



NCIUL

PG PROGRAMME HANDBOOK

**FACULTY OF
BUSINESS AND
MANAGEMENT**

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About This Handbook

This Handbook is prepared to provide you with basic information about what you should expect from your experience at NCIUL, and where to get support in case of need. Be aware that in this Handbook we are providing you with a summary of our general regulations, and you should always refer to them to understand NCIUL policies and procedures. You will find links to our website within this Handbook, for you to use as a reference guide.

This Programme Handbook is prepared ahead of the academic period to which it relates, meaning that there may be changes to it by the time you are a student with us. These changes, alterations or amendments are necessary to provide you with a better learning experience, and will be made available to you on our website, VLE and communicated to you by email.

Information in alternative formats

This handbook is available online, in your MyNCU (<http://www.nciul.ac.uk/myncu/>).

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact the Student Office.

We can supply sections from this publication as:

- a Word document with enlarged type – sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

Disclaimer

This Handbook does not replace NCIUL's regulations. All students will be required, as a condition of enrolment, to abide by and submit to the procedures of NCIUL which are amended from time to time.

Every effort has been made to ensure the accuracy of the information contained within this Handbook, but it is subject to alteration without notice. NCIUL will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out in this Handbook. However, NCIUL reserves the right to make variations to the contents or methods of delivery of programmes, to discontinue programmes and to merge or combine programmes, if such action is reasonably considered to be necessary by NCIUL. If NCIUL discontinues any programme it will use its reasonable endeavours to provide a suitable alternative programme.

Welcome from NCIUL

Welcome to Niccolò Cusano (Italian) University in London, an institution with International style of education. Our distinguished faculty, with an almost limitless breadth of academic and business experience, offers our students a challenging, inspiring, and practical foundation for their future endeavours.

NCIUL seeks to deliver educational programs and high value services grounded upon the principles of truth, established practice and founded science for the end goal of producing a new breed of self-directed, competent leaders. With the help of technology, it is now possible for educational institutions, such as NCIUL, to fulfil this thrust. Education does not need to be confined to traditional settings because people who want to obtain their degrees or expand their educational qualifications can do so through alternative means. NCIUL's programs and curricula are comprehensive and at the same time, adhere with exemplary international standards. This means that the Institution has received accreditation from ASIC after passing their reviews and after completing various requirements.

NCIUL, in its thrust to promote and accelerate leadership as well as professional development not only among its student body but also its faculty and other employees, harnesses current research, relevant curricular offerings and responsive support services. By taking this stance, NCIUL is assured that it plays a significant role in the creation and delivery of relevant knowledge and skill, thereby contributing to society in general. In its aim to serve as centre of knowledge and be part of the global education and science community, NCIUL also assumes responsibility for ongoing enhancement of a well-rounded, research oriented academe. NCIUL takes pride in the opportunities and knowledge it offers to the international education landscape, and values each student as they contribute to this legacy.

We are proud of our academic challenge and excellence, and we believe that every incoming student adds to our legacy. Our faculty members are encouraged to provide our students with the fundamentals that they will use for the rest of their careers, while imparting learning experiences and lessons that will serve them personally and professionally.

I am confident that NCIUL can meet and exceed your expectations. We are proud of the opportunities and experiences that NCIUL offers every day, and we hope you will become part of our community.

Kind Regards,

Stefano Bandecchi
Director

A Message from the Faculty of Business and Management

Welcome! Your new life at **NCIUL** starts here.

NCIUL offers world-class online and face to face higher education courses designed to help you enhance your intellectual interests and skills. We provide you with a practical and ideal solution that makes it far more convenient to obtain a degree without leaving your home or giving up your job. Our degree programs are likewise perfect for those who wish to further specialise in a particular field without compromising career or business activities.

You can complete higher education courses by following our interactive and dynamic degree programs through a highly-effective platform that combines lecture courses, internships, and practical and vocational activities to make e-learning a positive and dynamic experience.

Faculty of Business & Management

The Faculty of Business & Management (FBM) is delighted to welcome its new students at the London Campus. Although NCIUL is still relatively new in the UK, we have come a long way in the Higher Education sector.

The Faculty of Business & Management, with its friendly administrative and academic staff, will support your needs and enhance your learning experience in the vibrant city of London. Here our students are part of a strong community, that knows no barriers and appreciates diversity, equality, and integration.

Our departments, as well as our programmes, are designed to engage students in an interactive way, through the use of innovative blended teaching and learning techniques, and through the use of both real life problem-based and research evidence-based approaches. What we offer here, at NCIUL Faculty of Business & Management, is a lifelong learning attitude to form the future managers, global leaders and outstanding citizens of tomorrow.

We hope that your time as a student at NCIUL is successful and enjoyable, and the best of luck to your studies.

Dr. Sara Fazzin
Dean and Programme Leader



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Programme Specification



1.1 Overview

NCIUL provides an interactive, innovative experience that aims to engage students in a broad variety of activities including the acquisition of in-depth knowledge of core subjects, and the enhancement of critical thinking skills so that students develop employability skills. We continue to promote a lifelong learning attitude.

At the Faculty of Business and Management, academic excellence revolves around blended teaching and learning methods in a real life, problem-based approach. Through seminars, traditional lecturers, labs, workshops and team challenges, students are encouraged to deepen their knowledge in a way that matters once they graduate. At the same time, fostering a practical approach, students will have the chance to build interpersonal, transferable skills over time and throughout the programme. Employability skills – for example, team work, self-management, business and customer awareness, communication, literacy and numeracy – are all integral parts of the programme although this may not always be evident to you as they will not always be presented as such. The programme is designed to form graduates, managers and businessmen with a set of capabilities that enable them to successfully manage a business in a global context. Building on prior knowledge, students should be able to achieve an advanced understanding of global management theories and practices, within a specific approach to innovation. Deepening their critical skills while encouraging independent learning, students are required to challenge theoretical concepts through a variety of means, such as research-informed seminars and practical workshops. Furthermore, the Programme aims to provide valuable employability skills with a problem-based, practice-focused approach that clearly evaluate learning as a life-long attitude. With a clear and specific attitude towards knowledge that evaluates the importance of the human factor in every single aspect of management (from HR to strategy, from organisational behaviour to marketing), the MA Global Management and Innovation provides future professionals to competitive global markets, well aware of how to effectively embrace change and uncertainty in order to innovate.

1.2 Educational Aims and Objectives

The programme aims at equipping students with theoretical and practical understanding through advanced study of global organisations, their management and the changing external context in which they operate, while developing their skills at a professional or equivalent level.

The programme has been designed to enhance students' reflection and critical learning on the practice of holistic leadership and management, as well as improving their self-awareness, employability skills and individual attributes to become effective global citizens and lifelong learning leaders.

The key objectives are to:

- deepen students' knowledge and awareness of the links in management and leadership theories, practices and values to innovation and organisational change. In order to provide an engaging learning experience focused on enhancing the understanding of organisations in a global perspective, learners are engaged by more practical analysis of contemporary global issues, and stimulated to apply latest research in comparative and multidisciplinary fields, demonstrating understanding and respect of diverse cultures. A practical approach and blended teaching and learning methods aim to achieve the Programme's objectives, and prepare graduates for placement opportunities in UK and worldwide.
- enhance essential transferable skills such as independent critical, creative and strategic thinking, confident decision-making and analytical skills, as well as desirable employability skills necessary which can be further developed with the placement opportunities facilitated during the MA Programme.
- deepen students' critical in-depth knowledge of business and management theories, practices, techniques and tools and their ability to analyse, evaluate and apply such complex global issues to improve management and leadership practices.



- prepare students to become effective global managers and leaders who are successful lifelong learners, confident individuals and responsible global citizens.
- provide educational experience for students in central London, a metropolis known for its multicultural diversity, in accordance to the core spirit of the programme.
- provide students with an opportunity to test their knowledge in a stimulating and engaging environment, with blended teaching techniques and both traditional and innovative methods. Knowledge and core competencies are provided online as well as offline, in accordance with students' learning styles, to promote employability, reflectiveness and self-awareness, through academic excellence and a problem solving approach. The Faculty of Business and Management facilitates no-mandatory placement opportunities for its students during the second semester or at the end of the MA, in order to challenge themselves and confront what they have learned in class with real work experiences in the career they have chosen.

1.3 Programme Learning Outcomes

According to QAA, learning outcomes can be defined as “what a learner is expected to know, understand and/ or be able to demonstrate after completing a process of learning”. Learning outcomes have a very important function when it comes to assessment, and must be aligned to the related programme assessment and award.

Learning outcomes for the MA Global Management and Innovation have been designed to progress within the whole programme, in relation to the level of knowledge/skills students are expected to achieve.

To be awarded a Postgraduate Diploma in Global Management and Innovation, students will be expected to achieve learning outcomes A1-A4, B1-4, C1-3 and D1-6.

To be awarded a Postgraduate Diploma in Global Management and Innovation, students will be expected to achieve at least learning outcomes A1-A7, B1-B4, C1-C5 and D1-D8.

A. Knowledge and understanding

At the end of the programme, students will be expected to:

A1 demonstrate a higher-order understanding of key concepts in management theories and how they relate to practical situations

A2 state, identify, analyse and apply complex systems, processes and environment in different areas of organisational management

A3 appraise key factors affecting global management practices, and present analytical inputs for innovative solutions

A4 identify potential competitive advantage of the business in a target market and design innovative approaches to maximise it

A5 have the ability to critically undertake qualitative and quantitative research and apply this knowledge in the context of a major independent work

A6 recognise and critically apply legal, ethical and human components in business, decision making and managerial practices, especially providing creative and innovative solutions to real problems

A7 evaluate and examine different business scenarios in global environment as informed by business management, accounting, and marketing management.

A8 appraise complex contemporary business issues in relation to globalisation, innovation and uncertainty

A9 demonstrate a solid foundation for further study, extra-curricula activities or professional development

A10 critically analyse contemporary global managerial concepts through a reflective and practice-based approach



B.Cognitive skills

At the end of the programme, students will be expected to:

- B1** demonstrate critical thinking, analysis and synthesis of complex management, financial, marketing and economics issues in a global perspective
- B2** evaluate the effectiveness of different theoretical approaches, concepts and practical tools to manage complex scenarios in a global environment
- B3** creatively formulate and solve business problems using different tools and techniques from a variety of resources
- B4** integrate a reflective and global attitude towards the analysis of cross-cultural concepts and relative solutions
- B5** research theoretical principles and assess them to design practical solutions to innovate the business

C. Practical and professional skills

At the end of the programme, students will be expected to:

- C1** design creative strategies to synthesise information in a global context to generate new approaches to business matters
- C2** apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas
- C3** identify and analyse the business innovation process in a global perspective, in order to enhance the effectivity of decision making and response to change
- C4** apply qualitative and quantitative techniques to analyse data in order to solve structured or unstructured complex business issues
- C5** evaluate and apply relevant techniques and methods to improve personal attributes and individual characteristics in order to become an effective global leader, and analyse business strategies to foster change, innovation and sustainability.
- C6** integrate research and work based approaches in order to analyse a business, both internally and in the global context

D. Key/transferable skills

At the end of the programme, students will be expected to:

- D1** use creativity in problem solving and decision making
- D2** demonstrate the ability to efficiently work independently and/or within a team
- D3** employ research skills using different IT tools, online resources and database, in order to produce, manipulate, interpret and present data to evaluate business matters
- D4** critically assess prior knowledge and recognise the need to continuously challenge previous assumptions, in a life-long learning perspective
- D5** demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences
- D6** present original opinions in a global-oriented perspective, supported by theoretical references and/or practical solutions
- D7** use a problem-based approach to improve employability skills
- D8** use a reflective approach to evaluate managerial concepts and scenarios, as promoted by intensive independent learning, critical thinking and criticality within the programme's learning and assessment strategy
- D9** operate in the global arena as a change agent and leader, recognising and evaluating contemporary complexity and cross country culture



Table 1. Learning Outcomes achieved in relation to Award

Award	Learning Outcomes achieved
PGCert in Global Management and Innovation	At least: A1, A2, A3, A4 B1, B2, B3, B4 C1, C2, C3 D1, D2, D3, D4, D5, D6
PGDip in Global Management and Innovation	At least: A1, A2, A3, A4, A5, A6, A7 B1, B2, B3, B4 C1, C2, C3, C4, C5 D1, D2, D3, D4, D5, D6, D7, D8
Masters Degree in Global Management and Innovation	A1-A10 B1-B5 C1-C6 D1-D9

1.3.1 Learning Outcomes and Curriculum Map

L e v e l	Study module/ unit	Programme outcomes																																		
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	
7	MAN-GCM 401 Globalisation & Contemporary Management Issues	X	X	X								X	X	X							X	X						X	X	X		X				
	MAN-MARK 402 Marketing for innovation			X	X	X						X	X	X							X					X	X	X	X	X	X	X	X			
	STAT 401 Applied Research Methods				X						X	X									X	X					X	X								
	ECO-CA 401 Competitive Advantage in the global environment	X		X							X	X									X	X					X	X			X					



MAN-IDP 403 Innovation & Design process	X	X				XX			XX				X		X			
MAN-LEA 404 Leadership		X	X		XX	XX	XX			X	X			X	X		XX	
ACC 401 Fundamentals of Accounting				XX	X	X	X	X				X	X			X		
MAN-CREA 405 Managing Creativity for organisational change			X	X	XX	XX	XX		X	X				X	X	X		XX
MAN-KM 406 Knowledge Management in the innovative organisation	X			XX		X	X			X			X	X		X	X	XX
MAN-COA 408 Coaching				X		X	XX			X	X			X			X	
MAN-BE 407 Business Ethics	X			XX	X	X	XX	XX	XX		X		X		X	X		X
COMP 407 Dissertation/ COMP 408 Business Research Project	X			X		XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX

1.4 Learning and Teaching Strategy/Assessment Strategy

1.4.1 Programme learning and teaching strategy

The MA Global Management and Innovation programme's learning and teaching strategy is developed in accordance with the overall NCIUL Learning, Teaching and Assessment Strategy 2017-23 which follows five key themes.



Key Themes	Core Principles	Examples (of assessment components in modules)
1. Student engagement in learning	Learning experience should be varied and up to date, to engage and motivate the students. Learning should be personalised, and facilitated by personal tutoring and support. Staff are encouraged to link theoretical knowledge to research findings, to implement learning.	Simulation Case studies
2. Enhancing learning resources	The learning experience provided aims to be challenging, globally oriented, and intellectually stimulating in ways that develop critical thinking in a lifelong learning attitude.	Research-based seminars Focus groups
3. Assessment for learning	Assessment is designed to facilitate and support learning in practice, not simply mere knowledge. In that sense, a continuous assessment scheme is put in place to ensure theoretical and practical learning that is assessed in a reliable, fair and consistent way. Assessment should always include timely and effective feedback. Assessment is designed to be manageable for both students and staff, to ensure its quality.	Team poster/ presentation Formative assessment Coaching videos
4. Work-based and problem-based approaches as well as placement opportunities as mean to enhance employability skills	Using a work-based and problem-based approach to learning, students' employability skills are enhanced in a natural way, to facilitate placement opportunities.	Business research project
	Both students and staff are encouraged to develop personally and professionally through reflective processes	Participation Peer feedback

For more information, please refer to <http://www.nciul.ac.uk/faculty-of-business-and-management/>.



	Total of taught hours, divided into:	Lectures	Seminars/ Workshops/ Labs	Revision	Independent learning hours, divided into:	Formative Assessment	Summative Assessment	Independent study, Preparation for lectures, additional reading list and similar
10 CFU 100 notional learning hours	40	24	12	4	60	10	25	25
20 CFU 200 notional learning hours	60	30	22	8	140	25	50	65

Table 3. Assessment methods and student hours

This is a non exhaustive list of assessment types that can be found as mean of assessment within the MA Global Management and Innovation Programme.

Assessment method	Length	Learning hours
Written assignment (i.e., essay, report)	3,000 words	40 hours
Oral assessment	30-60 min	30-50 hours
Exam	1-3 hours	20-40 hours
Presentation	8-45 min	20-40 hours
Team Project		20-40 hours




Programme Structure

The MA Global Management and Innovation programme is a 12 months programme (full-time), or 18 months part-time. Intake dates are September and January, while teaching terms are three: fall term (October to December), spring term (January to March) and summer term (April to June). Full time students will be able to complete class-based modules of the programme after two teaching terms. Part-time students will be able to complete class-based modules of the programme after four teaching terms.

