

SYLLABUS

B. Graduate of Business Management (GBM)

1. Marketing Management

The study of total quality and marketing process in achieving a long-term competitive advantage in the global competition. Application of principles of Total Quality Marketing, including relationship marketing, micro-marketing, internal marketing, one-on-one marketing, just-in-time marketing and reverse marketing.

COURSE GOALS:

Understand the shortcomings of traditional marketing concept.

Discover the new marketing philosophy and the framework of total quality marketing.

Acquire knowledge of the total market, total market system and total marketing process.

Become familiar with the total performance measurement system.

Recognize the new roles of marketers.

Develop an ability to set up the marketing programs to meet the needs of all stakeholders.

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Learn the applications of total quality marketing.

COURSE CONCEPTS:

Guiding principles of total quality marketing.

Total relationship marketing, including customer relationship, internal relationship, reverse customer relationship and lateral relationship.

Total market system, including navigation system, product system, persuasion system, support system and value system.

Total marketing mix concept, using quality, cycle time, flexibility, customer service, and relationship as core marketing mix.

Total performance measurement, including customer value, customer complaints, and non-financial measures.

Total marketing programs, including customize marketing, just-in-time marketing, relationship marketing, internal marketing, reverse marketing and green marketing, etc.

LEARNING ACTIVITIES:

Reading assignments

Attending electronic classroom

Joining online workshops

Discussions through electronic action learning groups

Reports and projects

COMPETENCE - BASED ASSESSMENT

Assessment is based on reports and projects for meeting the performance standards in real work environment.

To be competent, students must be able to apply what they learn in the practical world of work.

A portfolio of evidence, such as memos, letters, reports, records or testimony, relating to carrying out a work activity must be demonstrated.

PERFORMANCE STANDARDS:

Unit 1: Identify the quality problems of the marketing process within your own company.

Action Skills:

1. Define the customer requirements and expectations.
2. Blueprinting (or flowcharting) of the marketing process cycle.

3. Identify the moments of truth going on throughout the cycle.
4. Identify the lack holes, where moments of truth are poorly handled or the potential exists for customer needs to go unserved.
5. Use the quality tools/methods (such as control chart, cause-and-effect diagram, and Pareto analysis) to identify the root causes of the problem.

Performance Evidence: Customer survey, flowchart, process analysis, and methods of measurement.

Unit 2: Promote the new marketing principle to the marketing team.

Action Skills:

1. Prepare a Checklist of the principles of total quality Marketing.
2. Collect evidence from journals or magazines relating to the new marketing principles.
3. Set up meetings with the marketing team.
4. Discuss the new marketing principles with the team.

Performance Evidence: Checklist, articles, and records of meeting.

Unit 3: Set up the customer relationship marketing programs for your company.

Action Skills:

1. Understand the customer value-chain.
2. Identify how competitors create customer value.
3. Communicate with key customers and listen to their expectations.
4. Identify the different options of customer relationship programs.
5. Decide the right programs.

Performance Evidence: Value-chain analysis, bench-marketing, records, and budgeting.

Unit 4: Identify the improvement opportunities based on customer dissatisfaction information.

Action Skills:

1. Collect information on customer complaints, recalls, refund, and repeat service, etc.
2. Identify the root causes of the problem.

3. Communicate with customers.
4. Identify a vital few root causes of the problem.
5. Evaluate the improvement opportunities.

Performance Evidence: Records of customer complaints, refunds, recalls and repeat services etc., the cause-and-effect diagram, Pareto analysis.

Unit 5: Use quality dimensions as the core marketing mix to set up a marketing strategy for your company.

Action Skills:

1. Assess the current market situation.
2. Identify the customer expectations.
3. Select the quality dimensions to target.
4. Set up a strategic marketing plan.
5. Evaluate the performance of the plan.

Performance Evidence: Related useful information, customer survey, customer value analysis, methods of performance measurement, and the action plan.

BASIC TEXT: Dr. Peter Liao, Total Quality Marketing: Toward the New Marketing Paradigm, Newport University Press.

REFERENCES:

O'eal, Charles R. and LaFief, William C, Marketing Led Role in Total Quality, Industrial Marketing Management, May 1992, pp.133-143.

