

## Compulsory Modules

Title	<u>Managing Finance</u>	<b>Code</b> <b>KCB 01</b>					
<b>Assessment</b> <b>end of module exam</b>	The module covers the key areas of financial accounting and management accounting as well as the sources of finance from corporate finance.						
Module Level & Credit Rating	Level 7 - Masters      15 Credits						
<b><u>Aims</u></b>							
<ul style="list-style-type: none"> <li>• To provide students with an understanding of the concepts, approaches and terminology of accounting and finance.</li> <li>• To develop analytical skills and critical understanding of these areas to enable them to function as managers...</li> </ul>							
<b>Learning Outcomes</b>			Assessed	K	C	P	T
On successful completion of the module the student will be able to:			in this module				
L1	Describe the role and of accounting and finance within a business organisation.	Yes	2				4
L2	Understand the concepts underlying the financial statements and reports	Yes	1 2	1	1		
L3	Explain and critically analyse financial statements	Yes	2		2		
L4	Be able to analyse both short-term and long-term decision scenarios from an accounting and Finance perspective and be able to link this perspective with other discipline approaches.	Yes	1	3 4 7			4

L5	To understand the planning and control process within an organisation and be able to critically evaluate the system.	Yes	2		6	
L6	To know the sources and nature of finance available to a company	Yes	2			

K – Knowledge and Understanding    C –Cognitive Skills    P– Practical Skills  
T– Transferable Skills

### **Learning Experiences**

The module will engage the student in the following types of learning experiences:

30 hours Lectures

120 hours Directed student study

- 1 Lectures to introduce the topics and the key concepts supported by notes and slides.
- 2 Class discussion on the practical applications of the concepts and the limitations of the methodology
- 3 Case exercises and group problem solving exercises.
- 4 Directed self-managed learning by the students using the EQL software packages;  
Understanding Accounts and Management Accounting.
- 5 Individual private study by each student.

### **Assessment Pattern**

An end of module 3-hour examination (100% weighting)

**Section A** is designed to allow students to demonstrate they can analyse a pre-seen financial accounting case study in response to un-seen questions. Students will be allowed to bring in a spreadsheet (which must be submitted) showing any calculations they have done previous to the examination. Students will be expected to show that they have a clear understanding of key concepts and fundamental accounting issues.

**Section B** of the examination will test the student's ability:

1. Identify various management accounting and finance scenarios
2. To analyse the situation, identify the problems.

Based on both quantitative and qualitative approaches recommend course of action...

### **Indicative Content**

- 1 Role and nature of accounting; accounting concepts, accounting standards and regulatory bodies.
- 2 Financial statements; purpose and construction, Profit and Loss account, Balance sheet
- 3 Cash flow and cash flow statements
- 4 Interpretation of financial statements; use of ratio analysis and other information.
- 5 Cost behaviour and costing systems; absorption costing, marginal costing and activity based costing
- 6 Budgeting and the planning process; Budgeting and budgetary control.
- 7 Short-term decision making; relevant cost, limited factor, cost volume profit analysis
- 8 Long-term decision making; Investment appraisal using discounted cash flow approaches including treatment of inflation, taxation and working capital.
- 9 Sources of finance; Financial markets and the financing decision

**Essential Reading:**

Atrill, P, 2006, *Financial Accounting for Non-specialists*, 5th Edition, Prentice Hall.

Elliot, B, and Elliot, J., 2002 *Financial Accounting, Reporting and Analysis, International Edition*, Financial Times Prentice Hall

Drury, C 2000 *Management and Cost Accounting*, 5<sup>th</sup> Edition, Thomson Learning

**Further Reading:**

Berry, A, 1999, *Financial Accounting: An introduction*, 2<sup>nd</sup> Edition, Thomson

O'Regan, P., 2001 *Financial Information Analysis*, Wiley.

Upchurch A, 2002 *Cost Accounting: Principles and Practice* Financial Times, Prentice Hall

Pike, R Neale, B 2003 *Corporate Finance and Investment*, 4<sup>th</sup> Edition, Financial Times Prentice Hall

Palepu, G, Healy, P, Bernard, V, 2000, *Business Analysis and Valuation, using Financial Statements, Text and Cases*, 2<sup>nd</sup> Edition, Thomson

Periodicals and Web Resources:

Journal of Business Finance and Accounting

The British Accounting Review

Accounting and Business Research

FT.com Economist.com Bloomberg.com ACCA.com cimaglobal.com

Bized.ac.uk etc...

**Software:**

EQL – Understand Accounts

EQL – Understand Management Accounting

## Module Definition Form

Title	<i>Managing Markets</i>	<b>Code</b> <b>KCB 02</b>					
<b>Assessment one coursework assignment</b>	This module provides an understanding of key marketing concepts and facilitates application of these to practical marketing problems. The focus will be on the strategic contribution of marketing which enables competitive advantage to be achieved through innovative marketing plans. The module will examine the adaptation of marketing operations to a variety of contexts.						
Module Level & Credit Rating	Level 7 [MASTERS]      15 CREDITS						
Pre-requisites	NO PRE-REQUISITES						
<b><u>Aims</u></b>							
To develop critical understanding of the marketing concept with its focus on customer needs in competitive environments and to explore the relationships between the strategic elements of the marketing plan: objectives, marketing strategy, segmentation, and the marketing mix.							
<b>Learning Outcomes</b>			Assessed in this module	K	C	P	T
On successful completion of the module the student will be able to:							
L1	Analyse the core concepts of marketing and marketing management	Yes	1				
L2	Research and analyse the competitive marketing environment	Yes		6	1		
L3	Develop appropriate marketing strategies in varying contexts	Yes		3	2	6	

L4	Understand & Critically evaluate consumer and organisational behaviour	Yes	1			
L5	Develop and evaluate a marketing plan demonstrating the integration of marketing mix tools to achieve effective implementation of the plan	Yes			4	2

K– Knowledge and Understanding    C–Cognitive Skills    P– Practical Skills    T– Transferable Skills

**Learning Experiences**

The module will engage the student in the following types of learning experiences:

- Class sessions which will comprise overview lectures to introduce key concepts and class discussion of both personal experience and case study material to illustrate and evaluate application of concepts
- Preparatory work on assignments or case study material to develop critical analysis and application of concepts
- Individual private study to extend and deepen knowledge and understanding

**Assessment Pattern****Assignment**

A written assignment of up to 3,500 words consisting of A written discussion of the core concepts of marketing, the competitive environment and the justification and development of a marketing plan for a given case situation. In this assignment, students will be expected to demonstrate creativity skills in the development of marketing strategy and tactics

## **Indicative Content**

1. Defining the marketing concept and marketing orientation. The role of marketing in developing competitive advantage. Ethical, legal, and voluntary considerations.
2. The relationship between marketing and corporate planning. The importance, role and process of the marketing plan.
3. Environmental analysis: The audit process. Analysis from a macro and micro viewpoint. Contribution of internal and external analysis to a marketing audit.
4. Marketing models: basic and complex models of consumer and organisational buyer behaviour. Product life cycle and portfolio analysis tools.
5. Determination of marketing objectives. Segmentation, targeting and positioning of brands. Managing relationships with consumer and business customers, distributors and wider stakeholders.
6. Identifying marketing strategy. Tactical application: planning the NPD process
7. Pricing strategies. Supply Chain Management. Introduction to Promotion mix
8. Evaluation: marketing information systems and control procedures
9. Application to specific markets: b2c, b2b
10. Application to specific markets: services, not for profit, introduction to international. The importance of quality and demand management will be emphasised

**Essential Reading:**

Dibb S, Simkin L, Pride W M & Ferrell O C, 2000. *Marketing Concepts and Strategies*, 4<sup>th</sup> European Edition, Houghton Mifflin

Kotler, Armstrong, Saunders and Wong, 2001. *Principles of Marketing*, 3rd European Edition, Prentice Hall

**Further Reading:**

Baker MJ, 1999. *The Marketing Book*, 4<sup>th</sup> Edition, Butterworth Heinemann

McDonald, M 1999. *Marketing Plans, How to prepare them, How to use them* 4<sup>th</sup> Edition Butterworth Heinemann 1999

**Periodical and Web References:**

Journal of Marketing

Journal of Marketing Management

European Journal of Marketing

Harvard Business Review

Marketing Weekly

Marketing Week Weekly

[www.cba.uh.edu/crim/](http://www.cba.uh.edu/crim/) UK Trade associations:

[www.marketing-society.org.uk](http://www.marketing-society.org.uk)

[www.cim.co.uk](http://www.cim.co.uk)

<http://garnet.acns.fsu.edu/~chofack.homework.html>

<http://www.marketingtools.com/directory/default.htm>

<http://knowledge.wharton.upenn.edu>

### Module Definition Form

<b>Title</b>	<i>Managing Information</i>	<b>Code</b> <b>KCB 03</b>				
<b>Assessment</b> <b>One group presentation and one coursework assignment</b>	This module will examine the importance of Information Systems (IS) in every area of business, both internally and in relation to the external environment. In addition, IS will be examined in the light of recent developments in digital and Internet technologies and e-commerce. A technical overview will be reinforced by an understanding of systems analysis, design and IS/E-commerce strategies					
Module Level & Credit Rating	Level 7 [MASTERS]      15 CREDITS					
Pre-requisites	NO PRE-REQUISITES					
<p><b><u>Aims</u></b></p> <p>To understand the role and types of information systems in the modern competitive environment.</p> <p>To understand the important issues in managing hardware and software components.</p> <p>To appraise alternative methods of developing and managing new systems.</p> <p>To use, manage, integrate and operate IT effectively as a strategic weapon.</p> <p>Manage organisational change more effectively.</p> <p>To understand and evaluate the role of Internet and digital technologies in transforming organisations and business models.</p>						
<b>Learning Outcomes</b>		Assessed in this module	K	C	P	T
On successful completion of the module the student will be able to:						
L1	Identify major hardware and software used in modern businesses	Yes	2		2	
L2	Systematically analyse and critically evaluate the IT requirement of an organisation.	Yes	1 2	1 3	4	1 2

L3	Understand the importance of IT to organisation in gaining competitive advantage.	Yes	2	7		
L4	Manage and develop the IT resource more effectively	Yes	2			
L5	Understand the interaction between IT and stakeholders	Yes	3			

K– Knowledge and Understanding    C –Cognitive Skills    P– Practical Skills    T– Transferable Skills

## **Learning Experiences**

The module will engage the student in the following types of learning experiences:

The teaching and learning methods include:

Lecture sessions (1.5 hours long) that provide a concise explanation of the key concepts, theories and practical issues of IS and e-commerce technologies. The lectures will consist of PowerPoint summary slides allied to elaboration and structured discussion where appropriate.

The lectures will be supplemented by a seminar session (Also 1.5 hours long) whereby smaller groups will work on assignments, exercises and case studies to develop their critical thinking. The seminar sessions will also provide guidance in the preparation and structuring of their coursework.

Individual private study guided by materials provided in lectures and seminars. This should be reinforced by the students' personal learning styles.

## **Assessment methods and weightings:**

Assessment will be through group presentation and assignment where the students will have to demonstrate teamwork based on both research and analytical techniques learnt from the course and problem-solving skills.

### **Assessment 1: 40% of marks**

An in-course assignment which involves group presentation of an IT related case study. It will consist of a group exercise (3-4) students who will be required to do a 15 minute presentation that will critically assess the information needs of the organisation in the chosen case, followed by a 2,000 word written report.

### **Assessment 2: 60% of marks**

An individual written assignment of up to 3,000 words.

## **Indicative Content**

Basic concepts: An overall introduction to IS, the key types of hardware and software applications.

IT in the Digital Economy: The importance of information. Defining the new concepts of the information and knowledge revolution and information/knowledge management.

Management support systems: DSS, ES, AI, EIS and Data Warehousing

The role of networking and intranets. The evolution from electronic data inter-change (EDI) to integrated e-commerce systems.

System Development: Systems analysis and design: The acquisition and development of Information Systems and the initiation of systems development in the organisation.

Implementing and Managing IT: Managing change, BPR, TQM.

Strategic Information Systems for competitive advantage. Value chain and Porter's 5 forces model.

The role of E-commerce and the Internet. Value chain integration using e-commerce systems, from supply chain management to efficient distribution. Accelerated marketing systems.

Impact of IT on individuals and Society: Security, ethical and legal issues.

## Main Texts & Web Sources

### Essential reading:

Bocij, Chaffey Dave *et al complete*, *Business Information Systems: Technology, Development and Management in the E-business*, Prentice Hall(2002); ISBN: 027365540X

Laudon & Laudon *Management Information Systems*, Prentice Hall (2004)

Brown,

*Creating a Business-based IT Strategy*, Chapman & Hall

Chen S,

*The Strategic Management of E-business*, J Wiley & Sons (2001)

### Periodicals and WWW sources:

MIS Quarterly

Sloan Management Review,

CIO Magazine

Information and Management;

International Journal of Human-Computer Studies

Journal of Information Systems Management; Behaviour and Information Technology

Journal of E-business

Journal of Electronic Commerce

Harvard Business Review

Wired Magazine

E-Business

[www.brint.com](http://www.brint.com): An excellent resource on e-commerce and IT related subjects

[www.cnet.com](http://www.cnet.com): portal on IT, especially on hardware and software technologies

<http://www.guardian.co.uk/online/> UK site with current articles on IT

<http://www.computerweekly.co.uk/> An excellent site covering IS and IT news.