Programme Structure FULL TIME		
Modules	Credits	Core modules for Exit Awards
Term I		
MAN-GCM 401 Globalization & contemporary management issues	20	PGCert, PGDip
MAN-MARK 402 Marketing for innovation	20	PGDip
STAT 401 Applied Research Methods	20	PGDip
ACC 401 Fundamentals of Accounting	10	PGDip
Term II		
ECO-CA 401 Competitive advantage in the global environment	10	PGCert, PGDip
MAN-IDP 403 Innovation & design process	20	PGCert, PGDip
Total core module credits:	100	
Elective modules		
Students to choose two 10-credit elective from this list:		
MAN-LEA 404 Leadership	10	PGDip
MAN-CREA 405 Managing Creativity for organisational change	10	PGDip
MAN-KM 406 Knowledge Management in the innovative organisation	10	
MAN-BE 407 Business Ethics in the global context	10	
MAN-COA 408 Coaching	10	
Total optional module credits students need to choose:	20	
Term III		
COMP 407 Dissertation or	60	
COMP 408 Business Research Project	60	
Total credits	180	



Exit awards and learning outcomes achieved (if appropriate)		
<p>Award of a Postgraduate Certificate in Global Management and Innovation</p> <p>To qualify for the award of a Postgraduate Certificate in Global Management and Innovation, a student must have accumulated at least 60 level 7 credits, and should have achieved at least 50% in each module defined in the schedule of assessment.</p>	60 CFU	<p>At least:</p> <p>MAN-GCM 401 Globalisation and contemporary management issues</p> <p>ECO-CA 401 Competitive advantage in the global environment</p> <p>MAN-IDP 403 Innovation and Design Process</p> <p>One module of their choice</p>
<p>Award of a Postgraduate Diploma in Global Management and Innovation</p> <p>To qualify for the award of a Postgraduate Diploma in Global Management and Innovation, a student must have accumulated at least 120 level 7 credits and have achieved at least 50% in each module defined in the schedule of assessment.</p>	120 CFU	<p>In order to be awarded a PGDip in Global Management and Innovation, students are expected to pass at least:</p> <p>MAN-GCM 401 Globalisation and contemporary management issues</p> <p>MAN-MARK 402 Marketing for innovation</p> <p>STAT 401 Applied research methods</p> <p>ACC 401 Fundamentals of Accounting</p> <p>ECO-CA 401 Competitive advantage in the global environment</p> <p>MAN-IDP 403 Innovation and Design Process</p> <p>Two electives</p>
<p>MA Global Management and Innovation degree</p>	180 CFU	

Programme Structure PART – TIME		
Modules	Credits	Core modules for Exit Awards
Term I		
MAN-GCM 401 Globalization & contemporary management issues	20	PGCert, PGDip
MAN-MARK 402 Marketing for innovation	20	PGDip
ACC 401 Fundamentals of Accounting	10	PGDip
Term II		
STAT 401 Applied Research Methods	20	PGDip
ECO-CA 401 Competitive advantage in the global environment	10	PGCert, PGDip
MAN-IDP 403 Innovation & design process	20	PGCert, PGDip
Term III		
Students to choose two 10-credit elective from list:		
MAN-LEA 404 Leadership	10	
MAN-COA 408 Coaching	10	
MAN-CREA 405 Managing Creativity for organisational change	10	
MAN-KM 406 Knowledge management in the innovative organization	10	
MAN-BE 407 Business Ethics in the global context	10	
Total optional module credits students need to choose:	20	
Term IV		
COMP 407 Dissertation <i>or</i>	60	
COMP 408 Business Research Project	60	
Total credits	180	



Exit awards and learning outcomes achieved (if appropriate)

<p>Award of a Postgraduate Certificate in Global Management and Innovation</p> <p>To qualify for the award of a Postgraduate Certificate in Global Management and Innovation, a student must have accumulated at least 60 level 7 credits, and should have achieved at least 50% in each module defined in the schedule of assessment.</p>	<p>60 CFU</p>	<p>At least:</p> <p>MAN-GCM 401 Globalisation and contemporary management issues</p> <p>ECO-CA 401 Competitive advantage in the global environment</p> <p>MAN-IDP 403 Innovation and Design Process</p> <p>One module of their choice</p>
<p>Award of a Postgraduate Diploma in Global Management and Innovation</p> <p>To qualify for the award of a Postgraduate Diploma in Global Management and Innovation, a student must have accumulated at least 120 level 7 credits and have achieved at least 50% in each module defined in the schedule of assessment.</p>	<p>120 CFU</p>	<p>In order to be awarded a PGDip in Global Management and Innovation, students are expected to pass at least:</p> <p>MAN-GCM 401 Globalisation and contemporary management issues</p> <p>MAN-MARK 402 Marketing for innovation</p> <p>STAT 401 Applied research methods</p> <p>ACC 401 Fundamentals of Accounting</p> <p>ECO-CA 401 Competitive advantage in the global environment</p> <p>MAN-IDP 403 Innovation and Design Process</p> <p>Two electives</p>
<p>MA Global Management and Innovation degree</p>	<p>180 CFU</p>	



Distinctive features of the Programme

The programme develops students' strategic thinking and analytical skills to examine fundamental contemporary global business issues in a creative, problem solving oriented way. Students are encouraged from the beginning to critically analyse the consequences of their strategies and planning in real life scenarios, whilst building their personal leadership style and attitude toward management. A problem based learning (PBL) approach to core disciplines is a distinctive feature of the Programme.

The programme offers in-depth knowledge in different subjects related to Global Management and innovation, to foster students' professional development in a theoretical and practical way. The contemporary and global focus in the curriculum enhances their understanding of the world, and consequently enhances their employability. The opportunity to deepen the knowledge of other languages for business purposes, as well as work-based experiences are encouraged and provided by the Student Office, in collaboration with Faculty members. Speakers and influential professionals are also invited to explain in practical details their job, and coach students with a specific interest in that area. NCIUL also benefits from agreements with other EU and non-EU universities, to facilitate students' mobility and enhance their employability.

Another distinctive feature of the programme is its multicultural diversity, not only expressed in the academic offer, also in its delivery by international academic staff with solid experience in their subject areas. This key aspect assures diversity and globalisation in learning and teaching styles and techniques, as well as up-to-date, practical influences in research areas.

Detailed information on the Programme's regulations can be found at <http://www.nciul.ac.uk/university-courses/specifications/regulations/>.

Support for students

Support for students is provided through different mechanisms. These include free access to several educational facilities to enable studying and socialisation; provision of a student handbook where to find all sorts of helpful information. Course materials, library and computer centre, online interactive intranet, continual assistance from personal tutors throughout the entire course, access to institutional support service and availability of all staff during office hours are other advantages. Lecturers are happy to provide feedback and suggest extra curricular activity to enhance students' performance, during office hours or by email, and provide emotional support in first instance.

Each student has a personal tutor who follows the student's progress throughout the entire course. Please refer to Section 4.2 of this handbook.

Students have 24/7 access to e-learning platform, <http://elearning.nciul.co.uk>, where they can log in in their MyNCU personal page to find video lessons, slides, textbooks, assessment test, tool (e.g. chats and forums) for interacting with tutors and other students. Please refer to Section 5.2 of this handbook.

For more information, visit <http://nciul.ac.uk/students-life/>.

Admission Criteria

The MA Global Management and Innovation is available to students interested in different modes of delivery:

Face-2-face Students will experience a traditional UK learning environment, within an international context and will attend face-2-face lectures and seminars in our London campus. They will have access to a variety of physical and online resources.

Distance Learners are typically students resident in the UK, who wish to study more flexibly perhaps due to other personal and/or work commitments. These students are able to access online materials through an extensive VLE.



Full time students: both distance learners and face-2-face students can apply for full time programme. In general terms, while intake dates are September and January, teaching terms are three: fall term (October to December), spring term (January to March) and summer term (April to June). Full time students will be able to complete the programme after two teaching terms, while the third term will be used to work on their dissertation (12 months).

Part-time students: both distance learners and face-2-face students can apply for a part time mode of delivery. In that case, students will find all the information they need in relation to programme structure and module specification in their Welcome Package. In general terms, while intake dates are September and January, teaching terms are three: fall term (October to December), spring term (January to March) and summer term (April to June). Part-time students will be able to complete the programme after four teaching terms, while the fifth term will be used to complete and submit their dissertation (18 months).

The minimum entry requirements are an honours degree at the 2.1 / upper second class level or higher or equivalent (e.g. B / 3.0 GPA in the undergraduate degree) in economics, management, law, language and linguistics, engineering, politics, international relations, economics, law or related social science subject. In addition to these entry requirements, prospective students are asked to provide evidence of their language abilities. IELTS 6.5, or TOEFL 85 (internet-based test) or 550 (paper-based), Cambridge Advanced Certificate, GCSE/IGCSE English grade C or above, or international equivalent.

Specific entry criteria can be found at <http://www.nciul.ac.uk/faculty-of-business-and-management/>. General regulations on Admissions are available online at <http://www.nciul.ac.uk/university-courses/specifications/regulations/> and <http://www.nciul.ac.uk/policies/>.

Start Times/Dates for Programmes

Intake dates for distance learning students and those in presence are September and January of each academic year.

New students starting their first semester are expected to start their semester on the first day of Induction Week, to ensure they are all set aware of their new environment at NCIUL.

In case of unavoidable delay or emergency, students they must begin their semester no later than the Monday of the second week of study. However, if they cannot be present before the deadline, students will be advised to defer their entry to the following semester.

2018-2019

Autumn Term: 1 October - 21 December
Spring Term: 21 January - 12 April
Summer Term: 29 April - 22 June

2019-2020

Autumn Term: t.b.c.
Spring Term: t.b.c.
Summer Term : t.b.c.

Details of academic week numbers and other institutional initiatives can be found at <http://www.nciul.ac.uk/student-life/student-activities-resources/academic-calendar/>.



Pass Regulations

All postgraduate modules have a minimum pass mark for assessments in each assessment component, defined as overall continuous assessment score (OCAS). The pass mark is 50% for the MA Global Management and Innovation Programme.

Students will be granted a pass on a module if they have achieved a minimum overall continuous assessment score (OCAS), determined as a weighted average of the grades achieved for all assessment tasks). This minimum is calculated as 50%, however all individual components within a module must also achieve a minimum of 50% for the module to be passed overall.

More information can be found on NCIUL Institutional Regulations for OU validated awards (<http://www.nciul.ac.uk/university-courses/specifications/regulations/>) and the Assessment and Examination Handbook (<http://www.nciul.ac.uk/policies/>) including information with regard to resit, retakes, alternative assessment, and similar. Deferrals and withdrawals are explained within the Deferrals and Withdrawals policy.

Students' Complaints and Appeals

Students have the right to make a complaint or an appeal to NCIUL, in case they believe they have been mistakenly judged.

Specific guidelines and procedures can be consulted on the Students' Complaints and Appeals policies, available at <http://www.nciul.ac.uk/policies/>.





2

Contact Details & General Info



1. Staff list and Contact Details

Academic staff, Graduate Teaching Assistants (GTAs) and tutors have individual webpages that are accessible through <http://www.nciul.ac.uk>. There, you can find contact details, a brief biography and research interest.

Programme leader for the MA Global Management and Innovation is Dr. Sara Fazzin.

Mr. John Aston	Module leader: Fundamentals of Managerial Accounting Module support: Dissertation Research areas of interest are: Social Accounting and Reporting; Financial Accounting; Managerial Accounting.
Dr. Alessandro Braga, PhD	Module support: Leadership Dissertation
Dr. Daniele Binci, PhD	Module Leader: Innovation & Design Process Module support: Dissertation Research areas of interest are innovation, change management in health care.
Dr. Shohail Choudhury, PhD, FHEA	Module Leader: Globalisation & Contemporary Management Issues Module support: Dissertation
Dr. Mauro Ciccolini, PhD	Module Tutor: Dissertation Research areas of interest include Comparative Tax Law and Management theories.



<p>Dr. Carlo Drago, PhD</p>	<p>Module leader: Applied Research Methods Business Research Project</p> <p>Research areas of interest are statistical methods for large data, social network analysis, time series analysis, symbolic data analysis, multivariate statistics and applications.</p>
<p>Mr Tim Ehimare, PhD candidate</p>	<p>Tutor in Economics</p> <p>He offers support to students and module leaders in his areas of expertise; labs, one-to-one tutoring and monitoring of progress during the term.</p>
<p>Dr. Sara Fazzin, PhD, FHEA, PGChap</p>	<p>Module leader: Managing Creativity for organisational change</p> <p>Module Tutor: Dissertation</p> <p>Research areas of interest include: Strategic Management; Organisational behaviour; knowledge management; creativity and creative industries.</p>
<p>Ms. Eleftheria Florou, PhD candidate, AFHEA</p>	<p>Module Leader: Marketing for innovation</p> <p>Research areas include Reputation, Brand Transgressions, Consumer Behaviour.</p>
<p>Dr. Flor Gerardou, PhD, AFHEA</p>	<p>Module Leader: Business Ethics in the global context</p>
<p>Dr. Ioannis Gkliatis, PhD, FHEA</p>	<p>Module Leader: Competitive Advantage in the global environment</p> <p>Module support: Dissertation</p> <p>Research interests are Strategy, and Global Management.</p>
<p>Dr. Dimitrios Koufopoulos, PhD</p>	<p>Module Leader: Dissertation</p> <p>Research interests are Strategy, Global Management, and Quantitative and Qualitative Research Methods.</p>



<p>Ms. Victoria Opara, PhD candidate</p>	<p>Module Leader: Knowledge Management in the innovative organisation</p> <p>Module support: Dissertation</p> <p>Research areas include Managing People, Leadership and Knowledge Management.</p>
<p>Dr. Sara Parsi di Landrone</p>	<p>Module leader: Coaching</p> <p>Module support: Dissertation</p> <p>Research areas are coaching; clinical and organisational psychology; leadership.</p>
<p>Dr. Alessandro Sancino, PhD</p>	<p>Module Leader: Leadership</p> <p>Module support: Dissertation</p> <p>Research interests are Leadership, Strategy and Public organisations.</p>
<p>Dr. Khumar Siddiq, PhD</p>	<p>Module Leader: Knowledge Management in the innovative organisation</p> <p>Module support: Dissertation</p> <p>Research areas include Knowledge Management, Business Intelligent Systems, AI and Management.</p>

Module Leaders

Have a responsibility for individual modules, which make up the programme. They evaluate assignments, give feedback to students, as well as monitor student progress and can modify the module's curriculum to fit needs. Each module has a module leader.

Business & Management Personal Tutors

Are the first point of contact for all your academic matters from assignment help to seeking support from other services. You will be required to have a one-to-one, 1 hour tutorial (either face-2-face or through Skype) with your tutor at least once every 4 months. However, they can be contacted by email or by the telephone and have appointed office hours where you can drop-in at any point during the working day. Please check their pages for more information.

2. Office Hours

All our academic staff are available during office hours.

Meetings can be arranged either in person or through virtual means (for example Skype). Tutors have appointed office hours where you can drop-in at any point during the working day.

Please check individual availability through your VLE Personal Page.



3. External Examiners

External examiners are another important part of the programmes at NCIUL. They are responsible for:

- moderating summatively assessed work at module and programme level;
- evaluating all forms of assessment which contribute to your degree result;
- evaluating, and helping ensure fairness and consistency in the assessment process;
- commenting on draft examination papers and assessment tasks as appropriate;
- reporting on the structure, content, academic standards and teaching of programmes;
- commenting, if invited to do so, on any alleged cases of assessment irregularities.

4. Administrative Staff

The Student Office deals with all your administrative needs during the MA Programme. It is located at our administrative campus, top floor.

Our address: Northern & Shell Tower (Ground and First floor) - 4 Selsdon Way - London E14 9GL

Opening Hours: Monday to Friday, from 9:00 am to 4:00 pm.

Contact details: email: studentoffice@nciul.ac.uk phone: +44 (0) 2038461730

5. Communication between NCIUL and students

Academic staff members and the NCIUL administrative team will usually communicate with you by email, using the preferred email you gave during your enrolment. When you write to staff, please remember to always provide:

- full name and registration number;
- address the person you are contacting with politeness and not too informally;
- clearly explain the reasons of your email;
- check everything before pushing the 'send' button.