Eugene H. Fram and Martin L. Presberg, TQM is a Catalyst for New Marketing Applications, Marketing News, Nov.9, 1992.

Robert D.Buzzell and Bradley Gale, The PIMS Principles, New York: The Free Press, 1987.

2. Principles of E-Commerce

Analysis of information technology such as computers, telecommunications and the world-wide web to automate the business transaction electronically. Study of the

strategies for E-commerce and internet marketing to gain competitive advantage.

COURSE GOALS: Participants in this course are expected to:

- 1 Understand the meaning of the potential implied by E-commerce.
- 2 Recognize the main aspects of E-commerce as they currently exist.
- 3 Appreciate the impact of electronic transactions on a variety of organizations and contexts.
- 4 Learn how to set up a system for E-commerce.
- 5 Appreciate the advantages of internet marketing
- 6 Learn how to use internet for marketing activities and customer service.
- 7 Understand the technical, business and legal complexities of E-commerce.

COURSE CONCEPT:

- 1 The cycle of E-commerce
- 2 The internet structure
- 3 Infrastructure of E-commerce
- 4 Types of electronic payments
- 5 Security and E-commerce
- 6 Internet and marketing opportunities
- 7 Electronic communities
- 8 Online catalog
- 9 Virtual organization

LEARNING ACTIVITIES:

- 1 Reading assignments
- 2 Attending electronic classroom
- 3 Joining online workshops
- 4 Discussions through electronic action learning groups
- 5 Reports and projects

PERFORMANCE REQUIREMENTS:

- 1: Identify some commercial tools that allow you to conduct browsing, communication, and collaboration simultaneously.
- 2: Describe the advantages of electronic home shopping over regular shopping.
- 3: Research the various measures that are available to protect consumers shopping on the Internet. Prepare a list of such measures.

4: Using Internet, searching the term "E-commerce", and prepare a research report on the current status of E-commerce.

ASSESSMENT PLAN:

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BASIC TEXT:

Prentice Hall Business Publishing, "**Electronic Commerce: A Managerial Perspective**".

3. Institutional Planning

COURSE DESCRIPTION: An integrative course designed to give the student experience in developing policy statements, designing procedures to implement policy and determining appropriate control techniques. Develop in the manager recognition that he must consider the total firm and its total environment in order to make sound and rational decisions.

COURSE GOALS: Participants in this course will be expected to:

1. become familiar with various techniques available to establish management policies.
2. gain an understanding of the relationship of the individual to various organizational components.
3. become aware of major factors influencing organizational performance.
4. acquire an ability to formulate and define goals and develop procedures to reach those goals.
5. recognize the role and effect of external factors as they influence activities of the organization.
6. appreciate the fact that goals and activities of public sector institutions are

different from those of private sector institutions.

COURSE CONCEPTS:

1. Task vs. social organizations
2. Managerial functions vs. leadership activities
3. Zones of acceptance and patterns of adjustment
4. Formal and informal communication
5. Goal conflict between firm and the individual
6. Job enrichment vs. job enlargement
7. Transactional objectives
8. Organizational objectives
9. Job analysis and division of labour
10. Organization structural evolution
11. Planning and control coordination
12. Environmental interface
13. Performance evaluation
14. Planning-programming-budgeting system
15. Contingency planning
16. The scientific method
17. Quantitative and qualitative decision-making
18. Ratio analysis

PERFORMANCE REQUIREMENTS:

1. Compare and contrast the major schools of managerial thought.
2. Critique the use and utility of quantitative models in institutional planning.
3. Differentiate conceptually among the social, political, ethical and economic environments and show how each affects the manager.
4. Discuss the strengths and weaknesses of matrix organization.
5. Evaluate the principle of Unity of Command.
6. Explain the scalar principle.
7. Compare the contrast Theory X, Theory Y and Theory Z management.
8. Critique the managerial grid.
9. Explain how good communication facilitates the development and implementation of policies.
10. Illustrate the use of the management responsibility.
11. Discuss the use and utility of budgets as means of institutional planning.
12. Defend your opinion that forecasting is or is not a valid aspect of institutional

planning.

BASIC TEXT:

Belasco, James A., Hampton, David R. and Price, Karl F.; Management Today. New York: John Wiley and Sons.

