The Institute of Commercial Management

COURSE HANDBOOK
2006

Management Studies

Graduate Diploma

Contents

Introduction

The purpose of this course handbook is to provide you with information about your programme of study and to direct you to other general information about studying with the ICM.

This handbook must be read in conjunction with other guidelines available on the ICM website which may change from time to time.

The material in this handbook is as accurate as possible at the date of production and should you have any comments on improvements to this handbook please put them in writing along with the name of the course handbook to ccurran@icm.ac.uk

The Institute of Commercial Management

The Institute of Commercial Management has been providing support and guidance for life long learning in over 120 countries for more than 30 years.

Delivery of ICM courses takes place through over 1,300 teaching centres and provides an extensive global network that penetrates down to the grass roots of even the poorest countries of the world.

ICM is committed to providing high quality global education, training and consulting services which raise performance standards for business, encourage lifetime learning and provide professional status for individuals.

Working in close partnership with commerce, government, education providers, international development agencies and its own professional membership, ICM has built an enviable reputation for excellence based on global standards and integrity.

ICM is known for the design and development of progressive, practical and multi-functional programmes of study for use by universities, business schools, colleges and other education and training providers and is acknowledged as a specialist in this field.

Growth has been entirely organic in the truest sense and has been achieved through consistency and tenacity in even the most challenging markets.

ICM Articulation Agreements with Universities

Recognised as an international examining board for professional business and management studies, ICM is renowned for examining and certifying candidates to an internationally consistent standard.

Qualifications are offered in a number of subjects ranging from accounting and finance to tourism and development, and from marketing and advertising to project management and export.

ICM has a formal partnership arrangement with Bolton, Southampton and Swansea and the ICM Centre for Social and Economic Development is located in the Southampton Business School.

The three Business Schools offer a BSc Commercial Management and articulation with their BA/BSc Degrees.

These articulation arrangements provide direct access to the second and final years of a wide range of BA/BSc degrees for ICM Diploma and Advanced Diploma holders.

Subject to status and grades obtained, students holding ICM professional level Diploma, Advanced Diploma and Graduate Diploma awards are accepted onto undergraduate and post-graduate degree programmes offered by institutions in Europe, North America, South East Asia, Sub Saharan Africa and Australasia.

Our strategic partners have agreed that students can enter their degree programmes with advanced standing if they have the right grade profile and are able to meet the other admissions criteria such as language competence.

Entry to the second year

Application for entry to the second year will be considered for students who have passed the two year Institute of Commercial Management (ICM) Diploma and have met the following requirements:

- ➲ obtained at least 24 Points from 8 subjects leading to the Diploma
- ➲ obtained at least Grade C in all subjects in the Diploma

Entry to the Final year

- ➲ obtained at least 32 Points from 12 subjects leading to the Advanced Diploma
- ➲ obtained at least Grade C in all subjects in the Advanced Diploma

The following rules apply:

- ➲ an 'A' (distinction) is awarded 6 points

⮑ a 'B' (Credit) awarded 4 points

⮑ a 'C' (Pass) is awarded 2 points

⮑ a 'D' (Marginal Pass) is awarded 0 points

Your first step is to complete the enclosed ICM University Application form and return it to us. Do not send it to our partner institutions as they will simply send it to us for verification.

Students wishing to study with one of the strategic partners should contact the ICM directly at icm@icm.ac.uk

The Institute's awards are also recognised by leading professional examining boards for either subject exemption or registration purposes.

Learning, Teaching and Assessment Strategy

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis.

Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class.

Students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment

Almost without exception, the assessment of ICM subjects is based of a final exam. Many qualifications are gained by studying modules and passing a series of essays and exercises with only a small emphasis on the final exam.

The ICM believes that students should be assessed on the body of knowledge covered during the course and be assessed as individuals as opposed to teams.

Student Work Load

In accordance with nationally accepted codes of practice in the UK, each 20 credit module represents a total of approximately 200 hours work.

Typically, an ICM Advanced Diploma comprises 240 Credits being 12 subjects of 20 credits each. Students must complete 4 subjects at each level leading to the awards of Certificate, Diploma or Advanced Diploma.

A 20-credit course is assumed by the ICM and accordingly assessed by the Examiners, to require 200 hours of your work, all told.

20 credit modules involve a notional 200 hours of study which is subdivided into appropriate categories, such as lectures, seminars, preparation time, directed study, time spent on assessment items and exam preparation. Approximately one quarter of this time should be devoted to contact time. A further one quarter of this time should relate to directed learning. The balance of effort is made up of individual student learning and revision.

Note that for a module delivered in standard mode, the ICM examinations calendar accommodates a teaching year of approximately 2 x 26 teaching weeks, including 4 weeks of revision/end of year assessment. This enables teaching to take place around the 2 major exam sittings of the year being June and December and for re-sits to take place around the other exam sittings.

Furthermore, each module is assigned to a particular 'Level', each Level corresponding to the subjects contained within the programmes leading to the awards of Certificate, Diploma or Advanced Diploma.

As a rule and unless there is a specific exception stated, you must take course modules as follows:

Certificate at Level 1 (or higher)

Diploma at Level 2 or 1/2 (or higher)

Advanced Diploma at Level 3 or 2/3

ICM Qualifications and Progression

Understanding your qualifications is important and the following guidelines outline how ICM qualifications fit with the UK National Qualifications Framework and our own ICM membership programme.

ICM has benchmarked its qualifications against the UK National Qualifications Curriculum Framework and the Department for Education and Skills (www.dfes.gov.uk) level descriptors.

Having compared the original and revised NQF levels and their broad indications of FHEQ levels, the Institute of Commercial Management has produced the following level descriptors which should be read in conjunction with the table below.

ICM approves a number of qualifications for entry to Associate Membership and Graduate Membership of the Institute of Commercial Management. The appointment to Fellow is an exceptional appointment and demands exceptional experience as well as qualifications.

It is important to realize that this table provides a general guideline only and that each application will be assed on it own individual merits.

