



# EUROPEAN GLOBAL

Institute of Innovation & Technology

# MBA Strategic Human Resource Management CURRICULUM

March 2025

All **EU Global** materials, including assessment materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) **EU Global** and MUST not be distributed, sold, published, made available to others, or copied other than for your personal study use unless you have gained written permission to do so from **EU Global**. This applies to the materials in their entirety and to any part of the materials.



<b>Overall Programme Description</b>				
1	<b>Title of the Programme</b>	<ul style="list-style-type: none"><li>• Master of Business Administration (MBA) in Strategic Human Resource Management</li></ul>		
2	<b>Type of Programme</b>	<input type="checkbox"/> Award	<input checked="" type="checkbox"/> Qualification	
3	<b>Proposed MQF Level</b>	MQF/EQF Level 7		
4	<b>Proposed ECTS</b>	90 ECTS		
5	<b>Total ECTS for Programme Completion</b>	90 ECTS		
	<b>Total ECTS requesting Accreditation</b>			
6	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point B7 is required to be filled in. <input type="checkbox"/> Work Based Learning		
7	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div> Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div>		
8	<b>Hours of Total Learning</b>	Total Contact Hours <div style="border: 1px solid black; width: 100px; height: 20px; text-align: center; margin-top: 5px;">450</div> Self – Study Hours <div style="border: 1px solid black; width: 100px; height: 20px; text-align: center; margin-top: 5px;">900</div> Assessment Hours <div style="border: 1px solid black; width: 100px; height: 20px; text-align: center; margin-top: 5px;">450</div>		



		Supervised Placement and Practice Hours <b>450</b>
9	<b>Total Learning Hours</b>	2250 Hours for 90 ECTS
10	<b>Mode of Attendance</b>	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time
11	<b>Programme Duration</b>	<p>Full Time ____ Years ____ 12-18 Months ____ Days</p> <p>for Online: 12-36m The students can complete this qualification in 12m by studying for around 43-47 hours per week. For around 35-40 hours per week of study, please expect to complete the programme in 18 months. However, if they aim to study 15-25 hours per week, please expect a longer time period to complete. The minimum time to complete this program is 12m and the maximum time to complete this program is 36m.</p> <p>Part Time ____ Years ____ 24-36 Months ____ Days</p>
12	<b>Target Audience</b>	<input type="checkbox"/> Ages 3 -15 <input type="checkbox"/> Ages 16 – 18 <input type="checkbox"/> Ages 19 – 30 <input type="checkbox"/> Ages 31 – 65 <input type="checkbox"/> Ages 65+
13	<b>Language/s of Instruction</b>	English
14	<b>Target Group</b>	The MBA in Strategic Human Resource Management program is designed for professionals seeking to enhance their leadership capabilities and gain advanced business acumen. The program is tailored to meet the needs of a diverse group of learners,



	<p>including beginner, mid-level managers, professionals in the field of strategic human resource management, experienced graduates looking to move into leadership roles, and entrepreneurs – a fast-growing demographic in the MBA landscape.</p> <p>This MBA in Strategic Human Resource Management equips learners with the skills to integrate new knowledge with past professional experience and apply it to complex, real-world business situations, related to Strategic Human Resource Management Management, address the specific challenges and opportunities faced by professionals in the field of Strategic Human Resource Management.</p> <p>The program is structured to build advanced interpersonal and leadership skills, essential for navigating multidisciplinary environments. Students will learn to reflect on their past experiences, challenge their preconceptions, and develop the ability to think critically and solve unstructured business problems. A key component of the program is the development of leadership and communication skills, enabling graduates to implement effective solutions across a wide range of business contexts.</p> <p>Our flexible delivery modes, including online and part-time options, ensure that the program is accessible to working professionals and accommodates varying schedules.</p> <p>Upon completion of the program, graduates will possess the capability to apply advanced business strategies, critical thinking, and leadership skills within the field of strategic human resource management.</p> <p>While the MBA in Strategic Human Resource Management does not lead to a regulated profession or a specific licensed occupation, it provides significant preparation for leadership positions across various sectors, fostering career advancement in management, research, entrepreneurship in varied industries learners are operating in.</p>
--	--



15.1	<b>Training Address/es where programme will be delivered.</b>	Online <a href="https://campus.euglobal.edu.eu">https://campus.euglobal.edu.eu</a>
15.2	<b>Placement/Clinical Address (If Applicable)</b>	NA
16	<b>Subject Area</b>	<input type="checkbox"/> Generic Programmes and Qualifications <input type="checkbox"/> Education <input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Social Sciences, Journalism and Information <input type="checkbox"/> Business, Administration and Law <input type="checkbox"/> Natural Sciences, Mathematics and Statistics <input type="checkbox"/> Information and Communication Technologies <input type="checkbox"/> Engineering, Manufacturing and Construction <input type="checkbox"/> Agriculture, Forestry, Fisheries and Veterinary <input type="checkbox"/> Health and Welfare <input type="checkbox"/> Services
17	<b>Relationship to Occupation</b>	<p>Post completing Master of Business Administration, the learners will be able to have a wide range of opportunities across all industries. Our reflective andragogy also ensures that the learner continuously implements the learning into their own industry to upskill in their current work environment.</p> <p>A few job titles in Strategic Human Resource Management &amp; related industries are as follows:</p> <ol style="list-style-type: none"><li>1. Human Resource Manager</li><li>2. Change Leader Business Analyst</li><li>3. Finance Manager</li><li>4. Project Manager</li><li>5. Marketing Manager</li><li>6. Consultant</li><li>7. Sustainability &amp; Environmental Specialist</li><li>8. Product Manager, and many more</li></ol>
18	<b>Entry Requirements</b>	<ul style="list-style-type: none"><li>● <b>Educational Background:</b> Bachelor's academic transcript and degree certificate OR equivalent completion of Level 6 qualification with at least 180 ECTS. Prior background in Business is not required.</li><li>● <b>Language proficiency certificate:</b> All programs are taught in English language, and therefore English proficiency is required.</li></ul>



	<p>For students who completed the bachelor's degree from the US, UK or any English-speaking countries, OR have studied in English Language for at least 2 years; OR have worked in an English speaking environment for at least 2 years prior to applying for this program, language proficiency certificate is not required.</p> <p>For learners who cannot provide any evidence of their English proficiency, they must provide an English provide English language certificate equivalent to IELTS 6.0</p> <ul style="list-style-type: none"><li>Applicants must submit a Statement of Purpose of 500-600 words. This letter should reflect on the applicant's professional background, career aspirations, and motivation for pursuing the MBA program. Additionally, applicants should explain how their personal and professional experiences align with the program's objectives and how the chosen MBA pathway aligns with their career goals.</li></ul> <p>Applicants who are clear of chosen pathways, should detail why they have selected a specific pathway (e.g., Strategic Human Resource Management Management, Strategic Digital Marketing, Technology Leadership, etc.), and how their previous academic or professional experiences have prepared them for this specialized focus.</p> <p>If you are unsure which specific pathway to pursue, we encourage you to reflect on your strengths, interests, and long-term professional objectives. While selecting a pathway, consider how your background aligns with areas such as Strategic Human Resource Management Management, Strategic Digital Marketing, Technology Leadership, or other specialized fields. In your Statement of Purpose, feel free to discuss your current uncertainties and how the program will help you refine your focus, develop new skills, and achieve clarity in</p>
--	--