4. *Managerial Accounting*

Development and use of accounting information in management decision-making. Use of accounting tools and techniques such as standard and flexible cost systems, cost reports, distribution cost control and responsibility accounting as bases for management decisions.

COURSE GOALS: Participants in this course will be expected to:

1. become familiar with basic accounting documents and terminology.
2. recognize the value of accounting data as the basis for managerial decision-making.
3. acquire an ability to analyse accounting data and information.
4. realize professional and legal requirements of accounting procedures and information.
5. appreciate the utility of accounting documents as a means of communication.
6. realize the limits and constraints of accounting information and procedures.

COURSE CONCEPTS:

1. Flexible budgeting
2. Segmented reporting
3. Cost analysis, behaviour and treatment
4. Capital budgeting
5. Profit-planning
6. Standard and flexible cost systems
7. Performance evaluation and comparison
8. Contribution approach to costing
9. Overhead analysis and budgeting
10. Cost-volume-profit relationships

PERFORMANCE REQUIREMENTS:

1. Construct a break-even diagram and determine the point of profit maximization.
2. Trace the financial history of a firm over a stated period.
3. Prepare a financial forecast for a five-year period.

4. Make a comparative analysis of an industry and its component firms.
5. Analyse the cost for a given firm.
6. Identify areas of cost overrun and make recommendations for improvement.
7. Compare the accounting needs of firms in different industries and of different sizes.
8. Assess the effects of government regulations and requirements on accounting activities.
9. Discuss the utility of accounting data as the basis for managerial decision-making.
10. Analyse the problems and costs involved in preparing accounting documents to satisfy diverse groups.
11. Develop an accounting system to meet the needs of the manager of a specified firm.
12. Compare and evaluate the major alternative types of depreciation accounting.
13. Evaluate planning-programming-budgeting system as a form of managerial accounting.

BASIC TEXT:

Anthony, Robert N.; Welsch, Glenn A. & Reece, James S., **Fundamentals of Management Accounting**, Homewood, IL: R.D. Irwin.

5. Business Process Re-Engineering

The study of business re-engineering (BPR) at the strategic level. The use of information technologies as a major enabler to achieve dramatic improvement in quality cycle time, service and flexibility.

COURSE GOALS

- 1 Understand the concept of business process re-engineering
- 2 Identify processes for re-engineering
- 3 Learn how to re-design business processes and systems the competitive advantage.
- 4 Become familiar with the principles of business process re-engineering.
- 5 Know how to use information technologies for process innovation.
- 6 Learn how to build a frame-breaking model for re-engineering.
- 7 Understand the strategic planning and alignment to achieve the planned business performance.
- 8 Learn how to overcome the barriers for implementation of re-engineering projects.

COURSE CONCEPTS:

- 1 The concept of TQM versus re-engineering.
- 2 Dimensions of organization architecture
- 3 Business strategy and business re-engineering.
- 4 Situational analysis and methods.
- 5 Information technology, information system and information management.
- 6 The strategic planning process.
- 7 Re-engineering blueprint and implementation
- 8 The new-performance measures and accounting.

LEARNING ACTIVITIES

- 1 Reading assignments
- 2 Attending electronic classroom.
- 3 Joining online workshops.
- 4 Discussion through electronic action learning groups.
- 5 Reports and Projects.

PERFORMANCE REQUIREMENTS

- 1 Evaluate the recent changes in the business environments, such as markets, technologies, social, economics and competitors in your industry, especially impact on customer value.
- 2 Identify the customer-focused business processes of your own organization.
- 3 Select one of the core business processes for business re-engineering purpose.
- 4 Redefine the business scope of your company before marking a strategic move (hint: business scope includes mission, vision, core values, markets, core competencies, products and service, stakeholders and critical resources etc.)
- 5 Redesign the selected core business process, using information technology as a major enabler.
- 6 Evaluate the other enabler which could help improve the core business process (hint; leadership, structure, performance measurement, reward and culture.)
- 7 Specify some of the principles that you would employ for re-engineering.

ASSESSMENT PLAN

- 1 Assessment plan is based on reports and projects for meeting the performance standards in real work environment.
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world of work.

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BASIC TEXT:

Strategic Business Re-engineering: An Integrated Approach of ISO9000, TQM and Process Innovation, Newport University press.