[http://www.techweb.com/headlines\\_week/](http://www.techweb.com/headlines_week/) IT news and information portal



### Module Definition Form

<b>Title</b>	<i>Managing People</i>	<b>Code</b>
		<b>KCB 04</b>
<b>Assessment one end of module exam 100%</b>	This module develops insight into organisational behaviour to the management of both individuals and work teams in changing business contexts. The module further seeks to create a critical awareness of current issues in managing individual and team behaviour and the processes of Human Resources Management. The successful student will be able to demonstrate critical understanding of a range of techniques and skills for managing complex individual, team and leadership processes towards the achievement of business objectives.	
Module Level & Credit Rating	Level 7 [MASTERS]      15 CREDITS	
Pre-requisites	NO PRE-REQUISITES	
<p><b><u>Aims</u></b></p> <ul style="list-style-type: none"> <li>• To introduce the student to main concepts, issues and tools relating to the employment and management of an organisation's human resources.</li> <li>• To encourage a critical, analytical &amp; problem-solving approach to People, Organisation &amp; HRM issues in Organisations. And to develop communication and other skills necessary for presenting solutions to people issues in organisations</li> </ul>		
<b>Learning Outcomes</b>		Assessed
On successful completion of the module the student will be able to:		in this module
		K
		C
		P
		T
L1	Demonstrate extensive, detailed knowledge and critical understanding of key organisation behaviour theory and Human Resource Management approaches across a range of changing business contexts. With reference to relevant theories of behaviour.	Yes
		1
		2

L2	Integrate theories and concepts within organisational behaviour towards management and leadership of workers within the process of organisational change and development	Yes	2	2	6	
L3	Describe the role of the Human Resource Management function in managing an organisation's human resources in order to obtain the maximum effectiveness, efficiency and productivity of work and in attempting to balance the interests of internal and external stakeholders.	Yes	2	3		2
L4	Suggest and justify solutions to people-management problems based on the application of the relevant knowledge and understanding.	Yes	2			
L5	Show awareness of the importance of relevant research to develop qualitative & quantitative data in People, Organisation & HRM case studies	Yes		1 6	1	

K– Knowledge and Understanding    C–Cognitive Skills    P– Practical Skills    T–  
Transferable Skills

## **Learning Experiences**

The module will engage the student in the following types of learning experiences:

30 hours Lectures

120 hours Directed student study A mixture of lectures and seminars will be used. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students. Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures. Planned use of student time:

## **Assessment Pattern**

One 3 hour unseen exam 2 essays and 4 short answers

## **Indicative Content**

- 1 Factors affecting the behaviour of individuals in organisations e.g. individuals differences; learning; attitude; perception; motivation; organisational culture.
- 2 Communication between managers, employees and other stakeholders including arrangements for employee consultation and involvement.
- 3 Performance management, including individual development, appraisal and dealing with performance problems.
- 4 The legal and ethical obligations of both employers and employees, including and outline of key employment legislation.
- 5 The position, role and tasks of the HR/Personnel department in the organisations structure and system.
- 6 The strategic role of HR/Personnel in the workforce planning process

**Core Text:**

L.Mullins (2005) Management and Organisational Behaviour, 7<sup>th</sup> ed., Prentice Hall.

**Other texts:**

Huczynski, A & Buchanan, D (2004) *Organizational Behaviour – An Introductory Text*. (5<sup>th</sup> Edition)

FT/Prentice Hall

Vecchio, R.P. (2000) *Organizational Behavior: Core Concepts*. (4<sup>th</sup> Edition) Dryden

**Journals & Websites:**

Journal of Management Studies

Organisations and People

People Management

Management Today

[www.cipd.co.uk](http://www.cipd.co.uk)

<http://www.managementfirst.com>

<http://www.emeraldinsight.com>

<http://www.emeraldinsight.com/jotw/>

<http://sol.brunel.ac.uk/~jarvis/bola/>

### Module Definition Form

<b>Title</b>	<i>Managing Operations</i>	<b>Code</b>				
		<b>KCB 05</b>				
<b>Assessment one end of module exam</b>	This module emphasises the operations management link to strategic success					
Module Level & Credit Rating	Level 7 [MASTERS]      15 CREDITS					
Pre-requisites	NO PRE-REQUISITES					
<b><u>Aims</u></b>						
This module will give students an understanding of modern operations management concepts with emphasis on effectively integrating operations across all areas and adding value and customer satisfaction as the ultimate objective of any firm						
<b>Learning Outcomes</b>		Assessed in this module	K	C	P	T
On successful completion of the module the student will be able to:						
L1	Describe the role of operations management in overall business strategy and recognise the importance of a strategic approach to the development and deployment of organisational operations systems.	Yes	1	7		
L2	Appraise and evaluate a range of approaches appropriate for analysis of operating systems of the organisation [service sector as well as manufacturing enterprises]	Yes		2		3
L3	Evaluate the contribution of operations and supply chain management to competitive advantage. Demonstrate knowledge of the relationship between supply chain management and the concept of competitive advantage	Yes	2	3	6	
L4	Critically assess the characteristics of lean systems that enable competitive advantage.	Yes			2	

K– Knowledge and Understanding    C–Cognitive Skills    P– Practical Skills    T– Transferable Skills

**Learning Experiences**

The module will engage the student in the following types of learning experiences:

30 hours Lectures

120 hours Directed student study

**Assessment Pattern** One 3 hour unseen exam 2 essays and 4 short answers

The teaching and learning methods will primarily be based around a lecture and seminar approach. With extensive use of case studies and student participation. Students will be expected to prepare work in advance for presentation at the seminars and in seminar activities will be presented as a group or individually.

**Indicative Content**

1. Introduction to Operations Management
2. Operations Strategy and Competitiveness
3. Product Design and Process Selection
4. Benchmarking
5. Supply Chain Management
6. Total Quality Management
7. Lean systems & Just-in-Time thinking
8. BPR / Re-engineering,
9. Outsourcing & Shifting Organisation Boundaries
10. Contemporary Issues in Operations Management

## **Main Texts & Web Sources**

### **Essential Reading:**

Krajewski, L. & Ritzman, L. (2002). Operations Management Strategy & Analysis 6th ed, Prentice Hall

### **Further Reading:**

Slack, N. & Lewis, M. (2002). Operations Strategy. Prentice Hall

Stevenson, W. (2002). Operations Management. 7th edition, McGraw Hill

### **Periodical References:**

Computer Weekly

MIT Sloan Management Review

Harvard Business Review

Practitioner Journals: (if appropriate)

## Module Definition Form

Title	<i>Managing Strategy</i>	<b>Code</b> <b>KCB 06</b>					
<b>Assessment one coursework assignment 3000 words</b>	This Module will introduce rigorous strategic methodology within the concept of environmental and organisational change. It covers theory and practical applications relating to strategic determination and direction for organisational survival in highly competitive environments.						
Module Level & Credit Rating	Level 7 [MASTERS]      15 CREDITS						
Pre-requisites	NO PRE-REQUISITES						
<b><u>Aims</u></b>							
<p>1. To introduce students to strategic management concepts and to increase students' awareness of the role that strategic management plays in organisational life and survival.</p> <p>2. To familiarise students with the theories, analytical tools, terminology and language of strategic management.</p> <p>3. To develop critical judgement of strategic issues through application of theory to practice</p>							
<b>Learning Outcomes</b>			Assessed in this module	K	C	P	T
On successful completion of the module the student will be able to:							
L1	Systematically analyse an organisations strengths and weaknesses together with environmental opportunities and threats.	Yes	3				
L2	Apply relevant concepts to strategic decision making and corporate change.	Yes	2		6		
L3	Analyse strategic problems given within case studies and develop effective pragmatic solutions.	Yes		3 7	2	1	
L4	Improve written and communication skills in strategic applications	Yes			3		

L5	Understand organisational processes within the context of corporate strategy and policy.	Yes	2			
L6	Develop a holistic view of an organisation and its interaction with its environment.	Yes	3	4		

K– Knowledge and Understanding    C–Cognitive Skills    P– Practical Skills    T–  
Transferable Skills

### **Learning Experiences**

The module will engage the student in the following types of learning experiences:

The teaching and learning methods include:

- 1 Formal lectures Guest speakers and seminars.
- 2 Case studies. a Business game & videos .

### **Assessment Pattern**

The assessment is designed to provide an opportunity for students to demonstrate the extent to which they have understood the concepts presented in the module

Assessment will be through one individual assignment. The assignment (case study project) is designed to test the ability of students to explore, critically appraise and make balanced assessments of an organisation's competitive position using strategic frameworks learned in the Module.

Students will be assessed on:

- 1 Ability to explore and critically appraise complex and fundamental concepts in strategic management.
- 2 Ability to make balanced and effective assessments of organisations' strategic position.

### **Indicative Content**

1. Fundamental concepts and theories applicable within environmental change.
2. The concept of competitive advantage.
3. Conducting strategic audits (external and internal).
4. Corporate culture and stakeholder analysis.
5. Key factor analysis.
6. Option identification, evaluation and selection.
7. Strategic innovation.
8. Managing strategic knowledge for competitive advantage.
9. Managing uncertainty.

### **Essential Reading:**

- Lynch, R. Corporate Strategy, 2<sup>nd</sup> edition, 2005 Pitman, London.
- Johnson, G and Scholes, K. Exploring Corporate Strategy, Prentice Hall, London.

### **Further Reading:**

- De wit, B and Meyer, R. Strategy: Process, Content, Context. An International Perspective. 2005 Thomson Press.
- Stacey, R. Strategic Management and Organisational Dynamics. Pitman.
- Thompson, J.L. Strategic Management. Chapman Hall, London.
- Various Periodicals [California Management Review & HBR etc.]

All students will be expected to be aware of current business and economic issues through the reading of quality business press e.g. Economist, Financial Times, Sunday Times etc.. – available free on the Internet

- 1 Harvard Business Review: Harvard Graduate School of Business.
- 2 Journal of General Management. Henley Management College.
- 3 Journal of Management Studies: Blackwell
- 4 Long Range Planning: Oxford Pergamon Press.
- 5 McKinsey Quarterly: McKinsey and Co.
- 6 Sloan Management Review: MIT.
- 7 Strategic Management Journal: Wiley.

### **Internet Resources**

Further support materials for this course can be obtained from the Johnson and Scholes web site at:

- 1 <http://cw.prenhall.com/bookbind/pubbooks/johnsonscholes/ema/>

All students will be expected to be aware of current business and economic issues through the reading of quality business press e.g. Economist, Financial Times, Sunday Times etc. - free on the Internet

## Module Definition Form

<b>Title</b>	<i>Research Methods</i>	<b>Code</b> <b>KCB 07</b>				
<b>Assessment</b> <b>one coursework</b> <b>assignment</b>						
Module Level & Credit Rating	Level 7 [MASTERS]      10 Credits					
Pre-requisites	NO PRE-REQUISITES					
<b><u>Aims</u></b>						
<ol style="list-style-type: none"> <li>1 To prepare students for the work that they will carry out in their dissertation</li> <li>2 To introduce students to a range of research philosophies, methodologies, and methods</li> <li>3 To build students' abilities to critically evaluate published work, and critique their own work</li> <li>4 To develop students' skills in data selection, collection, and analysis</li> <li>5 To enhance students knowledge of some of the current debates in academic research</li> </ol>						
<b>Learning Outcomes</b>		Assessed in this module	K	C	P	T
On successful completion of the module the student will be able to:						
L1	Develop a research proposal which will form the basis of the work which they will carry out in their dissertation	Yes		6	3 5 7	3 4 5
L2	Critically analyse published work and identify gaps in current knowledge	Yes	1	2	2	
L3	Demonstrate an enhanced understanding of various methodological approaches that can be applied to management research.	Yes		3 4		

k – Knowledge and Understanding    C –Cognitive Skills    P – Practical Skills

T– Transferable Skill

## **Learning Experiences**

The module will engage the student in the following types of learning experiences:

Teaching and learning will be through a mixture of lectures, computer simulations, group and individual exercises, case studies; seminar discussions and presentations.

## **Assessment Pattern**

Formative assessment: Presentation on Critical analysis of published work  
& choice of methodology (50%)

Summative assessment: Written research proposal (50%)

## **Indicative Content**

- 1 An introduction to research: Research types and purpose. What is academic research? What is non academic research? (E.g. market research; opinion polls; economic indicators; media research).  
Ontology, epistemology, methodology and method.
- 2 Research ethics: confidentiality; plagiarism; copyright; IPR.
- 3 Reviewing the field: Critical analysis of published research. On-line and library research skills.
- 4 Research skills: Writing, presentation and publishing skills. Referencing and cataloguing. Time management.
- 5 Choosing a research question and methodology: Writing research proposals. Types of measurement. Choice of qualitative/quantitative variables. Sources of data
- 6 Quantitative methodologies: surveys; experiments; modelling
- 7 Quantitative methods: sampling; questionnaire design; choosing survey media.
- 8 Principles of quantitative data analysis: Data coding and management; Factor analysis; regression, correlation, causality; extrapolation.
- 9 Quantitative analysis software: Sphinx; MINITAB; Excel; SPSS
- 10 Qualitative methodologies: Ethnography; quasi experiments / action research; history; biography
- 11 Qualitative methods: sampling; interviewing; participant observation; self-reporting; data recording and transcription; critical incident diaries; deep description.
- 12 Principles of qualitative data analysis: Categorising; comparing; the use of narrative
- 13 Qualitative analysis software: Sphinx; NVIVO

**Gill, John, and Johnson, Phil;** (2000) "Research methods for managers"; Paul Chapman Publishing; London

**Greenfield, T.** "Research methods: Guidance for postgraduates", Arnold, 1996

**Bryman, A** (1992) "Quantity and Quality in Social Research" Routledge, London

**Denzin N and Lincoln Y S** "(2000) A Handbook Of Qualitative Research" Sage

**Easterby Smith M; Thorpe, R; and Lowe, A** (1991) "Management Research" Sage UK

**Hague P** (1996) Questionnaire Design Kogan Page

**Hague P, Jackson P** (1996) Do your own market research Kogan Page

**Hughes J** (ed.) (1990) "The Philosophy of Social Research" Longman London 2nd edition

**Phillips, E and Pugh, Derek** (1994) "Getting a PhD" OUP Oxford (2nd edition)

**Yin, Robert;** (1989) "Case study research; design and methods"; Sage Publications; Newbury Park  
Revised Edition

### 3.2. ELECTIVE MODULES

#### Module Definition Form

Title	<i>International Marketing</i>	Code <b>KCB 08</b>
Assessment <b>one end of module exam 60%</b>	This module is designed to give students an insight marketing problems companies face as they move from local to global markets. The problems and issues encountered in market entry are highlighted. Standardisation and adaptation strategies are assessed for their appropriateness to new market situations. The module focuses on strategic marketing issues in business environments and provides students with a comparative framework for understanding the similarities and differences in both marketing systems and macro-environmental variables of different countries. There is a strong practical and problem-solving focus to the module.	
Module Level & Credit Rating	Level 7 [MASTERS]      10 CREDITS	
Pre-requisites	NO PRE-REQUISITES Elective MODULE	

**Aims**

1. To develop an awareness and understanding of the particular difficulties and opportunities posed by marketing in an international context.
2. Develop an awareness of the importance of different cultural perspectives in international markets.
3. To build skills in analysis, evaluation and generation of different strategies and approaches to successful global marketing.
4. To help students appreciate the need to understand the dimensions of the international environments within which marketing decisions are made.
5. To develop students' ability to evaluate the suitability of specific international and global marketing strategies.
6. To build an understanding of risk assessment when conducting business in international markets.