Staff will aim to respond within 2 working days, however in exceptional circumstances this may not be possible. If you are having difficulty in contacting a member of staff, please contact the administrative office instead.

6. Your Contact and Personal Details

NCIUL will keep contact details and other personal data about you on our secure computer system. This data is treated as strictly confidential and are stored on encrypted databases on secure servers. You can request to review this data by contacting the Student Office. Please refer to <http://www.nciul.ac.uk/policies/>.

It is very important that you keep us informed of any changes to your personal contact details and of your emergency contact at all times. Some data can be changed on your personal page on the the VLE (for example, such as your address, telephone number or email address). However please note that you cannot change your first and last (family) names online. This has to be done in person at NCIUL in the Registry Office. Official supporting documentation (marriage certificate, passport etc.) will need to be provided.





3

Module Specification



MAN-GCM 401 GLOBALISATION & CONTEMPORARY MANAGEMENT ISSUES

1. Factual information			
Module title	MAN-GCM 401 Globalisation & Contemporary Management Issues	Level	7
Module tutor	Dr. Shohail Choudhury	Credit value ECTS	20 10
Module type	CORE taught + student-led activities	Notional learning hours	200

2. Rationale for the module and its links with other modules

Organisations in the modern era face challenges and issues that are profoundly related to local and global scenarios. It is imperative for managers to recognise and understand the peculiarities that arise from managing a business internationally.

The module offers a clear understanding of the contemporary thoughts in global management, and relative issues. It covers aspects such as sustainability, climate and resources issues, corporate responsibility and ethics, social and political aspects of ownership, and changes in HR.

The module is introductory to all the others, and provide students with a clear understanding of the core topics, preparing them for a more in-depth analysis of global management.

3. Aims of the module

Students will require to identify, analyse and evaluate contemporary issues and practices that a business is bound to face in the global market. Through focus group and seminar activities in important topics as informed by academia and professionals, students will critically evaluate the role of globalisation in shaping different areas of management. Important topics such as climate change and innovation in a global perspective, will be presented, in order to prepare the students with a clear background on what management in global scenarios actually means and how they can affect them.

In particular, the module aims:

- to develop an understanding of a range of concepts and theories associated with the changing global business environment.
- to develop a critical perspective about the concept of globalisation and its impact on markets, organisations, culture and society.
- to provide students with a set of resources for independent thinking about the changing global environment as it affects organisations globally.
- to enhance independent critical thinking, group discussion and presentation skills.

4. Pre-requisite modules or specified entry requirements

None.



5. Intended Learning Outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A1 demonstrate a higher-order understanding of key concepts in management theories and how they relate to practical situations

A2 state, identify, analyse and apply complex systems, processes and environment in different areas of organisational management

A3 appraise key factors affecting global management practices, and present analytical inputs for innovative solutions

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial, marketing and economics issues in a global perspective

B2 evaluate the effectiveness of different theoretical approaches and practical tools to manage complex scenarios in a global environment

B4 integrate a reflective and global attitude towards the analysis of cross-cultural and global concepts, and relative solutions

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C2 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work efficiently, independently and/or within a team

D3 employ research skills using different IT tools, online resources and databases, in order to produce, manipulate, interpret and present data to evaluate business matters

D4 critically assess prior knowledge and recognise the need to continuously challenge previous assumptions, in a life-long learning perspective

D6 present original opinions in a global-oriented perspective, supported by theoretical references and/or practical solutions

Teaching and learning strategy.

In general, indicated learning outcomes are achieved through a range of teaching and learning methods, that includes lectures, seminars, assignments and active participation.

Each class will involve formal information input from the teacher. Although there will be some elements of formal lecturing, students will be expected to participate by answering questions and contributing their own experience in discussion. Each class will also involve some student-centred activity. This may involve a case-study, a film, a short presentation or discussion and feedback in small teams. More specifically, the blended teaching and learning strategy used in this module provides a good balance between taught knowledge and student-led activities through seminars, flipped classroom exercises, focus group and team assignment, among others.

The module design also provide a clear opportunity to achieve practical and professional skills through reflection, criticality and ability to use prior knowledge to critically analyse and evaluate complex real-life managerial scenarios in the global context.



6. Indicative content

The module will typically cover the following topics:

- Week 1: Classical management theories and introduction to contemporary fields of research;
- Week 2: The significance and definitions of globalisation, particularly in relation to global management, innovation and leadership
- Week 3: Economic, political and cultural dimensions of globalisation
- Week 4: The impact of globalisation on companies' strategies and activities
- Week 5: The changing nature of organisation structures
- Week 6 ('till week 10): seminars' cycle on themes related to Perspectives on and limitations of globalisation: national and sovranational boundaries in business and management;
- Week 7: energy and climate changes;
- Week 8: corporate responsibility and ethics as affected by globalisation;
- Week 9: HR issues in the global organisational context, and relative issues;
- Week 10: innovation and change in global management.

7. Assessment strategy, assessment methods and their relative weightings

Assessment for both face-2-face and distance learning students consists of:

Coursework team assignment (50%), that consists in one 2,500 word essay that analyses a contemporary global management topic chosen from a list assigned by the Lecturer at the beginning of the Module. Each student will present an original point of view.

In case the number of students enrolled in the Module is less than three, the coursework assignment is an individual essay, at least 2,500 word long, that presents an original analysis of a contemporary global management topic.

Please note that, in relation to team assessment, the student receives their mark as the weighted mark (70/30) between:

- o the mark assigned to the individual by the Instructor on their specific contribution (assessed through oral presentation, essay or similar). Its weighting is 70% of the overall mark;
- o and the mark assigned by their peers to the individual student on their contribution (meaning oral presentation, essay or similar). Its weighting is 30% of the overall mark.

Coursework case study analysis (50%): each student is required to analyse business practices and issues inherent to a given case study, and evaluate how globalisation affected management choices, strategies or implementation. This assignment can consist of an interactive presentation with audio/video clips, to share with the class at the end of the term. TED-Ed videos and other similar activities during the term have been designed to support students in such assignment.



8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes											
	A1	A2	A3	B1	B2	B4	C1	C2	D2	D3	D4	D6
Team Assignment	X	X		X		X	X		X	X		X
Case study analysis	X		X	X	X	X		X	X		X	

9. Teaching staff associated with the module

Dr. Shohail Choudhury. Office appointments after/before classes upon request.

10. Key reading list

Considering the nature of the module, that is mostly based on student-led seminar activities and group discussion, students will be provided via MyNCU Module page with specific book sections, journal articles and other materials in order to enable and enhance their critical thinking and engagement with the specific theme explored. It is intended that students are expected to read these materials prior to the relevant sessions, to prompt reflection during the seminars. The following general textbook is suggested: Jones, G. & George, J. (2014). *Contemporary Management: Global Edition*. McGraw Hill.

11. Other indicative text

- Engardio, P, (2006). *Chindia: How China and India Are Revolutionizing Global Business*. McGraw-Hill Education.
- Friedman, T.L (2005). *The World Is Flat: A Brief History of the Twenty-First Century*. Farrar, Straus and Giroux.
- Glenn, J. (2006). *Globalization: North-South perspectives*. Routledge.
- Held, D. and McGrew, A. (2007). *Globalization/Anti-Globalization: Beyond the Great Divide*. C.U.P.
- Legrain, P, (2010). *Aftershock: Reshaping the World Economy After the Crisis*. Brown Ltd.
- O'Byrne, D. and Hensby, A. (2011). *Theorizing Global Studies*. Palgrave MacMillan.
- Ohmae, K. (2005). *The Next Global Stage: The Challenges and Opportunities in Our Borderless World*. Wharton School Publishing.
- Ritzer, G. (2010). *Globalization: A Basic Text*. Chichester, Wiley-Blackwell.
- Smith, M. (2011). *Fundamentals of Management*. McGraw Hill.
- Steger, M. B, (2009). *Globalization A Very Short Introduction*. Oxford University Press.
- Stiglitz, J. E. (2006). *Making Globalization Work: The Next Steps to Global Justice*. Allen Lane.
- Wolf, M. (2005). *Why Globalization Works*, Yale Nota Bene.

Journals

Journal of Critical Globalisation Studies
 International Journal of Business and Globalisation
 Journal of Cross Cultural Management
 International Journal of Cross Cultural Management
 Journal of International Development
 Journal of International Business Studies
 World Economics



MAN-MARK 402 MARKETING FOR INNOVATION

1. Factual information			
Module title	MAN-MARK 402 Marketing for Innovation	Level	7
Module tutor	Ms. Eleftheria Florou	Credit value ECTS	20 10
Module type	CORE Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules

As advanced module in Marketing that is built on prior theoretical knowledge of key concepts, the module focuses on the process of analysing and evaluating global marketing strategies in order to promote innovation.

Previous studies in marketing are desirable but not essential, because of its global dimension that takes into account our modern era of uncertainty and change. Other links are provided by connections with leadership, strategy and corporate responsibility.

3. Aims of the Module

The module aims to provide students with in-depth knowledge of global marketing environment and the ways to strategically enter in a target market, while subsequently creating and maintaining a competitive advantage that can guarantee success for the business.

Students will test, apply and deepen their knowledge in marketing principles and techniques in an international context. In order to evaluate the global market and the best marketing strategy to apply, different approaches will be covered and explained, as well as emphasising their links with innovation, leadership and modern corporate responsibility theories.

In particular, the module aims to:

- Examine the key stages in formulating, developing and implementing marketing strategies and plans.
- Review and discuss the role, relevance and importance of strategic marketing for organisations operating at global level.
- Provide students with the tools to analyse external environmental factors and assess their impact on organisations.
- Support students in acquiring the necessary skills to develop solutions to a range of strategic marketing issues.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended Learning Outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:



A4 identify potential competitive advantage of the business in a target market and design innovative approaches to maximise it

A5 have the the ability to critically undertake qualitative and quantitative research and apply this knowledge in the context of a major independent work

A7 evaluate and examine different business scenarios in global environment as informed by business management, accounting, and marketing management.

B. Cognitive skills

At the end of the module learners will be expected to:

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources

B4 integrate a reflective and global attitude towards the analysis of cross-cultural and global concepts, and relative solutions

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C5 evaluate and apply relevant techniques and methods to improve personal attributes and individual characteristics in order to become an effective global leader, and analyse business strategies to foster change, innovation and sustainability.

D. Key transferable skills

At the end of the module, learners will be expected to:

D1 use creativity in problem solving and decision making

D2 demonstrate the ability to work efficiently, independently and/or within a team

D3 employ research skills using different IT tools, online resources and databases, in order to produce, manipulate, interpret and present data to evaluate business matters

D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences

D6 present original opinions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D7 use a problem-based approach to improve employability skills

D8 use a reflective approach to evaluate concepts and scenarios, as promoted by intensive independent learning, critical thinking and criticality within the programme's learning and assessment strategy

Teaching and learning strategy

Learning outcomes as identified will be achieved through a variety of teaching and learning methods, such as lectures, flipped classroom exercises, workshops lead by peers and coursework assignments. The analysis of several case studies in interactive ways, both individually and through group discussions, will also be part of the teaching strategies.

Reflectiveness (both personal and professional) as customers and competitors to analyse marketing strategies is also required as part of the learning and teaching process.

In particular, critical thinking and deep understanding of the subject and its link to other disciplines will be facilitated and tested through an engaging team simulation. Specifically, the simulation is set in a specific industry, and allows graduate marketing students playing in teams to analyse the changing marketplace, set strategy for their company with the specific target of innovation, take tactical actions and compete against each other in a fun yet challenging setting.



This activity will start at the beginning of the module and naturally progress till the end of it, in order to provide students with a practice-based approach to applying marketing knowledge to real-world business situations.

6. Indicative content

The module will typically cover the following topics:

- Week 1: introduction to strategic marketing and its definition; strategic marketing planning;
- Week 2: the global marketing environment in its dimensions: economic, trade, social, political, legal, and so on;
- Week 3: analysis of competitive markets, customers and competitors in the global market;
- Week 4: research and selection of market targets: global information systems and global market-entry strategies (Licensing, Investment, and Strategic Alliances);
- Week 5: team poster assignment drafts and peer-review presentation;
- Week 6: decisions about brand and products, pricing, distribution;
- Week 7: effectively communicate the marketing strategy;
- Week 8: strategic competitive advantage in marketing campaigns;
- Week 9: marketing for innovation and its links to leadership and corporate responsibility.
- Week 10: team poster assignment presentations.

7. Assessment strategy, assessment methods and their relative weightings

I. FORMATIVE

Online Activities: two online tests that can assess students' understanding and evaluate their progress throughout the module. They consist of multiple choice questions on topics explained and discussed in class and during seminars. Their main objective is to prepare gradually students in their own time and comfort zone, in order to build on their knowledge and understanding of theoretical approaches and principles.

II. SUMMATIVE, for both face-2-face and distance learning students:

Poster assignment (50%): the assignment is individual and consists in a physical or interactive poster that analyses a contemporary global strategic marketing case chosen from a list assigned by the Lecturer at the beginning of the Module. Each student will present a literature review on key success factors in the chosen sector, analyse the business target market, evaluate competitors' strategies, present the marketing rationale behind the plan, and suggest an original marketing proposition for the future of the business according to its current and/or future competitive positioning. Creative design of the marketing research and reflective strategic planning process should be submitted as well. Students can benefit from the simulation game to better articulate their theoretical and practical underpinnings of their assignment.

Final Written Exam (50%): two hour exam at the end of the term, consisting in four open questions (25 points each, for a total of 100 points).



8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes													
	A4	A5	A7	B3	B4	C1	C5	D1	D2	D3	D5	D6	D7	D8
Poster	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Exam	X	X	X	X	X		X				X	X		X

9. Teaching staff associated with the module

Ms. Eleftheria Florou. Office appointments after/before classes upon request.

10. Key reading list

Keegan, W. & Green, M. (2017). *Global Marketing*. Pearson publishing.

11. Other indicative text

- Aaker, A. D., and McLoughlin, D. (2010). *Strategic Market Management: Global Perspectives*. John Wiley & Sons Chichester.
- Armstrong, G., Kotler, P., & Opresnik, M.O. (2016). *Marketing: An Introduction*. Pearson Publishing.
- Doole, I., & Lowe, R. (2008). *International Marketing Strategy: Analysis, Development and Implementation (5th Ed.)*. Cengage Learning, London.
- Hollensen, S. (2017). *Global marketing*. Pearson Publishing, UK.
- Hooley, G., Piercy, N., Nicoulaud, B., & Rudd, J. (2017). *Marketing Strategy and Competitive Positioning*. Pearson.
- Kerin, R., & Paterson, R. (2009). *Strategic Marketing Problems: Cases and Comments (12th Ed.)*. Pearson Education, Harlow.
- Kim, W.C., & Maubourgne, R. (2005). *Blue Ocean Strategy: How To Create Uncontested Market Space And Make The Competition Irrelevant*. Harvard Business School Publishing, Boston, MA (USA).
- McDonald, M. (2008). *Marketing Plans: How to Prepare Them, How to Use Them*. John Wiley & Sons, Chichester.
- McDonald, M. (2010). *Marketing Planning*. Elsevier. London.
- Solomon, M.R. (2017). *Consumer Behavior: Buying, Having, and Being. Global edition*. Pearson Publishing.
- Solomon, M., Marshall, G., Stuart, E., Barnes, B. & Mitchell, V. (2009). *Marketing: Real People Real Decisions*. Pearson Publishing.
- Usuneri, J.C. & Lee, J. (2009). *Marketing Across Cultures*. Pearson Publishing.

Journals and Periodicals

Marketing: Journal of Marketing; Journal of Marketing Research; Journal of Consumer Research; Marketing Science; International Journal of Research in Marketing; Journal of Consumer Behaviour; Journal of Consumer Psychology

General Management: Harvard Business Review, California Management Review, MIT Sloan Management Review, International Journal of Management Reviews, Global business and economics review.

Business periodicals: The Times, The Financial Times, The Economist, Business Week.