6. Principles of Total Quality Management

The study of quality as a philosophy of management, and a way of gaining competitive advantage. Application of principles of quality management to renew organizational performance.

COURSE GOALS:

- 1 Acquire knowledge of the development of quality management and how it affects the managers and organizations today.
- 2 Recognize the relationship among quality, productivity and competitiveness.
- 3 Understand the principles of quality management and their applications for solving organizational problems.
- 4 Discover the shortcomings of traditional management theories and the forces associated with the emergence of Total Quality Management.
- 5 Learn how to use the themes of Total Quality Management for organization design.
- 6 Gain understanding of the value of the Malcolm Baldrige award criteria for implementing Total Quality Management.
- 7 Become familiar with the major quality strategies in business activities.

COURSE CONCEPTS:

- 1 The concept of quality, including traditional, design engineering, customer service and manufacturing definitions of quality.
- 2 The evaluation of quality approaches in management thought and practices, leading quality theorists, including Deming, Juran, Crosby, Ishikawa, Taguchi and Feigenbaum, etc.
- 3 The role of quality in productivity, profitability, economic growth, quality of life, and global competition.

- 4 The principles of total quality management, contrasting with the classical schools of management.
- 5 Techniques to improve and measure quality, customer satisfaction and value.
- 6 The significance of Malcolm Baldrige National Quality Award criteria.
- 7 Total quality management and organization design, including Business Process Reengineering and cultural change.
- 8 Total quality as a business strategy, including customer value strategy, and cost reduction strategy.

LEARNING ACTIVITIES:

- 1 Reading assignments
- 2 Attending electronic classroom
- 3 Joining online workshops
- 4 Discussions through electronic action learning groups
- 5 Reports and projects

PERFORMANCE REQUIREMENTS:

Unit 1: Use Deming's 14 points to evaluate quality problems of your own organization.

Action Skill:

1. Prepare a checklist of Deming's 14 points.
2. Conduct a survey by means of a focus group.
3. Write a report on your findings.

Performance Evidence: Checklist, memos, questionnaire and related documents etc.

Unit 2: Estimate the cost of poor quality of department.

Action Skill:

1. Collect information from accounting documents, random observation and /or opinions from related people.
2. Set up a costing method to estimate the quality loss or nonconformance.
3. Classify the cost of poor quality.

Performance Evidence: Methods of collecting information, forms, methods of costing, and presentations.

Unit 3: Evaluate a product that you recently purchase which did not totally meet your expectations.

Action Skill:

1. List the various factors for rating a product's quality
2. Give your product a rating from 1 to 10 (1 is the lowest rating. 10 the highest) for each of the factors.
3. Jot down reasons for each of the rating that you assigned to the product.
4. Calculate an overall average rating for the product.

Performance Evidence: Checklist, rating records and related documents.

Unit 4: Set up a supplier certification program.

Action Skill:

1. Use quality performance as the main criteria for selecting the suppliers.
2. Do a performance rating according to the criteria.
3. Conduct on-site visits to the supplier's facility.
4. Prepare a list of qualified suppliers.

Performance Evidence: Checklist, rating records, communication documents and qualified supplier list.

Unit 5: Measure the customer satisfaction level of your own organization.

Action Skill:

1. Identify customer requirements.
2. Conduct a customer satisfaction survey.
3. Identify the customer dissatisfaction, e.g. complaints, claims, refunds, recalls, returns and repeat services.
4. Calculate the customer retention rate.
5. Determine the customer satisfaction and dissatisfaction level.

Performance Evidence: Survey, customer dissatisfaction reports, methods of measurement, gain/loss of customers.

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BASIC TEXT:

Dr Peter Liao, "**The Theory and Practice of Total Quality Management**", Newport University Press.

7. Ethics and Social Issues in Business

COURSE DESCRIPTION: Analysis and comparison of major ethical systems now are followed by majorities of national populations. Analysis of general ethical tenets prevailing in the United States and their effects on the economic, political, legal and social environments of the business firm.

COURSE GOALS: Participants in this course will be expected to:

1. become aware of the interface of business with economic, political and social forces.
2. understand basic ethical concepts, their evolution and how they affect business activity.
3. be able to reconcile conflicts between different ethical systems.
4. be able to minimize friction between ethics and non-ethics forces.
5. be familiar with different ethical standards in different sectors of the domestic economy and in the world market.
6. understand how ethical concepts vary with time and place.
7. be cognizant of changes in societal attitudes and their effects on business operations.