**Learning Outcomes**

On successful completion of the module the student will be able to:

Assessed  
in this  
module

K C P T

		Assessed in this module	K	C	P	T
L1	Understand a wide variety of marketing techniques and models.	Yes	1 2			
L2	Undertake comprehensive analyses of markets, customers and competitors in the international arena.	Yes	3	1 4	2	
L3	Apply customer segmentation techniques in both consumer and organisational markets.	Yes		3		
L4	.Understand the importance of culture in the promotion process.	Yes	3		6	
L5	Apply different market entry techniques to different international situations.	Yes	3		6	
L6	Understand the importance of logistical processes in the international arena.	Yes	3			

L7	Apply risk analysis to different markets under different conditions.	Yes	3			
L8	Develop an international marketing plan	Yes	2 3			

K – Knowledge and Understanding    C– Intellectual Skills    P– Practical Skills

T– Transferable Skills

**Learning Experiences**

The module will engage the student in the following types of learning experiences:

- 1 Formal lectures,
- 2 Directed and undirected reading,
- 3 Case studies, videos,
- 4 Project work and class discussions.

**Assessment Pattern**

:A 3 hours closed book examination

The examination will be in two parts. Part A will consist of a pre-seen mini-case study and the questions relating thereto will not offer any choice. Part B will consist of five theoretical and practical questions relevant to the whole course. Two questions from the five must be answered.

**Indicative Content**

1. The international trading environment and drivers to globalisation.
2. The cultural environment.
3. International marketing research.
4. Managing the international marketing mix: Product management.
5. Managing the international marketing mix: Price.
6. Market entry strategies.
7. Managing the international marketing mix: Place.
8. The management of international logistics
9. Managing the international marketing mix: Promotion.
10. The management of risk in international markets.
11. International marketing planning.

## **Main Texts & Web Sources**

### **Essential Reading:**

1 Doole and Lowe, International Marketing Strategy, Thomson Publishing, 3<sup>rd</sup> edition. ISBN 1-861152-772-1

### **Further Reading:**

- 2 Cateora and Graham. International Marketing, McGraw-Hill, 11<sup>th</sup> edition. ISBN 0-07-11231-1
- 3 Terpstra and Sarathy, Harcourt College Publishers, 8<sup>th</sup> edition.
- 4 Carter, Fifield and Lewis. International Marketing Strategy. Butterworth Heinemann Publishing. 1<sup>st</sup> edition.
- 5 Paliwoda and Thomas. International Marketing, Butterworth Heinemann Publishing, 3<sup>rd</sup> edition.
- 6 Usunier. Marketing Across Cultures. Prentice Hall, 3<sup>rd</sup> edition.

### **Periodical & WWW References:**

- 1 European Journal of Marketing
- 2 The Quarterly Review of Marketing.
- 3 The Journal of Marketing Management

Wto.org Ita.doc.gov/tradestats Worldbank.com Eiu.com Ciafactbook.com

Unilever.com infoexport.gc.ac Gbrands.com Businessweek.com

Brandchannel.com Relationshipmktg.com Globaldistribution.com

Ukcambridge.org/information/introduction/distribution.htm

### Module Definition Form

Title	<i>Marketing Communications</i>	Code <b>KCB 09</b>				
<b>Assessment one coursework assignment</b>	The module identifies the contribution that marketing communications make to corporate and marketing and the variety of communication tools and techniques based on current marketing communication thinking.					
Module Level & Credit Rating	Level 7 [MASTERS]      10 CREDITS					
Pre-requisites	NO PRE-REQUISITES ELECTIVE MODULE					
<b><u>Aims</u></b>						
<p>1 To develop understanding of marketing communications in the context of marketing management and communication theories.</p> <p>2 To explore and the implications of buyer behaviour for marketing communications &amp; creative strategies</p> <p>3 To develop a critical understanding of the communications plan, its strategic elements: objectives, segmentation and brand positioning.</p> <p>4 To develop understanding of major marketing communications tools: advertising, public relations and direct marketing communications as well as sponsorship, events, e-marketing, packaging as applied internally and externally for product and corporate brands.</p>						
<b>Learning Outcomes</b>		Assessed in this module	K	C	P	T
On successful completion of the module the student will be able to:						
L1	Analyse the core concepts of marketing communications within the context of a marketing plan	Yes	1			
L2	Critically analyse relevant communication and buyer behaviour theories	Yes	1		6	
L3	Develop appropriate marketing communications objectives, strategies and positioning statements in varying contexts	Yes	2		1	4

L4	Develop and evaluate a marketing communications plan demonstrating the integration of marketing communication tools to achieve effective implementation	Yes		3 7	2	
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K– Knowledge and Understanding    C–Cognitive Skills    P– Practical Skills    T– Transferable Skills

### **Learning Experiences**

The module will engage the student in the following types of learning experiences:

- lectures to introduce key concepts and class discussion of case study material to illustrate and evaluate application of concepts
- Preparatory work on assignments or case study material to develop critical analysis and application of concepts
- Individual private study to extend and deepen knowledge and understanding

### **Assessment Pattern**

One Assignment Paper presenting a marketing communications proposal.

The assignment requires the students to demonstrate

1. Their ability to develop appropriate marketing communications objectives and strategies
2. Their ability to develop and evaluate a marketing communications plan demonstrating the integration of marketing communication tools to achieve effective implementation of the plan.

### **Indicative Content**

1. Defining marketing communications. Ethical, legal, and voluntary considerations.
2. The importance, role and process of the marketing communications plan. Analysing key issues from the marketing plan as a context for the marketing communications plan.
3. Communication and motivation theories. Response hierarchy models: 'Strong and Weak' theories.
4. Determination of marketing communications objectives for consumer and business customers, intermediaries and wider stakeholders. Creative positioning options.
5. Identifying marketing communication strategy: push, pull and profile. Message strategy. Brand communication versus sales promotion
6. Tactical application: the major communications tools: advertising and media planning.
7. Tactical application: Public relations, sponsorship
8. Tactical application: Direct marketing and e-marketing
9. Application of communications to specific markets: services, not for profit, international.
10. Evaluating: the role of research in marketing communications.

**Essential Reading:**

De Pelsmacker, Geuens and Van den Bergh (2004) *Marketing Communications A European Perspective* Prentice Hall

Fill C (2002) *Integrated Marketing Communications 3<sup>rd</sup> Edition* Prentice Hall

Picton, D, and Broderick A (2001) *Integrated Marketing Communications*, Prentice Hal)

**Further Reading:**

Wilcox, D, 1998 (4<sup>th</sup> edition) *Public Relations Strategies and Tactics*, Harper Collins New York

Bird, D, 2000 (4<sup>th</sup> edition) *Commonsense Direct Marketing*, Kogan Page

Sissors J and Baron R (2002) *Advertising Media Planning 6<sup>th</sup> Edition* McGraw Hill

Butterfield L (1997) *Excellence in Advertising* Butterworth Heinemann

Shimp TA (1997) *Advertising, Promotion and Integrated Marketing Communications* Dryden Press (USA)

**Periodical and WWW References:**

Advertising Quarterly	Quarterly
Journal of Advertising Research	Bi-monthly
Journal of Marketing Communications	Bi-monthly
Campaign	Weekly
Revolution	Monthly
Media Week	Weekly
PR Week	Weekly
Admap	Monthly

Title	<i>Management Accounting</i>				Code <b>KCB 10</b>			
ASSESSMENT  TWO COURSEWORK ASSIGNMENTS A. 40% B. 60%	The focus of the module is to provide students with a critical understanding of the relevance of Management accounting information to decision making in a modern business environment and to develop students abilities to interpret and analyse management accounting information in a business environment whether manufacturing, service or public sector. Coursework will develop both management accounting techniques using IT and an ability to critically reflect as appropriate to the module							
Module Level & Credit Rating	Level 7 [MASTERS] 10 CREDITS							
Pre-requisites	NO PRE-REQUISITES ELECTIVE MODULE							
<b><u>Aims</u></b>								
To enable the student to understand the concepts and theories within management accounting, decision making. To be able to generate and use simple IT management accounting models.								
<b>Learning Outcomes</b> On successful completion of the module the student will be able to:				Assessed in this module	K	C	P	T
L1	Understanding of the Development of management accounting historically and the relationship to various organisational structures			Yes	1 2			
L2	Understanding the Framework of conventional management accounting including budgetary control and performance evaluation			Yes	1			
L3	Understanding Critiques of various management accounting models			Yes	1	2		

L4	Discuss, manipulate, analysis and critically assess management accounting data in a variety of business environments.	Yes		1 3	1	
L5	Apply standard management accounting techniques to business situations	Yes	3			
L6	Ability to assess the management accounting needs of a company	Yes		5	2 6	
L7	Ability to recognise the relevance of IT skills to the management accounting decision making process.	Yes			5	4
L8	Understanding The use and development of management accounting computerised models.	Yes			5	4
L9	The ability to analysis and draw conclusions from unstructured real management accounting situations.	Yes			2	

K– Knowledge and Understanding    C–Cognitive Skills    P– Practical Skills    T– Transferable Skills

## **Learning Experiences**

The module will engage the student in the following types of learning experiences:

- Lectures to introduce the topics and the key concepts supported by notes and slides
- Class discussion on the practical applications of the concepts and the limitations of the methodology
- Problem solving skills will be developed through computer based exercises, case exercises and group problem solving exercises.
- Individual private study by each student

## **Assessment Pattern**

Each coursework assignment will assess the following:

- 1 Critical analysis and problem solving
- 2 Application of management accounting models
- 3 Use of Excel and Word for analysis and presentation of findings
- 4 That the student demonstrates that they have a critical understanding of the nature and operations of management accounting

The First assessment will consist of: A written 2,000 word individual assignment which will test a student's understanding of, and ability to, critically assess management accounting techniques using an appropriate software package.

The second 2,000 word assignment will test the student's ability to apply appropriate management accounting techniques in a decision making environment using a case study approach.

**Indicative Content**

Development of Management Accounting  
Cost analysis for decision making  
Problems of charging for overheads  
Applications of Activity based costing  
Pricing decisions and profitability analysis  
Decision making under uncertainty  
Decision modelling with excel  
Capital investment decisions  
Budgeting for manufacturing, services and public sector  
Standard costing and variance analysis  
Performance measures  
Transfer pricing

**Essential Reading:**

Dury, C 2001 *Management Accounting for Business Decisions*, 2<sup>nd</sup> Edition, Thomson Learning  
Upchurch A, 1998 *Management Accounting: Principles and Practice* Financial Times, Prentice Hall

**Further Reading:**

Dury, C 2000 *Management and Cost Accounting* , 5<sup>th</sup> Edition, Thomson Learning  
Horngren , C etc 1999 *Management and Cost Accounting Practice* Financial Times, Prentice Hall  
Pike, R, Neal, B, 2003, *Corporate Finance and Investment*, 4<sup>th</sup> edition, FT Prentice Hall

**Periodicals & Web Based Resources:**

Management Accounting Research  
British Accounting Review  
Financial Accountability and Management  
Drury-online.com cimaglobal.com accaglobal.com

### Module Definition Form

<b>Title</b>	<i>Corporate Finance</i>	<b>Code</b> <b>KCB 11</b>
<b>Assessment one end of module exam</b>	This module will enable students to gain an insight into corporate finance. The emphasis will be more strategic and applied rather than technical and theoretical. The module will cover both the theory and the practical application of key financial topics relevant to corporate and investment decision-making. It will consider different sources of capital, their valuation and risk/return characteristics, corporate capital structure and dividend distribution decisions, risk management, investment and project appraisal, as well as the valuation of companies and transfer of ownership.	
Module Level & Credit Rating	Level 7 [MASTERS]      10 CREDITS	
Pre-requisites	NO PRE-REQUISITES ELECTIVE MODULE	
<b><u>Aims</u></b>		
To develop students' knowledge and critical understanding of the various theories which underlie corporate finance decisions, as well as the link with other corporate strategic decisions and to provide an introduction to derivate instruments, as well as an appreciation of their growing importance with regard to risk management.		
<b>Learning Outcomes</b>		Assessed
On successful completion of the module the student will be able to:		in this module
		K
		C
		P
		T
L1	Demonstrate critical appreciation of the essential elements of corporate financial management and decision-making.	Yes
		1
		2
L2	Apply theory to practice and critically analyse the difficulties and problems arising.	Yes
		2
		3
		6
L3	Appreciate the importance and interdependence between financing options and other strategic decisions.	Yes
		2
		7

L4	Critically analyse both quantitative and qualitative information and be able to communicate the results both verbally and in writing.	Yes			1	1	4
					2	5	

K– Knowledge and Understanding    C –Cognitive Skills    P– Practical Skills    T– Transferable Skills

### **Learning Experiences**

The module will engage the student in the following types of learning experiences:

- Lectures to introduce the topics and the key concepts supported by notes and slides.
- Class discussion on the practical applications of the concepts and the limitations of the methodology
- Case exercises and group problem solving exercises.
- Individual private study by each student.

### **Assessment Pattern**

End of Module Examination

The examination is designed to provide an opportunity for students to demonstrate the extent to which they have: Part A (50 marks) will be based on a case study issued a week before the examination with the question(s) given in the examination room. Part B (50 marks) will be questions based on parts of the module not The examination will assess the following:

- That the student demonstrates that they have a critical understanding of the nature and operations of corporate financial management and decision-making.
- That the student demonstrates that they understand the various concepts and theories of corporate finance.

The marks are aggregated and a pass mark of 50% for the module is required

## **Indicative Content**

- 1 Financial management objectives; market efficiency.
- 2 Financial markets: Equity, Bond, Money and Foreign exchange.
- 3 Sources of Finance for public and private sector. Valuation of equity and debt.
- 4 Cost of capital and investment appraisal
- 5 Capital asset pricing model; risk premium, underlying assumptions, application and alternatives.
- 6 Mergers and acquisitions; motives, financing and benefits.
- 7 Capital structure; Traditional view and Modigliani & Miller.
- 8 Capital decisions in practice. Adjusted present value.
- 9 Dividend decision; Retention policy and reinvestment of return.
- 10 Direct Foreign Investment, Multinational cost of Capital and Capital Budgeting.
- 11 Overview of major derivatives markets; Futures, Options and Swaps.

### **Essential Reading:**

Pike, R, Neal, B, 2003, *Corporate Finance and Investment*, 4<sup>th</sup> edition, FT Prentice Hall  
Lumby, S, Jones, C, 2003, *Corporate Finance: theory and practice*, 7<sup>th</sup> edition, Thomson.