Websites

Advertising Association: <http://www.adassoc.org.uk/>
American Marketing Association: <http://www.marketingpower.com/>
BBC – Business: <http://www.bbc.co.uk/news/business/>
Brandz: <http://www.brandz.com/output/>
Business Week: <http://www.businessweek.com/>
Chartered Institute of Marketing: <http://www.cim.co.uk/home.aspx>
Chartered Management Institute: www.cmi.co.uk
Economist, The: <http://www.economist.com/>
Entrepreneur: <http://www.entrepreneur.com/>
Euromonitor consumer markets: www.euromonitor.com
Financial Times: www.ft.com
Fortune Global 500: <http://money.cnn.com/magazines/fortune/global500/2010/>
Marketing Week: <http://www.marketingweek.co.uk>
New Media Age: <http://www.nma.co.uk/>
The Times: www.timesonline.co.uk
World Bank, The: www.worldbank.org
Wallpaper Magazine: <http://www.wallpaper.com/>
WARC: <http://www.warc.com/>



STAT 401 APPLIED RESEARCH METHODS

1. Factual information			
Module title	STAT 401 Applied Research Methods	Level	7
Module tutor	Dr. Carlo Drago	Credit value ECTS	20 10
Module type	Core Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules

The course is designed to achieve an understanding of fundamental ideas of data presentation and data analysis that are useful in organisational decisions and in solving business problems. Students are introduced to a variety of data analytic techniques with emphasis on why each of them is used. The module develops the student's quantitative research skills and knowledge needed to successfully interpret quantitative results from marketing, business etc, and to successfully undertake quantitative research. The module encourages both independence and critical thinking, which are fundamental skills when performing or assessing a piece of business research and provided some quantitative knowledge that may be useful for the Dissertation and Business Research modules. No prior knowledge of statistics is assumed.

3. Aims of the module

The module aims to provide students with the basic tools and techniques to carry out and evaluate quantitative business research. Students will acquire the research tools needed for a relevant and creative piece of research that is able to make a practical contribution to the different areas of management, and will be able to make an informed decision about which methodology suits a particular problem.

The student will be introduced to statistical methods used in reaching quantitative decisions in business, including methods for organising, summarising, and presenting data. The student will also be introduced to inferential statistical techniques, basic probability concepts, probability distributions, sampling and estimation, correlation, and regression.

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A5 demonstrate the ability to critically undertake qualitative and quantitative research and apply this knowledge in the context of a major independent work

B. Cognitive skills

At the end of the module learners will be expected to:



B1 demonstrate critical thinking, analysis and synthesis of complex management, financial, marketing and economics issues in a global perspective

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources

C. Practical and professional skills

At the end of the module, learners will be expected to:

C2 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

C4 apply qualitative and quantitative techniques to analyse data in order to solve structured or unstructured complex business issues

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work efficiently, independently and/or within a team

D3 employ research skills using different IT tools, online resources and databases, in order to produce, manipulate, interpret and present data to evaluate business matters

Learning and Teaching strategies

The module has been devised to provide the students with a clear understanding of applied business research from a problem-based and student-centred point of view. The module uses traditional lectures, student-led seminars, case studies, peer discussion, discussion with potential thesis or business research project supervisors to develop a high order understanding of applied research methods.

6. Indicative content.

The module will cover topics such as:

- Session 1: Why study statistics; Sources and types of data; descriptive statistics; measures of location, dispersion, skewness and kurtosis; covariances and correlations; their properties, advantages, disadvantages and typical uses.
- Section 2: Simple graphical devices: histograms, stem and leaf diagrams, scatterplots, boxplots, QQ plots;
- Session 3: Basic probability, random experiments, conditional probability, bivariate probabilities, Bayes' theorem
- Session 4: Discrete and continuous random variables
- Session 5: Population and samples; sampling and sampling distributions
- Session 6: Tests of hypothesis
- Section 7: Point and interval estimation
- Section 8: Simple regression
- Section 9: Multiple regression

The topics covered assume that the students have no prior knowledge of statistics. In the event in which students have already a good understanding of statistical methods, some of the topics will be replaced by more advanced topics, which may include time series methods, forecasting, binary choice models, endogeneity and instrumental variables, and multivariate statistics (principal components, factor analysis, cluster analysis).



7. Assessment strategy, assessment methods and their relative weighting

Online Activities (40%): four *tests* (10% each) will be required to be completed online to assess students' preparation and progress. The quiz will cover topics explained in lectures, and can be used as a recap for the students. Feedback is provided by the lecturers at the end of each activity. The online test will require students to analyse a dataset to address a business question.

Final exam (60%): A combination of written tests and written case-study analyses allows students to demonstrate their knowledge acquired and their ability to apply this knowledge to real-world business cases.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes						
	A5	B1	B3	C2	C4	D2	D3
Online Activities	X	X	X	X	X	X	X
Final exam	X	X	X		X	X	

9. Teaching staff associated with the module

Dr. Carlo Drago carlo.drago@unicusano.it Office appointments upon request.

10. Key reading list

David M. Levine, David F. Stephan and Kathryn A. Szabat. *Statistics for Managers Using Microsoft Excel*, 8th Edition. Pearson Publishing.

11. Other indicative text

Paul Newbold, William Carlson and Betty Thorne. *Statistics for Business and Economics*, 8th Edition. Pearson.

Anderson, D., Sweeney, D., Williams, T., Camm, J. & Cochran, J. (2016). *Statistics for Business and Economics*. Cengage.

Journals

European Journal of Research

The Economist

The Financial Times

Students are strongly encouraged to access our databases and e-journal subscriptions, as well the Library resources. In addition, websites should be consulted as well (i.e., businessweek.com, www.FT.com, www.Statistics.gov.uk, www.Datamonitor.org).



ECO-CA 401 COMPETITIVE ADVANTAGE in the global environment

1. Factual information			
Module title	ECO-CA 401 Competitive advantage in the global environment	Level	7
Module tutor	Dr. Ioannis Gkliatis	Credit value ECTS Credits	10 5
Module type	Core taught	Notional learning hours	10 0

2. Rationale for the module and its links with other modules

Creating competitive advantage is a prerequisite for a successful development of any company in any industry and country. Managers have to consider a wide variety of factors affecting their company - including macro and business environment, institutional and regulatory context and global perspective – in order to work out the appropriate strategic decisions. Inadequate knowledge and understanding of these factors can have a detrimental effect on the company.

The module focuses on practical tools and techniques used in the decision-making process of a company to create its sustainable competitive advantages in the global context. It is closely related to other modules on management and strategy at levels 4-6. The module represents an important part of any management related degree as it extends students' practical knowledge in strategic thinking which is crucial for the successful development of any business.

3. Aims of the module

The aim of the module is to introduce students to the main practices and tools for creating company's competitive advantage in a global perspective. During the module, students will learn sources of competitive advantage, strategies for obtaining competitive advantage, market structures, competition issues and strategic positioning. The module introduces techniques for assessing the external and internal environments to enable effective decision making. The module develops students' ability to think critically and strategically and to respond quickly to the fast-changing business environment. It also develops students' analytical skills necessary to work out business decisions for maintaining and achieving competitive advantages.

The techniques and practices studied during the module can be applied in any company in any industry. The module integrates international issues using real cases analysis to examine competitive advantage issues in a global context.

The course consists of lectures in which students are introduced to the main practices and techniques in competitive advantage analysis and seminars when students can apply these tools to a real situation. Case analysis and group discussions represent an integral part of the lessons.

In particular, this module aims:

- To give students a thorough grounding in the theory underpinning strategy and its development and explores the conceptual and practical rationale of adopting a multi-perspective approach to strategy
- To develop knowledge of formulating and implementing strategies that contributes to organisational growth and sustainability in a globalised environment.



- To provide analytical techniques that enable students to understand strategies employed by firms (multi-national, multi-domestic, domestic) that are pursuing global agendas.

4. Pre-requisite modules or specified entry requirements

Knowledge of Strategic Management and/or Strategic Analysis is preferable but not essential.

5. Intended Learning Outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

- A1** demonstrate a higher-order understanding of key concepts in management theories and how they relate to practical situations
- A4** identify potential competitive advantage of the business in a target market and design innovative approaches to maximise it

B. Cognitive skills

At the end of the module learners will be expected to:

- B1** demonstrate critical thinking, analysis and synthesis of complex management, financial, marketing and economics issues in a global perspective
- B3** creatively formulate and solve business problems using different tools and techniques from a variety of resources

C. Practical and professional skills

At the end of the module, learners will be expected to:

- C1** design creative strategies to synthesise information in a global context to generate new approaches to business matters
- C3** identify and analyse the business innovation process in a global perspective, in order to enhance the effectivity of decision making and response to change

D. Key transferable skills

At the end of the module, learners will be expected to:

- D1** use creativity in problem solving and decision making
- D2** demonstrate the ability to work efficiently, independently and/or within a team
- D5** demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences

Learning and teaching strategy.

The module is structured in a way that students can benefit from a practical application of knowledge. Weekly mini-lectures are used to explore core strategy concepts, essential theories and economics models. Seminars adopt a more research-oriented approach with use of big data, whereby students and the lecturer are involved in data searching, information processing and communication of knowledge/ understanding. In-depth and micro case studies (text, audio and video) extracted from the core and recommended textbooks, selected journals and industry databases/websites are supplemented with primary data to carry out complex analysis aimed at problem solving, critical evaluation and synthesis of strategy in a global context. The main vehicle for these analyses is student-led seminars designed to critically evaluate and reflect on the module and programme learning outcomes. Learning experiences are supplemented by visiting speakers on various issues of strategy.



6. Indicative content.

- Week 1: Strategy: Definition and conceptualisation - Elements of Strategy, The Management of Strategy in Context, Global strategy in practice
- Week 2: Overview of Strategy Development: Emergent strategies, Intended Strategies
- Week 3: Multiple processes of strategy development, Processes involved in the development of a strategy, Key issues faced by managers
- Week 4: The strategic position of an organisation: Environment, capability, culture and purpose
- Week 5: Competitive advantage approach; Strategies and sources of competitive advantage
- Week 6: Strategy choices and implementation: Bases for choice, direction and Methods, Evaluation, processes, and practice.
- Week 7: Competitive advantage and Innovation
- Week 8: The concept and process of globalisation: International Product/Market Diversity, Cross cultural issues, Value Creation.
- Week 9: Global Strategy Implementation: The PESTEL and CAGE frameworks of host countries, Implementation issues and the managing key resources for success
- Week 10: Business sustainability

7. Assessment strategy, assessment methods and their relative weightings

The assessment for both face-2-face and distance learning students consists of a written assignment with presentation and a final examination with the relative weightings as following:

- Individual written assignment with presentation (40%)
- Final examination (60%)

The individual written assignment will require the student to research and analyse a selected organisation' competitive position and strategy. It involves application of pre-designed strategy tools and analytical techniques developed in the module and other pathway programme modules to perform complex analysis using hypothetical or real case studies.

Each student will then present the results in the classroom or online, through Skype and/or prior submission of a video. This assignment will allow students to demonstrate their research, analytical, critical-thinking, strategic and communication skills.

The final examination consists of a combination of a written test and a written case-study analysis. Students will have to demonstrate their knowledge of the practices and tools learned during the course and their ability to apply this knowledge to real-world business cases.

Assessment criteria for each assignment will be made available to students prior to an assessment taking place. More information will be available from the module leader.



8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes								
	A1	A3	B1	B3	C3	C5	D1	D2	D5
Individual written assignment	✓	✓	✓			✓		✓	✓
Final examination		✓		✓	✓		✓		

9. Teaching staff associated with the module

Dr. Ioannis Gkliatis. Office appointments upon request.

10. Key reading list

Johnson, Scholes and Whittington (latest ed.). *Exploring Strategy: text and cases*. Pearson Education.

Mintzberg, H., Ahlstrand, B. and Lampel, J. (latest ed.). *Strategy Safari - The complete guide through the wilds of strategic management*. Prentice Hall.

Morrison, J. (latest ed.). *The Global Business Environment*. Palgrave Macmillan.

Porter, M. (1998). *Competitive Advantage: Creating and sustaining superior performance*. Free Press.

11. Other indicative text

Brooks, I., Weatherston, J., Wilkinson, G. (2010). *The International Business Environment - Challenges and Changes* (2nd ed.). Prentice Hall.

Journals

Strategic Management Journal (SMJ)

Advances in strategic management (Journal)

Strategic Change

Business strategy and the environment

Journal of International Business Studies

Journal of Economics and Management Strategies

International Business Review

Harvard Business Review

Websites

Global Business Insights: www.globalbusinessinsights.com/

Business Insight - <http://www.business-insights.com/>

Financial Times: <http://www.ft.com>

Economist: <http://www.economist.com>

Bloomberg Financial Data: <http://bx.businessweek.com/business-strategy>

Strategy + Business: <http://www.strategy-business.com/>



MAN-IDP 403 INNOVATION & DESIGN PROCESS

1. Factual information			
Module title	MAN-IDP 403 Innovation & Design Process	Level	7
Module tutor	Dr. Daniele Binci	Credit value ECTS	20 10
Module type	CORE Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules

Contemporary management theories recognise the fundamental role of innovation and design as ways of thinking and analyse the business in order to gain or maintain a competitive advantage in the market. Furthermore, most of the prominent organisations in the Fortune 500 list are innovation-driven companies. Because innovation has proved to be a difficult, uncertain and risky matter, managers and entrepreneurs will benefit from learning how to strategically and operationally manage innovation in technology, market and processes.

Traditionally, managing innovation is strictly related to a deep understanding of strategy, creativity and knowledge management. In that sense, the module is the core application and perspective of the overall programme. In fact, it encourages students to explore and develop personal leadership skills; recognise and address contemporary managerial problems and ethical dilemmas; social responsibility issues and the practical resolution of problems in global business contexts.

3. Aims of the module

The module aims to provide students with a clear understanding of different types of innovation, and its meaning to organisational strategy. Furthermore, processes to develop and design innovation in the business are presented, along with a variety of tools for strategic planning. Students are expected to be able to creatively analyse and critically evaluate strengths and risks related to specific innovative strategies, and select the best processes in order to lead the business toward a competitive advantage in the target market.

In particular, the aim of this module is to deconstruct the taken for granted ways of approaching contemporary business issues, by equipping students with a set of skills that enable them to develop proactive and innovative ways of solving problems. This may include:

- encouraging students to take reasonable risk by stepping out of their comfort zone to explore ways of developing new innovative solutions to modern managerial problems.
- being able to recognise, develop and act upon innate potential in the areas of creative thinking, imagination, innovation and entrepreneurship in finding solutions to business/managerial related problems;
- developing a project for a new product/managerial system/idea and determining the managerial and resource priorities that are required to enable the proposed product/system/idea to operate efficiently, sustainably and successfully;
- demonstrating the application of presentation, analytical and evaluative skills gained in this and other modules on the programme in evaluating contemporary challenges to business and society.



4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A1 demonstrate a higher-order understanding of key concepts in management theories and how they relate to practical situations

A3 appraise key factors affecting global management practices, and present analytical inputs for innovative solutions

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial, marketing and economics issues in a global perspective

B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to manage complex scenarios in a global environment

C. Practical and professional skills

At the end of the module, learners will be expected to:

C2 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

C3 identify and analyse the business innovation process in a global perspective, in order to enhance the effectivity of decision making and response to change

D. Key transferable skills

At the end of the module, learners will be expected to:

D3 employ research skills using different IT tools, online resources and databases, in order to produce, manipulate, interpret and present data to evaluate business matters

D6 present original opinions in a global-oriented perspective, supported by theoretical references and/or practical solutions

Learning and teaching strategy.

In order to support students in achieving the intended learning outcomes, the module's learning and teaching strategy has been designed to fully reflect the level of critical thinking, independent work and ability to apply in-depth theoretical knowledge to complex managerial scenarios, using different theories and disciplines. In this sense, lateral thinking techniques will be used to encourage students to explore phenomena in new and unconventional ways, making use of students' prior knowledge and experiences.

The module uses cases interviews, simulations, mind games to challenge students' ideas and theoretical assumptions, as well as a series of student-led workshops on key topics with guest speakers from the industry. Students will then work independently or in teams to analyse, develop and/or present a project for a new product/managerial system/idea and determining the managerial and resource priorities that are required to enable the proposed product/system/idea to operate efficiently, sustainably and successfully.