	<p>your career direction. The program is designed to help you explore different areas of business leadership, and your choice of pathway can evolve as you gain more insight into the areas that best align with your goals.</p> <ul style="list-style-type: none"><li>● <b>Proof of Identity:</b> Scanned bio page of your valid passport. Scan of passport size photograph</li><li>● <b>Digital Competency Requirements for Online Learners:</b> Applicants must have access to a reliable internet connection and a device capable of using online learning tools. While no advanced technical skills are required, candidates should be comfortable using user-friendly technology to access course materials, participate in discussions, and submit assignments.</li></ul> <p><b>Advanced standing</b></p> <p>If an applicant has not completed a Bachelor's degree but has completed secondary education and possesses 5+ years of relevant work experience, it may be possible for the work, activities, and achievements gained through their professional experience to be considered for admission to the Master's program. This recognition of prior learning (RPL) will be evaluated on a case-by-case basis to determine if it meets the academic requirements for the program.</p> <p>If an applicant has previously earned credits for a Master's degree, they may be eligible to apply for credit transfer. Depending on the alignment of the prior coursework with our Master's program, the applicant may be granted advanced standing, which could reduce the length of their studies.</p> <p>This recognition of previous successful study or work experience is known as advanced standing.</p> <p>It may also be used to recognise prior experiential learning undertaken as an employee, or previous studies that can apply for Advanced standing.</p> <p>For instance, where an applicant can demonstrate that they have appropriate and relevant professional experience related to the subject area of the module</p>
--	--



		<p>they may apply for Recognition of Prior Experiential Learning (RPEL) or Recognition of prior certificated learning (such as professional development awards or employment based awards) which is at higher education level but which has not led to the award of credits or qualifications positioned on the relevant higher education qualifications framework; which may eliminate the need to undertake one or more modules in the Programme.</p> <p>Our policies can be found here <a href="https://www.euglobal.edu.eu/eu-global-regulation-handbooks">https://www.euglobal.edu.eu/eu-global-regulation-handbooks</a></p>
19	<b>Overall Programme Description</b>	<p>This MBA in Strategic Human Resource Management is a career-focused programme designed to develop strategic leadership and management skills through reflective andragogy and evidence-based learning. The curriculum is structured to bridge theory with practice, enabling students to integrate prior professional experiences—whether through internships, project management, or leadership roles—with new business knowledge and strategic insights in the field of Strategic Human Resource Management.</p> <p>A core emphasis of the programme is on leadership through strategic management, equipping students with the ability to apply advanced frameworks and decision-making models in their chosen specialisation or industry. While academically rigorous at the master's level, the curriculum maintains a strong practical and professional orientation, ensuring that students can critically assess and implement business strategies effectively in the field of Strategic Human Resource Management.</p> <p>Throughout the programme, students are encouraged to reflect on real-world challenges they have faced, such as stakeholder management, ethical dilemmas, decision-making complexities, and the evaluation of conceptual frameworks. This reflective approach is embedded in every module, where students analyse how theoretical concepts</p>



		<p>apply to real business environments, particularly their own experiences.</p> <p>The programme culminates in a Master's thesis, employing a scientific action research methodology to provide a holistic perspective on business problem-solving in the field of Strategic Human Resource Management. By fostering the continuous integration of past experiences with new learning, the curriculum ensures that students not only acquire advanced knowledge but also develop the critical and analytical skills needed to drive innovation and leadership in complex business environments in the field of Strategic Human Resource Management.</p> <p>Research-driven, multidisciplinary learning is the core of the EU Global MBA, as reflected in the programme outcomes. As an MBA in Strategic Human Resource Management graduate, students should be able to critically evaluate and recommend solutions backed by literature, considering current industry challenges and ensuring that these solutions align with stakeholder expectations. By engaging in critical evaluation and synthesising complex business data, students will learn to transform raw information into actionable business intelligence while maintaining awareness of social, cultural, and environmental impacts.</p> <p>Innovation, entrepreneurship, and sustainability are the core focus of the EU Global MBA and the institution itself. The research initiatives introduced in the DoctrineFrontierX series aim to foster impactful research outcomes. The EU Global LeadX series is designed to develop future CEOs under the guidance of past CEOs. Sustainability and ethical considerations are integrated throughout the entire programme, encouraging students to recommend solutions while maintaining an awareness of social, cultural, and environmental impacts.</p> <p>This programme, with core modules such as Management and Organisational Dynamics, Managing Financial Resources and Performance, Strategic and Digital Marketing, Project and Operations Management, Financial Markets &amp; Valuation, Strategic Decision-Making: Dealing with</p>
--	--	--



		<p>Business Complexity, Economics for Decision-Making, Ethical Leadership and Governance, Corporate Sustainability and Leadership, and Business Communication for Competitive Advantage, ensures a well-rounded business education.</p> <p>Research and innovation modules such as Innovation Management and Design Thinking for Entrepreneurs, Data-Driven Research and Analytical Insights, and Capstone Consulting Project further strengthen the practical application of knowledge in the field of Strategic Human Resource Management.</p> <p>Additionally, selected pathways in the field of Strategic Human Resource Management allow learners to achieve the overall measurable learning outcomes of this MBA programme. The curriculum is designed with a structured progression—starting with core modules, followed by pathway specialisation, and concluding with research and innovation modules leading to the Master's thesis.</p> <p>Students are encouraged to undertake research and innovation in the field of Strategic Human Resource Management, thereby reinforcing the integration of core and pathway modules into practical insights. By the end of the programme, students will have developed the competence to formulate, implement, and evaluate business policies and strategies that respond to emerging trends, industry challenges, and stakeholder expectations in the field of Strategic Human Resource Management.</p>
20	<b>Learning Outcomes for Overall Programme</b>	
20.1	<b>Competences</b>	<p>After the end of the programme, the learners will be able to:</p> <ul style="list-style-type: none"><li>• PA1: Critically evaluate complex and ambiguous business scenarios integrating interdisciplinary approaches to formulate strategic decisions with limited information.</li><li>• PA2: Tackle dynamic business environments, in particular related to strategic human resource management by establishing criteria, formulating innovative courses of action, implementing adaptive strategies,</li></ul>



		<p>and evaluating results in uncertain conditions with limited information.</p> <ul style="list-style-type: none"><li>● PA3: Demonstrate leadership and team-building skills within complex multicultural settings, effectively managing conflict resolution and stakeholder engagement, in particular related to strategic human resource management.</li><li>● PA4: Direct self-driven learning and professional development through reflective insights, applying research-based innovations to solve emerging challenges in the strategic human resource management field.</li><li>● PA5: Benchmark strategic objectives, mentor teams, monitor performance, and lead continuous improvement in diverse business contexts, ensuring best practices relevant to strategic human resource management .</li><li>● PA6: Navigate ethical dilemmas involving conflicting stakeholder demands and cross-border business complexities, ensuring compliance with ethical and corporate governance standards relevant to strategic human resource management.</li><li>● PA7: Conduct rigorous business and management research, critically reviewing literature, applying advanced research methods, and contributing findings to professional practice within the strategic human resource management field.</li></ul> <p>Note: PA1-4 will be required to achieve the diploma exit, PA1-7 will be required for a complete Masters degree (please refer exit awards for details)</p>
20.2	<b>Knowledge</b>	<p>After the end of the programme, the learners will be able to:</p> <ul style="list-style-type: none"><li>● PB1: critically evaluate the impact of contextual forces on organisations including legal systems; ethical, economic, environmental, social and technological change issues; international developments; corporate governance and the contemporary business and management functions.</li></ul>