### **Further Reading:**

Madura, J, 2003, *Financial Markets & Institutions*, 6th Edition, Thompson  
Financial Times, 1998, *Mastering Finance*, FT Prentice Hall  
Shapiro, A, C 2002, *Multinational Financial Management*, 7<sup>th</sup> Edition, Prentice Hall  
Stern J, M, Chew, D, H, 2003, *The Revolution in Corporate Finance*, 4<sup>th</sup> Edition, Blackwell.  
Brealey, R, A, Myers, S, C, 2001, *Principles of Corporate Finance*, 6<sup>th</sup> Edition, McGraw Hill

### **Periodicals and Web Based Resources:**

Journal of Business Finance and Accounting  
Accounting and Business Research  
FT.com Liffe.com Economist.com Marketeye.com

Title	<b>Dissertation</b>				Code			
					<b>KCB 12</b>			
ASSESSMENT	Max 20,000 word dissertation							
Module Level & Credit Rating	Level 7 [MASTERS] 60CREDITS							
Pre-requisites	Research Methods Module							
<b>Aims</b>								
<p>To provide students with the opportunity to synthesise their learning through the application of insights, approaches, models, concepts methodologies and methods they have acquired or become familiar with during the programme.</p> <p>The dissertation will provide students with a vehicle to demonstrate both the extent and level of knowledge they have acquired.</p> <p>It will provide an opportunity to reflect on their own learning and their personal competencies and capabilities and provide a powerful practical demonstration of their own ability to plan and execute a major research project within a defined schedule.</p>								
<b>Learning Outcomes</b>				Assessed in this module	K	C	P	T
On successful completion of the module the student will be able to:								
L1	Apply insight, models, concepts etc. with which the students have become familiar during the programme			Yes	1			
L2	Identify and describe in a formal research proposal a significant organisational challenge or issue and justify an appropriate research based approach to addressing it.			Yes		6		
L3	Demonstrate competence of research methods and methodologies.			Yes		5 6	7	
L4	Demonstrate significant project management skills			Yes			8	1
L5	Demonstrate where appropriate an ability to use computer based competencies for data gathering and analysis			Yes			5	

L6	Demonstrate expert knowledge in a given area covered by the programme.	Yes	1 2	7		
L7	Display effective communication skills	Yes			3	4 5

A – Knowledge and Understanding    B – Intellectual Skills    C – Practical Skills

D – Transferable Skills

### **Learning Experiences**

In addition to the knowledge and insights provided by the Research Methods module during that module students will be given support in determining and formulating their research proposal. Essentially however the dissertation will be driven by the student and will typically involve circa 600 hours of self directed study though support will be available from a Dissertation Supervisor who will have face to face meetings in addition to a range of electronic communications.

### **Assessment Pattern**

Formative feedback will be made available to the student by their Supervisor as the research project progresses.

The completed 20,000 word dissertation will be assessed by two internal markers and will be available for inspection and marking by any appointed external examiner.

Specific guidance on length, format, presentation rules and assessment criteria will be provided in the Student Handbook.

<b>Module Title:</b> A STRATEGIC PERSPECTIVE OF HEALTH CARE MANAGEMENT			
<b>Level:</b> 7	<b>Module Leader:</b> DR. B. SHEPPY	<b>Credit Value:</b> 15	<b>Module code:</b> MASPHM
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Health Care Management	<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.	<b>Pre – requisites per programme (between levels):</b> No Prerequisites	

<p><b>Module aims:</b></p> <p>Health care systems around the world are complex and dynamic. Their characteristics differ greatly across a range of dimensions including commissioning and delivery, the level of competition and financial mechanisms through which systems are funded within a competitive landscape. Different systems around the world vary in the way services are managed yet, regardless of these differences, the need for effective managers and managerial leaders is essential in allowing organizations or professionals to achieve specific goals within the context of a strategic plan. “A Strategic Perspective of Health Care Management” module aims to provide students with the opportunity of acquiring the knowledge and skills that are essential to fulfil a complex management task.</p>
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<b>Learning outcomes:</b>	K	C	P	T
Expected to be able to demonstrate comprehensive awareness of “the roles of managers and management in health care” from a strategic perspective	1 2 3	1 2 6 7	2 3 6	3 4
Expected to be able to systematically analyse health care funding issues and identify appropriate solutions	1 2	1 2 3 7	2 3 6	3 4
Expected to be able to identify strategic solutions in relation to people management issues for a healthcare organisation in terms of “managing people with an emphasis on working with clinicians and healthcare professionals”, “managing results”, “managing change” and “the leadership	1 2 3	2 3 4 7	2 3 6	3 4

Assessment number	Type of assessment	Weighting	Duration (if exam)	Word count (if coursework)
Assessment one	Report	100%	n/a	3500
role of healthcare managers”				
Expected to be able to critically evaluate “the role of governance and the work of health service boards” for a health care organisation				
			1 2	2 4 7
			2 3 6	3 4

K- Knowledge and skills      C – Cognitive skills      P – Practical skills      T -Transferable skills  
understanding

**Assessment (details of indicative assessment are included):**

The assessment will require the learner to produce a report on a selected organisation within the healthcare setting that requires the following:

Demonstrate comprehensive awareness of “the roles of managers and management in health care” from a strategic perspective

Systematically analyse health care funding issues and identify appropriate solutions

Identify appropriate strategic solutions to people related issues in terms of “managing people with an emphasis on working with clinicians and healthcare professionals”, “managing results”, “managing change” and “the leadership role of healthcare managers” critically evaluate “the role of governance and the work of health service boards” and provide appropriate recommendations

The report will account for 100% of the overall grade. Students are expected to demonstrate knowledge of the concepts covered in the module and should be able to assess information given in the case study using appropriate analytical tools.

**Learning and teaching strategies:**

Students have to spend significant amount of time analysing case studies, applying analytical tools and reflecting back to the theory. Learners are also expected to engage into information gathering which will relate to various scenarios within the health care sector, and use that information to conduct analyses utilising appropriate theories, tools and techniques. The results of such analyses will elucidate the learners’ decision

making ability. Group discussions will assist the delivery of the module by enabling learners to share experiences.

Discussion groups can also focus on specific issues and trends in the health care sector.

### **Indicative content:**

The content of the module emphasises the applied element of strategic concepts to different contexts within the health care sector. These concepts include:

Understanding the roles of managers and management in health care  
The basics of good management  
The nature of management  
Managerial skills and qualities  
Strategic decision making and problem solving  
Managing in primary care  
Managing for health improvement  
Managing for primary care service development  
Managing for primary care led commissioning  
Acute care services: traditional, new forms and alternative models

### **Health care funding**

Healthcare funding: an analytical framework  
Functional components of healthcare financing  
Taxation, insurance and out of pocket  
Pressures on costs

### **Managing people:**

working with clinicians and health professionals  
Human resource management and development  
The historical context- the manager professional divide  
Working with doctors in managers and leadership roles  
Organisational structure and culture  
Managing inter-professional relationships

### **Managing results**

Evaluating performance  
Managing results

Performance related pay

### **Managing change**

Determining strategic action

Change management

Making change happen

### **The leadership role of healthcare managers**

Management and leadership

Approaches to successful leadership

### **Governance and the work of health service boards**

Evolving trends in health governance

Forms and roles of health boards in a profit and not profit environment

Developing effective boards

### **Indicative reading:**

#### Essential reading

Goodwin, N., Gruen, R. and Iles, V. (2007) *Managing Health Services*, Maidenhead, Open University Press

#### Further reading

#### Books

Iles, V. and Sutherland, K. (2001) *Managing Change in the NHS: Organisational Change*. London, NCCSDO

Martin, V. and Henderson, E. (2006) *Managing in Health and Social Care*, London, Routledge

Orme, J., Powell, J., Taylor, P and Grey, M. (2007) *Public Health for the 21<sup>st</sup> Century: New*

*Perspectives on Policy, Participation and Practice*, McGraw-Hill International.

Porter, M. E. and Teisberg, E. O. (2006) *Redefining Healthcare : Creating Value-Based*

*Competition on Results*, Harvard Business School Press.

Roemer, M. L. (1991) *National Health Systems of the World*. New York, Oxford University Press.

Stacey, R.D. (2002) *Strategic Management and Organisational Dynamics: The Challenge of*

*Complexity*, 4<sup>th</sup> edition, London: FT Prentice Hall

Wolper, L.F (2003) *Health Care Administration: Planning, Implementing, and Managing*

*Organized delivery Systems*, Jones & Bartlett Publishers

Lynch, R. (2005) *Corporate Strategy*, 4<sup>th</sup> edition, London: FT Prentice Hall

Johnson, J., Scholes, K. and Whittington, R. (2009) *Exploring Corporate Strategy*, 8<sup>th</sup> edition, London: FT Prentice hall

### Electronic databases

Euromonitor

Mintel

### Journals

Academy of Management Journal

Academy of Management review

Strategic Management Journal

Health Care Management Review

British Journal of Health Care Management

Health Care Manager

Health Policy and Planning

Health Care Management Science

Journal of Health Care Management

International Journal for Quality in Health Care

<b>Module Title:</b> COMPARATIVE STUDY OF CONTEMPORARY ISSUES IN HEALTH CARE MANAGEMENT			
<b>Level:</b> 7	<b>Module Leader:</b> Dr. B. SHEPPY	<b>Credit Value:</b> 15	<b>Module code:</b> MCSCIHCM
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Health Care Management	<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.	<b>Pre – requisites per programme (between levels):</b> No Prerequisites	

<b>Module aims:</b>  The module of “Comparative Study of Contemporary Issues in Health Care Management” aims to equip students with a distinct learning experience. The module is resource-based and it will promote the students’ analytical skills, creativity and independent thinking. Learners are provided with the opportunity to develop a subject area of their interest via focusing on a management topic and relating it to the health care sector at both international level (comparative study) and within the learners own choice of health care system. This would form the foundation of the dissertation.
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<b>Learning outcomes:</b> Upon completion of this module, students will be able to:	K	C	P	T
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Critically evaluate the selected management theory within the context of the health care sector at both international level (comparative study) and within the learners own choice of health care system	1 2 3	2 4 6	5 6 8	3 5
Systematically research issues relating to the health care sector at both international level (comparative study) and within the learners own choice of health care system	1 2 3	2 6	5 6	3 5
Collect and critically evaluate secondary data in relation to management issue issues relating to the health care sector at both international level (comparative study) and within the learners own choice of health care system	1 2 3	1 2 4	2 6	3 5
Produce an academic article in a format and structure appropriate for publication in an academic journal.	1	6	3 8	3 5

K- Knowledge and understanding    C – Cognitive skills    P – Practical skills  
T – Transferable skills

**Assessment (details of indicative assessment are included):**

Learners have to choose their own individual topic focusing on a contemporary issue related to health care management and write an article following the format and structure required by an academic journal. All individual topics have to relate to five subject areas given to learners:

- 1) Comparative study of international management approaches
- 2) Managing service quality in the Health Care Sector at both international level (comparative study) and within the learners own choice of health care system
- 3) Stakeholder issues in the Health Care Sector at both international level (comparative study) and within the learners own choice of health care system
- 4) Managing people in the Health Care Sector at both international level (comparative study) and within the learners own choice of health care system
- 5) Marketing in the Health Care Sector at both international level (comparative study) and within the learners own choice of health care system

In addition to the academic article, learners have to submit four analytical bibliographies. That is the analysis and evaluation of four sources which are related to their topic.

Due to the individuality of the assessment as well as ethical and copyright issues, plagiarism is strictly forbidden. For this reason, learners are required to submit their assignments online to Turnitin anti-plagiarism software, print out and submit the originality report along with their assignment.

Assessment	Type of assessment	Weighting	Duration (if	Word count (if
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number			exam)	coursework)
<b>Assessment one</b>	Academic article & analytical bibliographies	100%	n/a	3500

**Learning and teaching strategies:**

Teaching will take the form of seminars, workshops, and one on one tutorials. Students have to attend seminar/workshop sessions on searching and selecting existing sources, contemporary issues in health care management, and writing-up. By week four, students are required to register their topic with their tutor. After week four students are entitled up to four meetings with their tutor who will guide them towards completing the assessed task.

**Indicative content:**

- 1) Contemporary issues in health care management [presentation and discussion of contemporary issues in health care management at both international level (comparative study) and within the learners own choice of health care system]: management approaches, managing service quality, stakeholder issues, managing people and marketing
- 2) Searching existing sources (use of electronic databases, search strategies, hierarchy of data, recording data)
- 3) Reviewing the literature (identifying key sources, relevance, sufficiency, background, methodology, audience of the source)
- 4) Writing-up (developing a line of argument, focus of argument: organisation, composition, abstraction, generalisation, stabilisation, function, evaluation, correlation, coexistence, co-variation, opposition, causation)

**Indicative reading:**

The reading list consists primarily of academic journals from which learners should select relevant articles to produce their own. Use of the electronic catalogue of journals is essential as learners are expected to research and identify suitable sources for their article. Academic articles are the preferred sources as they typically cover contemporary issues in management. While there is no specific essential reading on this list, learners can refer to a research methods book and read related chapters which

will assist them in the development of their own academic article. In this example from Saunders et al (2006) students can refer to the following book chapters: Formulating and clarifying a research topic (chapter 2), critically reviewing of the literature (chapter 3), using secondary data (chapter 8), writing and presenting your project report (chapter 14).