6. Indicative content.

The module will cover:



- Week 1: definition of innovation; importance and types of innovation; analysis of environments that affect innovation.
- Week 2: the role of creativity and knowledge management to facilitate and unleash innovation.
- Week 3: strategic innovation and how to build innovative capabilities for the firm's success.
- Weeks 4 and 5: research and design process: innovation process in practice; managing research and development teams and how to choose between their projects.
- Week 6: student-led activities and presentations of draft projects.
- Weeks 7 and 8: innovation and new products: recognition of a market opportunity; how to make it real; strategies to minimise risk and uncertainty.
- Week 9: practical aspects of innovation design entering the market.
- Week 10: final presentations of projects.

7. Assessment strategy, assessment methods and their relative weightings

Assignments, class participation (online or in presence), workshops, lectures and independent research activities are designed to monitor students' progression in terms of knowledge understanding and in-depth ability to apply that knowledge into practice. Independent research work will also enhance students' depth of knowledge as well as their critical skills in terms of analysis and synthesis when it comes to translate into practical procedures and principles what they have learned in theory. Peer feedback and lateral thinking techniques will also provide a stimulating learning environment that is both reflective and practice-based.

Face-2-face and distance learning students will be assessed through:

Coursework assignments (50%) : two tests consisting of 5 open questions each. Dates will be arranged by instructor and students at the beginning of the module.

Coursework project (50%) : individuals or teams will prepare a short audio/video presentation that analyses a specific aspect of the innovation strategy or processes adopted by a well known business, as studied during the module. The audio/video presentation is expected to be original, creative and no more than 10 minutes long. A paper on the findings should be submitted as well, no longer than 2,500 words. Feedback on the project topic or execution will be given by the instructor or an assigned tutor during the whole process.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes							
	A1	A3	B1	B2	C2	C3	D3	D6
Assignments	X	X	X			X		
Project		X	X	X	X		X	X

9. Teaching staff associated with the module

Dr. Daniele Binci daniele.binci@nciul.ac.uk Office appointments upon request.



10. Key reading list

Mark Dodgson, David M. Gann, and Ammon Salter (2008). *The Management of Technological Innovation*. Oxford University Press.

11. Other indicative text

Pervaiz Ahmed, and Charlie Shepherd (2010). *Innovation Management: Context, strategies, systems and processes*. Pearson Ed.

Paul Trott (2016). *Innovation Management and New Product Development*, 6/E. Pearson Ed.

Journals

European Journal of Research

The Economist

SAGE Research Journals

The Financial Times

The International Journal of Entrepreneurship and Innovation

Journal of Business Management

Asian Business and Management Journal

International Business Review

Journal of Management Studies

Strategic Management Journal

Journal of World Business

Harvard Business Review

Academy of Management Journal

Websites

businessweek.com

mintel.co.uk

FT.com

BBC.co.uk/business

statistics.gov.uk

datamonitor.org

businessmonitor.com

<http://www.businessopportunitiesandideas.com>



ACC 401 FUNDAMENTALS OF ACCOUNTING

1. Factual information			
Module title	ACC 401 Fundamentals of Accounting	Level	7
Module tutor	Mr. John Aston	Credit value ECTS	10 5
Module type	CORE Practice-based	Notional learning hours	100

2. Rationale for the module and its links with other modules

In the global environment, managers and accountants should always be aware of their impact on social matters, and their ethical responsibilities towards the community in which they operate. In order to foster this attitude, Fundamentals of Accounting will provide graduate students with a clear understanding of what (financial and managerial) accounting is and how to properly translate its information to make an informed decision in strategic planning and control.

The Module is concerned with the provision and application of accounting information by managers within organisations, and provides them with the information needed to make informed decisions. Unlike Financial Reports which are available to various stakeholders, Management Accounting information is used within an organisation, is usually confidential, and its access is available only to a selected few.

The module gives students the practical knowledge of financial accounting principles and processes needed to critically evaluate the information provided in financial statements and annual reports.

3. Aims of the module

The course aims to provide all practical skills necessary to an understanding of accounting concepts and regulation. Students will learn how, from financial statements, the business financial performance measures are put in place to make informed choices and decisions in global investment opportunities. Therefore, the module will enhance students' understanding and ability to plan strategies and diversify the business investment portfolio, as well as design new routes for change and innovation.

In particular, Management accounting is concerned with the provision and application of accounting information by managers within organisations, and providing them with the basis for making informed decisions that would allow them to be better equipped in their management and control functions. Unlike Financial Reports which are available to various stakeholders, Management Accounting information is used within an organisation (typically for decision making) and is usually confidential, and its access available only to a selected few.

Thus, the module aims are:

1. to provide the student with the knowledge of accounting concepts and regulation;
2. to enable the student to read financial statements, to critically evaluate financial performance measures of a business, and to make informed choices and decisions in global investment opportunities;
3. to enhance the student ability to plan strategies, diversify the business investment portfolio, and devise new approaches to change and innovation.



4. Pre-requisite modules or specified entry requirements

None.

5. Intended Learning Outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A6 recognise and critically apply legal, ethical and human components in business, decision making and managerial practices, especially providing creative and innovative solutions to real problems

A7 evaluate and examine different business scenarios in global environment as informed by business management, accounting, and marketing management.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial, marketing and economics issues in a global perspective

B4 integrate a reflective and global attitude towards the analysis of cross-cultural and global concepts, and relative solutions

C. Practical and professional skills

At the end of the module, learners will be expected to:

C2 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

C4 apply qualitative and quantitative techniques to analyse data in order to solve structured or unstructured complex business issues

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to efficiently work independently and/or within a team

D3 employ research skills using different IT tools, online resources and database, in order to produce, manipulate, interpret and present data to evaluate business matters

D7 use a problem-based approach to improve employability skills

Learning and Teaching strategy.

- Class activities on the role of Management Accounting in planning, decision-making and control activities, and the various roles of the middle-level managers in budgeting, short-term and long term pricing decisions, application of the various quantitative analysis decision making tools, and performance management.
- Group activities and discussions on the various modern costing methods and role of management accounting in helping top management to achieve goals and SMART objectives.
- Students are to read, understand and apply current research findings from published financial journals on behavioural issues in budgeting and managing performance.
- Practical class exercise on the application of various decision-making tools in achieving the business' profit maximisation objective.
- Subsequent carrying out calculations using decision making tools (like break even analysis, limiting factor analysis, linear programming and sensitivity analysis), planning tools (budgeting, regression analysis) and control tools (standard costing), learners would be required to communicate their findings in the most appropriate and effective manners to the stakeholders involved, bearing in mind the constant changing business environment.



- Case studies and group discussions on 'optimal solutions' in decision-making.
- Based on the various planning, decision-making and control skills acquired on the course, learners would be required, via an assignment (case presentation), to recommend an optimal course of action to the top management.
- Brainstorming sessions to consider the pros and cons of the various financial options and strategies.

6. Indicative content.

The module will cover several topics, such as:

- Week 1: The balance sheet and the accounting equation
- Week 2 : Introduction to accounting principles, terminology and framework; financial implications related to different business forms, regulation, governance and audit.
- Week 3: Ratio analysis to interpretative performance and financial position of a limited company.
- Week 4: Statement of Cash Flow and its relevance. Control of cash flow through the cash budget.
- Week 5: The accountant's ethical dilemmas in today's global perspective.
- Week 6: Introduction to managerial accounting as a forward looking discipline concerned with estimates and projections for planning, control and decision making
- Week 7: Methods of apportioning overhead costs to activities and outputs
- Week 8: Cost – volume – profit analysis and marginal costing
- Week 9: Modern costing systems: target costing and lifecycle costing; and their impact on innovation and organisational change
- Week 10: Short term decision making techniques: e.g. to buy or to make, limiting factor analysis, linear programming

7. Assessment strategy, assessment methods and their relative weightings

FORMATIVE ASSESSMENT

Online Self-Evaluation Tests : four self-evaluation tests will be required to be completed online to assess students' preparation and progress. Each quiz will cover topics explained in lectures, and can be used as a recap for the students. Feedback is provided by the lecturers at the end of each quiz.

SUMMATIVE ASSESSMENT, for both face-2-face and distance learning students:

Case Presentation (50%): students will be assigned in a team (in case of distance learners, teams are virtual and meet online through chat forum), in order to discuss and evaluate financial evidences from a public company. The presentation is individual, and can be oral or written, delivered with IT tools, to peers and lecturers, and it should evaluate the financial strengths and weaknesses of the chosen company, as well as an historic display of its performance, in relation to other companies (at least three) in the same market, from UK and abroad. This assignment follows the seminar structure, with student-led critical discussions on latest research findings.

Please note that, in relation to team assessment, the student receives their mark as the weighted mark (70/30) between:

- o the mark assigned to the individual by the Instructor on their specific contribution (assessed through oral presentation, essay or similar). Its weighting is 70% of the overall mark;
- o and the mark assigned by their peers to the individual student on their contribution (meaning oral presentation, essay or similar). Its weighting is 30% of the overall mark.

In case the number of students enrolled in the Module is less than three, students are assessed individually on the case presentation.



Final sit-in exam (50%) : students are required to pass a final exam where topics covered in class will be tested. The pass mark is 50. For more information on assessment and marking, please consult the lecturer and the Student Handbook.

8. Mapping of assessment tasks to learning outcomes									
Assessment tasks	Learning outcomes								
	A6	A7	B1	B4	C2	C4	D2	D3	D7
Case presentation	X	X	X	X	X	X	X	X	X
Final Exam	X	X				X			X

9. Teaching staff associated with the module

Mr. John Aston. Office appointments upon request.

10. Key reading list

Atrill, P., & McLaney, E.J. (2011). *Accounting and Finance for non-specialists*. Prentice Hall. or Collier, P. (latest ed.). *Accounting for Managers: Interpreting Accounting Information for Decision-making*. John Wiley and Sons Ltd.

11. Other indicative text

Thomas Plenborg, Christian Petersen (2011). *Financial Statement Analysis*. Pearson.

Marshall Romney, Paul Steinbart (2014). *Accounting Information Systems*, Global Edition. Pearson.

http://reutersuk.ar.wilink.com/asp/P321_search_ENG.asp

<http://www.precisionalert.com/>

ACCA Website: www.accaglobal.com

CIMA Website: www.cimaglobal.com



MAN-LEA 404 LEADERSHIP

1. Factual information			
Module title	MAN-LEA 404 Leadership	Level	7
Module tutor	Dr. Alessandro Sancino (ML) Dr. Alessandro Braga	Credit value ECTS	10 5
Module type	OPTIONAL taught + practical seminars	Notional learning hours	100

2. Rationale for the module and its links with other modules

When you ask someone what is actually the difference between a manager and a leader, people don't know how to answer. Most of the times, they think the two words are synonyms of the same concept. After this module, students will clearly understand that it is not only a matter of verb. Specifically, the purpose of the course is to increase one's capacity to lead with and without authority, across boundaries, and from any political or organisational position. You will understand that leadership is not just a matter of a person, but can be better looked through six lenses: leadership as a person, as a position, as a process, as a result, as a place, as a purpose.

3. Aims of the module

The module aims to provide students with a theoretical basis of leadership, its definition and principles, while emphasising the way it influences organisations, networks and societies through the leaders and their relation with the followers. Skills such as active listening, persuasion and political astuteness will be presented, as well as concepts like emotional intelligence and wicked problems. Contemporary best and bad practices in the global context will provide students with effective role models that can be looked at for understanding the limits and possibilities of leadership.

In particular, the module aims to:

- increase an individual awareness of our impact (on self / others / environment) as individuals
- develop knowledge on concepts of leadership in modern society based on relevant case studies and personal experiences provide students with a better understanding of a variety of leadership practices
- experience and reflect on a variety of leadership styles and techniques, both as a leader and/or as a follower
- using a participatory based learning approach, develop skills through research, discussion, involvement and experience that will increase the individuals capability to understand and practice leadership

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A3 appraise key factors affecting global management practices, and present analytical inputs for innovative solutions

A6 recognise and critically apply legal, ethical and human components in business, decision making and managerial practices, especially providing creative and innovative solutions to real problems



A10 critically analyse contemporary global concepts through a reflective and practice-based approach

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial, marketing and economics issues in a global perspective

B4 integrate a reflective and global attitude towards the analysis of cross-cultural and global concepts, and relative solutions

B5 research theoretical principles and assess them to design practical solutions to innovate the business

C. Practical and professional skills

At the end of the module, learners will be expected to:

C2 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

C3 identify and analyse the business innovation process in a global perspective, in order to enhance the effectivity of decision making and response to change

D. Key transferable skills

At the end of the module, learners will be expected to:

D1 use creativity in problem solving and decision making

D2 demonstrate the ability to work efficiently, independently and/or within a team

D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences

D6 present original opinions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D8 use a reflective approach to evaluate concepts and scenarios, as promoted by intensive independent learning, critical thinking and criticality within the programme's learning and assessment strategy

D9 operate in the global arena as a change agent and leader, recognising and evaluating contemporary complexity and cross country culture

Teaching and learning strategy

The Leadership module is designed to support students throughout a variety of teaching methods. These will comprehend sessions of group discussion, individual study, case studies analysis, self reflection and personal development. In that sense, the module is experiential with the students able to role play the concepts of leadership and to reflect on the impacts of leadership. With the support of suggested material and research readings, students are encouraged to independently explore leadership in a variety of ways and approaches.

Mini-lectures, peer discussions, case studies, individual study, research seminars, assignments and peer feedback are among the teaching and learning strategies used within the module. The practical sessions to exercise theoretical concepts will enhance students' understanding of leadership, as well as providing opportunities for personal reflection and self-awareness.

6. Indicative content.

The module will indicatively cover:

- Week 1: Introduction to leadership. What is leadership?
- Week 2: Leadership as a Person;
- Week 3: Leadership as a Position;
- Week 4: Leadership as a Process;
- Weeks 5 and 6: Leadership as a Result;
- Week 7: Leadership as a Place;
- Week 8: Leadership as a Purpose;



- Week 9: Soft-skills, critical thinking and personal leadership development planning;
- Week 10 (research focus group): Leadership for Public Value.

7. Assessment strategy, assessment methods and their relative weightings

Assignments are designed to integrate knowledge and practical skills, while registering and fostering students' attitude and progress.

Feedback from peers and lecturer is also another important form of learning and teaching/assessment strategy, that compliments the fundamental role of practical sessions to manage and foster leadership abilities.

FORMATIVE ASSESSMENT

Online Activities : during the term, online activities regarding topics covered in class will be presented to check students' understanding and give feedback. These activities consist of tests, watching videos, reflective pieces of writing and research papers to read and comment.

SUMMATIVE ASSESSMENT

Individual Report or Essay (50%) : a 1,500 word report or essay on the analysis of a chosen topic or a specific leader, that should demonstrate student's understanding of leadership concepts.

This report/essay is intended to provide students with the opportunity to consider, research and evaluate one or more specific topics within leadership in modern society. Topics of the essay will be agreed individually with the module leader and/or with the module assistants.

Team challenge project (50%) : a 1,000 word individual project plus interactive presentation (10 to 20 minutes long) that convey and clearly deliver the students' ability to use leadership skills to present an idea or concept. Teams may answer questions such as:

- How has leadership impacted society and industry?
- Who is a global leader?
- Can I be a leader?
- When leadership has impact. Examples of modern successful leadership
- The future of leadership. Where does the future of leadership lie, where is leadership going?

In case the number of students enrolled in the Module is less than three, the assessment will still consist of an individual project (a 1,000 word project plus interactive presentation - 10 to 15 minutes long), however the Instructor will be available for discussion and confrontation on the chosen topics. Support and feedback will be provided to teams constantly during the term.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes													
	A3	A6	A10	B1	B4	B5	C2	C3	D1	D2	D5	D6	D8	D9
Individual report/essay		X	X		X	X		X	X	X	X	X	X	X
Team challenge project	X			X	X	X	X		X	X	X	X		X



9. Teaching staff associated with the module

Dr. Alessandro Sancino. Office appointments after/before classes upon request.

Dr. Alessandro Braga. Office appointments after/before classes upon request.

10. Key reading list

Case studies and other suggested materials are available in the MyNCU Module Page, and are meant to be a student's starting point for independent research.

Suggested readings:

Bernard M. Bass (2008). *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*. Free Press (Selected Chapters)

Grint, K., 2005. *Leadership: Limits and possibilities*. New York: Palgrave Macmillan (Selected Chapters).

