|  |  |
| --- | --- |
| Last updated: | Mar 2019 |

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| Post title: | **Associate Professor of Marketing** |
| School/Department: | Southampton Business School |
| Faculty: | Faculty of Social Sciences  |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 6 |
| \*ERE category: | Balanced portfolio |
| Posts responsible to: | Head of Digital and Data Driven Marketing |
| Posts responsible for: | Postgraduate and Undergraduate students, staff |
| Post base: | Office-based/Non Office-based (see job hazard analysis) |

|  |
| --- |
| Job purpose |
| To undertake research in line with the School / Department research strategy, to teach at undergraduate and postgraduate level, and to undertake leadership, management and engagement activities. |

| Key accountabilities/primary responsibilities | % Time |
| --- | --- |
|  | Plan and coordinate a broad research programme and activity in an area of recognised excellence for the University. Act as principal investigator on projects, responsible for defining original research objectives, developing and managing staff, and attracting funding through bids and reputation. Develop and oversee the application of innovative and creative research methodologies and techniques that add to the knowledge/understanding of the subject area. | 40 % |
|  | Develop and sustain a national and international reputation for research and the enhancement of learning and teaching practice by the regular dissemination and explanation of findings through leading peer-reviewed publications, major conferences, or exhibiting work at other appropriate events. Engage in external academic activities in accordance with the School’s research strategy and which enhance the Business School’s national/international research profile, e.g. membership of committees of academic bodies, external examining, journal editorships, etc. |
|  | Manage administrative tasks associated with specified research funding, including risk assessment of programme activities, leading project meetings and preparation of annual reports. Management of procedures required to ensure accurate and timely formal reporting and financial control. |
|  | Contribute to the development of teaching and learning activities of the Department and School. Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars.  | 40 % |
|  | Take responsibility for overseeing, developing and promoting fresh teaching and learning approaches and material, which create interest, understanding and enthusiasm amongst students. Directly supervise students, providing expert advice on learning best practice and helping with learning problems. Identify the learning needs of students and define learning objectives. Promote the use of appropriate media to support student learning. Set and mark coursework and exams, providing constructive feedback to students.  |
|  | Design, develop and deliver an innovative range of programmes and study, sometimes for entirely new courses at various levels. Take responsibility for the quality of the design of existing courses and programmes, continually monitoring, evaluating and revising them to ensure excellence and coherence, identifying areas where current provision is in need of revision or improvement. |
|  | Contribute to the development of research, teaching and learning strategies in the Business School. |
|  | Provide expert advice and subject leadership to other staff and students, including research supervision. | 20 % |
|  | Take on appropriate Departmental/ School coordinating roles to advance student academic development, e.g. act as Senior Tutor, Head of Teaching Programme, Coordinator of Programmes at undergraduate or postgraduate levels, etc. |
|  | Represent the School/Faculty/University in the disciplinary community externally. |
|  | Any other duties as allocated by the line manager following consultation with the post holder. |

| Internal and external relationships |
| --- |
| Member of such School committees relevant to their administrative duties. The post holder will have a role in the setting of strategic objectives for the research theme of which they are a member. Teaching and administrative duties will be allocated by the Head of the Department, within the context of the teaching programmes agreed by Southampton Business School. |