#### Electronic databases

- Business Source Complete
- Emerald Fulltext
- Euromonitor

#### Academic journals

- Health Care Management Review
- British Journal of Health Care Management
- Health Care Manager
- Health Policy and Planning
- Health Care Management Science
- Journal of Health Care Management
- International Journal for Quality in Health Care
- The European Journal of Public Health
- Journal of Health Policy, Politics and Law

#### Books

Saunders, M., Lewis, A. and Thornhill, P. (2006) *Research Methods for Business Students*, 4<sup>th</sup> edition, FT Prentice Hall

Orme, J., Powell, J., Taylor, P and Grey, M. (2007) *Public Health for the 21<sup>st</sup> Century: New Perspectives on Policy, Participation and Practice*, McGraw-Hill International

Jost, T., (2005) *Health Care Coverage Determinations: An International Comparative Study*, McGraw-Hill International

Wolper, L.F (2003) *Health Care Administration: Planning, Implementing, and Managing Organized delivery Systems*, Jones & Bartlett Publishers

Fallon, F.L., Fallon, F.L., Jr., McConnell, C.R., (2007) *Human Resource Management in Health Care: Principles and Practice.*, Jones and Bartlett Publishers

Berkowitz, N.E., (2003) *Essentials of Health Care Marketing*, Jones & Bartlett Publishers

Watson, J., Ovseiko, P., (2005) *Health Care Systems: Major Themes in Health and Social Welfare*, Routledge

Leathard, A., Goodinson-McLaren, S., (2007) *Ethics: Contemporary Challenges in Health and Social Care*, The Policy Press

<b>Module Title:</b>								
IT PROJECT MANAGEMENT								
<b>Level:</b> 7	<b>Module Leader:</b> Dr. B. TERRY		<b>Credit Value:</b> 15	<b>Module code (if known):</b> MITPM				
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Information Technology Management		<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.		<b>Pre – requisites per programme (between levels):</b> No Prerequisites				
<b>Module Aims</b>								
<p>IT software and hardware are introduced into organisations by means of projects. Such projects in order to be successful in terms of deliverables and time and resource control need to be managed. Project Management is essential if this is to be successfully achieved, therefore the aims of this unit are to:</p> <ul style="list-style-type: none"> <li>- enable participants to competently manage a range of IT projects through the</li> <li>- application of appropriate techniques</li> <li>- develop an understanding of the broader context of IT project management.</li> <li>- demonstrate their understanding of both theoretical models of IT project management and practical approaches to the subject.</li> </ul>								
<b>Learning Outcomes</b>				<b>Assessed in this module</b>	<b>K</b>	<b>C</b>	<b>P</b>	<b>T</b>
On successful completion of the module the student will be able to:								
L1	Justify the position of an IT project in the context of the wider business environment by making use of critical reading of current literature.			Yes	1 2 3	5 6 7	6	2 3
L2	Describe the nature of IT projects how they are conceived and implemented.			Yes	1 2 3	5 6 7	6	2 3
L3	Develop and use and justify the need for; Project plans, Work breakdown structures, Critical path analysis in the context of IT projects			Yes	2 3	5 6 7	6	2 3 4
L4	Critically apply the theory of project organisation to the management of IT projects demonstrating conceptual knowledge and appropriate application.			Yes	2 3 7	5 6 7	6	2 3
L5	Identify the essential qualities found in a good IT project manager by critical case study and literature review.			Yes	1 2	5 6 7	6	2 3
L6	Carry out a critical analysis of an IT project and produce a project manager's report.			Yes	2 3	5 6 7	6 7 8	2 3 4

K– Knowledge and Understanding    C –Cognitive Skills    P– Practical Skills    T– Transferable Skills

**Assessment will be through written examination, group presentation and assignment.**

**Assessment 1:** 10% of marks

A group assignment to present a Project Plan using MS Project that requires a group of students to work together.

**Assessment 2:** 30% of marks

An individual written assignment of up to 2,000 words to develop themes identified in the group assignment.

**Assessment 3:** 60% of marks

A three hour examination using a case study to test the students’ understanding of IT project management theory and their ability to apply it to practical situations.

Assessment (the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Details of indicative assessment are included.

<b>Assessment number</b>	<b>Type of assessment</b>	<b>Weighting</b>	<b>Duration (if exam)</b>	<b>Word count (if coursework)</b>
Assessment 1	Coursework	10%		Group Up to 2000
Assessment 2	Coursework	30%		
Assessment 3	Examination	60%	3 hours	

**Learning and Teaching Strategies:**

The module will engage the student in the following types of learning experiences:

The teaching and learning methods include:

Lecture sessions (1 hour long) that provide a concise explanation of the key concepts, theories and practical issues. The lectures will consist of PowerPoint summary slides allied to elaboration and structured discussion where appropriate.

The lectures will be supplemented by a seminar session (Also 1 hour long) whereby smaller groups will work on assignments, exercises and case studies to develop their critical thinking. The seminar sessions will also provide guidance in the preparation and structuring of their coursework.

Individual private study guided by materials provided in lectures and seminars. This should be reinforced by the students’ personal learning styles.



## **INDICATIVE CONTENT:**

- **Organisational framework in relation to IT**
  - Roles and responsibilities
  - Program and project management
  - PRINCE Methodology
- **Lifecycles and approaches in IT Project Management**
  - the project lifecycle
  - lifecycle approaches – waterfall, V model, SSADM, RAD
- **Project profile**
  - Conception, planning, implementation, review
- **Project planning tools for IT Projects**
  - WBS
  - Gantt Charts
  - Network analysis
  - Critical path
  - PM software – MS Project
- **Project planning estimates**
  - Estimating for IT systems projects
  - Estimating for supporting activities
- **Project planning scheduling and resourcing**
  - Scheduling
  - The resource plan
  - Contingency
  - Budgets
- **Monitoring IT project progress**
  - Quality
  - Costs
  - Effort
  - Measures of project performance
- **Exercising project control**
  - Evaluation
  - Corrective actions
  - Change control
- **RisBk management in IT projects**
  - Risk identification
  - Risk assessment
  - Risk management planning and control
  - The risk register
- **IT client management issues**
  - Selling the project
  - Managing expectations
  - Managing change
  - Managing conflict
- **Managing IT suppliers**
- **IT Project team**
- **The nature and role of the IT Project Manager**

Main Texts & Web Sources

**Essential reading:**

Cadle J and Yeates D “Project Management for Information Systems”  
3<sup>rd</sup> Edition FT Prentice Hall

**Supplementary Reading**

Maylor. H. “Project Management” 2<sup>nd</sup> Edn. Ft Prentice Hall (2002)

Burke. R. “Project Management Planning and Control” 4th Edn. Wiley (2000).

Lock. D. “Project Management” 4<sup>th</sup> Edn. Gower. (2000)

Meredith. J & Mantel. S. “Project Management - A Managerial Approach” 4<sup>th</sup> Edn. Wiley.  
(2000).

**Periodicals and WWW sources:**

**[International Journal of Project Management - Elsevier](#)**

Project Management Journal  
MIS Quarterly  
Sloan Management Review,  
Information and Management;  
Journal of Electronic Commerce  
Harvard Business Review  
Wired Magazine

Association of Project Management [www.apm.org.uk](http://www.apm.org.uk)

Project Management Institute [www.projectsmart.co.uk](http://www.projectsmart.co.uk)

Projectsmart [www.projectsmart.co.uk](http://www.projectsmart.co.uk)

Project Manager Today [www.pmtoday.co.uk](http://www.pmtoday.co.uk)

<b>Module Title:</b>								
NETWORKING AND THE INTERNET								
<b>Level:</b> 7	<b>Module Leader:</b> Dr. B. TERRY		<b>Credit Value:</b> 15	<b>Module code :</b> MNTI				
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Information Technology Management		<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.		<b>Pre – requisites per programme (between levels):</b> No Prerequisites				
<u>Module Aims</u> This module aims to provide a comprehensive introduction to the Seven Layer OSI Network Architecture model and to explore its application to Internet systems.								
<b>Learning Outcomes</b> On successful completion of the module the student will be able to:				<b>Assessed in this module</b>	<b>K</b>	<b>C</b>	<b>P</b>	<b>T</b>
L1	Understand the principles behind the OSI Seven Layer model for network architecture			Yes	13	1 3 4	1 2 5	1 5
L2	Understand and place emphasis on the application layer, which has been the high growth area in the internet: the Web, audio and video streaming, content distribution using HTTP and other protocols			Yes	13	1 2 4 5	1 2 3 5	1 4 5
L3	Understand the way that internet services such as TCP/IP and UDP relate to the OSI model			Yes	13	1 2	2 3	1 5
L4	Identify fundamental issues in the transport and network layers			Yes	13	1 2	2 3	1 5
L5	Integrate principles and practice drawn from the internet architecture			Yes	13	1 2	2 3	1 5
L6	Construct and maintain a simple Ethernet network			Yes	13	2 3 4	1 2 5	1 2 5

K– Knowledge and Understanding    C –Cognitive Skills    P– Practical Skills  
T– Transferable Skills

**Assessment will be through written examination and assignment.**

**Assessment 1:** 40% of marks

An individual written assignment of up to 2,000 words to develop themes associated with network design and maintenance

**Assessment 2:** 60% of marks

A three hour examination using a case study to test the students' understanding of Network Theory.

Assessment (the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Details of indicative assessment are included.

<b>Assessment number</b>	<b>Type of assessment</b>	<b>Weighting</b>	<b>Duration (if exam)</b>	<b>Word count (if coursework)</b>
Assessment 1	Coursework	40%		2000
Assessment 2	Examination	60%	3 hours	

**Learning and Teaching Strategies:**

The teaching and learning methods include:

Lecture sessions which will seek to explain the key concepts and theories. Teaching materials will include Powerpoint presentations, whiteboard use and printed handouts.

Lectures will be accompanied by practical workshop sessions in the computer laboratory.

## **Indicative Content**

OSI Seven Layer model for network architecture  
Application, Session and Presentation layers  
Network and Transport layers  
Physical and Data Link layers  
Communication between layers

### **The Application Layer and Internet Services**

Telnet, HTTP and FTP  
DNS  
Secure sockets  
Email: SMTP, POP3, IMAP  
Multimedia  
Digital signatures and cryptography

### **The Network Layer and the Transport Layer**

IP  
TCP  
Routing concepts  
RIP, RIPv2, EIGRP, OSPF, BGP etc

### **Internet Protocols and the OSI model**

HTTP, TCP/IP, UDP  
IPv4, IPv6 and alternatives  
IP addressing  
Congestion control

### **Physical and Data Link layers**

Packet switching networks  
Ethernet  
Wireless networks  
Cellular telephone and satellite networks

### **Client-Server and Multi-Level Architectures**

Client Server Request and Response  
Multi-Level Application Layers  
ODBC, ASP, JSP, PHP

### **A simple Ethernet LAN**

Ethernet, Physical and Data Link concepts  
ARP  
Switching concepts VLANs  
IEEE802.3 Ethernet frame formats

Main Texts & Web Sources

**Essential reading:**

Kurose, James F. and Ross, Keith W. *Computer Networking: A Top-down Approach Featuring the Internet* (2004) Addison Wesley

Forouzan, Behrouz A: *Data Communications Networking* (2006) McGraw Hill

**Further Reading:**

Forouzan, Behrouz A: *Introduction to Data Communications* (1998) McGraw Hill

Tanenbaum, Andrew S: *Computer Networks* (2002) Prentice Hall

Stallings, William: *Data and Computer Communications* (2006) Prentice Hall

<b>Module Title:</b> A STRATEGIC PERSPECTIVE OF GLOBALIZED TOURISM AND HOSPITALITY			
<b>Level:</b> 7	<b>Module Leader:</b> Dr. P. STAVRAKAKIS	<b>Credit Value:</b> 15	<b>Module code:</b> MSPGTH
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Travel, Tourism and Hospitality Management	<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.	<b>Pre – requisites per programme (between levels):</b> No Prerequisites	

**Module aims:**

In the fast growing international Tourism and Hospitality industry, managers need to be able to assess the business environment and take critical decisions. “A Strategic Perspective of Globalized Tourism and Hospitality” module aims to equip learners with the knowledge, cognitive skills, practical skills and transferable skills that are necessary to take strategic decisions within the Tourism and Hospitality sectors.

<b>Learning outcomes:</b>	K	C	P	T
Expected to be able to demonstrate critical awareness of the important issues pertinent to Globalization within Tourism and Hospitality and appropriately advise others	1 2 3	1 2 3 7	2 3	3 4
Expected to be able to demonstrate critical awareness of the application of the strategic marketing concepts within Globalized Tourism and Hospitality and appropriately advise others	1 2 3	1 2 3 7	2 3 6	3 4
Expected to be able to demonstrate critical awareness of the concept of managing destination image including that of the implications of eco-tourism for destination image and appropriately advise others	1 2 3	1 2 7	2 3 6	3 4
Expected to be able to critically analyse the concept of sustainability for a Tourism and Hospitality Organisation within the context of globalization and appropriately advise others	1 2 3	1 2 3 7	2 3 6	3 4
Expected to be able to undertake competitive analysis for a Tourism and Hospitality Organisation from a strategic perspective and appropriately advise others	1 2 3	1 3 7	2 3 6	3 4

K- Knowledge and understanding      C – Cognitive skills      P – Practical skills  
T – Transferable skills

**Assessment (details of indicative assessment are included):**

The assessment will consist of a coursework. A report has to be produced based on a case study. The report will account for 100% of the overall grade. Students are expected to:

Identify and analyse important issues pertinent to Globalization for the case study organisation

Evaluate the marketing strategy of the case study organisation and provide appropriate recommendations

Analyse the relevance of the concept of managing destination image for the case study organisation and provide appropriate recommendations

Undertake competitive analysis for the case study organisation from a strategic perspective and provide appropriate recommendations

Critically analyse the relevance of the concept of sustainability for the case study organisation and provide appropriate recommendations

<b>Assessment number</b>	Type of assessment	Weighting	Duration (if exam)	Word count (if coursework)
<b>Assessment one</b>	Report	100%	n/a	3500

**Learning and teaching strategies:**

Learners have to spend significant amount of time looking at case studies, applying analytical tools and reflecting back to the theory. Learners are also expected to engage into information gathering which will pertain to various business scenarios, and use that information to conduct analyses using appropriate tools and techniques. The results of such analyses will inform the learners' decision making ability. Group discussions will assist the delivery of the module by enabling learners to share experiences. Discussion groups can also focus on specific issues and trends in the hospitality industry.

