within e business models**

#### **3.1 Understand the ways in which a business can sell its products through the internet.**

##### **Lecture**

Start by describing the term E Commerce how it has changed from merely electronic data interchange (EDI) and electronic funds transfers (EFT) to a wide spread plethora of commercial systems. Allowing customers and business's to an instant connection to the buying / selling facility's. Explain how business can catalogue their products in an efficient way made easy to sell with the use of shopping cart software and online banking.

##### **Seminar**

Students can look at examples provided. Probably one of the best e commerce examples is Amazon.com. There are plenty of others where customers can order and the product is delivered sometimes untouched by human hands. Methods of payment also need to be discussed and the security system of payments.

#### **3.2 Explain ways in which the internet can be used other than to generate revenue.**

##### **Lecture**

Describe as far as business are concerned the way that the Internet can be used to develop an online presence to build product awareness or to provide customer support through information and resources. Explain how providing this further information or tools can greatly ease the work load for any particular business allowing them to free up resources for other matters.

##### **Discussion**

Students can discuss examples of how the internet has succeeded in raising product awareness of services or products.

## **4 - Explore elements that define good web design.**

### **4.1 Describe the parts of a web page that search engines will most likely utilize.**

#### **Lecture**

Explain how different search engines use different algorithms for their sites. Explain about meta tags and keyword searching. Describe search engine spiders and their system of Internet crawling. Also submitting sites manually.

#### **Seminar**

Questions can be raised on the lecture and if necessary clarify meanings.

### **4.2 Understand the features of a web page that appeal to the visitor.**

#### **Lecture**

Give an in-depth explanation of different features of a web-page. Explain the difference between visible features (images, flash, video) and background features (HTML, JavaScript, Active X controls). Describe which features would be deemed appealing (interactive controls, animations etc). Discuss an equilibrium between appealing and static, having an interactive site without bombarding the user with too much information.

#### **Seminar**

Students will have access to computers and will look for examples of above based on tutor guidance and explain all in writing.

# Unit 9 - Setting Up a Business

This unit has been designed has been set up for students to investigate why people would set a business and how they would go undertake the process of starting one.

For this unit students should complete the majority of the work through their own research, but they should find the material they learnt in the first four mandatory units useful.

## Assignment Questions

Please answer the questions below.

Your answer should be between 1000 to 1500 words.

You are trying to persuade a friend to invest in your proposed new business.

Describe to your friend at least five reasons why a person would want to set up his or her own business. Indicate the reasons why a business may either succeed or fail. Explain the reasons why a business is more likely to fail in it's first year than at any other time

Deciding upon the appropriate form of business organisation is important. Explain the advantages of setting up as a private limited company over other forms of business organisation.

Describe how anyone who sets up in business as a sole proprietor has to consider their work-life balance. You should discuss the benefits of autonomy in relation to commitment to the success of the business and fulfilling emotional needs.

## Learning Outcomes and Assessment Criteria

### 1 Understand the reasons why people decide to set up their own business.

1.1 Describe at least five reasons why a person would want to set up his or her own business.

1.2 Explain why a business is more likely to fail in the first year than at any other time.

### 2. Understand the resources needed to set up and run a business.

2.1 Describe the three physical resources required to set up a business.

2.2 Evaluate the components of human resources management for a new business.

### 3. What are the sources of help and assistance including finance.

3.1 Analyse the resources available from a major business help organisation in the UK such as Business Link or a similar organisation in another country.

3.2 Analyse the variety of sources available for financing a start up business with and without security.

### 4. Understand types of business ownership and the legal requirements for setting up and running a business.

4.1 Explain and analyse the advantages in setting up a private limited company.

4.2 Describe why anyone who sets up a business as a sole proprietor has to consider a balance between emotional needs, autonomy and a balanced lifestyle.

## Useful Website:

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

## Useful Textbook:

Financial Times guide to business start up

Author: Sara Williams

Publisher: Pearson Education LTD

# Setting up in Business

## Industry-Suggested Lesson Plan

**1 Understand the reasons why people decide to set up their own business.**

**1.1 Describe at least five reasons why a person would want to set up his or her own business.**

### **Lecture**

The lecturer will explain all the reasons why an individual wants to set up in business and what is their main motivation. This can vary from becoming unemployed and using their severance money to wanting to earn more money. Lecturer could also discuss the type of person that will normally want to start a business.

### **Seminar**

This could be a discussion of the lecture with students discussing the validity of the reasons stated in the lecture.

**1.2 Explain why a business is more likely to fail in the first year than at any other time.**

### **Lecture**

The lecturer will explain a number of reasons why a business can fail in the first year. Usually a major reason is insufficient investment or decisions without sufficient research. Examples can be illustrated.

### **Seminar**

Examples of businesses failing in the first year can be looked at and discussed. Students would then explain what they would have done differently if they had started the business themselves.