In addition to academic qualifications existing and prospective members should check that they meet any relevant experience requirements.

ICM Certificates

Entry to ICM Certificates requires completion of secondary education or equivalent as specified on each course syllabus.

ICM Certificates typically comprise 4 or 5 post Secondary School level units and represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Certificate holders should be able to display competence in the application of knowledge in the performance of a range of varied work activities, some of which may be routine and predictable with some being complex or non-routine.

Learning at this level involves obtaining knowledge and skills appropriate for people working semi-independently, or receiving basic supervision and training from others in their field of work.

Students should begin to develop a degree of individual responsibility or autonomy in their study as well as the ability to collaborate with others, perhaps through membership of a work groups or teams.

Progression is available from the Certificate in to the first year of pertinent degree programmes at Bolton University, Southampton Solent University, and Swansea Institute

ICM Diplomas

Entry to the ICM Diploma requires completion of an ICM Certificate or equivalent programme of study.

ICM Diplomas typically comprise 4 or 5 post Certificate level units and represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Diploma holders should be able to display competence in the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine.

Learning at this level involves obtaining detailed knowledge and skills and is appropriate for people working independently, or providing basic supervision and training of others in their field of work and people wishing to go to university.

Progression is available from the Diploma in to the second year of pertinent degree programmes at Bolton University, Southampton Solent University, and Swansea Institute

ICM Advanced Diplomas

Entry to an ICM Advanced Diploma requires completion of an ICM Diploma or equivalent qualification.

ICM Advanced Diplomas typically comprise 4 or 5 post Diploma level units and represent a level of qualification that involves specialist learning and detailed analysis of a high level of information and knowledge in a specified area of work or study.

Students perusing an ICM Advanced Diploma should demonstrate the ability to increase their depth of knowledge and understanding of an area of work or study to enable them to formulate solutions and responses to complex problems and situations.

Qualifications such as this are appropriate for people working as higher grade supervisors, professionals or managers who need to demonstrate high levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.

The NQF equivalent is Level 5 and these qualifications are equivalent to UK intermediate Higher Education qualifications such as HND's Diplomas of Higher Education and Foundation Degrees that do not typically provide access to postgraduate programmes.

Progression is available from the Advanced Diploma in to the final year of pertinent degree programmes at Bolton University, Southampton Solent University, and Swansea Institute.

Graduate Diplomas

Students at this level study highly developed and complex levels of knowledge which enables the development of in-depth and original responses to complicated and unpredictable problems and situations.

Learning at this level involves the demonstration of high level specialist professional knowledge and is appropriate for senior professionals and managers. Indicative competencies involve the application of a range of fundamental principles across a wide and often unpredictable variety of contexts as well as the ability to perform technical or professional work activities in a variety of contexts with a substantial degree of personal responsibility and autonomy.

A qualification at this level is appropriate for people working as knowledge-based professionals or in professional management positions.

This qualification is equivalent to a Bachelors degree with honours, graduate certificates and graduate diplomas.

Relative Positioning of ICM Qualifications

National Qualifications Framework		Framework for ICM Levels	Framework for Higher Education Qualification levels (FHEQ)
Original levels	**Revised levels**		
Level 5 NVQ in Construction	**Level 8** Specialist awards		**D (doctoral)** doctorates
Project Management*	**Level 7** Diploma in Translation		**M (masters)** masters degrees, postgraduate certificates and diplomas
Diploma in Translation			
Level 4 NVQ in Advice and Guidance*	**Level 6** Diploma in Management	**ICM Graduate Diploma**	**H (honours)** bachelors degrees, graduate certificates and diplomas
Diploma in Management	**Level 5** BTEC Higher National Diploma in 3D Design	**ICM Advanced Diploma**	**I (intermediate)** diplomas of higher education and further education, foundation degrees, higher national diplomas
BTEC Higher National Diploma in 3D Design		**ICM Diploma**	
Certificate in Early Years Practice	**Level 4** Certificate in Early Years Practice	**ICM Certificate**	**C (certificate)** certificates of higher education
Level 3 Certificate in Small Animal Care NVQ in Aeronautical Engineering A levels			
Level 2 Diploma for Beauty Specialists NVQ in Agricultural Crop Production GCSEs Grades A*-C			
Level 1 Certificate in Motor Vehicle Studies NVQ in Bakery GCSEs Grades D-G			
Entry Entry Level Certificate in Adult Literacy			

ICM Academic Calendar

Examinations

Examinations are externally set and marked by the Institute. Examinations are held in March, June, September and December each year. Candidates must be registered and paid-up Student Members of the Institute at the time they undertake the examinations.

ICM examinations take place four times each year in March, June, September and December with invigilation by ICM approved centres, British Council or similar.

Exam papers are securely distributed to centres and scripts are graded in the UK by ICM appointed markers.

Results and certificates are issued approximately twelve weeks from receipt of candidates' answer scripts.

Full details of exam dates are sent to ICM Approved Centres.

Examination Closing Dates

Candidates entering for examinations must ensure that their completed examination entry forms and fees reach the Institute at least eight weeks before the date of the examinations. Examination timetables indicate the closing date for receipt of entries for each sitting.

Examination Results

These are distributed within twelve weeks after each examination diet. Please do not call for results as we can not disclose confidential information over the phone.

Subject Exemptions

Students holding relevant recognised qualifications from other professional bodies may apply for exemptions on a subject-for-subject basis.

Study Methods

Your Teaching Centre has been provided with a detailed syllabus and reading list for each subject area. Each subject syllabus clearly defines the areas that you will be required to cover for each subject and your examination questions will be based on the areas and topics detailed for each subject. It is important to ensure that you obtain a copy of each subject syllabus from your Teaching Centre.

Each subject syllabus is normally linked to one main textbook and the examiners base their questions on the contents of the nominated text.

The subject syllabuses also give details of 'Alternative Texts' and texts recommended for further reading. Where possible you should read one or more of the 'Alternative Texts' in order to broaden your knowledge of the subject area.

