

6.1 Module 2: Digital Transformation

Module title			
Digital Transformation			
Module NFQ level	Module number / reference	ECTS Value	Duration
9	MSCIB-DT MBA-DT PDIBM-DT MSGBM-DT PDGBM-DT	5	1 semester
Parent programme(s).		Stage of parent programme	Semester No.
Master of Science in International Business Management.		1	1
Postgraduate Diploma in International Business Management		1	1
MBA in International Business		1	1
Master of Science in Global Brand Management		1	2
Postgraduate Diploma in Global Brand Management		1	2
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	90%		
Workplace			
Online			
Other (Identify)	10% Client visit/client presentation		
Entry requirements (statement of knowledge, skill and competence)			
Learners should normally hold an approved honours degree in a business-related discipline or equivalent qualification from an approved tertiary/or professional institution			
Maximum number of learners per instance of the module	90		
Average (over the duration of the module) of the contact hours per week	3 hours		
Pre-requisite module title(s) (if any)	None		
Co-requisite module title(s) (if any)	None		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
Normal lecture room with internet access and good-quality audio-visual equipment.			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			
Role e.g. Tutor, Mentor etc	Qualifications & experience required:		# of Staff with this profile (WTEs)
Lecturer	Leadership or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third-level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).		0.3

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1: 90	36
Mentoring and small-group teaching		
Other (specify)		
Independent Learning		
Directed e-learning (hours)		12
Independent Learning (hours)		77
Other hours (specify)		
Work-based learning hours of learning effort		
Total Effort (hours)		125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100				100%

6.1.1 Module aims and objectives

The Digital Transformation module aims to provide learners with a comprehensive understanding of the conceptual foundations, strategic implications, and practical applications of digital transformation in business management.

Learners will critically evaluate digital transformation concepts, strategically apply digital technologies, navigate emerging technologies, leverage data-driven decision-making, design and execute integrated digital campaigns, assess and mitigate digital risks, synthesize industry perspectives, collaborate in group environments, and demonstrate effective communication through individual and group assessments. Through a combination of theoretical exploration, practical case studies, and industry engagement, learners will develop the knowledge and skills necessary to lead transformative changes in contemporary business environments.

6.1.2 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

- (i) Critically analyse the concept of digital transformation, its impact on global business and risks, including ethical considerations.
- (ii) Evaluate the role of emerging technologies in reshaping organisational processes.
- (iii) Formulate strategic frameworks for effective digital integration within diverse business environments.
- (iv) Apply data-driven decision-making approaches to enhance organisational performance and user-experience.
- (v) Develop and execute user-centric digital marketing campaigns aligned with business objectives.
- (vi) Apply personal and professional leadership and teamwork skills in the effective management, development and delivery of a client led digital transformation project.

6.1.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

In today's dynamic business landscape, digital transformation stands as a linchpin for sustained competitiveness. The integration of digital technologies is no longer a choice but a strategic imperative for businesses aiming to navigate the complexities of the global market. This module is designed to empower future managers with the critical skills needed to lead and orchestrate digital transformation initiatives. As international businesses increasingly harness technology to enhance customer experiences and streamline operations, a profound understanding of digital transformation becomes integral for effective business management and success. The module's inclusion aligns seamlessly with the evolving demands of the industry and ensures that graduates are well-versed in navigating the intricacies of digital landscapes within the context of global strategies.

Through a strategic blend of theoretical frameworks and practical applications, learners will cultivate critical analytical skills, strategic thinking, and an adept understanding of emerging technologies. The emphasis on real-world case studies and the development of a digital transformation strategy ensures that learners not only grasp theoretical concepts but can also apply them in complex business scenarios. The module fosters a global perspective, equipping learners with the ability to evaluate, strategise, and implement digital initiatives that resonate with diverse markets and contribute to the sustained success of global business.

In that context this module supports the achievements of MIPLOS (i) (ii) (iii) (iv) (v) (vii) (viii) and (x).

6.1.4 Information provided to learners about the module

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy. These materials are given directly by the lecturer but also by the year head as part of the Semester Schedule Handbook for award stage modules of the programme. All content is provided on Moodle as well as access to additional content through the library and online resources. In class, learners are provided with a PowerPoint pack, and extensive reading list, incorporating professional and academic and non-academic sources. Guest lectures will be introduced to ensure practical knowledge and real-life examples will keep the content relevant.

Learners will be supported through an online VLE with the provision of lecture notes and supporting reading materials. Resource support will also be provided for the assignment in both written and video format.

6.1.5 Module content, organisation and structure

Understanding Digital Transformation – 20%

- Definition, evolution, and drivers of digital transformation.
- Theoretical foundations and conceptual frameworks.
- Implications for global business strategies.

Emerging Technologies and Business Innovation – 15%

- Exploration of AI, IoT, blockchain, and their business applications.
- Case studies on successful digital innovations.
- Innovation ecosystems and digital entrepreneurship.