COURSE CONCEPTS:

1. Morality and moral philosophy
2. Normative judgments.
3. Ethical and psychological egoism
4. The Divine Command Theory
5. Utilitarianism
6. Theory of Obligation
7. Justice and equality
8. Principle of beneficence
9. Ethics of virtue
10. Moral evolutionism

11. Hedonism vs. morality
12. Relativism

PERFORMANCE REQUIREMENTS:

1. Make a comparative analysis of major ethical systems.
2. Reconcile conflicts between ethical and business action.
3. Critique the ethical philosophy of Immanuel Kant.
4. Illustrate the application of ethical principles in marketing.
5. Trace the evolution of moral philosophy.
6. Distinguish between ethics and morality.
7. Assess the impact and effects of ethics on business law.
8. Discuss the ethical premise that interest is unearned and immoral income.
9. Explain how the businessman could reconcile ethical and economic principles in employment of labour resources.
10. Analyse the socialist argument that profit is based on exploitation of labour and therefore immoral.
11. Reconcile the conflict between free will and morality.
12. Trace the evolution of business ethics since 1900.
13. Discuss the economic value of industry codes of ethics.

BASIC TEXT:

Carroll, Archie B.; Business & Society: Managing Corporate Social Performance.
Boston, MA: Little, Brown & Co.

8. Internet Marketing Strategies

The study of marketing products, services and information to target customers who use the Internet and commercial online services by using online tools and resources in a strategic manner consistent with the company overall marketing program.

COURSE GOALS:

Participants in this course will be expected to:

1. Become familiar with the online tools and resources for Internet marketing.

2. Appreciate the Internet marketing processes.
3. be able to do online market search, advertising and promotion to target customers.
4. Recognize the differences in Internet marketing and traditional marketing.
5. Understand the characteristics of an electronic marketplace of buyers and sellers.
6. Develop the marketing strategies and plans to conduct online transactions.

COURSE CONCEPTS:

1. Search engines and market research
2. Online advertisement models and infrastructure
3. Internet Direct Marketing and database management
4. Internet and knowledge networking
5. Web measurement and tools
6. Internet and relationship marketing
7. Internet and one-on-one marketing
8. Virtual reality and consumer choice and behavior
9. Legal issues of Internet marketing

LEARNING ACTIVITIES

1. Reading assignments
2. Attending electronic classroom
3. Joining online workshops
4. Discussion through electronic action learning groups
5. Reports and projects

PERFORMANCE REQUIREMENTS

1. Compare the following advertisement effectiveness measures: hits, qualified hits, visits and unique users. Which one would you use and why?
2. Studying consumer behavior can be done with the consumer cooperation, such as asking the consumer to answer a questionnaire and then analyzing it. Likewise, it can be done without consumer knowledge (using a cookie or methods used by Double Click). Write a report to compare the two approaches.

3. Access the sites of Pizza Hut and Domino to find what they are doing with respect to take-home orders. Also check their distribution of coupons and any other strategic activities.
4. Your company would like to improve customer services and relationship by means of Internet. Develop a marketing plan for it.
5. Using Internet, search for the Web-sites that use banners, text links, and sponsorships for advertising. Compare the advantages and disadvantages of the different methods.
6. Search for the companies in two different industries that use one-on-one marketing approach. Examine the various features offered.

ASSESSMENT PLAN

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BASICTEXT:

Dr Peter Liao, **Strategic Internet Marketing**, Newport University Press, 2000.

RECOMMENDED REFERENCES

Vassos, T., Strategic Internet Marketing, Indianapolis: Que, 1996

Hoffman, Donna L. and Thomas P. Novak, A New Marketing Paradigm for Electronic Commerce, The Information Society, Special Issue on Electronic Commerce, Jan/March 1996, pp.43-54.

Thissen, Carlene and John Karolefski, Target 2000: The Rising Tide of TechnoMarketing, American Book Company, 1998.

Sterne, Jim, Customer Service on the Internet: Building Relationship, Increasing Loyalty, and Staying Competitive, John Wiley & Sons, 1996.