Copies of past examination papers and other forms of assessment

The 24-7 website provides you with a database of recent exam papers at:
www.icm.ac.uk

Subject advice, educational guidance and student support

You are expected to be independent and to take responsibility for you own academic and personal life. However, your study centre should also provide help and assistance. Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. Seek advice from academic staff either during or after class or see them during their office hours.

Module Information

Increasing competition between national and international companies calls for a greater degree of ability and professionalism on the part of all managers.

This advanced level management programme is regularly selected by employers seeking a suitable programme of study for their middle and line managers.

The structure of the programme ensures that participants are able to develop both academic knowledge and practical management skills. The qualification also gives entry to a range of other post graduate programmes.

Programme Objectives

This programme is designed to provide senior supervisors, managers and advanced level business students with a post-graduate/post experience level management qualification for career development purposes.

It is also suitable for holders of degrees in non-business and management disciplines who require a high-level management qualification.

Recommended Course Duration

To help calculate the duration of the programme, please refer to the section entitled 'Student Work Load'

It is expected that a student will need at least 18 months of full-time study at an ICM Approved Centre (6 months for each level) to complete this programme.

Examination Grades

Grade A - Distinction   70% and above

Grade B - Credit   60% to 69%

Grade C - Pass   50% to 59%

Grade D - Marginal Pass   40% to 49%

Grade F - Fail   39% and under

Certification

On successful completion of the examinations students are awarded the ICM Graduate Diploma in Management Studies and may use the designatory letters Grad.DMS after their name. The qualification also entitles them to apply for full Membership of the Institute

Continuing Education

The Graduate Diploma in Management Studies may be offered as an entrance qualification for relevant degree studies and for entry to a wide range of MBA's (subject to examination grades, age and work experience). A number of the subjects are also accepted for subject exemption and credit purposes by other examining bodies and universities.

Entry Requirements

Applicants should note that the following entrance qualifications are recommended for those wishing to undertake this programme:

1   The ICM Diploma in Business Studies at Grades A, B or C

        (or an equivalent level qualification)

2   A first degree

3   A Higher National Diploma in Business Studies.

Applicants over the age of 21 who do not hold one of the required entrance qualifications may register for the programme providing they have been in full-time employment for a minimum of three years and hold a senior supervisory or managerial position.

Caution: Those applicants who do not hold the required Entry Requirements are advised that a prior knowledge of Accounting, Marketing and Behavioural Studies is assumed

Course Structure

The Graduate Diploma in Management Studies - Part 1

1   Customer Service

2   Human Resources Management

3   Marketing Management

4   Strategic Management

(An Advanced Diploma in Business Studies is awarded on completion of all Part 1 subjects)

The Graduate Diploma in Management Studies - Part 2

5   Corporate Policy *

6   Financial Management

7   Leadership Studies

8   The International Business Environment

* Corporate Policy is examined by means of a Research Project and a Report

(A Graduate Diploma in Management Studies is awarded on completion of all Part 1 & Part 2 subjects)

Customer Service Syllabus

Course Title	Customer Service (New)
Unit Code	CS-0605
Level	3
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:
This module stresses that excellent customer service is considered as a prerequisite for any successful company. It aims to clarify what this means for the customer service manager or supervisor, in practical terms. A concise introduction to the business reasons for building good relationships with customers, is presented as well as an examination of the management framework of customer service. The customer service manager's role is explained and techniques offered that are easy to implement and will improve customer service.

Main Topics of Study:	
Introduction	**What is Customer Service?** Importance of Customer Service / Understanding Customer Satisfaction / Excellent Customer Service / Five Needs of Every Customer / Cost of Losing a Customer
Challenges and Soultions	**Challenges of Customer Service** Elements of Success / Barriers to Excellent Customer Service / Power of Perceptions / Understanding Expectations / Levels of Expectations / Scope of Influence / Reputation Management / Techniques for Exceeding Customer Expectations / Keys to Credibility / Importance of Values / Ethics in Customer Service / Current Status of Customer Service / New Trends in Customer Service **Problem Solving** Role of Problem Solving in Customer Service / Creativity & Problem Solving / Problems as Opportunities / Confronting Conflict / Problem Solving Process / Problem Solving Strategies / Development of Negotiation Skills / Professional

	Approaches to Apologising & Conveying Bad News / Barriers to Problem Solving & Decision Making / Importance of Follow Up
Management and Strategy	**Strategy & Formulating a Plan for Success** Why a Strategy / Planning / Importance of Infrastructure / Culture / High Touch & Low Touch Customers / Segmenting the Market / Developing a Strategy **Empowerment** Importance of Mission & Purpose Statement / Steps to Empowering Customer Service Providers / Co-Production of Customer Service / Why Co-Production Works / Design of Systems
Communications	**Communications in Customer Service** Building Customer Intelligence / Methods of Communication / Listening / Voice Inflection as a Customer Service Tool / Telephones & Customer Service / Words to Use/Avoid / Power Phrases / Power of Eye Contact / Appeal to the Senses / Communication & Technology
Managing Difficult Customers	**Coping with Challenging Customers** Who are Challenging Customers / Why they are Challenging / Characteristics of Challenging Customers / Respect / Empathy / Accepting Mistakes / Benefits from Dealing with Challenging Customers
Motivation and Leadership	**Motivation** What is Motivation / Needs & Wants / Motivating Factors / Understanding Morale / Self-Concept & Motivation / Improving Self-Concept / Power of Self Motivation / Teamwork / Motivating Others **Leadership in Customer Service** Leadership Defined / Knowing Yourself / Formal & Informal Leaders / Coach or Counsellor / Characteristics of Excellent Leaders / Leadership & Goals / Creating a Customer Service Culture / Benefit of Job Aids / Leadership without Position / The Boss as a Customer
Customer Retention & Measurement of Satisfaction:	What is Customer Retention / Value of Existing Customers / Churn / Developing & Improving the Customer Retention Programme Measurement of Satisfaction / Sources of Information / Benefits of Measuring your Effectiveness / Determining your Effectiveness / Surveys & Reality / Business Benefits from Measuring Satisfaction
Customer Service in a Changing Marketplace:	Today's Changing Marketplace / The Customer of the 21st Century / New Technology / Call Centres / The Internet / Enhancing Service Experiences & Building Customer Loyalty
Excellence in Customer Service:	Excellence as the Goal / Getting Started / Rewards of Excellent Customer Service