	<ul style="list-style-type: none"><li>● PB2: Integrate multidisciplinary approaches to finance and accounting, including technology, ethical implications, and data analytics, for comprehensive financial decision-making to ensure the success of every project in strategic human resource management and the overall organisation.</li><li>● PB3: critically examine and evaluate the importance of effective strategic human resource management, incorporating multidisciplinary approaches such as technology, ethical considerations, and data analytics, to optimize workforce management and enhance organizational performance.</li><li>● PB4: Develop and implement business policies and strategies in the strategic human resource management field or general management and leading perspective that adapt to changing market conditions, stakeholder interests, and emerging trends, employing specialized and multidisciplinary theoretical and practical knowledge, some of which is at the forefront of the strategic human resource management field.</li><li>● PB5: Critically analyse and innovate production and marketing processes, employing advanced problem-solving techniques to optimize business operations and critically appraising decision making relevant to strategic human resource management.</li><li>● PB6: Formulate and adapt business frameworks that anticipate market trends, organizational shifts, and emerging industry challenges, particularly in the strategic human resource management field.</li><li>● PB7: Critically review literature, apply research methods, and leverage derived specialized or multidisciplinary theoretical and practical knowledge to create and adapt innovative frameworks that are at the forefront of the business studies within the strategic human resource management field.</li><li>● PB8: Evaluate and apply ethical leadership principles, corporate governance frameworks, and sustainability strategies to</li></ul>
--	--



		<p>ensure responsible business practices and positive social impact, especially in the strategic human resource management field.</p> <ul style="list-style-type: none"><li>● PB9: Synthesize and integrate specialized domain knowledge within the strategic human resource management field to address field-specific challenges and opportunities.</li></ul> <p>Note: PB1-7 will be required to achieve the diploma exit, PB1-9 will be required for a complete Masters degree (please refer exit awards for details)</p>
20.3	<b>Skills</b>	<p>After the end of the programme, the learners will be able to:</p> <ul style="list-style-type: none"><li>● PC1: Critically evaluate and synthesize complex, multidisciplinary data, transforming raw information into actionable insights while demonstrating awareness of social, cultural and environmental impact of their decision-making related to the strategic human resource management field.</li><li>● PC2: Apply advanced quantitative and qualitative research methods to critically analyze and evaluate business challenges, producing original research and deriving data-driven conclusions in dynamic and evolving environments related to the strategic human resource management field.</li><li>● PC3: Effectively communicate, comprehend, and conclude based on research-driven insights, demonstrating leadership in stakeholder engagement, negotiations, and decision-making across diverse professional settings.</li><li>● PC4: Exercise innovation, adaptability, and strategic foresight in professional and personal development, fostering continuous learning, leadership excellence, and the ability to respond to emerging knowledge and techniques to strategize actions for competitive advantage.</li><li>● PC5: Lead high-performance teams by fostering collaboration, critical evaluations, and transformative decision-making, demonstrate leadership skills and innovation</li></ul>



		<p>in complex and unpredictable work environments relevant to the strategic human resource management field.</p> <p>Note: PC1-2 will be required to achieve the diploma exit, PB1-5 will be required for a complete Masters degree (please refer exit awards for details)</p>
21	<b>General Pedagogical Methods used for this Programme.</b>	<p><b>Concept for the use of teaching aids</b></p> <p>To promote learning in accordance with the desired levels of the further higher education framework, EU Global uses modern teaching aids to facilitate learning such as flipped classrooms where learners are provided content access to pre-read to allow better understanding and promote engaging discussions on application of the concept.</p> <p>Active learning strategies are adopted to ensure development of cognition of learners so that they develop analytical, critical thinking and creative skills.</p> <p>The following are key teaching aids employed within our didactic model:</p> <p>1. <b>Personality Test</b> -</p> <p>The goal of the MBTI is to allow respondents to further explore and understand their own personalities including their <b>likes, dislikes, strengths, weaknesses, possible career preferences, and compatibility with other people</b>. This survey is conducted via Truity (<a href="https://www.truity.com/">https://www.truity.com/</a>) for all our new admissions. This reflationary exercise helps the mentors and students set the expectations and targets for self-development for the further academic duration of study.</p> <p>1. <b>Learning Resources:</b></p> <ol style="list-style-type: none"><li>1. Case Studies: Case studies from Harvard and other academic sources, and case lets like daily business news set the base for almost every module. Case studies help in reviewing and applying conceptual frameworks to real-life scenarios to provide solutions and recommendations.</li><li>2. Simulations: A simulation helps students take probabilistic decisions</li></ol>



		<p>to witness the results in terms of efficiency of the decision.</p> <ul style="list-style-type: none"><li>3. Research papers: Literature and conclusions derived from research papers is a very important source of learning from other scholars. These provide wider perspective and apprises of what have been already researched in the field of study.</li><li>4. Books: Books are an essential source of study to learn concepts in a systematic manner and to practice exercises.</li><li>5. Audio-video learning: Audio-video learning has been considered as one of the imperative tools that suits well with varied learning personalities. It includes podcasts, videos from Professors, documentaries from BBC, etc.</li><li>6. Research Projects: Seminars aim to thoughtfully design research activities such as surveys, etc so that students can learn primary research to investigate a business problem.</li><li>7. Miscellaneous activities: We promote innovation which every faculty brings. The faculty is advised to prepare academic delivery in an engaging manner. They are motivated to bring in activities like role-plays, presentations, etc.</li></ul> <p>2. <b>Use of Technology:</b> EU Global has a very well-developed Learning management system which is instrumental in exchange of information between the School's administration, faculty and the students. Each student will be provided an access to our learning management system from day 1 of their enrolment. The system will have the following key components:</p> <ul style="list-style-type: none"><li>1. Induction - the induction module is called "Student Services" which allows access to all the regulations and policies, where students can ask questions, academic writing resources, and all essential</li></ul>
--	--	---



		<p>information that are instrumental in getting the students to start with us.</p> <ul style="list-style-type: none"><li>2. module-wise Resources – All the information, and learning resources related to the chosen modules are provided via our learning management system. This provides better communication.</li><li>3. Assessments – The students are required to upload all submission-type assessments via the learning management system.</li><li>4. Career Coaching and Academic Coaching – The students are also provided additional modules to enhance employability via our learning management system.</li></ul> <p>3. Active Learning Strategies adapted to promote practice based active learning include:</p> <ul style="list-style-type: none"><li>1. Structured Reflection in forums and discussions: Learners share experiences from their professional practice, internships, or case studies in moderated discussion forums. These forums are an excellent platform for peer to peer learning besides student to teacher interaction. The students are at times motivated to initiate a new discussion and also comment on at least one fellow response</li><li>2. Students receive additional group sessions such as DoctorFrontierX to advance research &amp; LeadX series to learn from CEOs and apply learning in incubating their own venture.</li><li>3. Students get an opportunity for individual guidance from faculty or industry experts, for instance Capstone Supervisor.</li><li>4. Research Surveys, market analysis or other formative exercises given by faculty within the given modules.</li><li>5. Industry-Based Scenarios: Students apply theoretical frameworks to real-world business cases and</li></ul>
--	--	--