Strategic Planning for Digital Transformation – 20%

- Strategic frameworks for digital integration.
- Aligning digital transformation with organisational goals.
- Identification and application of UX design thinking principles

- Assessing organisational readiness for digital change.

Data-Driven Decision Making - 15%

- Leveraging data analytics for informed decision-making.
- Customer insights, predictive analytics, and business intelligence.
- Ethical considerations in data-driven decision-making.

Digital Campaign Management – 15%

- User-centric digital marketing campaigns.
- Cross-channel strategies and planning.
- UX, CRO and other Optimisation techniques
- Measurement and evaluation of digital campaign success.

Risk Management and Ethical Considerations – 15%

- Identifying and mitigating digital risks.
- Cybersecurity, data privacy, and regulatory compliance.
- Developing ethical frameworks for digital transformation.

6.1.6 Module teaching and learning (including formative assessment) strategy

A mix of lectures, workshops, group discussions and group presentations will be employed as teaching and learning methods for this module. Furthermore, learner engagement and hands-on practical implementation of theory and concepts is regarded as a fundamental part of the delivery strategy. A typical structure of a lecture will involve delivery of the theory, concepts and frameworks in the first part of the session while the second part will serve to practice these tools in a real-life simulation.

Integrated technology-enabled learning tools will play a vital role in supporting classroom activities. Regular use will be made of interactive whiteboards and Learner Response Systems such as Mentimeter and Kahoot. For example, Padlet, an interactive whiteboard, serves as a key learning tool to support the exercise examples outlined above. Finally, helping to develop learner's digital fluency is also an important aspect of this module. Again, practical exercises will be devised that require the use of digital tools. Lecture notes, exercises, assignment details and any additional support materials will also be provided in a module handbook. Extra readings in the form of journal articles and case studies that reinforce theory and practical examples will be provided online.

6.1.7 Work-based learning and practice-placement

There is no work based learning or practical placement in the module.

6.1.8 E-learning

Griffith College uses Moodle, a virtual learning environment, to support its delivery of e-learning activities in the form of peer-to-peer support based around activities where learners give and receive feedback, forums where learners must contribute, formative quizzes and video links.

6.1.9 Module physical resource requirements

Flexible seating is an essential requirement for the classroom setting to facilitate the regular use of group based exercises. Laptops will also be required on a regular basis so the availability of charging points is a requirement.

6.1.10 Reading lists and other information resources

Primary reading

Didner, P. (2015). *Global Content Marketing: How to Create Great Content, Reach More Customers, and Build a Worldwide Marketing Strategy that Works*. New York: McGraw-Hill Education.

Keegan, W. J., & Green, M. C. (2022). *Global Marketing Management*. 7th Edition. New Jersey: Prentice Hall.

Li, C. (2019). *The Disruption Mindset*. Oakton, VA: IdeaPress.

Raskino, M., & Waller, G. (2016). *Digital to the Core: Remastering Leadership for Your Industry, Your Enterprise, and Yourself*. London: Routledge.

Ries, E. (2014). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. New York: Crown Business.

Ross, J. W., Beath, C. M., & Mocker, M. (2019). *Designed for Digital*. Cambridge, MA: MIT Press.

Rowles, D. (2022). *Digital Branding: A Complete Step-by-Step Guide to Strategy, Tactics and Measurement*. 3rd Edition. London: Kogan Page.

Rowles, D., & Brown, T. (2017). *Building Digital Culture: A Practical Guide to Successful Digital Transformation*. London: Kogan Page.

Saldanha, T. (2019). *Why Digital Transformations Fail*. Oakland: Berrett-Koehler Publishers.

Westerman, G., Bonnet, D., & McAfee, A. (2015). *Leading Digital: Turning Technology into Business Transformation*. Boston: Harvard Business Review.

eResources

<https://www.cia.gov/the-world-factbook/>

<https://www.economist.com>

<https://euromonitor.com>

<http://interbrand.com>

<http://mintel.com>

<https://www.worldbank.org/en/publication/worldwide-governance-indicators>

<https://www.neilsen.com>

Journal: Journal of International Marketing

Journal: Research in International Business and Finance

Journal: International Marketing Review

Journal: Journal of International Consumer Marketing

Journal: Journal of Global Marketing

Journal: Journal of Global Marketing Management

6.1.11 Specifications for module staffing requirements

Leadership or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third-level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).

6.1.12 Module summative assessment strategy

The following table indicates the module's learning outcomes' alignment with the assessment used for the module:

No.	Description	MIMLOs	Weighting
1	Individual Assessment	MLO 1,2,6	50%
2	Group Assignment:	MLO 1 - 6	50%

Reassessment/Repeat assessment strategy:

- Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.

6.1.13 Sample assessment materials

Please see sample assessment supplementary document.