Learning Outcomes for the Unit

At the end of this Module, students will be able to:

1. Describe a range of types of customer and how customer service provision meets their needs and different ways of exceeding customer expectations

2. Describe actions that can be taken to support improvements to customer service

3. Demonstrate an in-depth knowledge of how effective customer service relates to different types of customer in the organisation

4. Explain why it is important to make improvements to customer service provision

5. Present detailed analysis, supported by examples from organisations, of how effective customer service relates to different types of customers

6. Critically examine the importance to customers, the employee and the organisation of exceeding customer expectations.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-6	4,5	3,4	6	
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
			1,2,4,5	

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Assignment One:	0%
Assessment Two:	0%
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text:

Customer Service: A Practical Approach – Elaine K Harris (Prentice Hall)

Alternative Texts and Further Reading:

Managing Customer Service – Jenny Hayes & Frances Dredge (Gower)	
Once a Customer Always a Customer – Chris Duffy (Oak Tree Press)	
Guideline for Teaching and Learning Time (10 hrs per credit)	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

Human Resources Management Syllabus

Course Title	Human Resource Management
Unit Code	HRM-0605
Level	2/3
Credits	20
Unit Leader	BT
Pre-requisites	

Main Aim(s) of the Unit:

Human Resource Management is principally about identifying and making effective use of a range of methods and techniques for providing human resources for an organisation and ensuring their optimum utilisation whilst Human Resource Development is principally about enabling individuals to plan, conduct and evaluate a range of development interventions effectively within their own organisation.

This module aims to develop students' knowledge and understanding, from both an academic and a practitioner perspective, of the critical role human resources play in the achievement of organisational objectives and the issues and processes involved in effectively managing those human resources. The module will seek to show the likely importance to organisations in adopting a true/soft Human Resource Management approach to the management of its people.

Main Topics of Study:

Introduction	What is Human Resource Management?
Individuals & Groups:	**Individual Differences** Perceptions / Communications / Motivation / Industrial Psychology / Behavioural Theories / Research Studies **Groups** Group Dynamics / Personal & Group Goals
Manpower Planning:	**Recruitment & Selection** Interviewing / Selection Testing / Validation of Testing Procedures **Training** Systems Approach to Training / On-Job Vs Off-Job / Induction Programmes Personnel Records / Use of Computers

Job Analysis:	Job Description / Job Specification / Person Specification
	Job Rotation / Job Enlargement / Job Enrichment / Job Evaluation
Development of a Human Relations Approach:	Role of Personnel Department / Nurturing Human Assets in a Business / Career Development / Counselling / Welfare / Participating in Decision-Making / Supportive Management Styles
Industrial Relations:	The Role of the Trade Union / Moves Toward Industrial Democracy / Strikes, Cause, Effect & Avoidance

Learning Outcomes for the Unit

At the end of this Module, students will be able to:

1	Distinguish between different approaches to the management of human resources.
2	Understand the potential strategic role of the Personnel/Human Resource Management department.
3	Appreciate key forces at work in any attempt to achieve equality in the workplace.
4	Develop a detailed plan for the effective resourcing of an organization's human requirements.
5	Identify and evaluate the ways in which performance management systems contribute to the development of the individual and enhance organizational performance.
6	Discuss how effective working relationships, with employees and/or their representative bodies, are created, maintained and enhanced with an understanding of organisational pressures associated with these organisational relationships.
7	Critically assess the effectiveness of human resource policies and practices in their organisational setting.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-6	4,7	4,6	3,5,7	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
6	4	4	4,5	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable student to demonstrate the learning outcomes for the Unit:	**Weighting:**

Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text:

Management & Organisational Behaviour - L Mullins (Pitman)

Alternative Texts and Further Reading:

Human Resources Management: Perspectives & Issues - G Ferris & K Rowland (Allyn & Bacon)

Human Resource Planning - John Bramham (I P M)

Personnel Management - S Tyson & A York (Heinemann)

Management & Motivation - Vroom & Deci (Penguin)

People in Organisations - P Armstrong & C Dawson (Elm)

Guideline for Teaching and Learning Time (10 hrs per credit)

50 hours	**Lectures / Seminars / Tutorials / Workshops:** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning :** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc
100 hours	**Self managed learning:** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

Marketing Management Syllabus

Course Title	**Marketing Management**
Unit Code	**MM-0605**
Level	**2/3**
Credits	**20**
Unit Leader	**NK**
Pre-requisites	

Main Aim(s) of the Unit:

Using the introductory course in Marketing as a foundation, to study marketing decision making within an organization using an applied framework of marketing planning and control.