		<p>discuss their findings with a supervisor.</p> <p>6. Market Research Assignments: Conducting surveys, interviews, or data analysis under faculty supervision.</p> <p>7. Capstone Consulting Project: Students work with an organization on a strategic challenge, guided by faculty.</p> <p>4. The Institution follows a continuous improvement process using feedback and the activities mentioned above are improvised and advanced.</p>
22	<b>Selection Criteria for Tutors/Lecturers for this programme.</b>	<p><i>Responsible course director and academic director of the Master's programme</i></p> <ul style="list-style-type: none"><li>• <i>Minimum PhD Degree</i></li><li>• Relevant Professional experience Minimum 10 Years</li></ul> <p><i>module Faculty:</i></p> <ul style="list-style-type: none"><li>• Minimum Master Degree MQF7 / PhD Preferred</li><li>• Professional experience in Minimum 2 Years with PhD/ OR 5 years with Masters degree.</li><li>• Teaching experience in an academic environment</li><li>• capability to manage academic delivery via Online Campus</li><li>• capability of recording interactive learning by videos and PowerPoints</li></ul> <p><u>Support to students provided</u></p> <ul style="list-style-type: none"><li>• Online via e-campus</li><li>• Email and phone</li><li>• Video Conference System</li><li>• During workshops and placements</li></ul>



23	<b>General Assessment Method</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission. The report can be a project, analysis, case study, research paper, etc.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>Grading system can be accessed via the following link:</p> <p>Please review Policy our policies here <a href="https://www.euglobal.edu.eu/eu-global-regulation-handbooks">https://www.euglobal.edu.eu/eu-global-regulation-handbooks</a></p>
	<b>Practicum/Dissertation/Final Project</b>	<p>All final exams 60% are always project-based submissions via LMS. This can be essays, research papers, case study, survey results, etc.</p> <p>Post completion of all modules at the end of the module assessments, the learners write a Capstone Consulting Project thesis investigating a real business problem and recommending solutions based on literature, data, analysis and the given situation reflection, prominently called Action Research.</p>
24	<b>Placement/Work-based learning</b>	NA

List of Programme Modules/Units						
Ref	Module/Unit Title	Compulsory	ECTS	MQF	Mode of Teaching	Mode of Assessment



		(C) or Electiv e (E ).							
<b>CORE modules (TOTAL 30 ECTS)</b>									
MG7101	Management and Organisational Dynamics	C	3	7	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus			
MG7102	Managing Financial Resources and Performance	C	3	7	Online				
MG7103	Strategic and Digital Marketing	C	3	7	Online				
MG7104	Project and Operations management	C	3	7	Online				
MG7105	Financial Markets & Valuation	C	3	7	Online				
MG7106	Strategic Decision Making: Dealing with Business Complexity	C	3	7	Online				
MG7107	Economics for decision-making	C	3	7	Online				
MG7108	Ethical Leadership and Governance	C	3	7	Online				
MG7109	Corporate Sustainability and Leadership	C	3	7	Online				
MG7110	Business Communication for Competitive Advantage	C	3	7	Online				
<b>PATHWAYS (30 ECTS)</b>									
<b>PATHWAY: STRATEGIC HUMAN RESOURCE MANAGEMENT</b>									
MGHR7201	Learning Organisational & Employee Engagement	E	6	7	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus			
MGHR7202	Leadership Development and Performance Management	E	6	7	Online				
MGHR7203	Global Resourcing, Talent and Reward	E	6	7	Online				



	Management						
MGHR7204	Managing Employment Relations and Employment Law	E	6	7	Online		
	Strategic Human Resource Learning & Development	E	6	7	Online		
<b>RESEARCH, INNOVATION &amp; MASTER THESIS (30 ECTS)</b>							
MG7111	Innovation Management and Design Thinking for Entrepreneurs	C	6	7	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus	
	Data-Driven Research and Analytical Insights	C	6	7	Online		
MG7113	Capstone Consulting Project	C	18	7	Online	100% Master Thesis Submission	
2	<b>Total ECTS Requesting Accreditation</b>						
3	<b>Total ECTS for Programme Completion</b>			90 ECTS			
4	<b>Exit Awards/Qualifications</b>			<p><b>Qualification 2:</b> <b>Post Graduate Diploma in Strategic Human Resource Management</b> MQF Level 7/ 60 ECTS Duration: 9-24 months Entry: Same as MBA</p> <p><b>Modules:</b></p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS (10 Modules of 3 ECTS per module)</li><li>• Complete all modules for Pathway 2: Strategic Human Resource Management (5 Modules of 6 ECTS per module)</li></ul> <p><b>Qualification 11:</b> <b>Post Graduate Certificate in Strategic Human Resource Management</b> MQF Level 7/ 30 ECTS Duration: 4-12 months Entry: Same as MBA</p> <p><b>Modules:</b></p> <ul style="list-style-type: none"><li>• Complete all modules for Pathway 2: Strategic Human Resource Management (5 Modules of 6 ECTS per module)</li></ul>			



	<p><b>Qualification 20:</b> <b>Post Graduate Certificate in Research &amp; Innovation</b> MQF Level 7/ 30 ECTS Duration: 4-12 months Entry: Same as MBA</p> <p><b>Modules:</b></p> <ul style="list-style-type: none"><li>• Innovation Management and Design Thinking for Entrepreneurs (6 ECTS)</li><li>• Data-Driven Research and Analytical Insights (6 ECTS)</li><li>• Capstone Consulting Project (18 ECTS)</li></ul> <p><b>Awards:</b> <b>Duration:</b> 3 ECTS: 3-6 weeks 6 ECTS: 5-10 weeks 18 ECTS: 15-30 weeks</p> <table border="1"><thead><tr><th>Award Sr. No.</th><th>Award in</th><th>ECTS</th><th>MQF</th></tr></thead><tbody><tr><td>1</td><td>Award in Management and Organisational Dynamics (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>2</td><td>Award in Managing Financial Resources and Performance (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>3</td><td>Award in Strategic and Digital Marketing (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>4</td><td>Award in Project and Operations management (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>5</td><td>Award in Financial Markets &amp; Valuation (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>6</td><td>Award in Strategic Decision Making: Dealing with Business Complexity (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>7</td><td>Award in Economics for decision-making</td><td>3</td><td>7</td></tr><tr><td>8</td><td>Award in Ethical Leadership and Governance (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>9</td><td>Award in Corporate Sustainability and Leadership (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>10</td><td>Award in Business Communication for Competitive Advantage (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>11</td><td>Award in Innovation Management and Design Thinking for Entrepreneurs (Business Administration)</td><td>6</td><td>7</td></tr><tr><td>12</td><td>Award in Data-Driven Research and Analytical Insights (Business Administration)</td><td>6</td><td>7</td></tr><tr><td>13</td><td>Award in Capstone Consulting Project (Business Administration)</td><td>18</td><td>7</td></tr></tbody></table>	Award Sr. No.	Award in	ECTS	MQF	1	Award in Management and Organisational Dynamics (Business Administration)	3	7	2	Award in Managing Financial Resources and Performance (Business Administration)	3	7	3	Award in Strategic and Digital Marketing (Business Administration)	3	7	4	Award in Project and Operations management (Business Administration)	3	7	5	Award in Financial Markets & Valuation (Business Administration)	3	7	6	Award in Strategic Decision Making: Dealing with Business Complexity (Business Administration)	3	7	7	Award in Economics for decision-making	3	7	8	Award in Ethical Leadership and Governance (Business Administration)	3	7	9	Award in Corporate Sustainability and Leadership (Business Administration)	3	7	10	Award in Business Communication for Competitive Advantage (Business Administration)	3	7	11	Award in Innovation Management and Design Thinking for Entrepreneurs (Business Administration)	6	7	12	Award in Data-Driven Research and Analytical Insights (Business Administration)	6	7	13	Award in Capstone Consulting Project (Business Administration)	18	7
Award Sr. No.	Award in	ECTS	MQF																																																						
1	Award in Management and Organisational Dynamics (Business Administration)	3	7																																																						
2	Award in Managing Financial Resources and Performance (Business Administration)	3	7																																																						
3	Award in Strategic and Digital Marketing (Business Administration)	3	7																																																						
4	Award in Project and Operations management (Business Administration)	3	7																																																						
5	Award in Financial Markets & Valuation (Business Administration)	3	7																																																						
6	Award in Strategic Decision Making: Dealing with Business Complexity (Business Administration)	3	7																																																						
7	Award in Economics for decision-making	3	7																																																						
8	Award in Ethical Leadership and Governance (Business Administration)	3	7																																																						
9	Award in Corporate Sustainability and Leadership (Business Administration)	3	7																																																						
10	Award in Business Communication for Competitive Advantage (Business Administration)	3	7																																																						
11	Award in Innovation Management and Design Thinking for Entrepreneurs (Business Administration)	6	7																																																						
12	Award in Data-Driven Research and Analytical Insights (Business Administration)	6	7																																																						
13	Award in Capstone Consulting Project (Business Administration)	18	7																																																						