**Indicative content:**

The content of the module emphasises the applied element of strategic management themes to hospitality contexts. These themes include:

**Introduction to Tourism and Hospitality within the context of Globalization**

The concept of tourist area life cycle; Globalization trends for Tourism and Hospitality industry; The market drivers; Consumer pressures

**Globalization within Tourism and Hospitality**

Strategic implications; Costs and benefits; Global trends in Tourism and Hospitality with a particular focus on South America, Asia Pacific and the Middle East

**Marketing for Globalized Tourism and Hospitality**

The evolution of Tourism and Hospitality marketing; Consumer behaviour, holiday maker classifications and tourist behaviour modelling; Strategic marketing within the Tourism and Hospitality industry; The application of marketing mix within the Tourism and Hospitality industry; The role of Information Technology and the Internet for marketing purposes; The role of advertising in managing destination image; Branding strategy for Tourism and Hospitality within a Global setting

**Managing destination image**

The image formation process; The concept of eco-tourism; The costs and benefits of eco-tourism implications for destination image

**Sustainability within Globalized Tourism and Hospitality**

Sustainability overview and events; The concept of sustainability; The concept of development; The concept of needs; The concept of future generations; Types of sustainability

**Competitive analysis of resorts: A strategic perspective**

Strategy formation: An introduction; Competitive strategies in Tourism and Hospitality; Strategy implementation; Implementing growth policies; Defensive strategies; The orientation of corporate firms to expansion; Factors determining the implantation of growth strategies; Strategic sustainability; Screening options

**Indicative Reading:****Essential reading**

Knowles, T., El-Mourhabi, J. and Diamantis, D. (2004), *The Globalization of Tourism and Hospitality: A Strategic Perspective*, 2<sup>nd</sup> Revised Edition, Thomson Learning

### **Further reading**

Tribe, J. (1996) *Corporate Strategy for Tourism*, London: Thomson Learning

Nykiel, R. A (2005), *Hospitality Management Strategies*, Prentice Hall

Harrison, S. J and Enz, C. A (2004) *Hospitality Strategic Management: Concepts and Cases*, Wiley

Brotherton, B (2000) *An Introduction to the UK Hospitality Industry: A Comparative Approach*, Butterworth Heinemann

Mullins, L (2001) *Hospitality Management and Organisational Behaviour*, 4<sup>th</sup> Edition, Longman

O' Halloran, R. M, Jarvis, K. and Allen Chabot, A. M (2006) *Cases in Hospitality and Tourism Management*, Prentice Hall

Brotherton, B (2003) *International Hospitality Industry: Structure, Characteristics and Issues*, Oxford: Butterworth Heinemann

De wit, B and Meyer, R. Strategy: Process, Content, Context. An International Perspective. 2005 Thomson Press

Johnson, J., Scholes, K. and Whittington, R. (2007) *Exploring Corporate Strategy*, 8<sup>th</sup> edition, London: FT Prentice hall

### **Electronic databases**

Euromonitor  
Mintel

### **Journals**

- Cornell HRA Quarterly
- International Journal of Contemporary Hospitality Management
- International Journal of Hospitality and Tourism Administration
- International Journal of Hospitality Management
- Journal of Hospitality and Leisure Marketing
- Journal of Hospitality and Tourism Research
- Leisure and Hospitality Business

- Tourism and hospitality Research
- Strategic Management Journal

<b>Module Title:</b> CONTEMPORARY ISSUES IN MANAGING SERVICE QUALITY WITHIN TOURISM AND HOSPITALITY			
<b>Level:</b> 7	<b>Module Leader:</b> Dr. P. STAVRAKAKIS	<b>Credit Value:</b> 15	<b>Module code:</b> MCIMSQTH
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Tourism and Hospitality Management	<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.	<b>Pre – requisites per programme (between levels):</b> No Prerequisites	

**Module aims:**

“Contemporary Issues in Managing Service Quality within Tourism and Hospitality” module aims to provide learners a different learning experience on the basis that it is resource-based and promotes the learners’ creativity and independent thinking. By addressing a service quality management issue and relating it to the Tourism and Hospitality industry learners are given freedom to select a subject area of their interest which may form the foundation of their dissertation.

<b>Learning outcomes:</b> Upon completion of this module, students will be able to:	K	C	P	T
Critically evaluate theories related to service quality management within the context of Tourism and Hospitality	1 2 3	2 4 6	5 6 8	3 5
Systematically research issues that impact on service quality management within the sphere of Tourism and Hospitality.	1 2 3	2 6	5 6	3 5
Collect and critically evaluate secondary data in relation to service quality management within the context of Tourism and Hospitality	1 2 3	1 2 4	2 6	3 5

Produce an academic article in a format and structure appropriate for publication in an academic journal.	1	6	3 8	3 5
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K- Knowledge and understanding    C – Cognitive skills    P – Practical skills  
T – Transferable skills

**Assessment (details of indicative assessment are included):**

Learners have to choose their own individual topic focusing on a contemporary issue related to service quality management and write an article following the format and structure required by an academic journal. All individual topics have to relate to five subject areas given to learners:

1. Measurements of customer satisfaction
2. Cross-cultural service satisfaction
3. Creation and maintenance of social interaction linkages between staff and customers
4. Identification and evaluation of destination performance
5. Improvement of service quality

In addition to the academic article, learners have to submit four analytical bibliographies. That is the analysis and evaluation of four sources which are related to their topic.

Due to the individuality of the assessment as well as ethical and copyright issues, plagiarism is strictly forbidden. For this reason, learners are required to submit their assignments online to Turnitin anti-plagiarism software, print out and submit the originality report along with their assignment.

Assessment number	Type of assessment	Weighting	Duration (if exam)	Word count (if coursework)
Assessment one	Academic article & analytical bibliographies	100%	n/a	3500

**Learning and teaching strategies:**

Teaching will take the form of seminars, workshops, and one on one tutorials. Students have to attend seminar/workshop sessions on searching and selecting existing sources, contemporary issues in hospitality management, and writing-up. By week four, students are required to register their topic with their tutor. After week four students are entitled up to four meetings with their tutor who will guide them towards completing the assessed task.

**Indicative content:**

- 1) Contemporary issues in managing service quality within Tourism and Hospitality (presentation and discussion of contemporary issues in managing service quality within tourism and hospitality: Measurements of customer satisfaction; Cross-cultural service satisfaction; Creation and maintenance of social interaction linkages between staff and customers; Identification and evaluation of destination performance; Improvement of service quality)
- 2) Searching existing sources (use of electronic databases, search strategies, hierarchy of data, recording data)
- 3) Reviewing the literature (identifying key sources, relevance, sufficiency, background, methodology, audience of the source)
- 4) Writing-up (developing a line of argument, focus of argument: organisation, composition, abstraction, generalisation, stabilisation, function, evaluation, correlation, coexistence, co-variation, opposition, causation)

**Indicative reading:**

The reading list consists primarily of academic journals from which learners should select relevant articles to produce their own. Use of the electronic catalogue of journals is essential as learners are expected to research and identify suitable sources for their article. Academic articles are the preferred sources as they typically cover contemporary management issues. While there is no specific essential reading on this list, learners can refer to a research methods book and read related chapters which will assist them in the development of their own academic article. In this example from Saunders et al (2006) students can refer to the following book chapters: Formulating and clarifying a research topic (chapter 2), critically reviewing the literature (chapter 3), using secondary data (chapter 8), writing and presenting your project report (chapter 14).

Electronic databases

- Hospitality and Tourism Complete
- Business Source Complete
- Emerald Fulltext
- Mintel

- Euromonitor

Academic journals

- Journal of Tourism & Hospitality Research
- Journal of Quality Assurance in Hospitality & Tourism
- Journal of Hospitality and Tourism Management
- International Journal of Contemporary Hospitality Management
- Cornell HRA Quarterly
- International Journal of Contemporary Hospitality Management
- International Journal of Hospitality and Tourism Administration
- International Journal of Hospitality Management
- Journal of Hospitality and Leisure Marketing
- Journal of Hospitality and Tourism Research
  
- Leisure and Hospitality Business
- Tourism and hospitality Research

Books

- Saunders, M., Lewis, A. and Thornhill, P. (2006) *Research Methods for Business Students*, 4<sup>th</sup> edition, FT Prentice Hall
  
- Uysal, M and Williams, J. A (2004) *Current Issues and Development in Hospitality and Tourism Satisfaction*, 1<sup>st</sup> Edition, Routledge
  
- Kandampully, J., Mok, C and Sparks, B (2001) *Service Quality Management in Hospitality, Tourism and Leisure*, 1<sup>st</sup> Edition, Routledge
  
- Brotherton, B. (2003) *International Hospitality Industry: Structure, Characteristics and Issues*, Oxford: Butterworth Heinemann
  
- Williams, J.A. and Uysal, M. (2003) *Current Issues and Development in Hospitality and Tourism Satisfaction*, New York: Haworth Hospitality Press
  
- Veal, A.J. (2006) *Research Methods for Leisure and Tourism: A Practical Guide*, 3<sup>rd</sup> edition, NJ: FT Prentice Hall

<b>Module Title:</b> RECRUITMENT, SELECTION, ASSESSMENT, PERFORMANCE AND REWARD			
<b>Level:</b> 7	<b>Module Leader:</b> Ms. N. O' Sullivan	<b>Credit Value:</b> 15	<b>Module code :</b> MRSAPR
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Human Resource Management	<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.	<b>Pre – requisites per programme (between levels):</b> No Prerequisites	

**Module aims:**

The module of “Recruitment, Selection, Assessment, Performance and Reward” aims to provide the learners with the knowledge, cognitive skills, practical skills and transferable skills in relation to “recruitment”, “selection”, “assessment”, “performance” and “reward” within the discipline of Human Resource Management.

The successful learner will be able to demonstrate critical awareness of the applicability of a range of techniques and skills related to “recruitment”, “selection”, “assessment”, “performance” and “reward” within a wide array of organisational contexts.

<b>Learning outcomes:</b>	K	C	P	T
Expected to be able to critically evaluate the important theories and techniques related to “recruitment”, “selection”, “assessment”, “performance” and “reward” within the discipline of Human Resource Management	1 2	2	2	2 3 4
Expected to be able to demonstrate critical awareness of the ethical and legal issues surrounding “recruitment”, “selection”, “assessment”, “performance” and “reward” and an ability to critically analyse the relevance of the ethical and legal issues in relation to “recruitment”, “assessment”, “performance” and “reward”.	1 2 3	2 3 4	2	2 3 4
Expected to be able to recommend and justify managerial solutions appropriate to the organisational context in terms of “recruitment”, “selection”, “assessment”, “performance” and “reward” from a strategic perspective	1 2 3	4 6 7	2 3 6	3 4
Expected to be able to demonstrate critical awareness of the methods utilised to assess the success of techniques employed in relation to “recruitment”, “selection”, “assessment”, “performance” and “reward”	1 2	4 5 7	2 3 6	3 4

K- Knowledge and understanding      C – Cognitive skills      P – Practical skills  
 T - Transferable skills

**Assessment (details of indicative assessment are included):**

The assessment will consist of a case study whereby the student will have to:

- demonstrate critical awareness of a range of theories, techniques and skills for managing the processes of “recruitment”, “selection”, “assessment”, “performance” and “reward” within the discipline of Human Resource Management.
- demonstrate critical awareness of the legal and ethical implications relevant to the context of the case study
- recommend and justify managerial solutions after considering the alternatives
- propose appropriate measures after weighing the alternatives, to monitor the success of the recommended solutions

Due to the individuality of the assessment as well as ethical and copyright issues, plagiarism is strictly forbidden. For this reason, learners are required to submit their assignments online to Turnitin anti-plagiarism software, print out and submit the originality report along with their assignment.

Assessment number	Type of assessment	Weighting	Duration (if exam)	Word count (if coursework)
Assessment one	Report	100%	n/a	3500

**Learning and teaching strategies:**

Teaching will be based around lectures, seminars, group work, case studies, critical reading and discussions. The lectures are for imparting the necessary concepts in terms of theories and techniques. During the seminars, video materials will be used to substantiate the theories and techniques raised during the formal lectures. There will be student and tutor led sessions that will consider the video materials as well as case studies to increase the awareness of practical issues. Group work will also be part of this approach. In addition, at least one guest speaker from the corporate world will be invited to present the viewpoints of the Human Resource Management practitioner. Sharing of information amongst students, gathered via research will also be positively encouraged.

**Indicative content:**

Relationship between “recruitment”, “selection”, “assessment”, “performance” and “reward”

Competency based approach towards “recruitment”, “selection”, “assessment”, “performance” and “reward”

Recruitment and selection: A practical approach

Assessment of performance – the appraisal process

Connecting individual performance to organizational objectives

Reward – designing of reward system in line with organizational strategy

Performance and Rewards – the new ideology ( a competency based approach)

Legal and ethical issues related to “recruitment”, “selection”, “assessment”, “performance” and “reward”

Methods for evaluating success of the techniques of “recruitment”, “selection”, “assessment”, “performance” and “reward”

**Indicative reading:****Core Texts**

Roberts, G. (2005) *Recruitment and Selection*, London: CIPD

Armstrong, A. and Baron, A. (2004) *Managing Performance*, 2<sup>nd</sup> edition, London: CIPD

Perkins, S, J. and White, G. (2008) *Employee Reward: Alternatives, Consequences and Contexts*, London: CIPD

Brewster, C., Sparrow, P. and Vernon, C. (2007) *International Human Resource Management*, 2<sup>nd</sup> edition, CIPD: London

**Other Texts**

## Recruitment and Selection

Cooper, D., Robertson, L.T. and Trinline, G. (2003) *Recruitment and Selection: A framework for Success*, New Edition, London: Thompson Learning

Anderson, N. and Shackleton, V. (1993) *Successful Selection Interviewing*, Oxford: Blackwell

Sparrow, R.P. (2006) *International Recruitment, Selection and Assessment*, London: CIPD

Cook, M. (2003) *Personnel Selection: Adding value through people*, 4<sup>th</sup> edition, Chichester: Wiley

Lindley, P., (Ed). (2000) *Review of personality assessment instruments (Level B)*, 2<sup>nd</sup> edition, Leicester: British Psychological Society

## Appraisal and Reward

Aguinis, H. (2008) *Performance Management*, 2<sup>nd</sup> edition, Prentice Hall

Williams, R., S. (2002) *Managing Employee Performance: Design and Implementation in Organizations*, 2<sup>nd</sup> edition, London: Thompson Learning

Armstrong, M. (2002) *Employee Reward*. London: CIPD

Marchington, M. and Wilkinson, A. (2002) *People Management and Development*, 2<sup>nd</sup> edition, London: CIPD

Thorpe, R. and Horman, G. (2000) *Strategic Rewards Systems*, London: FT Prentice Hall.

## Academic journals

People Management

International Journal of Human Resource Management

Human Resource Management Journal

Human Resource Management Review

International Journal of Productivity and Performance Management

Journal Performance Management

International Journal of Business Performance Management

Journal of Management Studies

Organisations and People

Employment Review

Employee Relations

British Journal of Industrial Relations

Management Today

## Electronic databases

- Business Source Complete

- Emerald Fulltext

- Euromonitor

<b>Module Title:</b> CONTEMPORARY ISSUES IN INTERNATIONAL HUMAN RESOURCE MANAGEMENT			
<b>Level:</b> 7	<b>Module Leader:</b> Ms. N. O' Sullivan	<b>Credit Value:</b> 15	<b>Module code:</b> MCIHRM
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Human Resource Management; MBA with a pathway in International Management	<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.	<b>Pre – requisites per programme (between levels):</b> No Prerequisites	

**Module aims:**

The module of “Contemporary Issues in International Human Resource Management” aims to equip students with a unique learning experience. The module is resource-based and it will promote the students’ analytical skills, creativity and independent thinking. Learners are provided with the opportunity to develop a subject area of their interest via focusing on a Human Resource Management topic at both international level (comparative study) and within the learners’ own cultural context of Human Resource Management System, which may form the foundation of their dissertation.