## **2.Understand the resources needed to set up and run a business.**

### **2.1 Describe the three physical resources required to set up a business.**

#### **Lecture**

The main resources required would be land or building, capital for investment and labour. The lecturer will need to explain all three and why it is important that the land or building is located in a good location. There can be several reasons for this. A business which is under capitalised could struggle and eventually not survive the first year. The human resources required must also have the skills required.

#### **Seminar**

Students can discuss the lecture, each resource individually and

### **2.2 Evaluate the components of human resources management for a new business.**

#### **Lecture**

Human resource Managers employ a range of techniques. They include recruitment and selection, training and development, performance appraisal and industrial relations. The lecturer will need to explain each one in turn and their importance to a new business.

#### **Seminar**

Students will discuss each of the above in turn and consider the problems if any are not done properly.

### **3. What are the sources of help and assistance including finance.**

#### **3.1 Analyse the resources available from a major business help organisation in the UK such as Business Link or a similar organisation in another country.**

##### **Lecture**

Starting a business is very complicated with so many economic, legal and ethical issues to consider. The lecturer will list those organisations that are available for a business. An obvious organisation is the Bank who can assist with finance and can also help with Business Plans. They do have a vested interest in the business which can be an advantage or disadvantage. Business Link will also need to be explained and the help they can provide new businesses.

##### **Seminar**

Students can list the types of resources required and see where they can source the information.

#### **3.2 Analyse the variety of sources available for financing a start up business with and without security.**

##### **Seminar**

Tutor can explain the sources ranging from Bank to Angels. Students will make notes and discuss. Discussion can be based on the advantages and disadvantages of each of these sources, rates of interest, repayment conditions. Risk is also an important issue to discuss, the risk of putting personal security like own property for example.

## **4. Understand types of business ownership and the legal requirements for setting up and running a business.**

### **4.1 Explain and analyse the advantages in setting up a private limited company.**

#### **Lecture**

The lecturer will need to explain the different types of ownership as an introduction and then move on to explain the advantages of setting up a private limited company over simply being self employed. One of the main advantages is that a plc is regarded as a separate entity and therefore if there are financial problems it may not directly affect the directors personal finances. Personal guarantees however are often required by banks as security. Another disadvantage is that there is much more paperwork to complete for private limited companies than self employment.

#### **Seminar**

Advantages and disadvantages of the two main types of business for starting can be discussed. Partnership arrangements can also be discussed and examples should be provided e.g. solicitors often are set up as partnership arrangements.

### **4.2 Describe why anyone who sets up a business as a sole proprietor has to consider a balance between emotional needs, autonomy and a balanced lifestyle.**

#### **Lecture**

The lecture needs to compare people who work as an employee with a company or public organization and those who are responsible for their own business. Self employment can cause problems with personal lives in that the stress can sometimes become a family issue. When deciding on setting up a business therefore consideration should also be given to how it will affect family life.

#### **Seminar**

Students can discuss the type of emotional problems that can arise when the bread winner in the family runs his or her own business and is reliant on incoming business to pay salaries. The advantages can also be discussed in that a successful business will provide for a family in a good way and should not be stressful experience.

# Unit 10 Business Law

This unit has been designed for students to question the importance of law in business. Students should use their ATHE resources, their own research and recommended text books for this unit.

## Assignment Questions

Please answer the question below.

Your answer should be between 1000 to 1500 words.

Competition Policy in the UK is enshrined in UK and EU law.

Prepare a presentation to a board of directors explaining the basic provisions of competition law as it applies in the UK and EU.

You should evaluate the effectiveness of the various provisions of monopoly and competition law in establishing and maintaining competition between businesses.

You should explain how a business can hold a leading position in a particular market without breaking competition law.

You should outline the consequences for a business found to be in breach of competition law and the range of actions it may be required to undertake by the competition authorities.

## Learning Outcomes and Assessment Criteria

### 1. Understand the ways in which business organisations and their consumers maintain a legal relationship.

10.1 Describe the application of legal rules on implied terms concerning sales and service.

10.2 Critically evaluate the statutory provisions regarding buyer's and seller's remedies

### 2. Investigate the legal rules applicable to consumer credit agreements and agency.

10.1 Analyse the different types of credit agreements

10.2 Apply and evaluate rules, termination rights and default notices in a given scenario.

### 3. Explore the laws relating to monopolies, mergers and anti competitive practices for a specific industrialised country.

10.1 Evaluate monopolies and anti competitive practices in the UK.

10.2 Explain what leading positions business organisations can hold within a market.

## Useful Textbooks

Title: Business Law

Author: Ewan MacIntyre

Publisher: Pearson Education LTD

Title - Understand the Communication Processes in the Workplace.