Main Topics of Study:

Marketing Management:	- The Critical Role of Marketing in Organisations & Society - Laying the Groundwork through Strategic Planning - Managing the Marketing Process & Marketing Planning
Analysing Marketing Opportunities:	- Marketing Information Systems & Marketing Research - Analysing the Marketing Environment Analysing Consumer Markets & Buyer Behaviour - Analysing Business Markets & Organisational Buying Behaviour Analysing Competitors
Researching & Selecting Target Markets:	- Measuring & Forecasting Market Demand - Identifying Market Segmentation & Selecting Target Markets
Designing Marketing Strategies:	- Marketing Strategies for Differentiating & Positioning the Marketing Offer - Developing, Testing & Launching New Products & Services - Managing Products through their Product Life Cycle - Deciding on International Market Entry - Methods of Entry - International Marketing programmes
Planning Marketing Programmes:	- Managing Product Lines, Brands & Packaging - Managing Service Business & Ancillary Services ☐ Designing Pricing Strategies & Programmes

	▪ Selecting & Managing Marketing Channels
	▪ Managing Retailing & Wholesaling
	▪ Designing Communication & Promotion-Mix Strategies
	▪ Designing Effective Advertising Programmes ☐
	▪ Designing Direct Marketing, Sales-Promotion & Public Relations Programmes
	▪ Managing the Salesforce
	▪ Managing Direct Marketing Operations
	▪ Implementing Marketing Programmes
	▪ Controlling Marketing Activities

Learning Outcomes for the Unit

At the end of this Module, students will be able to:

1	Understand the theory and practice of marketing decision making.
2	Formulate solutions to case studies, practical examples and exercises.
3	Apply marketing decision making principles to a wide variety of contexts within the non-profit and private sectors from small as well as large enterprises and from services and industrial markets as well as the traditional area of consumer marketing.
4	Develop a marketing plan for a product or service.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	2,3,4	2,3,4	2,3,4	-

Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
	2,4	2,3,4	2,3,4	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Assignment One:	0%

Assessment Two:	0%
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text:

Marketing Management - Philip Kotler (Prentice Hall)

Alternative Texts and Further Reading:

Go International - Keith Monk (McGraw Hill)

Essentials of Marketing - G Lancaster & L Massingham (McGraw Hill)

Guideline for Teaching and Learning Time (10 hrs per credit)

50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

Strategic Management Syllabus

Course Title	Strategic Management
Unit Code	SM-0605
Level	3
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:	
This module aims to develop a student's understanding of the operational and strategic dimensions of organisations and raise their awareness to the current discourse in strategic management theory.	

Main Topics of Study:	
Nature of Strategic Management:	Definitions / Stages of Strategic Management / Key Terms in Strategic Management / Strategic Management Model / Benefits of Strategic Management / Business Ethics & Strategic Management / Business & Military strategy
Strategies in Action:	Types of Strategies / Integration Strategies / Intensive Strategies / Diversification Strategies / Defensive Strategies / Guidelines for Pursuing Strategies / Mergers & Leveraged Buyouts / Generic Strategies / Strategic Management in Governmental Organisations / Strategic Management in Small Firms
Business Mission:	Importance of a Clear Mission / Nature of a Business Mission / Components of a Mission Statement / Writing & Evaluating Mission Statements /
External Assessment:	Nature of an External Audit / Economic Forces / Social, Cultural, Demographic & Environmental Forces / Political, Governmental & Legal Forces / Technological Forces / Competitive Forces / Sources of External Information / Forecasting Tools & Techniques / Competitive Analysis / Industry Analysis /
Internal Assessment:	Nature of an Internal Audit / Relationships Among Functional Areas / Management / Marketing / Finance / Productions/Operations / R&D / Computer Information Systems / Internal Audit Checks / Internal Factor Evaluation Matrix /
Strategy Analysis & Choice:	Nature of Strategy Analysis & Choice / Long Term Objectives / Comprehensive Strategy Formulation Framework / Input Stage / Matching Stage / Decision Stage / Cultural Aspects of Strategy Choice / Politics of Strategy Choice / Role of Board of Directors
Strategy Implementation, Management Issues:	Nature of Strategy Implementation / Annual Objectives / Policies / Resource Allocation / Managing Conflict / Matching Structure with Strategy / Restructuring & Reengineering / Linking Performance & Pay to Strategies / Managing Resistance to Change / Managing the Natural Environment / Creating a Strategy-Supportive Culture / Production/Operations Concerns when Implementing Strategies /

	Human Resource Concerns when Implementing Strategies /
Implementing Strategies, Other Issues:	Nature of Strategy Implementation / Marketing Issues / Finance Issues / R&D Issues / Computing Information Systems Issues /
Strategy Review, Evaluation & Control:	Nature of Strategy Evaluation / Strategy-Evaluation Framework / Published Sources of Strategy-Evaluation Information / Characteristics of an Effective Evaluation System / Contingency Planning / Auditing / Using Computers to Evaluate Strategies / Guidelines for Effective Strategic Management /

Learning Outcomes for the Unit

At the end of this Module, students will be able to:

1	Provide a critical appreciation of the key concepts, models and paradigms that are central to contemporary strategic management theory.
2	Demonstrate a critical understanding of the complex and dynamic nature of strategic decision making.
3	Communicate succinctly and clearly in what ways strategic management can influence the allocation of resources, impact on organisational competence and alter an organisation's direction.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-3	3	3	1-3	
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
		3	3	

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Assignment One:	0%
Assessment Two:	0%
Examination: 3 hours duration	100%

Indicative Reading for this Unit:
Main Text:

Strategic Management - Fred R David (Prentice Hall)

Alternative Texts and Further Reading:

Exploring Corporate Strategy – Gerry Johnson & Kevan Scholes (Prentice Hall)

Guideline for Teaching and Learning Time (10 hrs per credit)

50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

Corporate Policy Syllabus

Course Title	Corporate Policy
Unit Code	CP-0605
Level	4
Credits	20
Unit Leader	JC
Pre-requisites	

Main Aim(s) of the Unit:

The aims of this module are to enable students to develop an integrated strategic approach to organisational decision making; assess the need for long-term change and identify how to plan for effective implementation; apply the theory of strategic management to the reality of organisational complexity, as represented in case studies and in live situations, such as the student's own organisation

Main Topics of Study:

Corporate Strategy	The Characteristics of Strategic Decisions / Levels of Strategy / Strategic Analyses / Strategic Choice / Strategic Implementation / A Summary of the Strategic Management Process / Developing a Strategic Perspective / Coping with Change / Strategy in the Public Sector & Not-For-Profit Organisations
Strategic Decision Making in Practice	Incremental Strategic Management / Planning & Strategic Management / Problem Awareness / Problem Diagnosis / The Development of Solutions / The Selection of a Solution / Cure & Strategy / The Recipe & the Cultural Web / Cultural View of Patterns of Strategic Change / The Implications for Exploring Corporate Strategy
Analysing the Environment	Auditing Environmental Influences On Organisations / Understanding simple/ static Conditions / Understanding Dynamic Conditions / Understanding Complex Conditions / The Nature of the Environment (The use of the Prospective) / The Threat Of Entry / The Power of Buyers & suppliers / The Threat of Substitutes / The Extent of Competitive Rivalry / Life Cycle Models & the Nature of Markets / Strategic Group Analysis / Market Structures & Market Power / SWOT Analysis
Analysing Resources	The Value System / Value Chain Activities / The Resource Audit / Resource Utilisation / Control of Resources / Financial Analysis / Historical Analysis / Comparison with Industry Norms / The Experience Curve / Portfolio Analysis / skills Analysis / Flexibility Analysis / Identification of Key Issues
Expectations,	External Influences / Nature Of Business / Organisational Culture /

Objectives & Power	Conflicts of Expectations / Identifying Coalitions / Sources of Power Within Organisations / Sources of Power for External Stockholders / Methods of Assessing Power / Mission / Corporate Objectives / Unit Objectives / The Precision of Objectives / Social Responsibility
Strategic Options	Cost Leadership / Differentiation / Focus / 'Do Nothing' / Withdrawal / Consolidation / Market Penetration / Product Development / Market Development / Diversification / Related Diversification / Unrelated Diversification / internal Development / Acquisition / Joint Development
Strategy Evaluation (Criteria & Approaches)	Suitability / Feasibility / Acceptability / Strategic Logic / Strategy & Performance / Cultural Fit
Strategy Evaluation (Techniques)	Bases for Comparison / Scoring Methods / Decision Trees / Scenarios / Profitability Analysis / Cost/Benefit Analysis / Financial Ratio Projections / Sensitivity Analysis / Decision Matrices / Simulation Modelling / Heuristic Models / Stockholder Reactions / Funds Flow Analysis / Break-Even Analysis / Other Assessments of Feasibility / Selection Against Objectives / Referral to a Higher Authority / Outside Agencies
Planning & Allocating Resources	Few Resource Changes / Allocation Burring Growth / Allocating Resources in Static or Declining Situations / Resource Sharing/Overlap / Central Questions in Resource Planning / Inbound Logistics / Operations / Outbound Logistics / Marketing & sales Services / Key Resources in Implementing Generic Strategies / Priorities & Key Tasks / The Plan of Action / The Recognition & Testing of Key Assumptions / Financial Planning & Budgeting / Network Analysis

Learning Outcomes for the Unit

At the end of this Unit, students will be able to:

1	Identify and discuss models for the appraisal of the competitive situation of a business in its environment
2	Explain ways to assess resources and capabilities of an organisation
3	Identify and explain strategies for the evaluation, choice and implementation of routes to long term organisational change.
4	Evaluate the competitive and collaborative environment in an industry/market
5	Analyse the far environment and its impact on an organisation's ability to achieve its strategic objectives
6	Assess and develop the resources and competences that will deliver sustainable competitive advantage
7	Identify key strategic issues and assess the options available to deal with them
8	Plan and manage the required change, within an effective strategic assignment.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-3	4,5	4-8	6	1-8
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
4-8	8	4-8	8	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable student to demonstrate the learning outcomes for the Unit:	Weighting:
Case Study Report Corporate Policy is examined by means of a Case Study Report. Students undertaking this subject are required to conduct Research on an agreed topic and to submit a Report to the Institute, based on that Research. The purpose of the Research and the Report is to establish that students have the ability to identify, analyse and recommend solutions to an **identifiable management problem** or **situation** within a company, corporation, government or other department. Students' are required to complete this Case Study within 12 months from entry of the examination series.	100%
Examination	0%

Indicative Reading for this Unit:

Main Text:

Exploring Corporate strategy - Johnson & Scholes (Prentice Hall)

Business Case study Handbook – Curran (ICM)

Alternative Texts and Further Reading:

Readings in Business Policy from Business Week - Glueck (McGraw Hill)

Cases in Strategic Management - Stopford, Channon and Constable (Wiley)

Management Problem Solving - Margerison (McGraw Hill)

Guideline for Teaching and Learning Time (10 hrs per credit)

50 hours	**Lectures / Seminars / Tutorials / Workshops:** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.

50 hours	**Directed learning:** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc
100 hours	**Self managed learning:** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

The Research Project

No business or industry is ever static and every organisation is subject to continual change. This change provides challenges, problems, threats and opportunities. It is these challenges, threats and opportunities which managers are required to deal with and which provide the ultimate test of management ability. In order to conduct the Case Study/Research Project students will need the co-operation of their current employer. If they are not currently employed the **onus** will be on them to find a company which will co-operate with them.

Students should contact their own, or another employer and explain that they are required to:

    a Identify a problem area, threat or opportunity within the business

    b Analyse the problem, threat or opportunity

    c Produce a Report suggesting ways of dealing with the situation

There are numerous areas for students to explore and their Research could cover, for example, activities within any one of the following areas: Personnel, Sales, Marketing, Production, Finance, Quality Control, Purchasing, Transportation, Administration or Management.

The Report	The Report must exceed 4,000 words in length (20-25 pages is an ideal length) and must be typed and bound. Two copies should be produced; one copy is to be submitted to the Institute, the other should be retained.
The Report Layout	The Report should be produced as if it were to be presented to Senior Management. A suggested layout is as follows:
Introduction	This will cover the company, organisation or the department which is the subject of the report. The Introduction must detail the nature of the organisation's/department's activities and structure. Where possible, information about the historical, current and future activities should be given. If there is a problem with confidentiality students should obviously not name the company and should seek advice from the company on this.
The Problem Area or Situation	This must explain the area and nature of the problem, threat or opportunity in as much detail as possible and should include appropriate graphs, figures and statistics.
Recommendation/s	In this section students should detail their suggestions and solutions to the problem/situation.
Appendix	Depending on the nature of the Report, it may be appropriate to list any reference material or other sources of information referred to in the main body of the Report.