		<table border="1"><tr><td>19</td><td>Award in Learning Organisational &amp; Employee Engagement ( Strategic Human Resource Management)</td><td>6</td><td>7</td></tr><tr><td>20</td><td>Award in Leadership Development and Performance Management ( Strategic Human Resource Management)</td><td>6</td><td>7</td></tr><tr><td>21</td><td>Award in Global Resourcing, Talent and Reward Management ( Strategic Human Resource Management)</td><td>6</td><td>7</td></tr><tr><td>22</td><td>Award in Managing Employment Relations and Employment Law ( Strategic Human Resource Management)</td><td>6</td><td>7</td></tr><tr><td>23</td><td>Award in Strategic Human Resource Learning &amp; Development ( Strategic Human Resource Management)</td><td>6</td><td>7</td></tr></table>	19	Award in Learning Organisational & Employee Engagement ( Strategic Human Resource Management)	6	7	20	Award in Leadership Development and Performance Management ( Strategic Human Resource Management)	6	7	21	Award in Global Resourcing, Talent and Reward Management ( Strategic Human Resource Management)	6	7	22	Award in Managing Employment Relations and Employment Law ( Strategic Human Resource Management)	6	7	23	Award in Strategic Human Resource Learning & Development ( Strategic Human Resource Management)	6	7
19	Award in Learning Organisational & Employee Engagement ( Strategic Human Resource Management)	6	7																			
20	Award in Leadership Development and Performance Management ( Strategic Human Resource Management)	6	7																			
21	Award in Global Resourcing, Talent and Reward Management ( Strategic Human Resource Management)	6	7																			
22	Award in Managing Employment Relations and Employment Law ( Strategic Human Resource Management)	6	7																			
23	Award in Strategic Human Resource Learning & Development ( Strategic Human Resource Management)	6	7																			
5	<b>Structure of Programme</b>	<p>Students normal progression will be to complete all core modules, then pathways and later research, innovation and master thesis.</p> <p>We offer modules in these tracks and following is the duration recommended for normal progression, however in online can be accelerated or done in part-time:</p> <ul style="list-style-type: none"><li>• <b>Sem 1 (6 months): Core Modules:</b> Holistic Management Perspective (Total 30 ECTS)</li><li>• <b>Sem 2 (6 months): Pathways</b> (30 ECTS)</li><li>• <b>Sem 3 (6 months): Research, Innovation &amp; Thesis</b> (30 ECTS)</li></ul> <p>The order within the track can be modified.</p>																				

#### Module/Unit Structure

#### MG7101 Management and Organisational Dynamics

Module : MG7101		
1	Title of Module/Title	Management and Organisational Dynamics
2	<b>Module/Unit Description</b>	This module provides an in-depth exploration of management practices and the complexities of organizational dynamics in contemporary business environments. It emphasizes the role of management in shaping organizational behaviour, culture, and effectiveness.



		<p>Through a combination of theoretical frameworks and practical applications, students will gain a comprehensive understanding of how to navigate and influence the internal and external forces that impact organizations.</p> <p>Students will critically analyse the interplay between management strategies and organizational structures, assessing how these elements contribute to overall organizational performance. The module also addresses contemporary challenges such as globalization, technological advancements, and diversity in the workplace, providing students with the tools to manage and lead effectively in a rapidly changing business landscape.</p> <p>By the end of the module, students will be equipped with the knowledge and skills to diagnose organizational issues, implement effective management strategies, and lead teams towards achieving organizational goals.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. critically evaluate and apply management theories to diagnose organizational issues and develop strategic solutions that enhance organizational performance.</li><li>2. understand and exercise leadership roles within organizations, including the ability to inspire, motivate, and guide teams towards achieving common goals.</li><li>3. communicate, and work on conflict resolution, and develop teamwork within diverse environments leveraging individual strengths, and managing group dynamics to achieve organizational objectives.</li><li>4. develop a strong sense of ethical responsibility and the ability to navigate complex ethical dilemmas in management, ensuring decisions align with both organizational values and societal expectations.</li><li>5. adapt to changing organizational environments, including the ability to innovate and respond proactively to emerging challenges and opportunities.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p>



		<p>A1 - critically evaluate and synthesize key management theories and their application to complex organizational dynamics.</p> <p>A2 - analyze and interpret the impact of individual and group behavior on organizational performance, integrating behavioral theories to propose evidence-based solutions.</p> <p>A3 - assess and critically appraise the role of leadership and power in shaping organizational culture and effectiveness.</p> <p>A4 - formulate and apply management strategies to resolve conflicts and drive organizational changes effectively.</p> <p>A5 - critically examine the influence of external factors such as globalization and technology on organizational dynamics and adaptability.</p> <p>A6 - design and implement strategies for leading diverse teams and fostering an inclusive organizational environment.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills to be able to:</p> <p>B1- lead teams with proficiency, motivating employees to align with organizational strategy while integrating advanced research methodologies to inform leadership decisions.</p> <p>B2 - resolve conflicts and effectively manage organizational change initiatives by utilising evidence-based practices in conflict resolution and change management.</p> <p>B3 - analyze complex situations, synthesize quantitative and qualitative data, and develop innovative solutions informed by investigative research methodologies and critical analysis to resolve organisational challenges.</p> <p>B4 - enhance communication skills through advanced storytelling techniques backed by empirical research, and effectively manage cultural diversity within the workplace through evidence-based cross-cultural management strategies.</p> <p>B5 - gain competence in making ethical decisions, applying sustainability principles and corporate social responsibility, with tasks that require critical reflection on social, cultural, and environmental impacts of decisions.</p> <p><b>Module-Specific Learner Skills</b></p> <p>At the end of the module/unit the learner will be able to</p>