<b>Learning outcomes:</b>	K	C	P	T
Critically evaluate the selected topic within the sphere of Human Resource Management at both international level (comparative study) and within the learners own cultural context of Human Resource Management approach	1 2 3	2 4 6 7	6	3
Systematically research contemporary issues relating to the selected topic of Human Resource Management at both international level (comparative study) and within the learners own cultural context of Human Resource Management approach	1 2 3	2 6 7	6	3
Collect and critically evaluate secondary data in relation to contemporary issues within the selected area of Human Resource Management at both international level (comparative study) and within the learners own cultural context of Human Resource Management approach	1 2 3	1 2 4 7	2 6	3 5

Produce an academic article in a format and structure appropriate for publication in an academic journal.	1	2 6	3 8	3 4 5
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K- Knowledge and understanding      C – Cognitive skills      P – Practical skills  
T – Transferable skills

**Assessment (details of indicative assessment are included):**

Learners have to choose their own individual topic focusing on a contemporary issue related to international human resource management and write an article following the format and structure required by an academic journal. All individual topics have to relate to contemporary issues of four subject areas given to learners:

- 1) The relevance of Leadership to the selected topic within the sphere of Human Resource Management at both international level (comparative study) and within the learners' own cultural context of Human Resource Management approach
- 2) The relevance of Managing Change to the selected topic within the sphere of Human Resource Management at both international level (comparative study) and within the learners' own cultural context of Human Resource Management approach
- 3) The relevance of Training and Development to the selected topic within the sphere of Human Resource Management at both international level (comparative study) and within the learners' own cultural context of Human Resource Management approach
- 4) The relevance of Managing Diversity to the selected topic within the sphere of Human Resource Management at both international level (comparative study) and within the learners' own cultural context of Human Resource Management approach

In addition to the academic article, learners have to submit four analytical bibliographies. That is the analysis and evaluation of four sources which are related to their topic.

Due to the individuality of the assessment as well as ethical and copyright issues, plagiarism is strictly forbidden. For this reason, learners are required to submit their assignments online to Turnitin anti-plagiarism software, print out and submit the originality report along with their assignment.

Assessment number	Type of assessment	Weighting	Duration (if exam)	Word count (if coursework)
Assessment one	Academic article & analytical bibliographies	100%	n/a	3500

**Learning and teaching strategies:**

Teaching will take the form of seminars, workshops, and one on one tutorials. Students have to attend seminar/workshop sessions on searching and selecting existing sources, contemporary issues in health care management, and writing-up. By week four, students are required to register their topic with their tutor. After week four students are entitled up to four meetings with their tutor who will guide them towards completing the assessed task.

**Indicative content:**

- 1) Contemporary issues in International Human Resource Management [presentation and discussion of contemporary issues in Human Resource Management at both international level (comparative study) and within the learners own cultural context of Human Resource Management approach]: Leadership, Managing Change, Training and Development and Managing Diversity
- 2) Searching existing sources (use of electronic databases, search strategies, hierarchy of data, recording data)
- 3) Reviewing the literature (identifying key sources, relevance, sufficiency, background, methodology and audience of the source)
- 4) Writing-up (developing a line of argument, focus of argument: organisation, composition, abstraction, generalisation, stabilisation, function, evaluation, correlation, coexistence, co-variation, opposition, causation)

**Indicative reading:**

The reading list consists primarily of academic journals from which learners should select relevant articles to produce their own. Use of the electronic catalogue of journals is essential as learners are expected to research and identify suitable sources for their article. Academic articles are the preferred sources as they typically cover contemporary issues in management. While there is no specific essential reading on this list, learners can refer to a research methods book and read related chapters which will assist them in the development of their own academic article. In this example from Saunders et al (2006) students can refer to the following book chapters: Formulating and clarifying a research topic (chapter 2), critically reviewing of the literature (chapter 3), using secondary data (chapter 8), writing and presenting your project report (chapter 14).

Electronic databases

- Business Source Complete
- Emerald Fulltext

- Euromonitor

Academic journals

People Management

International Journal of Human Resource Management

Human Resource Management Journal

Human Resource Management Review

Leadership

Leadership and Organization Development Journal

Journal of Change Management

Journal of Organizational Change Management

Employment Review

Employee Relations

British Journal of Industrial Relations

The International Journal of Diversity in Organisations, Communities and Nations

Books

Saunders, M., Lewis, A. and Thornhill, P. (2006) *Research Methods for Business Students*, 4<sup>th</sup> edition, FT Prentice Hall

Brewster, C., Sparrow, P. and Vernon, C. (2007) *International Human Resource Management*, 2<sup>nd</sup> edition, CIPD: London

Redman, T. and Wilkinson, A. (2005) *Contemporary Human Resource Management: Text and Cases*, 2<sup>nd</sup> edition, Financial Times / Prentice Hall

Pierce, J. and Newstorm, J. (2006) *Leaders and the Leadership Process: Reading, self assessments and applications*, 4th edition, McGraw-Hill: New York

Yukl, G. (2006) *Leadership in Organizations*, 6<sup>th</sup> edition, Prentice Hall

Balogun, J. and Hope Hailey, V. (2004) *Exploring Strategic Change*, FT Prentice Hall: London

Harrison, R. (2005) *Learning and Development*, 4th edition, CIPD: London

Goldstein, I.L. and Ford, J.K. (2002) *Training in Organizations: Needs Assessment, Development and Evaluation*, 4th edition, Brooks Cole: Monterey, California

Kandola, P. (2006) *Managing Diversity*, CIPD: London

Kirton, G. and Greece, A. (2004) *The Dynamics of Managing Diversity: A Critical Approach*, 2<sup>nd</sup> edition, Butterworth-Heinemann

<b>Module Title:</b> FINANCIAL MARKETS AND APPLIED STRATEGY FOR BANKS AND FINANCIAL INSTITUTIONS			
<b>Level:</b> 7	<b>Module Leader:</b> Mr. C. Biggs	<b>Credit Value:</b> 15	<b>Module code:</b> MFMASBFI
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Banks and Financial Institutions Management	<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.	<b>Pre – requisites per programme (between levels):</b> No Prerequisites	

<b>Module aims:</b>
<ol style="list-style-type: none"> <li>To develop the learners’ ability to demonstrate critical awareness of the important issues related to the structure and process of different financial markets.</li> <li>To facilitate the process of the learners acquiring analytical skills that will help them in the decision making on a range of issues related to structure and process of different financial markets.</li> <li>To develop the successful learner to become capable of functioning in varying strategic roles within the sphere of Banking and Finance.</li> </ol>

<b>Learning outcomes:</b>	K	C	P	T
Expected to be able to demonstrate critical awareness of macro economics, monetary theory, factors that impact on foreign currency fluctuations and risk mitigation techniques, the role of Central Bank and important themes pertinent to financial markets structure and process	1 2	2	2	2 3 4
Expected to be able to critically analyse the issues related to monetary policy, currency and interest rate risk, political risk, sovereign credit risks associated with emerging and third world markets and opportunities for speculators, hedgers and intermediation/arbitrage in relation to specific topics in banking and finance	1 2 3	2 3 4	2	2 3 4
Expected to be able to develop and recommend appropriate strategies by taking into consideration of the relevant issues within the sphere of “financial markets structure and process” and justify them	1 2 3	4 6 7	2 3 6	3 4
Expected to be able to critically evaluate the practical implications and the limitations of the recommended strategies	1 2	4 5 7	2 3 6	3 4

K- Knowledge and understanding      C – Cognitive skills      P – Practical skills  
 T – Transferable skills

**Assessment (details of indicative assessment are included):**

The assessment will require the learner to produce a report on a selected Banking and/or Financial Institution that requires the following:

- demonstrate critical awareness of macro economics, monetary theory, factors that impact on foreign currency fluctuations and risk mitigation techniques, the role of Central Bank and important themes relevant to financial markets structure as appropriate to the selected Banking and/or Financial Institution
- critically analyse the issues related to monetary policy, currency and interest rate risk, political risk, sovereign credit risks associated with emerging and third world markets and opportunities for speculators, hedgers and intermediation/arbitrage in relation to specific topics as related to the selected Banking and/or Financial Institution
- recommend appropriate strategies for the selected Banking and/or Financial Institution by taking into consideration of the relevant issues within the sphere of “financial markets structure and process” and justify them
- critically evaluate the practical implications and the limitations of the recommended Strategies for the selected Banking and/or Financial Institution

Due to the individuality of the assessment as well as ethical and copyright issues, plagiarism is strictly forbidden. For this reason, learners are required to submit their assignments online to Turnitin anti-plagiarism software, print out and submit the originality report along with their assignment.

<b>Assessment number</b>	Type of assessment	Weighting	Duration (if exam)	Word count (if coursework)
<b>Assessment one</b>	Report	100%	n/a	3500

### **Learning and teaching strategies**

Learning and Teaching will be through lectures, seminars, case studies and discussions. Lectures will be the main mode of imparting theoretical knowledge related to financial markets and relevant strategies. In addition, the lectures will ensure that the students are given the framework to follow in their private study to strengthen their knowledge of key theories. As a result of the challenging nature of this particular module, special attention will be paid during the lectures on a continuous basis towards the mastery of key concepts and students will be encouraged to raise questions. The seminars will provide scope for discussion, sharing of information gathered via research, problem solving and analysis of real case studies. Therefore, they provide the students with the opportunity to consider the practical implications of the theories learnt. At least one speaker from the world of Banking and Finance will be invited to provide the students with a flavour of the practical world. Reading appropriate journal articles, industry papers and text books is emphasised as they will provide further insights into the topics raised during the lectures and the seminars.

### **Indicative content:**

- 1) Macro economics
- 2) Monetary theory
- 3) Factors influencing foreign currency fluctuations and risk mitigation techniques
- 4) The role of Central Banks
- 5) Influences of the Financial Markets on strategy of Banking and Financial Institutions
- 6) Applied Strategy for Banks and Financial Institutions:
  - i) Analysing the external environment (PEST analysis, Porter's five forces, Porter's diamond, competitor analysis)
  - ii) Strategic options (Porter's generic strategies, Bowman's strategy clock, BCG matrix)
  - iii) Directions and methods of strategy development (Ansoff's matrix, internal development, the value chain, mergers and acquisitions, strategic alliances)
  - iv) Resources and competencies of the firm (resource analysis, the value chain, critical success factors)

v) Strategy implementation within the context Banks and Financial Institutions (organisational structures, resource allocation and control, managing stakeholders)

**Indicative reading:**

**Core Textbooks**

Mishkin, F.S., and Eakins, S.G. (2006) *Financial Markets and Institutions*, 5<sup>th</sup> edition, Addison Wesley, Pearson Education

Johnson, J., Scholes, K. and Whittington, R. (2007) *Exploring Corporate Strategy*, 8<sup>th</sup> edition, London: FT Prentice Hall

**Further Reading**

Textbooks

Valdez, S. (2003) *An Introduction to Global Financial Markets*, 4<sup>th</sup> edition, Palgrave

Lynch, R. (2005) *Corporate Strategy*, 4<sup>th</sup> edition, London: FT Prentice Hall

De Wit, B. and Meyer, R. (2005) *Strategy: Process, Content, Context. An International Perspective*, Thomson Press

**Academic Journals, Magazines, Newspapers and Websites**

Academy of Management Journal

Academy of Management Review

Strategic Management Journal

The Journal of Banking and Finance

Journal of Corporate Finance

Journal of Financial Economics

International Finance

Financial Management Journal

Financial Analyst Journal

Journal of Portfolio Management

International Journal of Banking, Accounting and Finance

Journal of Macroeconomics

The Journal of Risk

Risk Magazine

The Economist

The Financial Times

The Wall Street Journal

The World Bank: [www.worldbank.org](http://www.worldbank.org)

London Stock Exchange: [www.londonstockexchange.com](http://www.londonstockexchange.com)

American Stock Exchange: [www.amex.com](http://www.amex.com)

Chicago Mercantile Exchange: [www.cme.com](http://www.cme.com)

New York Mercantile Exchange: [www.nymex.com](http://www.nymex.com)

The World Trade Organization: [www.wto.org](http://www.wto.org)

Bank of England: [www.bankofengland.co.uk](http://www.bankofengland.co.uk)

OECD: [www.oecd.org](http://www.oecd.org)

#### Electronic Databas

Euromonitor

Mintel

<b>Module Title:</b> CONTEMPORARY ISSUES IN MANAGING GLOBAL BANKING AND FINANCE			
<b>Level:</b> 7	<b>Module Leader:</b> Mr. C. Biggs	<b>Credit Value:</b> 15	<b>Module code:</b> MCIMGBF
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Banks and Financial Institutions Management	<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.	<b>Pre – requisites per programme (between levels):</b> No Prerequisites	

**Module aims:**

The module of “Contemporary Issues in Managing Global Banking and Finance” aims to equip students with a distinct learning experience. The module is resource-based and it will promote the students’ analytical skills, creativity and independent thinking. Learners are provided with the opportunity to develop a subject area of their interest via focusing on a management topic and relating it to the Banking and Finance Industry with a global focus, which may form the foundation of the dissertation.

<b>Learning outcomes:</b>	K	C	P	T
Upon completion of this module, students will be able to:				
Critically evaluate the selected management topics relevant to contemporary management issues within the context of the Global Banking and Finance Industry	1 2 3	2 4 6	6	3 5
Systematically research issues relating to the selected management topics within the Global Banking and Finance Industry	1 2 3	2 6 7	2 6	3 5
Collect and critically evaluate secondary data in relation to the management topics concerning to the Global Banking and Finance Industry	1 2 3	1 2 4	2 6	3 5
Produce an academic article in a format and structure appropriate for publication in an academic journal.	1	6	3 8	3 5

K- Knowledge and understanding      C – Cognitive skills      P – Practical skills  
 T – Transferable skills

**Assessment (details of indicative assessment are included):**

Learners have to choose their own individual topic focusing on contemporary issues related to Global Banking and Finance Management and write an article following the format and structure required by an academic journal. All individual topics have to relate to four subject areas given to learners:

Management approaches within the Global Banking and Finance Industry

The influence of the macroeconomic, fiscal, currency and political environments on management decision making within the Global Banking and Finance Industry

Markets and risks within the Global Banking and Finance Industry

People issues and implications relevant to Global Banking and Finance

In addition to the academic article, learners have to submit four analytical bibliographies. That is the analysis and evaluation of four sources which are related to their topic.