Previous Reports.	The following are titles of Reports produced by former managers and students. The titles give an idea of the types of areas covered. Please remember that each of the following Reports refer to a specific problem within a named company, corporation or government department: ⮞ Improving the Profitability of Rural Bus Services ⮞ Reducing Housekeeping Labour Turnover Rates ⮞ Developing a Quality Control System to Reduce Waste ⮞ Product Training for Telesales Staff ⮞ Introducing Financial Incentives for Line Managers ⮞ Developing a Corporate Policy Team ⮞ Restructuring the Research & Development Department

Financial Management Syllabus

Course Title	Financial Management
Unit Code	FM-0605
Level	2/3
Credits	20
Unit Leader	JC
Pre-requisites	

Main Aim(s) of the Unit:

The course examines the theory and practice of corporate financial management, including decisions company managers make in relation to sources and uses of funds, disclosure and the valuation implications arising. Where possible, topics will be considered in the context of the local financial environment and actual business practice.

Main Topics of Study:

The Construction of Financial Statements:	Company Accounts / Cash-Flow Statements
Using Accounting Information:	Accounting Ratios / Accounting Standards
Management Accounting:	Marginal Costing / Budgeting / Capital Investment Appraisal
Sources of Business Finance:	Long-term sources of finance / Short-term sources of finance
Mergers and Takeovers:	Reasons for Growth via Horizontal, Vertical, or Conglomerate Integration / Financing of Growth / The Construction of Basic Group Accounts
Capital Markets:	The Function of Stock Exchanges / Share & Bond Issues / Rights & Bonus Issues

Learning Outcomes for the Unit

At the end of this Module, students will be able to:

1	Have gained an understanding of the main decision areas in corporate finance, the issues arising and the financial environment in which these decisions are made.
2	Demonstrate an understanding of the current treatment of investment and financing in situations of certainty and uncertainty, and have acquired the knowledge and skills to be able to apply a number of techniques to assist the decision making process.
3	Be able to analyse, interpret and evaluate financial information as discussed in the course and previous courses.

4	Have become acquainted with current issues and developments in the area of corporate financial management.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	2,3	2-4	1-4	2
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please
2-4	1-4	2-3	1-4	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable student to demonstrate the learning outcomes for the Unit:	Weighting:
Assignment One:	0%
Assessment Two:	0%
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Note: There is no single textbook that covers the syllabus. Finance and Accounting by Richard Giles can be used as a basic source book but must be supplemented by further reading from websites or textbooks such as Accounting for Non-Accounting Students (J R Dyson) and Business Accounting (F Wood).

Main Text:

Finance & Accounting – R Giles (ICM)

Further Reading:

Accounting for Non-Accounting Students - J R Dyson (Prentice Hall)

Frank Wood's Business Accounting 2 – Wood & Sangster (Pitman)

Guideline for Teaching and Learning Time (10 hrs per credit)

50 hours	**Lectures / Seminars / Tutorials / Workshops :** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.

50 hours	**Directed learning :** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc
100 hours	**Self managed learning :** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

Leadership Studies Syllabus

Course Title	Leadership Studies
Unit Code	LS-0605
Level	4
Credits	20
Unit Leader	TBA
Pre-requisites	

Main Aim(s) of the Unit:	

This module course is designed to engage students in essential intellectual questions relating to the study and practice of leadership including what is leadership, what is good leadership, how do people become effective leaders and/or effective followers? How do tools and methods of different academic disciplines provide insights into leadership phenomena? How do factors of race, gender, education, and class relate to leadership? The various components of the course are intended to challenge students to think critically and imaginatively about the foundations of leadership.

Main Topics of Study:	
The Nature of Leadership	Definitions of Leadership / Leadership Effectiveness / Major Research Approaches / Conceptualising Leadership / Comparing Leadership Theories
Nature of Managerial Work	Activity Patterns of Managerial Work / Content of Managerial Work / Theory of Demands, Constraints, Choices / Research on Situational Determinants / The Changing Nature of Managerial Work / Managerial Discretion / Descriptive Research / Application for Managers
Perspectives on Effective Leadership Behaviour	Ohio State Leadership Studies / Michigan Leadership Studies / Limitations of Survey Research / Experiments on Task & Relations Behaviour / Research using Critical Incidents / High-High Leader / Leadership Behaviour Taxonomies / Specific Task Behaviours / Specific Relations Behaviours / Evaluating the Behaviour Approach
Participative Leadership, Delegation & Empowerment	Nature of Participative Leadership / Consequences of Participation / Research on Effects of Participative Leadership / Normative Decision Model / Guidelines for Participative Research / Delegation / Guidelines for Delegating / Empowerment
Dyadic Role-Making Theories	Leader-Member Exchange Theory / Leader Attributions about Subordinates / Follower Attributions & Implicit Theories / Follower Contributions to Effective Leadership / Self-