Publisher - Pergamon Flexible Learning

# Business Law

## Industry-Suggested Lesson Plan

### 1 Understand the ways in which business organisations and their consumers maintain a legal relationship.

#### 1.1 Describe the application of legal rules on implied terms concerning sales and service. Seminar

##### Lecturer

Explain the difference between binding and non binding agreements, i.e. intention to create legal relations – Corlill v Carbolic Smoke Ball Co..

Relevant case studies should be used here and the discussion based on legally binding contract – Offer > acceptance of the offer > the requirement of consideration; what is and what is not acceptable consideration > legality. Also the question of whether shop window displays are legally binding? – Fisher v Bell.

Legal status of shop unit displays – Boots Chemist case.

##### Discussion

This should be based on the :

Sale of Goods Act

Buyers Rights

Implied terms about a) correspondence with description b) quality c) the buyer must have the right to sell the goods d) fitness for purpose.

Use of case studies will be required to show application e.g. Beak v Taylor – matching description case.

Buyers rights in relation to contracts for goods and services

#### 1.2 Critically evaluate the statutory provisions regarding buyer's and seller's remedies

##### Seminar

This will be based on legal problems solving. Lecturer will need to show students how to answer a legal problem and work with them to model this technique.

##### Discussion

This should be based on buyers and sellers remedies under the Sale of Goods Act.

The right to reject the goods

The right to a refund

Are you entitled to have the goods repaired if faulty.

Possible Assignment Activity.

Students to identify sources of advice support in event of having a consumer complaint.

- Legal problem scenario asking students to apply to factual situation.

Legal problem solving technique:

e.g. use a case similar to case of advert in Corlill v Carbolic Smoke Ball Co. to work out if the advert is legally binding or not.

Legal problem solving method:

1. State area of law involved
2. Explain the relevant LEGAL PRINCIPLE
3. Apply the law to the facts of the problem
4. Conclusion – state whether the advert is legally binding or not and why.

## **2 Investigate the legal rules applicable to consumer credit agreements and agency.**

### **2.1 Analyse the different types of credit agreements**

#### **Seminar**

Provide examples of the main forms of credit agreements –

Leases

Hire Purchase

Conditional sales

This can be based on what paperwork is necessary when signing a regulated consumer credit agreement

Use of Consumer Credit reference agencies

Discussion of buyers rights in relation to these to a copy of any reports compiled.

#### **The lecturer**

You will need to explain 'cooling off period'. Then explain how to terminate a regulated consumer credit agreement as set out in the Consumer Credit Act.

The meaning of 'protected goods' plus buyers rights in relation to these

The details to be provided in a default notice.

#### **Discussion**

This session should have a case study on how to correctly terminate a consumer credit agreement.

Plus use of legal problem solving technique as previously discussed

### **2.2 Apply and evaluate rules, termination rights and default notices in a given scenario.**

#### **Seminar**

How to register in order to obtain a Consumer Credit Act license to provide credit facilities.

Discussion of registration plus consumer credit agreement requirements

#### **Discussion**

Case study involving how to correctly terminate a regulated consumer, cooling off period plus protected goods.

Modelling for students of technique how to answer.

### **3 Explore the laws relating to monopolies, mergers and anti competitive practices for a specific industrialised country.**

#### **3.1 Evaluate monopolies and anti competitive practices in the UK.**

##### **Lecturer**

can lead analysis of main UK legislation in this area e.g. The Monopolies Act and the Fair Trade Act. Lecturer should provide case study of anti competitive practices that have been declared unlawful.

##### **Seminar**

Main activity here is that students to research examples or activities that have been deemed unlawful. Discussion of these in group tutorial setting with lecturer..

#### **3.2 Explain what leading positions business organisations can hold within a market.**

##### **Lecture**

When are market positions deemed to be unacceptable.

Use of Question and Answer with students based upon situations where they may or may not be at above or market position.

##### **Learning Activity**

Students to research activity. Anti monopoly legislation within a chosen country.

##### **Seminar**

Students to make a presentation of how anti competitive legislation operates within a chosen country.

# **Assessment Criteria/Marking Guidelines**

## **Assessment Evidence:**

All mandatory units must be tested as well as four of the optional units.

The students will be required to submit at least 1 assignment for each unit as well as a final exam. The exam is held three times a year to coincide with the degree top up at Universities. Papers will be marked by the college and moderated by ATHE.

## **Marking Criteria**

The recommend ATHE tutor marking guidelines can be found at [www.atheuk.com/markingguidelines](http://www.atheuk.com/markingguidelines).

## **Certification**

Upon students completion of the Advanced Diploma in Business Management colleges can e-mail [certificates@atheuk.com](mailto:certificates@atheuk.com) to receive the certificates.

Go to [www.atheuk.com](http://www.atheuk.com) and click on procedures on the left to find the student certification form.

If colleges require further information on progression from the Advanced Diploma in Business Management to University degrees or other courses, please e-mail [Arthur@atheuk.com](mailto:Arthur@atheuk.com)