	<p>C1 - identify learning needs and design evidence-based development plans to address them, incorporating reflective learning techniques and continuous professional growth strategies.</p> <p>C2 - develop an awareness of the impact of your own thinking and behaviour and use this as the basis for developing your professional and personal competences during this module.</p> <p>C3 - conduct an independent inquiry, investigation and on-going reflection on your own learning in context, contributing to the generation of new knowledge.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>a) engage with diverse learning platforms and critically assess their effectiveness in digital education.</li><li>b) utilize the Office package or comparable office software for data analysis, reporting, and decision-making.</li><li>c) create compelling online presentations using evidence-based design and storytelling techniques.</li><li>d) conduct independent online research with an emphasis on academic databases and credible sources.</li><li>e) effectively use various video conferencing systems to facilitate virtual collaboration and remote learning.</li><li>f) scan, print, and upload materials online while ensuring compliance with data security standards.</li><li>g) work with e-book readers to optimize digital learning and research accessibility.</li><li>h) utilize plagiarism detection software to uphold academic integrity in research and writing.</li><li>i) engage in online peer-to-peer collaboration using structured research forums and discussion platforms.</li><li>j) communicate professionally via digital platforms such as WhatsApp, Skype, and Teams.</li><li>k) independently organize student intervention meetings using online platforms for knowledge-sharing and skill development.</li><li>l) effectively use citation software to manage references and enhance research credibility.</li></ul>



		m) optimize the use of sound transmission and camera technology to enhance virtual engagement and presentation delivery.								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	3								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>15</td></tr><tr><td>Self – Study Hours</td><td>30</td></tr><tr><td>Assessment Hours</td><td>15</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>15</td></tr></table>	Total Contact Hours	15	Self – Study Hours	30	Assessment Hours	15	Supervised Placement and Practice Hours	15
Total Contact Hours	15									
Self – Study Hours	30									
Assessment Hours	15									
Supervised Placement and Practice Hours	15									
7	<b>Total Learning Hours for this module/unit.</b>	75								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table><tr><td>%</td></tr></table> Contact Hours delivered Face to Face  <table><tr><td>%</td></tr></table>	%	%						
%										
%										
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:								



	<ul style="list-style-type: none"><li>• Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>• Notes of the faculty lecture</li><li>• Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>• Unit-wise assessment which is multiple choice questions.</li><li>• Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>• Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ul> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Management and Organizational Dynamics</b></p> <ul style="list-style-type: none"><li>1.1 Overview of Management Theories</li><li>1.2 Evolution of Organizational Dynamics</li><li>1.3 The Role of Managers in Organizational Success</li></ul> <p><b>Unit 2: Organizational Behavior</b></p> <ul style="list-style-type: none"><li>2.1 Individual Behavior in Organizations</li><li>2.2 Group Dynamics and Teamwork</li><li>2.3 Organizational Culture and Its Impact</li></ul> <p><b>Unit 3: Leadership in Organizations</b></p> <ul style="list-style-type: none"><li>3.1 Leadership Theories and Styles</li><li>3.2 Leadership vs. Management</li><li>3.3 Developing Leadership Skills</li></ul> <p><b>Unit 4: Motivation and Employee Engagement</b></p> <ul style="list-style-type: none"><li>4.1 Theories of Motivation (e.g., Maslow, Herzberg)</li><li>4.2 Techniques for Enhancing Employee Engagement</li><li>4.3 Aligning Individual Goals with Organizational Objectives</li></ul> <p><b>Unit 5: Communication in Organizations</b></p> <ul style="list-style-type: none"><li>5.1 Effective Communication Strategies</li><li>5.2 Barriers to Communication</li><li>5.3 The Role of Communication in Leadership and Management</li></ul> <p><b>Unit 6: Decision-Making Processes</b></p> <ul style="list-style-type: none"><li>6.1 Rational vs. Bounded Rationality in Decision-Making</li><li>6.2 Group Decision-Making and Consensus Building</li></ul>
--	--



	<p>6.3 Ethical Decision-Making in Organizations</p> <p>Unit 7: Power, Politics, and Conflict in Organizations</p> <ul style="list-style-type: none"><li>7.1 Sources and Types of Power</li><li>7.2 Organizational Politics and Its Impact</li><li>7.3 Conflict Resolution Techniques</li></ul> <p>Unit 8: Organizational Change and Development</p> <ul style="list-style-type: none"><li>8.1 Theories of Organizational Change (e.g., Lewin's Change Model)</li><li>8.2 Managing Resistance to Change</li><li>8.3 Strategies for Successful Organizational Development</li></ul> <p>Unit 9: Innovation and Organizational Adaptability</p> <ul style="list-style-type: none"><li>9.1 Fostering a Culture of Innovation</li><li>9.2 Strategies for Organizational Adaptability</li><li>9.3 The Role of Technology in Organizational Dynamics</li></ul> <p>Unit 10: Globalization and Cross-Cultural Management</p> <ul style="list-style-type: none"><li>10.1 Impact of Globalization on Organizations</li><li>10.2 Managing Cross-Cultural Teams</li><li>10.3 Global Leadership and Ethics</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ul style="list-style-type: none"><li>● Student Success Manager: is the first point of contact for every student for any query.</li><li>● If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>● If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>● If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>● In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>● All interactions take place via e-campus to maintain an adequate record of information.</li></ul> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ul style="list-style-type: none"><li>● Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the</li></ul>
--	---



		<p>final evaluation and acquires a pass score, he/she progresses to the next module.</p> <ul style="list-style-type: none"><li>• The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ul>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written submission. The written submission is a real-world case study analysis. The analysis will be written in 1200 words and submitted 1 week after the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type off assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>



12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Robbins, S.P., &amp; Judge, T.A. (2022). <i>Organizational Behavior</i> (19th ed.). Hoboken, NJ: Pearson.</li><li>2. Northouse, P.G. (2021). <i>Leadership: Theory and Practice</i> (9th ed.). Thousand Oaks, CA: Sage Publications.</li><li>3. Cameron, E., &amp; Green, M. (2020). <i>Making Sense of Change Management: A Complete Guide to the Models, Tools, and Techniques of Organizational Change</i> (5th ed.). London: Kogan Page.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Schein, E.H., &amp; Schein, P. (2017). <i>Organizational Culture and Leadership</i> (5th ed.). Hoboken, NJ: Wiley.</li><li>2. Yukl, G. (2019). <i>Leadership in Organizations</i> (9th ed.). Boston, MA: Pearson.</li><li>3. Cummings, T.G., &amp; Worley, C.G. (2018). <i>Organization Development and Change</i> (11th ed.). Boston, MA: Cengage Learning.</li></ol> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. Academy of Management Journal</li><li>2. Journal of Organizational Behavior</li><li>3. Leadership &amp; Organization Development Journal</li><li>4. Journal of Applied Behavioral Science</li><li>5. Harvard Business Review</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the</p>



		<p>learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
<p><b><u>MG7102 Managing Financial Resources and Performance</u></b></p>		
Module : [ MG7102]		
1	<b>Title of Module/Title</b>	<b>Managing Financial Resources and Performance</b>
2	<b>Module/Unit Description</b>	<p>This MBA module is intended to examine the theory and current practice of financial reporting, managerial and cost accounting, analysis, and valuation in organizations of various sizes and ranges. Students will get exposure to develop a framework for the use of accounting theory, practice, and tools in the management and leadership of organizations. This will also enable them to apply financial standards and ratios to financial statements and reports for a selection of for-profit, non-profit, and public organizations. This module focusses on professional development that requires students' active engagement with a wide variety of materials, activities, and resources to interpret financial data for the purpose of constructing risk assessment, valuation, forecasting activities, and reporting financial results. It will also acquaint them with the preparation of financial statements and understanding of accounting reports.</p> <p>This module will provide students with an in-depth understanding of methods of management, measurement, and control of financial risks, as well as approaches to detecting and managing the risks of financial reporting manipulation, respectively.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	At the end of the module/unit the learner will have acquired the responsibility and autonomy to:



		<ol style="list-style-type: none"><li>1. assess the accounting risks of errors, fraud, and audit tools to detect them.</li><li>2. elaborate cost behavior patterns and implications for break-even, scalability, and profitability forecasts and reporting.</li><li>3. determine cost calculation in management.</li><li>4. devise corporate finance techniques and critically evaluate finance and investment theory with particular reference to the operation of financial markets.</li><li>5. appraise theories of financial statements and related analysis.</li><li>6. determine basic finance management knowledge and communicate effectively using standard business terminology.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1- critically analyze the goals of financial management and apply strategic decision-making frameworks to optimize business performance.</p> <p>A2 - assess and evaluate various funding sources, financial instruments, and markets to determine the most suitable financing strategies for business sustainability and growth.</p> <p>A3 - critically evaluate and formulate investment strategies that align with business objectives, optimizing return on investment and enhancing long-term organizational valuation.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1 - evaluate and critically assess equity and debt finance - both the forms they take and the processes for raising such financings by integrating financial research and case-based analysis .</p> <p>B2 - design analytical reviews of financial results, proposals, and plans using advanced financial modeling techniques and scenario analysis.</p> <p>B3 - critically evaluate and discuss credit risk, liquidity risk, credit risk, FX risk, interest rate risk, contingency risk, and operational risk and understand how these risks can be measured and managed.</p> <p>B4 - recognize the importance of appropriate financing structure and undertake a 'risk-mapping' of a company or organization.</p>



	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- design risk management techniques and use mathematical skills to determine their effectiveness. C2 - examine financial instruments (and other methods) to demonstrate how risks can be managed. C3 - construct and optimise a financing portfolio by applying financial forecasting, diversification strategies, and real-time data analytics.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Engage with financial analytics software and critically assess their role in financial decision-making.</li><li>• Utilize the Office package or comparable software for financial modeling, risk analysis, and reporting.</li><li>• Create data-driven online presentations using visualization tools to communicate complex financial insights.</li><li>• Conduct independent financial research online, leveraging academic databases and financial news sources.</li><li>• Effectively use various video conferencing systems for virtual collaboration on financial case studies.</li><li>• Scan, print, and upload financial reports online while ensuring data security and compliance.</li><li>• Work with financial e-book readers to optimize digital learning and reference financial literature.</li><li>• Use plagiarism detection software to uphold academic and professional integrity in financial reporting.</li><li>• Engage in online peer-to-peer collaboration for financial case study discussions and problem-solving.</li><li>• Communicate professionally via digital platforms (WhatsApp, Skype, Teams) for real-time financial analysis.</li><li>• Independently organize financial strategy meetings using various online collaboration tools.</li><li>• Use citation software to manage references in financial research and reports.</li><li>• Optimize sound transmission and camera technology for virtual financial presentations and stakeholder discussions.</li></ul>
--	--



4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	3
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <span style="border: 1px solid black; padding: 2px;">15</span>
		Self – Study Hours <span style="border: 1px solid black; padding: 2px;">30</span>
		Assessment Hours <span style="border: 1px solid black; padding: 2px;">15</span>
		Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">15</span>
7	<b>Total Learning Hours for this module/unit.</b>	75
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <span style="border: 1px solid black; padding: 2px; display: inline-block;">%</span>
		Contact Hours delivered Face to Face  <span style="border: 1px solid black; padding: 2px; display: inline-block;">%</span>
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:



	<ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Financial Management</b></p> <ul style="list-style-type: none"><li>1.1 Objectives of Financial Management</li><li>1.2 The Role of the Financial Manager</li><li>1.3 Financial Decision-Making Processes</li></ul> <p><b>Unit 2: Financial Statements and Analysis</b></p> <ul style="list-style-type: none"><li>2.1 Understanding Key Financial Statements (Income Statement, Balance Sheet, Cash Flow Statement)</li><li>2.2 Ratio Analysis and Performance Metrics</li><li>2.3 Trend Analysis and Benchmarking</li></ul> <p><b>Unit 3: Budgeting and Forecasting</b></p> <ul style="list-style-type: none"><li>3.1 Types of Budgets (Operational, Capital, Cash Flow)</li><li>3.2 Budget Preparation and Management</li><li>3.3 Financial Forecasting Techniques</li></ul> <p><b>Unit 4: Cost Management and Control</b></p> <ul style="list-style-type: none"><li>4.1 Types of Costs (Fixed, Variable, Direct, Indirect)</li><li>4.2 Cost-Volume-Profit Analysis</li><li>4.3 Activity-Based Costing and Management</li></ul> <p><b>Unit 5: Working Capital Management</b></p> <ul style="list-style-type: none"><li>5.1 Components of Working Capital</li><li>5.2 Cash Management and Liquidity</li><li>5.3 Credit Management and Inventory Control</li></ul> <p><b>Unit 6: Investment Appraisal and Capital Budgeting</b></p> <ul style="list-style-type: none"><li>6.1 Time Value of Money and Discounted Cash Flow</li><li>6.2 Net Present Value (NPV) and Internal Rate of Return (IRR)</li><li>6.3 Payback Period and Profitability Index</li></ul> <p><b>Unit 7: Financing Decisions and Capital Structure</b></p>
--	---



	<p>7.1 Sources of Financing (Equity, Debt, Hybrid) 7.2 Cost of Capital and WACC 7.3 Optimal Capital Structure and Leverage</p> <p><b>Unit 8: Performance Measurement and Management</b></p> <p>8.1 Key Performance Indicators (KPIs) 8.2 Balanced Scorecard Approach 8.3 Financial vs. Non-Financial Performance Metrics</p> <p><b>Unit 9: Risk Management in Financial Decision-Making</b></p> <p>9.1 Types of Financial Risks (Market, Credit, Liquidity, Operational) 9.2 Risk Assessment and Mitigation Strategies 9.3 Hedging Techniques and Derivatives</p> <p><b>Unit 10: Strategic Financial Management</b></p> <p>10.1 Aligning Financial Strategy with Business Strategy 10.2 Value-Based Management and Shareholder Value 10.3 Mergers, Acquisitions, and Corporate Restructuring</p> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li></ol>
--	--



		<p>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</p>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is the report submission. The report is a Comprehensive Financial Analysis and Strategy Report of a chosen company. The word count to be followed is 1500 words and the report should be submitted in 2 weeks time post module completion.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and is to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners atleast 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b>	



(if applicable)		
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Brigham, E.F., &amp; Ehrhardt, M.C. (2022). <i>Financial Management: Theory and Practice</i> (17th ed.). Boston, MA: Cengage Learning.</li><li>2. Ross, S.A., Westerfield, R.W., Jaffe, J., &amp; Jordan, B.D. (2019). <i>Corporate Finance</i> (13th ed.). New York, NY: McGraw-Hill Education.</li><li>3. Berk, J., &amp; DeMarzo, P. (2020). <i>Corporate Finance</i> (5th ed.). Harlow: Pearson.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Damodaran, A. (2021). <i>Corporate Finance: A Valuation Approach</i> (4th ed.). Hoboken, NJ: Wiley.</li><li>2. Parrino, R., Kidwell, D.S., &amp; Bates, T.W. (2019). <i>Fundamentals of Corporate Finance</i> (4th ed.). Hoboken, NJ: Wiley.</li><li>3. Hillier, D. (2021). <i>Financial Markets and Corporate Strategy</i> (4th ed.). London: McGraw-Hill Education.</li><li>4. Koller, T., Goedhart, M., &amp; Wessels, D. (2020). <i>Valuation: Measuring and Managing the Value of Companies</i> (7th ed.). Hoboken, NJ: Wiley.</li><li>5. Klammer, T., Koch, B., &amp; Wilner, N. (2018). <i>Cost Management: Measuring, Monitoring, and Motivating Performance</i> (3rd ed.). New York, NY: McGraw-Hill Education.</li></ol> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. <i>Journal of Finance</i></li><li>2. <i>Financial Management</i></li><li>3. <i>Review of Financial Studies</i></li><li>4. <i>Journal of Corporate Finance</i></li><li>5. <i>Managerial Finance</i></li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p>