	Management / Integrating Leader & Follower Roles /
Power & Influence	Conceptions of Power & Authority / Power Types & Sources / Acquiring & Losing Power / Consequences of Position & Personal Power / Types of Influence Behaviour / Power & Influence Behaviour / Research on Influence Tactics /
Managerial Traits & Skills	Nature of Traits & Skills / Early Research on Leader Traits & Skills / Major research Programmes of Research on Leader Traits / Managerial Traits & Effectiveness / Managerial Skills & Effectiveness / Other Relevant Competencies / Situational Relevance of Skills / Evaluation of Trait Research / Application Guidelines
Contingency Theories of Effective Leadership	LPC Contingency Model / Path-Goal Theory of Leadership / Leadership Substitutes Theory / The Multiple-Linkage Model / Cognitive Resources Theory / Evaluation of Contingency Theories / Application Guidelines /
Charismatic & Transformational Leadership	Early Theories / Attribution theory of charismatic Leadership / Self-concept Theory of Charismatic Leadership / Other conceptions of charisma; consequences of Charismatic Leadership / Transformational Leadership / Research on theories; transformational versus Charismatic Leadership / Evaluation of Theories / Guidelines for transformational Leadership
Leading Change in Organisations	Change Processes / Different Types of Organisational Change / Influencing Organisational Culture / Developing a Vision / Implementing Change / Increasing Innovation & Learning
Leadership in Teams & Decision Groups	Nature of Teams / Functional Teams / Cross-Functional Teams / Self-Managed Work Teams / Self-Defining Teams / Virtual Teams / Procedures for Facilitating Team Learning / Guidelines for Team Building / Decision Making in Groups / Leadership Functions in Meetings / Guidelines for Leading Meetings
Strategic Leadership	Constraints on Executive Discretion / Attributions about Chief Executives / Research on Effects of Leadership Succession / Evolutionary Change & Strategic Leadership / Political Power & Strategic Leadership / Executive Tenure & Strategic Leadership / Executive Teams / Competing Values in Strategic Leadership / Monitoring the Environment / Formulating Strategy /
Developing Leadership Skills	Leadership Training Programmes / Designing Effective Training / Techniques for Leadership Training / Learning from Experience / Developmental Activities / Self-Help Activities / Facilitating Conditions for Leadership Development / Systems Perspective on Leadership Development
Ethical Leadership & Diversity	Ethical Leadership / Gender & Leadership / Leadership in Different Cultures / Managing Diversity /
Learning Outcomes for the Unit	
At the end of this Unit, students will be able to:	

1	Demonstrate a broad and sophisticated understanding of leadership theories, definitions, and concepts
2	Apply theories, definitions, and concepts to leadership situations in case study work, their own work situations and current events;
3	Discuss the multidisciplinary approaches to leadership
4	Demonstrate critical and analytical thinking skills.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1	2-4	2	2-4	0
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-4	2	1-4	0

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable student to demonstrate the learning outcomes for the Unit:	Weighting:
3 Hour Examination	100%

Indicative Reading for this Unit:

Main Text:

Leadership in Organisations – Gary Yukl (Prentice Hall)

Supplementary Reading

Leadership Theories

Not Bosses But Leaders – John Adair (Talbot Adair)

On Becoming a Leader – Warren Bennis (Century)

The Leadership Factor – J Kotter (Free Press)

Leadership – J M Burns (Harper & Row)

Leading Minds – H Gardner (Harper Collins)

Leading Change – J Kotter (Harvard Business School Press)

Making it Happen, Reflections on Leadership – John Harvey-Jones (Fontana)

Super leadership – C Manz & H Sims (Prentice Hall)

Practical Leadership

Developing Leaders – John Adair(Talbot Adair)

Management Teams, Why They Succeed or Fail – R Meredith Belbin (Heinemann)

The Wisdom of Teams – Jon Katzenbach & Douglas Smith (Harvard Business School)

Understanding Motivation – John Adair (Talbot Adair)

Games People Play – Eric Berne (Penguin)

Leadership & Change

Intelligent Leadership: Creating a Passion for Change – Alan Hooper & J Potter (Random House)

The Coming Shape of Organisations – R Meredith Belbin (Butterworth Heinemann)

Rethinking Organisation: New Directions in Organisation Theory & Analysis – M Reed & M Hughes (Sage)

Managing Today & Tomorrow – R Stewart (Macmillan)

The Future of Leadership – R P White, P Hodgson & C Crainer (Pitman)

Beyond Certainty – Charles Handy (Arrow Business Books)

The Fifth Discipline – P Senge (Doubleday/Currency)

Competing for the Future – G Hamel & CK Prahalad (Harvard Business School Press)

Students are strongly encouraged to read a daily newspaper, in printed form or online, in order to follow stories that provide concrete examples for the study of leadership.

Guideline for Teaching and Learning Time (10 hrs per credit)	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc

100 hours	**Self managed learning**
	Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

The International Business Environment Syllabus

Course Title	The International Business Environment
Unit Code	IBE-0605
Level	3/4
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:
This course seeks to provide an understanding of the complex and dynamic nature of corporate environment in today's globalised economy in which the business and its external environment are not clearly separated.

One of the most important functions of management is decision making and in order to perform effectively managers need to be informed.

Students must therefore be familiar with, and aware of, all major international political, economic, cultural, religious and financial issues of the day.

Political, economic and financial events in one country can create threats, as well as opportunities for other countries and it is essential that managers are able to relate international events, and their consequences, to their own business environments.

Students are required to critically analyse current topics concerning important management and policy issues facing business and industry. Critical evaluations of current readings from business literature will be used as assessment items.

At each examination series reference will be made to six contemporary issues which have made International news headlines in the four months preceding the examinations. Candidates will be asked to select any three of the issues or topics and comment on them.

This is a self-paced, self-study course and motivated self-starters will enjoy this format.

Main Topics of Study:	
Self study	See above
Learning Outcomes for the Unit	

	At the end of this Unit, students will be able to:
1	Discuss current issues management and its policy implications
2	Understand current issues and trends from a managerial perspective
3	Integrate current business scholarly literature in their arguments
4	Provide analytical perspectives of current problems and trends
5	Demonstrate a proactive rather than reactive approach to management

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,2	3,4	3-5	4,5	0
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
3,4	1-5	3-5	-	0

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

This is a self-paced, self-study course that is suited to motivated self-starters .Learning takes can take place on a number of levels through lectures, class discussion including problem review and analysis however this is not specifically designed for formal lectures.

Contemporary readings provide the foundation of information on which the student builds through critical ananlysis of articles outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable student to demonstrate the learning outcomes for the Unit:	**Weighting:**
3 Hour Examination	100%

Indicative Reading for this Unit:

Main Text:

The Economist

Additional Sources of Information:

CNN News

Guideline for Teaching and Learning Time (10 hrs per credit)

0 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.

100 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.