11. Other indicative readings:

- Crosby, B.C. and Bryson, J.M. (2005). *Leadership for the common good: Tackling public problems in a shared-power world* (Vol. 264). John Wiley & Sons.
- Heifetz, R.A., 1994. *Leadership without easy answers* (Vol. 465). Harvard University Press.
- Jackson, B. and Parry, K., 2011. *A very short fairly interesting and reasonably cheap book about studying leadership*. Sage.

Websites - selection

Institute of Learning & Management <http://www.i-l-m.com/>

Chartered institute of Management - <http://www.managers.org.uk/>

Harvard Business Review <http://hbr.org/>

Chartered Institute for Personnel and Development <http://www.cipd.co.uk/>

Businessballs – ideas for managers and leaders <http://www.businessballs.com/>



MAN-KM 406 KNOWLEDGE MANAGEMENT in the innovative organisation

1. Factual information			
Module title	MAN-KM 406 Knowledge Management in the innovative organisation	Level	7
Module tutor	Dr. Khurram Siddiq Ms. Victoria Opara	Credit value ECTS	10 5
Module type	OPTIONAL research-informed	Notional learning hours	100

2. Rationale for the module and its links with other modules

Knowledge has recently been recognised as key topic in management studies. Understanding how to properly unleash the potential of intellectual capital and knowledge resources within the organisation, is said to be the new competitive advantage of the modern era. The module is designed to support students to critically evaluate and analyse the different dimensions of knowledge management and how these affect the way organisations learn, store and produce knowledge.

Its link with core subjects such as strategic management, accounting, and HR, makes it even more relevant for a deep understanding of crucial management theories and processes.

3. Aims of the module

The module aims to provide students with a critical understanding of topics such as organisational learning, communities of practice, storytelling and knowledge management systems, in particular artificial intelligence.

Students will be supported in researching specific topics and discuss them in student-led seminars and focus group activities with peers and guest speakers from the industry, to enhance specific knowledge as well as presentation and communication skills.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended Learning Outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A1 demonstrate a higher-order understanding of key concepts in management theories and how they relate to practical situations

A5 have the ability to critically undertake qualitative and quantitative research and apply this knowledge in the context of a major independent work

A6 recognise and critically apply legal, ethical and human components in business, decision making and managerial practices, especially providing creative and innovative solutions to real problems

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues in a global perspective



B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources

C. Practical and professional skills

At the end of the module, learners will be expected to:

C3 identify and analyse the business innovation process in a global perspective, in order to enhance the effectivity of decision making and response to change

D. Key transferable skills

At the end of the module, learners will be expected to:

D1 use creativity in problem solving and decision making

D2 demonstrate the ability to work efficiently, independently and/or within a team

D4 critically assess prior knowledge and recognise the need to continuously challenge previous assumptions, in a life-long learning perspective

D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences

D6 present original opinions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D8 use a reflective approach to evaluate concepts and scenarios, as promoted by intensive independent learning, critical thinking and criticality within the programme's learning and assessment strategy

D9 operate in the global arena as a change agent and leader, recognising and evaluating contemporary complexity and cross country culture

Teaching and learning strategy.

Students will enhance their knowledge in topics related to Knowledge Management with a problem-based approach, in order to achieve fundamental personal and professional skills. Through interaction between students and teaching staff, small classes and guest speakers from the industry, the module can provide the means to develop in-depth critical skills, ability to independently collect and analyse research findings, and communication skills. During student-led activities, students will deepen their critical skills battling against each others in debates, where their peers will be the judges.

6. Indicative content

The module will cover:

- Week 1: Students understanding of Knowledge Management, learning organisations, intellectual capital and related terminologies in relation to business;
- Week 2: how to create knowledge; differences between organisational learning and learning organisation
- Week 3: knowledge management tools and their practical uses; technology and KM
- Week 4: the role of artificial intelligence
- Week 5: student-led presentations of draft findings for the report/essay
- Week 6: student-led presentations of draft findings for the report/essay
- Week 7: storytelling and other powerful tools to create and disseminate knowledge in the workplace
- Week 8: implementation of knowledge
- Week 9: student-led presentations of final report/essay
- Week 10: student-led presentations of final report/essay



7. Assessment strategy, assessment methods and their relative weightings

Assessment for face-2-face and distance learning students consists of:

FORMATIVE ASSESSMENT

Online Activities : during the term, online activities regarding topics covered in class will be presented to check students' understanding and give feedback. These activities can consist of self-evaluation tests, watching videos and reflective pieces of writing.

SUMMATIVE ASSESSMENT

Final individual Report or Essay (100%) : a 3,000 word report or essay on a theoretical question or case analysis, that should demonstrate student's understanding of KM general concepts as well as critical analysis of a chosen topic where management of knowledge is crucial. The paper should contain a literature review of the chosen topic, as well as theories/approaches that support and go against the student's point of view. Conclusions should take into account feedback from seminars, workshops and guest speakers' events.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes												
	A1	A5	A6	B1	B3	C3	D1	D2	D4	D5	D6	D8	D9
Report/ Essay	X	X	X	X	X	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module

Dr. Khurrum Siddiq. Office appointments after/before classes upon request.

Ms. Victoria Opara. Office appointments after/before classes upon request.

10. Key reading list

Davenport, T. and Prusak, L. (1998). *Working Knowledge: How Corporations Manage What They Know*. Harvard Business School Press.

Hislop, D. (2013). *Knowledge Management in organisations: A critical introduction*. Oxford University Press.

11. Other indicative text

Brint.com (<http://www.brint.com>)

IS371 TikiWiki (<http://isttw.cgu.edu/tiki>)

KmWiki (<http://kmwiki.wikispaces.com>)

Pink, D. H. (2005). *A Whole New Mind: Moving From the Information Age to the Conceptual Age*. New York: Riverhead Books.

Selection of journal articles chosen by students and module leader, and uploaded in MyNCU Module Page.



MAN-CREA 405 MANAGING CREATIVITY for organisational change

1. Factual information			
Module title	MAN-CREA 405 Managing Creativity for organisational change	Level	7
Module tutor	Dr. Sara Fazzin (ML)	Credit value ECTS	10 5
Module type	OPTIONAL taught + project	Notional learning hours	100

2. Rationale for the module and its links with other modules

This module recognises the crucial importance that solving problems creatively and generate change has in order to gain a competitive advantage in many areas of business management. Furthermore, thinking creatively is a basic skill for innovation and organisational success. Managers at all levels benefit from understanding how to creatively solve problems, identify opportunities, and generate ideas that, in different ways, are innovative and produce benefit to organisations.

The module's nature and content thrive from a deep understanding of strategic management and organisational behaviour, while recognising the fundamental roles that innovation, change and creativity have in determining business success.

3. Aims of the module

The module aims to provide students with a clear practical definition of creativity and creative thinking, in order to enhance their ability to innovate and determine strategies and processes to apply creativity in various aspects of organisational management.

Great emphasis is also given to management of creative people and to the analysis of different approaches (i.e., design thinking, brainstorming). It also discusses practical examples of organisational creativity.

In particular, this module aims to:

- challenge students to demonstrate that creative process underpins a whole variety of human activities and can be an indispensable tool in today's business world. In order to achieve that, the module has been designed with an experiential nature to allow participants to consciously immerse themselves in a creative process, whilst giving them the opportunity to question its application, theoretical underpinnings, and their own relationship to its particular stages.
- provide participants with practical tools to understand and develop their own creative potential in the context of leadership, innovation and management. At the same time, students gain confidence in decision-making around creative processes and outcomes.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:



A4 identify potential competitive advantage of the business in a target market and design innovative approaches to maximise it

A6 recognise and critically apply legal, ethical and human components in business, decision making and managerial practices, especially providing creative and innovative solutions to real problems

A9 demonstrate a solid foundation for further study, extra-curricula activities or professional development

A10 critically analyse contemporary global concepts through a reflective approach

B. Cognitive skills

At the end of the module learners will be expected to:

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources

B4 integrate a reflective and global attitude towards the analysis of cross-cultural and global concepts, and relative solutions

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C2 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

C5 evaluate and apply relevant techniques and methods to improve personal attributes and individual characteristics in order to become an effective global leader, and analyse business strategies to foster change, innovation and sustainability.

D. Key/Transferable skills

At the end of the module, learners will be expected to:

D1 use creativity in problem solving and decision making

D4 critically assess prior knowledge and recognise the need to continuously challenge previous assumptions, in a life-long learning perspective

D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences

D6 present original opinions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D8 use a reflective approach to evaluate concepts and scenarios, as promoted by intensive independent learning, critical thinking and criticality within the programme's learning and assessment strategy

D9 operate in the global arena as a change agent and leader, recognising and evaluating contemporary complexity and cross country culture

Teaching and learning strategy.

Given the experiential and research-informed nature of this module, the teaching and learning strategy has been designed in order to maximise students' achievement of practical and employability skills, as well as critical thinking and reflectiveness. Among others, the module consists of role plays, practical experiential sessions, peer discussion, team work, analysis of past case studies, brainstorming, design thinking techniques, use of physical space, argumentation of research-informed findings during student-led debates and so on.



Furthermore, the teaching and learning strategy consists of innovative and engaging ways to achieve practical, professional and employability skills through use of prior and research-informed knowledge in a lifelong learning attitude.

The practical sessions are designed to provide students with a deep understanding of how to effectively manage creativity, while building on the right team and individual attitude on theoretical foundation for such a professional subject. Each session, and the module overall, will pursue the creative cycle of analysing a brief, exploring solutions, sharing discoveries, evaluating responses, and reflecting on the learning experience of the cycle. Through in-class interactions and self-directed study (in groups and alone) you will establish and develop your own critical understanding of what creativity is at a societal, organisational and personal level.

The idea to use creativity in a practical way to boost knowledge in order to contest or justify theoretical positions (during debates, or as a mean for peer feedback during role-plays) helps self-awareness, independency and at the same time provide a safe environment in which students can test their research skills, as well as their general ability in linking knowledge from different subjects. Furthermore, while engaging students in practical sessions where brainstorming, design thinking techniques, use of physical space are innovative possibilities they can freely explore, other important professional skills are involved in order to foster change and innovation.

The nature of the assignments is been designed to reflect the nature of this module and the need for a daily practical application of creativity, while providing students with innovative tools to better engage them. Also, such practical tutorial sessions deepen students' employability skills through a reflective problem-based approach, that aims to prepare future professionals able to manage change and innovation with a lifelong learning attitude.

6. Indicative content

The module will cover topics such as:

- Session 1: definition of creativity; the various phases of creative exploration (exploration, selection, presentation)
- Session 2: the creative mind: creativity at individual level
- Session 3: teams and creativity
- Session 4: the role of creativity in the organisation; personality at work
- Session 5: how to effectively use creativity: strategy, leadership and adhocracy
- Session 6: creativity and organisational change
- Session 7: creativity and the creative industry
- Session 8: tools and techniques for creativity, brainstorming
- Session 9: tools and techniques for creativity, design thinking
- Session 10 (research focus group): Creativity in the workplace: what, how, why and when.

7. Assessment strategy, assessment methods and their relative weightings

As designed, the assessment requires students' engagement with the notion of creativity within its full spectrum: from the theoretical to the applied, from the cultural to the corporate and from the public to the private. At the same time, students should demonstrate their own reflectiveness and criticality, that increase while they gain proficiency in the understanding of the subject matter.



Furthermore, the essay requires engagement with the theoretical concepts not just on abstract level, but students are expected to demonstrate their critical thinking in analysing a successful creative process in the past. The idea journal is a creative piece of work that complements the experiential nature of the workshops, and develops students' own position on the personal and practical value of creativity. Therefore, the assessment encourages a developmental journey on an academic level as well as a personal one.

Activities (40%) : students are required to complete at least one activity each week, chosen from a list of activities described in the Lecturer's notes. The activity(ies) consist of videos, reflective pieces of writing, tests, and should be submitted through the MyNCU webpage by the end of the week.

Idea Journal (60%) : students will present one or more creative ideas in form of a journal, emphasising their disruptive thoughts and mind links, while using different approaches learned during the course. Presentation of a coherent analytical plan to develop the idea in order to innovate a specific business market is highly recommended.

8. Mapping of assessment tasks to learning outcomes															
Assessment tasks	Learning outcomes														
	A4	A6	A9	A10	B3	B4	C1	C2	C5	D1	D4	D5	D6	D8	D9
Activities		X		X		X		X	X	X		X		X	X
Idea Journal	X		X		X		X	X	X	X	X	X	X	X	

9. Teaching staff associated with the module

Dr. Sara Fazzin sara.fazzin@nciul.ac.uk Office appointments upon request.

10. Key reading list

Due to the experiential focus of the module, students will be provided via MyNCU Module page with specific book sections, journal articles and other materials in order to enable and enhance their critical thinking and engagement with the specific creative processes explored. It is intended that students are expected to read these materials prior to the relevant sessions, to prompt reflection during the workshops/online forums.

Bilton, C. (2006). *Management and Creativity: from creative industries to creative management*. Oxford: Wiley-Blackwell.

Harvard Business Essentials (2003). *Managing Creativity and Innovation*. Harvard Business Press.

11. Other indicative text

- Cameron, R. & Green, M. (2015). *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change*. Kogan Page.
- De Bono, E. (2009). *Lateral Thinking: A Textbook of Creativity*. Penguin. London.
- Gendlin, E.T. (2010). *Focusing: How to Open up your Deeper Feelings and Intuition*. Kindle Edition. Ebury Digital.
- Hegarty, J. (2014). *On Creativity: There Are No Rules*. Thames & Hudson. London.



- Isaksen, S. G., Dorval, K. B. & Treffinger, D. J. (2011). *Creative Approaches to Problem Solving: A Framework for Innovation and Change*. Sage. London.
- Tom Kelley (2016). *The Ten Faces of Innovation: Strategies for Heightening Creativity*. Profile Books.
- Michanek, J. & Breiler, A. (2014). *The Idea Agent: The Handbook on Creative Processes*. Routledge. London.
- Robinson, K. (2011). *Out of Our Minds: Learning to be Creative*. Capstone.
- Torr, G. (2008). *Managing creative people: Lessons for leadership in the Ideas Economy*. London: John Wiley and Sons.
- Williams, K. et al (2012). *Reflective Writing*. Palgrave Macmillan. Basingstoke.
- Wolff, J. (2012). *Creativity Now: Get Inspired, Create Ideas and Make Them Happen*. Pitman. London

Journals

Creative and Knowledge Society

Creative Industries Journal

Creative Review

Creativity and Innovation Management

Creativity Research Journal



MAN-BE 407 BUSINESS ETHICS

1. Factual information			
Module title	MAN-BE 407 Business Ethics	Level	7
Module tutor	Dr. Flor Gerardou	Credit value ECTS	10 5
Module type	OPTIONAL project based	Notional learning hours	100

2. Rationale for the module and its links with other modules

Doing business is becoming more complex by the day, and its global environment requires a deep understanding of different cultures and approaches involved. Managers, leaders and individuals in general are requested to act in respect of ethical values, and business practices must take into account complex ethical dilemmas.

Students will have the chance to deepen their understanding of the contemporary thoughts in academia about ethics and the relative corporate behaviours that society expects from business agents. The project based approach of this module aims to provide students with practical key skills, such as self-awareness, team work and independent learning. With their minds set on the global context, students will have the chance to practically evaluate and propose a team project that should show their analysis of business ethical dilemmas.

3. Aims of the module

The module aims to provide students with critical professional and personal key skills, through the opportunity to practically demonstrate a clear understanding of ethical dilemmas that arise from doing business in the global context. They will benefit from a 'hands down' perspective on their assignment, to facilitate their ability to transfer prior knowledge on practical real life cases.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A1 demonstrate a higher-order understanding of key concepts in management theories and how they relate to practical situations

A5 have the ability to critically undertake qualitative and quantitative research and apply this knowledge in the context of a major independent work

A6 recognise and critically apply legal, ethical and human components in business, decision making and managerial practices, especially providing creative and innovative solutions to real problems

A8 appraise complex contemporary business issues in relation to globalisation and uncertainty, through a work-based approach

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues in a global perspective



B4 integrate a reflective and global attitude towards the analysis of cross-cultural and global concepts, and relative solutions

B5 research theoretical principles and assess them to design practical solutions to innovate the business

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C2 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

C5 evaluate and apply relevant techniques and methods to improve personal attributes and individual characteristics in order to become an effective global leader, and analyse business strategies to foster change, innovation and sustainability.