| Special Requirements |
| --- |
| To attend national and international conferences for the purpose of disseminating research results.May be required to contribute to teaching overseas in Singapore.  |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience in MarketingKnowledge of one or more substantive areas of Marketing including Marketing research literature. Teaching qualification (PCAP or equivalent)Well-established national and international reputation in MarketingExtensive track record of teaching at undergraduate and postgraduate level. Extensive track record of developing and disseminating successful learning approachesExtensive track record of published research (minimum ABS 3\* level) in Marketing | Membership of Higher Education AcademyExperience of Marketing practiceInvolvement in national and international events | Application, references, interview & presentation |
| Planning and organising | Proven ability to plan and shape the direction of an area of research and teaching activity, ensuring plans complement broader research and education strategyProven ability to develop innovative research proposals and attract research fundingProven ability to plan, manage, organise and assess own teaching contributionsProven ability in the design of course units, curriculum development and new teaching approaches in the School, taking primary responsibility for their qualityAble to contribute to the development of research and teaching policy within the School | Able to build research/teaching teamsAbility to prioritise and to plan for the effective delivery of research goals  | Application, references, interview |
| Problem solving and initiative | Able to develop significant new concepts and original ideas within own field in response to intractable issues of importance to the research area | Ability to take the initiative in developing research Able to develop understanding of complex problems and apply in-depth knowledge to address them | Application, references, interview |
| Management and teamwork | Able to mentor, manage, motivate and coordinate teaching/research teams, delegating effectively. Able to resolve performance issues and formulate staff development plans, where appropriate, to ensure team aims are metProven ability to manage and deliver own course units and team-taught course units Proven ability to coach, advise and support others (staff and students) on learning and teaching issues.Able to foster and develop good relationships between own School and the rest of the university. Able to work proactively with senior colleagues to develop cross-School and institution cooperation and effectivenessAble to contribute to the running of the School by managing significant School processesAble to monitor and manage resources and budgetsWork effectively in a team, understanding the strengths and weaknesses of others to help teamwork development |  | Application, references, interview |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audienceExtensive track record of presenting research results at group meetings and conferencesExtensive track record of delivering lectures and seminars in courses relating to different aspects of MarketingAble to engage counselling skills and pastoral care, where appropriateAble to persuade and influence at all levels in order to foster and maintain relationships, resolving tensions/difficulties as they arise Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problemsAble to negotiate for the School on key issuesAble to develop and lead key communications strategies | Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problemsAble to present research results at group meetings and conferencesAble to write up research results for publication in leading peer-viewed journals | Application, references, interview & presentation |
| Other skills and behaviours | Compliance with relevant Health & Safety issuesAble to demonstrate alignment with the University’s core values in all areas of work, and champion those behaviours. See Appendix 1 |  | Application, references, interview |
| Special requirements |  |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

|  |  |
| --- | --- |
| [ ]  Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| [x]  No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

|  |  |  |  |
| --- | --- | --- | --- |
| **ENVIRONMENTAL EXPOSURES** | **Occasionally** (<30% of time) | **Frequently**(30-60% of time) | **Constantly**(> 60% of time) |
| Outside work  |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation  |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** |
| ## Food handling  |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV)  |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers)  |  |  |  |
| **PHYSICAL ABILITIES** |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** |
| Face to face contact with public |  | X |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties  |  |  |  |

Appendix 1. Embedding Collegiality

Collegiality represents one of the four core principles of the University; Collegiality, Quality, Internationalisation and Sustainability. Our Southampton Behaviours set out our expectations of all staff across the University to support the achievement of our strategy.

|  |  |
| --- | --- |
| **All staff** | **Behaviour** |
| **Personal Leadership** | I take personal responsibility for my own actions and an active approach towards my development |
| I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly |
| I show pride, passion and enthusiasm for our University community |
| I demonstrate respect and build trust with an open and honest approach |
|   |   |
| **Working Together**  | I work collaboratively and build productive relationships across our University and beyond |
| I actively listen to others and communicate clearly and appropriately with everyone |
| I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish |
| I proactively work through challenge and conflict, considering others’ views to achieve positive and productive outcomes |
|   |   |
| **Developing Others** | I help to create an environment that engages and motivates others |
| I take time to support and enable people to be the best they can |
| I recognise and value others’ achievements, give praise and celebrate their success |
| I deliver balanced feedback to enable others to improve their contribution  |
|   |   |
| **Delivering Quality** | I identify opportunities and take action to be simply better |
| I plan and prioritise efficiently and effectively, taking account of people, processes and resources |
| I am accountable, for tackling issues, making difficult decisions and seeing them through to conclusion |
| I encourage creativity and innovation to deliver workable solutions |
|   |   |
| **Driving Sustainability** | I consider the impact on people before taking decisions or actions that may affect them |
| I embrace, enable and embed change effectively  |
| I regularly take account of external and internal factors, assessing the need to change and gaining support to move forward |
| I take time to understand our University vision and direction and communicate this to others |