Due to the individuality of the assessment as well as ethical and copyright issues, plagiarism is strictly forbidden. For this reason, learners are required to submit their assignments online to Turnitin anti-plagiarism software, print out and submit the originality report along with their assignment.

Assessment number	Type of assessment	Weighting	Duration (if exam)	Word count (if coursework)
Assessment one	Academic article & analytical bibliographies	100%	n/a	3500

**Learning and teaching strategies:**

Teaching will take the form of seminars, workshops, and one on one tutorials. Students have to attend seminar/workshop sessions on searching and selecting existing sources, contemporary issues in health care management, and writing-up. By week four, students are required to register their topic with their tutor. After week four students are entitled up to four meetings with their tutor who will guide them towards completing the assessed task.

**Indicative content:**

Contemporary issues in managing Global Banking and Finance (presentation and discussion of managing Global Banking and Finance): management approaches; the influence of the macroeconomic, fiscal, currency and political environments on management decision making; markets and risks; people issues and implications.

Searching existing sources (use of electronic databases, search strategies, hierarchy of data, recording data)

Reviewing the literature (identifying key sources, relevance, sufficiency, background, methodology, audience of the source)

Writing-up (developing a line of argument, focus of argument: organisation, composition, abstraction, generalisation, stabilisation, function, evaluation, correlation, coexistence, co-variation, opposition, causation)

**Indicative reading:**

The reading list consists primarily of academic journals from which learners should select relevant articles to produce their own. Use of the electronic catalogue of journals is essential as learners are expected to research and identify suitable sources for their article. Academic articles are the preferred sources as they typically cover contemporary issues in management. While there is no specific essential reading on this list, learners can refer to a research methods book and read related chapters which will assist them in the development of their own academic article. In this example from Saunders et al (2006) students can refer to the following book chapters:

Formulating and clarifying a research topic (chapter 2), critically reviewing of the literature (chapter 3), using secondary data (chapter 8), writing and presenting your project report (chapter 14).

Electronic databases

- Business Source Complete
- Emerald Fulltext

Academic journals, Magazines, Newspapers and Websites

The Journal of Banking and Finance

Journal of Corporate Finance

Journal of Financial Economics

International Finance

Financial Management Journal

Financial Analyst Journal

Journal of Portfolio Management

International Journal of Banking, Accounting and Finance

Journal of Macroeconomics

The Journal of Risk  
Risk Magazine  
The Economist  
The Financial Times  
The Wall Street Journal  
The World Bank: [www.woldbank.org](http://www.woldbank.org)  
London Stock Exchange: [www.londonstockexchange.com](http://www.londonstockexchange.com)  
American Stock Exchange: [www.amex.com](http://www.amex.com)  
Chicago Mercantile Exchange: [www.cme.com](http://www.cme.com)  
New York Mercantile Exchange: [www.nymex.com](http://www.nymex.com)  
The World Trade Organization: [www.wto.org](http://www.wto.org)  
The Bank of England: [www.bankofengland.co.uk](http://www.bankofengland.co.uk)  
OECD: [www.oecd.org](http://www.oecd.org)

### Books

Saunders, M., Lewis, A. and Thornhill, P. (2006) *Research Methods for Business Students*, 4<sup>th</sup> edition, FT Prentice Hall

Heffernan, S. (2005) *Modern Banking*, Wiley

Saunders, A. and Cornett, M.M. (2002) *Financial Institutions Management*, 4<sup>th</sup> edition, McGraw-Hill

Mishkin, F.S. and Eakins, S.G. (2006) *Financial Markets and Institutions*, 5<sup>th</sup> edition, Addison Wesley, Pearson Education

Valdez, S. (2003) *An Introduction to Global Financial Markets*, 4<sup>th</sup> edition, Palgrave.

Hull, J.C. (2004) *Fundamentals of Futures and Options Markets*, 5<sup>th</sup> edition, Prentice Hall

<b>Module Title:</b> CONTEMPORARY ISSUES IN INTERNATIONAL HUMAN RESOURCE MANAGEMENT			
<b>Level:</b> 7	<b>Module Leader:</b> Ms. N. O' Sullivan	<b>Credit Value:</b> 15	<b>Module code:</b> MCIHRM
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Human Resource Management; MBA with a pathway in International Management	<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.	<b>Pre – requisites per programme (between levels):</b> No Prerequisites	

**Module aims:**

The module of “Contemporary Issues in International Human Resource Management” aims to equip students with a unique learning experience. The module is resource-based and it will promote the students’ analytical skills, creativity and independent thinking. Learners are provided with the opportunity to develop a subject area of their interest via focusing on a Human Resource Management topic at both international level (comparative study) and within the learners’ own cultural context of Human Resource Management System, which may form the foundation of their dissertation.

<b>Learning outcomes:</b>	K	C	P	T
Critically evaluate the selected topic within the sphere of Human Resource Management at both international level (comparative study) and within the learners own cultural context of Human Resource Management approach	1 2 3	2 4 6 7	6	3
Systematically research contemporary issues relating to the selected topic of Human Resource Management at both international level (comparative study) and within the learners own cultural context of Human Resource Management approach	1 2 3	2 6 7	6	3
Collect and critically evaluate secondary data in relation to contemporary issues within the selected area of Human Resource Management at both international level (comparative study) and within the learners own cultural context of Human Resource Management approach	1 2 3	1 2 4 7	2 6	3 5
Produce an academic article in a format and structure appropriate for publication in an academic journal.	1	2 6	3 8	3 4 5

K- Knowledge and understanding      C – Cognitive skills      P – Practical skills  
 T – Transferable skills

**Assessment (details of indicative assessment are included):**

Learners have to choose their own individual topic focusing on a contemporary issue related to international human resource management and write an article following the format and structure required by an academic journal. All individual topics have to relate to contemporary issues of four subject areas given to learners:

- 5) The relevance of Leadership to the selected topic within the sphere of Human Resource Management at both international level (comparative study) and within the learners' own cultural context of Human Resource Management approach
- 6) The relevance of Managing Change to the selected topic within the sphere of Human Resource Management at both international level (comparative study) and within the learners' own cultural context of Human Resource Management approach
- 7) The relevance of Training and Development to the selected topic within the sphere of Human Resource Management at both international level (comparative study) and within the learners' own cultural context of Human Resource Management approach
- 8) The relevance of Managing Diversity to the selected topic within the sphere of Human Resource Management at both international level (comparative study) and within the learners' own cultural context of Human Resource Management approach

In addition to the academic article, learners have to submit four analytical bibliographies. That is the analysis and evaluation of four sources which are related to their topic.

Due to the individuality of the assessment as well as ethical and copyright issues, plagiarism is strictly forbidden. For this reason, learners are required to submit their assignments online to Turnitin anti-plagiarism software, print out and submit the originality report along with their assignment.

Assessment number	Type of assessment	Weighting	Duration (if exam)	Word count (if coursework)
Assessment one	Academic article & analytical bibliographies	100%	n/a	3500

**Learning and teaching strategies:**

Teaching will take the form of seminars, workshops, and one on one tutorials. Students have to attend seminar/workshop sessions on searching and selecting existing sources, contemporary issues in health care management, and writing-up. By

week four, students are required to register their topic with their tutor. After week four students are entitled up to four meetings with their tutor who will guide them towards completing the assessed task.

**Indicative content:**

- 1) Contemporary issues in International Human Resource Management [presentation and discussion of contemporary issues in Human Resource Management at both international level (comparative study) and within the learners own cultural context of Human Resource Management approach]: Leadership, Managing Change, Training and Development and Managing Diversity
- 2) Searching existing sources (use of electronic databases, search strategies, hierarchy of data, recording data)
- 3) Reviewing the literature (identifying key sources, relevance, sufficiency, background, methodology and audience of the source)
- 4) Writing-up (developing a line of argument, focus of argument: organisation, composition, abstraction, generalisation, stabilisation, function, evaluation, correlation, coexistence, co-variation, opposition, causation)

**Indicative reading:**

The reading list consists primarily of academic journals from which learners should select relevant articles to produce their own. Use of the electronic catalogue of journals is essential as learners are expected to research and identify suitable sources for their article. Academic articles are the preferred sources as they typically cover contemporary issues in management. While there is no specific essential reading on this list, learners can refer to a research methods book and read related chapters which will assist them in the development of their own academic article. In this example from Saunders et al (2006) students can refer to the following book chapters:

Formulating and clarifying a research topic (chapter 2), critically reviewing of the literature (chapter 3), using secondary data (chapter 8), writing and presenting your project report (chapter 14).

### Electronic databases

- Business Source Complete
- Emerald Fulltext
- Euromonitor

### Academic journals

People Management  
International Journal of Human Resource Management  
Human Resource Management Journal  
Human Resource Management Review  
Leadership  
Leadership and Organization Development Journal  
Journal of Change Management  
Journal of Organizational Change Management  
Employment Review  
Employee Relations  
British Journal of Industrial Relations  
The International Journal of Diversity in Organisations, Communities and Nations

### Books

- Saunders, M., Lewis, A. and Thornhill, P. (2006) *Research Methods for Business Students*, 4<sup>th</sup> edition, FT Prentice Hall
- Brewster, C., Sparrow, P. and Vernon, C. (2007) *International Human Resource Management*, 2<sup>nd</sup> edition, CIPD: London
- Redman, T. and Wilkinson, A. (2005) *Contemporary Human Resource Management: Text and Cases*, 2<sup>nd</sup> edition, Financial Times / Prentice Hall
- Pierce, J. and Newstorm, J. (2006) *Leaders and the Leadership Process: Reading, self assessments and applications*, 4th edition, McGraw-Hill: New York
- Yukl, G. (2006) *Leadership in Organizations*, 6<sup>th</sup> edition, Prentice Hall
- Balogun, J. and Hope Hailey, V. (2004) *Exploring Strategic Change*, FT Prentice Hall: London
- Harrison, R. (2005) *Learning and Development*, 4th edition, CIPD: London
- Goldstein, I.L. and Ford, J.K. (2002) *Training in Organizations: Needs Assessment, Development and Evaluation*, 4th edition, Brooks Cole: Monterey, California

<b>Module Title:</b> INTERNATIONAL MARKETING MANAGEMENT			
<b>Level:</b> 7	<b>Module Leader:</b> Mr. J. PIKE	<b>Credit Value:</b> 15	<b>Module code:</b> IMM
<b>Programme(s) in which to be offered:</b> MBA General; MBA with a pathway in Marketing; MBA with a pathway in International Management	<b>Module duration (contact time/directed learning and independent learning):</b> 150 hours in total comprising of 30 hours contact time, 60 hours of directed learning and 60 hours of independent learning.	<b>Pre – requisites per programme (between levels):</b> No Prerequisites	
<p>Kandola, P. (2006) <i>Managing Diversity</i>, CIPD: London</p> <p>Kirton, G. and Greece, A. (2004) <i>The Dynamics of Managing Diversity: A Critical Approach</i>, 2<sup>nd</sup> edition, Butterworth-Heinemann</p>			

**Module Aims :**

1. To develop an awareness and understanding of the particular difficulties and opportunities posed by marketing in an international context.
2. Develop an awareness of the importance of different cultural perspectives in international markets.
3. To build skills in analysis, evaluation and generation of different strategies and approaches to successful global marketing.
4. To help students appreciate the need to understand the dimensions of the international environments within which marketing decisions are made.
5. To develop students' ability to evaluate the suitability of specific international and global marketing strategies.
6. To build an understanding of risk assessment when conducting business in international markets.

<b>Learning Outcomes</b>		<b>Assessed in this module</b>	<b>K</b>	<b>C</b>	<b>P</b>	<b>T</b>
L1	Understand a wide variety of marketing techniques and models.	Yes	1 2 3	2	2	4
L2	Undertake comprehensive analyses of markets, customers and competitors in the international arena.	Yes	1 2 3	1 4	2	4
L3	Apply customer segmentation techniques in both consumer and organisational markets.	Yes	1 2 3	2 3	2 6	4

L4	.Understand the importance of culture in the promotion process.	Yes	1 2 3	2  6	2  4	4
L5	Apply different market entry techniques to different international situations.	Yes	1 2 3	2  6	2  4	4
L6	Understand the importance of logistical processes in the international arena.	Yes	1 2 3	2  6	2  4	4
L7	Apply risk analysis to different markets under different conditions.	Yes	1 2 3	2  4	2  4	4
L8	Develop an international marketing plan	Yes	1 2 3	2 7 6	2  4	4

K – Knowledge and Understanding    C– Intellectual Skills    P– Practical Skills  
T– Transferable Skills

**Teaching and Learning Strategies:**

The module will engage the student in the following types of learning experiences:

Formal lectures,

5 Directed and undirected reading,

6 Case studies, videos,

7 Project work and class discussions.

**Assessment Pattern**

:A 3 hours closed book examination

The examination will be in two parts. Part A will consist of a pre-seen mini-case study and the questions relating thereto will not offer any choice. Part B will consist of five theoretical and practical questions relevant to the whole course. Two questions from the five must be answered.

### **Indicative Content**

The international trading environment and drivers to globalisation.

The cultural environment.

International marketing research.

Managing the international marketing mix: Product management.

Managing the international marketing mix: Price.

12. Market entry strategies.

Managing the international marketing mix: Place.

13. The management of international logistics

Managing the international marketing mix: Promotion.

14. The management of risk in international markets.

15. International marketing planning.

### **Indicative Reading:**

#### **Essential Reading:**

1. Doole and Lowe, International Marketing Strategy, Thomson Publishing, 3<sup>rd</sup> edition. ISBN 1-861152-772-1

#### **Further Reading:**

1. Cateora and Graham. International Marketing, McGraw-Hill, 11<sup>th</sup> edition. ISBN 0-07-11 231-1
2. Terpstra and Sarathy, Harcourt College Publishers, 8<sup>th</sup> edition.
3. Carter, Fifield and Lewis. International Marketing Strategy. Butterworth Heinemann Publishing. 1<sup>st</sup> edition.
4. Paliwoda and Thomas. International Marketing, Butterworth Heinemann Publishing, 3<sup>rd</sup> edition.
5. Usunier. Marketing Across Cultures. Prentice Hall, 3<sup>rd</sup> edition.

### **Periodical & WWW References:**

1. European Journal of Marketing
2. The Quarterly Review of Marketing.
3. The Journal of Marketing Management
4. Wto.org Ita.doc.gov/tradestats Worldbank.com Eiu.com Ciafactbook.com
5. Unilever.com infoexport.gc.ac Gbrands.com Businessweek.com
6. Brandchannel.com Relationshipmktg.com Globaldistribution.com
7. Ukcambbridge.org/information/introduction/distribution.htm