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work efficiently, independently and/or within a team

D4 critically assess prior knowledge and recognise the need to continuously challenge previous assumptions, in a life-long learning perspective

D6 present original opinions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D9 operate in the global arena as a change agent and leader, recognising and evaluating contemporary complexity and cross country culture

Learning and teaching strategy.

Teaching and learning consist of a mix of lectures, group debates and a group assignment. There will be a significant use of case studies. There are no significant differences in terms of teaching and learning, and assessment strategies between face-2-face students and distance learners.

Independent research and ability to critically analyse, synthesise and apply findings in business ethics issues are assessed through progress on the assignment.

Practical skills such as teamwork, being collaborative, ability to produce innovative and critical solution to a given problem are achieved during the preparation of the assignment, through peer and lecturer feedback opportunities, team meetings and interactive presentation of findings.

6. Indicative content.

The module examines:

- Week 1: The basic ethical evaluations systems: utilitarianism and rights-based theory
- Week 2: The way business decisions effect core stakeholders: shareholders, employees & consumers
- Weeks 3 & 4: The particular theories that are associated with ethical thinking in relation to certain stakeholders, such as fiduciary duty, employment at will, just cause policy and consumer sovereignty, corporate social responsibility and sustainability
- Week 5: The distinctions between ethical, cultural and legal analysis.
- Week 6: the role of the corporate citizen, and its stakeholders;
- Week 7: business ethics within the organisation: shareholders, employees, consumers and suppliers/competitors;
- Week 8: Business ethics and the global dimension
- Week 9: Business ethics and innovation



- Week 10: Practical implications on ethics and global management/innovation. Instances, such as, Lehman Brothers, Enron, Union Carbide, Ford Motor Company and British Petroleum, where companies have been perceived to have acted unethically

7. Assessment strategy, assessment methods and their relative weightings

The assessment is based on a *Team Challenge* (100%), that consists of a team project on a chosen ethical topic connected to a practical business issue. The project should clearly demonstrate a deep analysis of the context to examine, present solid scientific basis for the conclusions, and evaluate a critical solution for the issue in question. Students are also encouraged to take into account possible human factors in their request for a specific team, as well as in the reflection and conclusion, in particular in relation to diversity. The analysis could be influenced by nationality, ethnicity, gender, Myers Briggs profiles (if appropriate), Belbin team preferences and Honey & Mumford's learning styles.

Please note that, in relation to team assessment, the student receives their mark as the weighted mark (70/30) between:

- o the mark assigned to the individual by the Instructor on their specific contribution (assessed through oral presentation, essay or similar). Its weighting is 70% of the overall mark;
- o and the mark assigned by their peers to the individual student on their contribution (meaning oral presentation, essay or similar). Its weighting is 30% of the overall mark.

In case the number of students enrolled in the Module is less than three, the assessment will be based on an individual project on a chosen topic connected to a practical business issue.

Support is given by the instructor through all the phases of the project. Quantitative and qualitative methods of research are both encouraged to demonstrate the depth of knowledge and strategy involved in the resolution.

8. Mapping of assessment tasks to learning outcomes														
Assessment tasks	Learning outcomes													
	A1	A5	A6	A8	B1	B4	B5	C2	C3	C4	D2	D4	D6	D9
Team Challenge	X	X	X	X	X	X	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module

Dr. Flor Gerardou. Office appointments upon request.

10. Key reading list

Students can access a variety of reading material and lecturer's notes on the VLE's Module Page. As support, students are encouraged to read Crane, Andrew & Dirk Matten. (2010). *Business Ethics*, 3rd edition. Oxford: Oxford University Press.

11. Other indicative text

The module leader will provide feedback and indicative supplementary text/resources once the challenge's theme has been decided.

The Blackwell Guide to Business Ethics (2002). Edited by Norman E. Bowie. Oxford: Blackwell Publishing. Desjardins, Joseph R. & John J. McCall (2005). *Contemporary Issues in Business Ethics*. Belmont, California: Thomson/Wadsworth.



Journals

Journal of Business Ethics Business Ethics Quarterly

Website

<http://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html> <http://www.ethicalcorp.com/>



MAN-COA 408 COACHING

1. Factual information			
Module title	MAN-COA 408 Coaching	Level	7
Module tutor	Accredited Coach Dr. Sara Parsi di Landrone	Credit value ECTS	10 5
Module type	OPTIONAL experiential	Notional learning hours	100

2. Rationale for the module and its links with other modules

Coaching has been gathering global recognition and momentum as a powerful development tool in the past decades. This practice serves several objectives, and is in general a well established method to support reflectiveness, self-awareness, and innovation.

The module is linked to the core structure of the Programme and in particular to subjects such as leadership, global management and managing people within the organisation. Furthermore, while promoting a practice-based approach to coaching in the personal and professional life, students will also explore how to shape the soft skills they are learning to a managerial context in order to innovate.

3. Aims of the module

The module aims to provide students with the basic tools and techniques to generally “make a difference” to other people’s lives.

Through an experiential approach, students will be able to tackle diverse issues such as financial/managerial matters, dealing with difficult situations/colleagues to even family, health or personal issues.

In particular, this module aims to provide participants with practical tools to understand, recognise and aim for innovation in the context of global management. At the same time, students gain confidence in decision-making around processes, situations and outcomes in their own personal life.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A6 recognise and critically apply legal, ethical and human components in business, decision making and managerial practices, especially providing creative and innovative solutions to real problems

A10 critically analyse contemporary global concepts through a reflective and practice-based approach

B. Cognitive skills

At the end of the module learners will be expected to:

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources



B4 integrate a reflective and global attitude towards the analysis of cross-cultural and global concepts, and relative solutions

C. Practical and professional skills

At the end of the module, learners will be expected to:

C5 evaluate and apply relevant techniques and methods to improve personal attributes and individual characteristics in order to become an effective global leader, and analyse business strategies to foster change, innovation and sustainability.

D. Key/Transferable skills

At the end of the module, learners will be expected to:

D1 use creativity in problem solving and decision making

D4 critically assess prior knowledge and recognise the need to continuously challenge previous assumptions, in a life-long learning perspective

D8 use a reflective approach to evaluate concepts and scenarios, as promoted by intensive independent learning, critical thinking and criticality within the programme's learning and assessment strategy

Teaching and learning strategy.

The module has been devised so that this is experiential, from a problem-based approach and student-centred. In practice, this means that the students are supported through a dual activity of thinking and feeling as they learn, meaning that they are given a chosen situation, to which they have to apply a number of tools to reflect upon, and then practice. This approach is also known as the "Think Feel Know" method: as a topic is introduced, students will begin to think about it, then experience and physically put this knowledge into action, putting to the test what they have learnt.

All students will be able to download a workbook from MyNCU Module Page, which not only explains the basic concepts for the module, but have various exercises for the student to work on.

Topics will be embedded through various exercises and coaching practice. Because students learn by doing, participating, observing, providing and being a recipient of feedback, it is fundamental that each student fully participates to the exercises. In fact, in order to develop, they need to be able to talk and communicate their actions to fellow peers and take part in the coaching practice sessions, as well as also be able to observe others in the various exercises and provide invaluable feedback or observations to their fellow peers.

Each session is broken into two workshops, for a total of six workshops in three days. The module has been designed in this way to allow students to have at least a week to digest and read the material. Students are encouraged to use their own self-directed time to reflect on the material previously covered. Thus for each session students are encouraged to log and record each coaching session. Students will be asked to reflect what they felt went well, reflect on areas that they will continue to do, reflect on what they will do differently and identify at least three key learning points from the session.



6. Indicative content

The module will cover topics such as:

Day 1 - Workshop 1: what is coaching?; Identify your role as a coach, Representational system.

Day 1 - Workshop 2: Coaching techniques part 1; Rapport; Smart goal; Language tools; the “Wheel of Life”.

Day 2 - Workshop 3: Coaching techniques part 2; submodalities; Anchoring; Time based techniques.

Day 2 - Workshop 4: Coaching strategies; structure of a strategy; TOOL; T.O.T.E. model; Buying strategies; New strategies design; Decision strategies; Motivation strategies; learning strategies.

Day 3 - Workshop 5: Coaching stages- basic protocol; First session: Make a deal with your client; Second session; Follow up; Closure; Client to refuse.

Day 3 - Workshop 6: Application of coaching tools to managerial and business situations; How to use coaching techniques to promote innovation in the organisation; A business coaching session.

7. Assessment strategy, assessment methods and their relative weightings.

Coaching session (50%) and reflection of the exercise (50%): students are required to make a video of a coaching session where they are the coach, that should be 20-20 minutes long. In relation to that, they should produce a reflective paper that analyse the exercise shown in the video, with references to what has been learnt during the workshops and other links to research findings. The reflective paper should be 2,500 words long.

The rationale behind these assessments is to promote reflectiveness and independent practical learning, demonstrating that students have achieved the intended learning outcomes by doing. Furthermore, while students are encouraged to individually and independently search for the theory underpinning basic principles of coaching during the reflective paper, the videoed exercise aims to make students aware of their achievement in terms of tangible skills to use in different contexts of their life.

Please note the coach must seek permission from the coachee to record the session. The recording will be destroyed as soon as the External Examiner has seen it.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes							
	A6	A1 0	B3	B4	C5	D1	D4	D8
Video & reflective paper	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module

Accredited Coach. Ms. Sara Parsi Di Landrone. Office appointments upon request.

10. Key reading list

McCartney, K. and McCartney, T. (2014). *The NLP practitioner*. Lulu.



- Passmore, J. (2006). *Excellence in Coaching – Industry Guide*. Kogan Page.
- Scoular, A. (2011). *Business coaching*. Prentice Hall-Financial time.
- Starr, J. (2017). *Brilliant coaching*. Pearson.
- Starr, J. (2016). *The coaching manual*. Pearson.

11. Other indicative text

- Alexander, G. and Renshaw, B. (2005). *Super coaching*. Randon House Business Books, London.
- *Coaching and Mentoring – How to Develop Top Talent and Achieve Stronger Performance*. Harvard Business Essentials.
- Covey, S. (1989). *The seven habits of highly effective people: restoring the character ethics*. New York: Simon and Schuster.
- Dryden, W. (1999). *Rational Emotive Behavioural Counselling in Action*. London, Sage.
- Garvey, R., Stokes, P. and Megginson, D. (2010). *Coaching and Mentoring – theory and practice*. Sage.
- Kolb, D. (1984). *Experiential Learning*. Prentice Hall.
- Maslow, A. (1954). *Motivation and Personality*. New York: Harper and Row.
- Megginson, D. and Clutterbuck, B. (2009). *Further techniques for coaching and mentoring*. Butterworth and Hienemann.
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Journal articles

- Chalofsky, N. (2005). Shaping the way we view the world. *Training & Development*, Vol. 59 No. 11, pp. 54-58.
- de Haan, E. and Birch, D. (2010). Quality control for coaching. *Training Journal*, Aug 2010, pp. 71-74.
- Harris, P. (2005). Emergency training takes center stage. *Training & Development*, Vol. 59 No. 11, pp. 24-32.
- Hoyle, Robin (2011). Where is the value of Coaching?. *Training Journal*, March 2011, pp. 71-74.
- Unknown author (2006). Training's radical agenda: New challenges are destroying old comfort zones. *Development and Learning in Organizations*, Vol. 20 Iss: 4 pp. 31-33.
- Visser, M. (2010). Relating in executive coaching: a behavioural systems approach. *Journal of Management Development*, Vol. 29, Issue 10, pp. 891-901.
- Wilson, C (2011). Tools of the trade. *Training Journal*, March 2011, pp. 69-70.

Journals

Academy of Management Journal

Coaching at Work

Coaching Psychology Review

Personal Psychology Personal Management Psychological Science Web site.



COMP 407 DISSERTATION

1. Factual information			
Module title	COMP 407 Dissertation	Level	7
Module tutor	Dr. Dimitrios Koufopolous A member of academic staff, according to availability and students' interests	Credit value ECTS	60 30
Module type	Core Taught/project	Notional learning hours	600

2. Rationale for the module and its links with other modules

Research is used extensively by organisations to identify customers' preferences, potential markets, potential competitors, the most effective media campaign, etc. Research underpins all organisational decisions.

The module develops the student's quantitative and qualitative research skills and knowledge needed to successfully undertake a substantial piece of independent research. Students have the opportunity to apply their prior knowledge in qualitative and quantitative research methods for business, and deepen them. The module encourages both independence and the critical thinking, which are fundamental skills when performing or assessing a piece of business research.

3. Aims of the module

The module aims to provide students with the basic tools and techniques to carry out and evaluate qualitative and quantitative business research. Students will acquire the research tools needed to produce relevant and creative research that is able to make a practical contribution to the different areas of management. Students have the opportunity to apply their prior knowledge in qualitative and quantitative research methods for business, to a chosen subject they particularly liked.

The module supports and guide students towards the production of an independent piece of academic research taking the form of a dissertation. Students will review contemporary theories and principles of research, and advanced research techniques, and will learn to undertake and critically assess business research, its impact and its contextual nature.

Specifically, the module aims to:

- Build on student's learning in the Applied Research Methods module by developing further the skills and knowledge necessary to research and analyse a specific business problem;
- Develop the student's ability to implement a research project by applying appropriate research methods in a managerial context;
- Encourage students to collect, critically analyse data and present the results in the appropriate way;
- Enable students to provide an insight of self-reflective learning summary of their personal development as part of the learning process.

4. Pre-requisite modules or specified entry requirements

Successful completion of all other modules within the programme.



5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

- A1** demonstrate a higher-order understanding of key concepts in management theories and how they relate to practical situations
- A5** have the ability to critically undertake qualitative and quantitative research and apply this knowledge in the context of a major independent work
- A8** appraise complex contemporary business issues in relation to globalisation, innovation and uncertainty
- A9** demonstrate a solid foundation for further study, extra-curricula activities or professional development
- A10** critically analyse contemporary global managerial concepts through a reflective and practice-based approach

B. Cognitive skills

At the end of the module learners will be expected to:

- B1** demonstrate critical thinking, analysis and synthesis of complex management, financial, marketing and economics issues in a global perspective
- B2** evaluate the effectiveness of different theoretical approaches, concepts and practical tools to manage complex scenarios in a global environment
- B3** creatively formulate and solve business problems using different tools and techniques from a variety of resources
- B4** integrate a reflective and global attitude towards the analysis of cross-cultural concepts and relative solutions
- B5** research theoretical principles and assess them to design practical solutions to innovate the business

C. Practical and professional skills

At the end of the module, learners will be expected to:

- C1** design creative strategies to synthesise information in a global context to generate new approaches to business matters
- C2** apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas
- C3** identify and analyse the business innovation process in a global perspective, in order to enhance the effectivity of decision making and response to change
- C4** apply qualitative and quantitative techniques to analyse data in order to solve structured or unstructured complex business issues
- C5** evaluate and apply relevant techniques and methods to improve personal attributes and individual characteristics in order to become an effective global leader, and analyse business strategies to foster change, innovation and sustainability.
- C6** integrate research and work based approaches in order to analyse a business, both internally and in the global context

D. Key transferable skills

At the end of the module, learners will be expected to:

- D1** use creativity in problem solving and decision making
- D2** demonstrate the ability to work efficiently, independently and/or within a team
- D3** employ research skills using different IT tools, online resources and databases, in order to produce, manipulate, interpret and present data to evaluate business matters



- D4** critically assess prior knowledge and recognise the need to continuously challenge previous assumptions, in a life-long learning perspective
- D5** demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences
- D6** present original opinions in a global-oriented perspective, supported by theoretical references and/or practical solutions
- D7** use a problem-based approach to improve employability skills
- D8** use a reflective approach to evaluate managerial concepts and scenarios, as promoted by intensive independent learning, critical thinking and criticality within the programme's learning and assessment strategy
- D9** operate in the global arena as a change agent and leader, recognising and evaluating contemporary complexity and cross country culture

Learning and Teaching strategies

The interdisciplinary nature of global management studies and the diversity of participants' backgrounds in the Masters programme, gives scope for a wide range of different research topics. The research topic needs to be in recognised area(s) of global management and innovation study and a rigorous methodology needs to be used. Given its nature and aim to give the chance to pursue a topic in depth, students should understand that this module can lead to future vocational work and/or further research.

Although most of the learning is done independently, there is a lot of scope for learning from participants in organisations, peer groups, supervisors and from the dissertation workshop. This has been devised to provide the students with a clear understanding of applied business research from a problem-based and student-centred point of view. The workshop uses traditional lectures, student-led seminars, case studies, peer discussion, discussion with potential thesis supervisors to develop a high order understanding of applied research methods.

Students will have the opportunity to take part and/or run workshops on specific contents, such as purpose of literature review and referencing, mind-mapping, design thinking and poster presentations. As part of the module students will also become familiar with the use of ICT and social media for gathering and analysis of data. The students will use this module to help them formulate a research proposal for their dissertation or business research project.

Students are required to undertake independent research, applying prior knowledge and conducting self-directed study. The supervisor to help students to:

- Identify a suitable research topic within a chosen area in global management and innovation, and design their research strategy for the research project;
- Develop the research methods and skills required to implement the research project, through a range of teaching methods, including mini-lectures, workshops, skills practice through role plays, interviewing and observations between peers;
- Provide regular constructive 'feedback' on the research proposal, draft dissertation materials throughout the course of the module.

While students will be supported by the module tutor and dissertation supervisor, it is their own responsibility to meet the required standard for the dissertation, (as this is an independent piece of work) in a variety of ways, such as:

- A. Learning about the chosen topic
- B. Carrying out an exhaustive literature review
- C. Carrying out a primary research



- D. Constructing a hypothesis and or research questions
- E. Controlling the design, development and planning of the research through feasibility studies
- F. Undertaking qualitative and/or quantitative data gathering, description, analysis and interpretation
- G. Delivering the bound dissertation report by the specified deadline and specification

Although students will be provided with considerable support in each of the previously indicated phases, it is important to highlight that in accordance with QAA Masters' Level descriptors, studying at Masters Level requires students to shift their emphasis from a passive to an active learner; from relying on judgments of others to forming their own judgment, and from utilising the research of others to undertaking their own research. In determining which topics to deal with in the dissertation, student will be required to show this shift with practical examples, while benefitting from their supervisor's feedback.

6. Indicative content of the workshop.

Students will undertake independent research, while taking advantage of the support and feedback from their designated or chosen supervisor that the students are encouraged to contact.

In order to help the students in their research, this module will cover topics such as:

- Session 1: Identifying research areas within global management; choosing the topic and aims of the research;
- Session 2: planning the work; the research proposal; ethical issues;
- Session 3: importance of the literature review; referencing;
- Session 4: gathering information;
- Session 5: analysing data;
- Session 6: writing up a dissertation/project report and presenting research results

7. Assessment strategy, assessment methods and their relative weightings

Students are required to design an independent research proposal, applying prior knowledge and conducting self-directed study. A supervisor will guide them through the overall process, offering academic advice and formative feedback.

Formative Assessment

Dissertation draft(s): students can benefit from submitting to their supervisor one draft of their dissertation research proposal and of their dissertation. Students are encouraged to submit it first to TurnItIn, and in case the supervisor believes the student will need to modify a substantial part of it, a second draft can be submitted. Students must address their supervisor's comments and feedback before re-submitting.

Summative assessment

Research proposal (20%) to be submitted by week 5 of the third term of study (fifth term, for part-time students): The student will be assessed on their final submitted research proposal of 2,000 words. This assessment requires that students engage effectively with a research project explain why it is worth researching it and how the research will be carried out. The proposal should include a very brief literature review and a timetable for the dissertation.

Dissertation (80%) : The student will be assessed on their final submitted dissertation of 12,000 words (+/- 10%). This does not include references and appendices. In case final submission exceeds the word limit, there may be penalties with mark deductions.



This assessment requires that students engage effectively with a research project that relies on planning, data collection, data analysis resulting in a well-planned and well-written individual academic research submission.

8. Mapping of assessment tasks to learning outcomes																										
Assessment tasks	Learning outcomes																									
	A 1	A 5	A 8	A 9	A 10	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	
Research Proposal	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dissertation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module

Dr. Dimitrios Koufopolous. Office appointments available.

A member of our academic staff will be appointed as supervisor, according to staff availability and students' interest on the topic.

The workshop will involve several staff members.

10. Key reading list

Rayner, S. & White, B. (2014). *Dissertation Skills: For Business and Management Students*. Cengage Learning EMEA.

11. Other indicative text

Adams, J., Khan, T.H., Raeside, R. & White I.D. (2007). *Research Methods for Graduate Business and Social Science Students*. Sage , London.

Bryman, A. and Belle, E. (2015). *Business research methods*. Oxford University Press.

Collis, J. & Hussey, R. (2013). *Business Research – a practical guide for undergraduate and postgraduate students*. Palgrave Macmillan, UK.

Creswell, J.W. (2014). *Research Design: qualitative, quantitative, and mixed methods approach*. Sage, London. Gray, D.E. (2013). *Doing Research in the Real World*. 3rd edition, Sage, London.

Judge G. (2000). *Computing Skills for Economists*. Wiley.

Saunders, M., Lewis, P. & Thornhill, E. (2012). *Research Methods for Business Students*. Pearson, Essex.

Journals

European Journal of Research

The Economist

The Financial Times

Students are strongly encouraged to access our databases and e-journal subscriptions, as well the Library resources. In addition, websites should be consulted as well (i.e., businessweek.com, www.FT.com, www.Statistics.gov.uk, www.Datamonitor.org)



COMP 408 BUSINESS RESEARCH PROJECT

1. Factual information			
Module title	COMP 408 Business Research Project	Level	7
Module tutor	Dr. Carlo Drago A member of academic staff, according to availability and students' interest	Credit value ECTS	60 30
Module type	Core project	Notional learning hours	600

2. Rationale for the module and its links with other modules

Research is used extensively by organisations to identify customers' preferences, potential markets, potential competitors, the most effective media campaign, etc. Research underpins all organisational decisions. The student who secure a placement have the opportunity to use their research skills to complete a project directly linked to their placement.

The module develops the student's quantitative and qualitative research skills and knowledge needed to successfully undertake a substantial piece of independent research. Students have the opportunity to apply their prior knowledge in qualitative and quantitative research methods for business, and deepen them. The module encourages both independence and the critical thinking, which are fundamental skills when performing or assessing a piece of business research.

3. Aims of the module

The module aims to provide students with the basic tools and techniques to carry out and evaluate qualitative and quantitative business research. Students will acquire the research tools needed to produce relevant and creative research that is able to make a practical contribution to their placement employer. Students have the opportunity to apply their prior knowledge in qualitative and quantitative research methods for business, to a chosen subject they particularly liked.

The module supports and guide students towards the production of an independent piece of original business research taking the form of a business research project. Students will have the opportunity to apply their prior knowledge to real life research questions that arise from their placement experience. and will learn to undertake and critically assess business research, its impact and its contextual nature.

Specifically, the module aims to:

- Build on student's learning in the Applied Research Methods module by developing further the skills and knowledge necessary to research and analyse a specific business problem;
- Develop the student's ability to implement a research project by applying appropriate research methods in a managerial context;
- Encourage students to collect, critically analyse data and present the results in the appropriate way;
- To write up a report/project that incorporates both a reflective statement and an assessment of the audience/ needs of client in relation to innovation and organisational change practices.

4. Pre-requisite modules or specified entry requirements

Successful completion of all other modules within the programme.



5. Intended learning outcomes

A. Knowledge and Understanding

At the end of the module learners will be expected to:

A1 demonstrate a higher-order understanding of key concepts in management theories and how they relate to practical situations

A5 have the ability to critically undertake qualitative and quantitative research and apply this knowledge in the context of a major independent work

A8 appraise complex contemporary business issues in relation to globalisation, innovation and uncertainty

A9 demonstrate a solid foundation for further study, extra-curricula activities or professional development

A10 critically analyse contemporary global managerial concepts through a reflective and practice-based approach

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial, marketing and economics issues in a global perspective

B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to manage complex scenarios in a global environment

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources

B4 integrate a reflective and global attitude towards the analysis of cross-cultural concepts and relative solutions

B5 research theoretical principles and assess them to design practical solutions to innovate the business

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C2 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

C3 identify and analyse the business innovation process in a global perspective, in order to enhance the effectivity of decision making and response to change

C4 apply qualitative and quantitative techniques to analyse data in order to solve structured or unstructured complex business issues

C5 evaluate and apply relevant techniques and methods to improve personal attributes and individual characteristics in order to become an effective global leader, and analyse business strategies to foster change, innovation and sustainability.

C6 integrate research and work based approaches in order to analyse a business, both internally and in the global context

D. Key transferable skills

At the end of the module, learners will be expected to:

D1 use creativity in problem solving and decision making

D2 demonstrate the ability to work efficiently, independently and/or within a team

D3 employ research skills using different IT tools, online resources and databases, in order to produce, manipulate, interpret and present data to evaluate business matters

D4 critically assess prior knowledge and recognise the need to continuously challenge previous assumptions, in a life-long learning perspective



- D5** demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences
- D6** present original opinions in a global-oriented perspective, supported by theoretical references and/or practical solutions
- D7** use a problem-based approach to improve employability skills
- D8** use a reflective approach to evaluate managerial concepts and scenarios, as promoted by intensive independent learning, critical thinking and criticality within the programme's learning and assessment strategy
- D9** operate in the global arena as a change agent and leader, recognising and evaluating contemporary complexity and cross country culture

6a. Indicative content.

The interdisciplinary nature of global management studies and the diversity of participants' backgrounds in the Masters programme, gives scope for a wide range of different research topics. The research topic needs to be in recognised area(s) of global management and innovation study and a rigorous methodology needs to be used. Given its nature and aim to give the chance to pursue a topic in depth, students should understand that this module can lead to future vocational work and/or further research.

Although most of the learning is done independently, there is a lot of scope for learning from participants in organisations, peer groups, supervisors and from the dissertation workshop. This has been devised to provide the students with a clear understanding of applied business research from a problem-based and student-centred point of view. The workshop uses traditional lectures, student-led seminars, case studies, peer discussion, discussion with potential project supervisors, consultation, work placement to develop a high order understanding of applied research methods. Considering the complexity behind a business research project, it is expected that students will start exploring possible contacts with business partners earlier in the semester.

Students will have the opportunity to take part and/or run workshops on specific contents, such as purpose of literature review and referencing, mind-mapping, design thinking and poster presentations. As part of the module students will also become familiar with the use of ICT and social media for gathering and analysis of data. The students will use this module to help them formulate a research proposal for their dissertation or business research project.

Students are required to undertake independent research, applying prior knowledge and conducting self-directed study to solve a business problem. The supervisor to help students to:

- Identify a suitable research topic within a chosen area of the placement, and design their research strategy for the research project;
- Develop the research methods and skills required to implement the research project, through a range of teaching methods, including mini-lectures, workshops, skills practice through role plays, interviewing and observations between peers;
- Provide regular constructive 'feedback' on the research proposal, draft dissertation materials throughout the course of the module.

While students will be supported by the module tutor and dissertation supervisor, it is their own responsibility to meet the required standard for the dissertation, (as this is an independent piece of work) in a variety of ways, such as:

- A. Learning about the chosen topic
- B. Carrying out an exhaustive analysis of the business problems analysed
- C. Carrying out a primary research
- D. Constructing a hypothesis and or research questions



- E. Controlling the design, development and planning of the research through feasibility studies
- F. Undertaking qualitative and/or quantitative data gathering, description, analysis and interpretation
- G. Delivering the bound report by the specified deadline and specification

Although students will be provided with considerable support in each of the previously indicated phases, it is important to highlight that in accordance with QAA Masters' Level descriptors, studying at Masters Level requires students to shift their emphasis from a passive to an active learner; from relying on judgments of others to forming their own judgment, and from utilising the research of others to undertaking their own research. In determining which topics to deal with in the dissertation, student will be required to show this shift with practical examples, while benefitting from their supervisor's feedback.

6b. Indicative content of the workshop.

Students will undertake independent research, while taking advantage of the support and feedback from their designated or chosen supervisor that the students are encouraged to contact.

In order to help the students in their research, this module will cover topics such as:

- Session 1: Identifying research areas within global management; choosing the topic and aims of the research;
- Session 2: Effective tools and practices to develop a client relationship and identify a focus/ organisational needs in relation to global management and/or innovation approaches
- Session 3: Communicating a proposal to clients
- Session 4: planning the work; the research proposal; ethical issues;
- Section 5: gathering information;
- Section 6: analysing data;
- Section 7: writing up a project report and presenting research results

7. Assessment strategy, assessment methods and their relative weightings

Students are required to design an independent research proposal, applying prior knowledge and conducting self-directed study. A supervisor will guide them through the overall process, offering academic advice and formative feedback. Fundamental importance is given to the student's reflective process in outlining, analysing and presenting innovative solutions to a business problem.

Formative Assessment

Business Research Report draft(s): students can benefit from submitting to their supervisor one draft of their project proposal and one draft of their report. Students are encouraged to submit their draft report to TurnItIn, and in case the supervisor believes the student will need to modify a substantial part of it, a second draft can be submitted. Students must address their supervisor's comments and feedback before re-submitting.

Summative assessment

Project proposal (20%) to be submitted by week 5 of the third term of study (fifth term, for part-time students): The student will be assessed on their final submitted research proposal of 2,000 words. This assessment requires that students engage effectively with a research project explain why it is worth researching it and how the research will be carried out. The proposal should include a very brief explanation of the problems and their importance for and a timetable for the report.



Business Research Project (80%) : The student will be assessed on their final submitted report of 12,000 words (+/- 10%) including a reflective chapter of 2,000 words. This does not include references and appendices. In case final submission exceeds the word limit, there may be penalties with mark deductions.

This assessment requires that students engage effectively with a research project that relies on planning, data collection, data analysis resulting in a well-planned and well-written individual academic research submission. More in details, within the Client Business Research Report, the following topics and areas should be included, where appropriate:

- Completed situation analysis profile of project defined
- Recommended way forward scenarios that take into account best practices in innovation and global management, and any contingency plans
- Budget and account where applicable to support the report and presentation (optional)
- Completed SWOT summary schedule and detailed analyses supporting the SWOT, or any other chosen tool to assess the organisation and its needs for innovation
- A record of client interactions: agendas, meeting minutes, etc. in appendices
- List outcome or output on what has been achieved through the business research project .

The report layout should include the following sections:

1. Title
2. Contents
3. Glossary (if applicable)
4. Executive Summary
5. Chapter 1: Introduction
6. Chapter 2: Literature Review
7. Chapter 3: Methodology: Design and Implementation
8. Chapter 4: Data Presentation and Analysis (you may wish to use one or two chapters for this point)
9. Chapter 5: Conclusions and Recommendations
10. Chapter 6: Personal Reflection Chapter
11. References or Bibliography
12. Appendices

The reflective chapter ought to present a personal yet professional reflection on the learning process; with a critical reflection on the impact of the project, a tracking summary of any changes in learning throughout this process, reflecting and providing evidence on stages of the business research project, looking at issues of coherence, evaluation of one's own practice, evaluation of what has been learned about developing a business project, a balanced reflection on the relationship with the client and the presentation of the report to the client; and future implications of this project (both personal and professional future implications of having carried out this project).



8. Mapping of assessment tasks to learning outcomes																										
Assessment tasks	Learning outcomes																									
	A 1	A 5	A 8	A 9	A 10	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	
Research Proposal	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Business Research Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module

Dr. Carlo Drago. Office appointments upon request.

A member of our academic staff will be appointed as supervisor, according to staff availability and students' interest on the topic.

The workshop will involve several staff members.

10. Key reading list

Bryman, A. and Belle, E. (2015). *Business research methods*. Oxford University Press.

11. Other indicative text

Cooper, D. & Schindler, P. *Business Research Methods*. McGraw-Hill/Irwin, latest ed.

Gray, D.E., (2009). *Doing Research in the Real World*. 2nd Edition, Sage.

Oliver, P. (2011). *Understanding the Research Process*. Sage Publications, UK.

Polonsky, M. & Waller, D. (2010). *Designing and Managing a Research Project: A Business Student's Guide*. Sage Publications, UK.

Rayner, S. & White, B. (2014). *Dissertation Skills: For Business and Management Students*. Cengage Learning EMEA.

Saunders, M., Lewis, P. and Thornhill, A., (2009). *Research Methods for Business Students*. Financial Times Prentice Hall.

Sekaran, U & Bougier, R. (2010). *Research Methods for Business: A Skill Building Approach*. 5th Edition. Wiley.





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