		<p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	--	--

### MG7103 Strategic and Digital Marketing

Module D : [ MG7103]		
1	Title of Module/Title	Strategic and Digital Marketing
2	<b>Module/Unit Description</b>	<p>In today's rapidly evolving digital landscape, businesses must adapt their marketing strategies to effectively engage with consumers and drive growth. The Strategic and Digital Marketing module equips MBA students with the knowledge and skills required to navigate the complexities of digital marketing and leverage technology to achieve competitive advantage. This module offers a comprehensive exploration of digital marketing strategies, tools, and best practices, with a focus on strategic decision-making and management in the digital era. The module emphasizes the integration of digital marketing with overall business strategy, exploring how data-driven insights can inform marketing decisions, enhance customer engagement, and drive organizational performance.</p> <p>Through a combination of lectures, case studies, and hands-on projects, students will gain practical experience in designing and implementing digital marketing campaigns that align with business objectives. By the end of the module, students will have developed a strategic mindset and the ability to critically evaluate and implement digital marketing strategies that enhance brand value, optimize</p>



		customer experiences, and drive sustainable business growth in a competitive digital environment.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. create and implement strategic digital marketing plans that align with overall business objectives.</li><li>2. monitor and analyze digital marketing performance using key metrics and analytics tools.</li><li>3. ensure the integration of digital marketing strategies with traditional marketing efforts for a cohesive approach.</li><li>4. manage the use of emerging digital technologies to enhance marketing effectiveness and customer engagement.</li><li>5. guide the evaluation of the impact of digital marketing strategies on brand reputation and business performance.</li><li>6. demonstrate communication skills to convey marketing information persuasively and accurately in oral, written, graphic, and interactive media formats.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit, the learner will be able to:</p> <p>A1 - critically assess the fundamental concepts and frameworks of digital marketing, including SEO, content marketing, and social media strategy to develop data-driven marketing solutions.</p> <p>A2 - analyze and interpret key performance indicators (KPIs) and metrics used in digital marketing to measure the effectiveness of campaigns.</p> <p>A3 - critically evaluate the role of data analytics in shaping and optimizing digital marketing strategies for competitive advantage.</p> <p>A4 - assess and synthesize the impact of emerging technologies, such as AI and machine learning, on digital marketing practices and strategic decision-making.</p> <p>A5 - critically examine the ethical considerations and challenges in digital marketing, including data privacy, consumer protection, and transparency to ensure responsible marketing practices.</p>



3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1 - design and implement comprehensive digital marketing strategies that align with business goals, leveraging data analytics and evidence-based marketing principles.</p> <p>B2 - manage and optimise digital marketing campaigns across various platforms, utilizing tools such as Google Analytics, social media management software, and CRM systems.</p> <p>B3 - critically analyse digital marketing data to derive actionable insights and optimize marketing efforts.</p> <p>B4 - collaborate with cross-functional teams to integrate digital marketing efforts with broader business strategies, ensuring alignment with corporate social responsibility (CSR) and ethical marketing considerations.</p> <p>B5 - adapt digital marketing approaches in response to changing market conditions, customer behaviors, and technological advancements, incorporating sustainability and ethical digital marketing practices.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 - critically analyze digital marketing challenges and construct innovative, research-backed solutions to optimize marketing effectiveness.</p> <p>C2 - examine the costs and benefits of marketing channels; discuss the firms and the functions involved in typical marketing channels in Europe.</p> <p>C3 - evaluate and integrate various promotional strategies, including advertising, sales promotion, public relations, personal selling, and direct marketing in the promotion mix; compare and contrast integrated marketing communications with a non-integrated approach to the promotional mix.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● use digital marketing analytics software to track and improve campaign performance.</li><li>● leverage AI-driven tools for customer segmentation, personalization, and predictive marketing.</li><li>● effectively utilize office software for marketing analysis, reporting, and campaign planning.</li></ul>



		<ul style="list-style-type: none"><li>• develop visually compelling online presentations using marketing visualization tools (e.g., Canva, Tableau).</li><li>• conduct independent online research using academic and industry databases for marketing insights.</li><li>• collaborate through digital communication platforms for remote marketing strategy discussions.</li><li>• scan, print, and upload online documents while ensuring compliance with data privacy laws.</li><li>• work with e-book readers to optimize access to digital marketing literature and case studies.</li><li>• utilize plagiarism detection software to uphold ethical marketing practices.</li><li>• engage in online peer-to-peer collaboration for digital marketing campaign development.</li><li>• effectively communicate via messaging and video conferencing tools for digital marketing presentations.</li><li>• organize virtual marketing strategy meetings using various online collaboration tools.</li><li>• use citation management software to reference digital marketing research properly.</li><li>• optimize sound and video technology for high-quality digital presentations and live marketing events.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	EQF/ MQF Level 7								
5	<b>Total Number of ECTS for this module/unit</b>	3								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>15</td></tr><tr><td>Self – Study Hours</td><td>30</td></tr><tr><td>Assessment Hours</td><td>15</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>15</td></tr></table>	Total Contact Hours	15	Self – Study Hours	30	Assessment Hours	15	Supervised Placement and Practice Hours	15
Total Contact Hours	15									
Self – Study Hours	30									
Assessment Hours	15									
Supervised Placement and Practice Hours	15									
7	<b>Total Learning Hours for this module/unit.</b>	75								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online								



		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.  <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div> Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Fundamentals of Strategic Marketing</b></p> <ul style="list-style-type: none"><li>1.1 Introduction to Strategic Marketing Concepts</li><li>1.2 The Role of Marketing in Business Strategy</li><li>1.3 Market-Oriented Organizational Structures</li></ul> <p><b>Unit 2: Market Analysis and Consumer Behavior</b></p> <ul style="list-style-type: none"><li>2.1 Analyzing Market Opportunities and Threats</li><li>2.2 Understanding Consumer Behavior and Decision-Making</li><li>2.3 Segmentation, Targeting, and Positioning (STP)</li></ul>



	<p>Unit 3: Marketing Research and Data Analysis</p> <ul style="list-style-type: none"><li>3.1 Principles of Marketing Research</li><li>3.2 Qualitative and Quantitative Research Methods</li><li>3.3 Using Data for Strategic Decision Making</li></ul> <p>Unit 4: Strategic Marketing Planning</p> <ul style="list-style-type: none"><li>4.1 Developing a Marketing Plan</li><li>4.2 Setting Marketing Objectives and KPIs</li><li>4.3 Budgeting and Resource Allocation</li></ul> <p>Unit 5: Branding and Positioning</p> <ul style="list-style-type: none"><li>5.1 Brand Strategy and Management</li><li>5.2 Creating and Sustaining Brand Equity</li><li>5.3 Positioning Strategies in Competitive Markets</li></ul> <p>Unit 6: Integrated Marketing Communications (IMC)</p> <ul style="list-style-type: none"><li>6.1 Overview of IMC Strategies</li><li>6.2 Designing and Implementing IMC Campaigns</li><li>6.3 Measuring IMC Effectiveness</li></ul> <p>Unit 7: Introduction to Digital Marketing</p> <ul style="list-style-type: none"><li>7.1 Digital Marketing Fundamentals</li><li>7.2 The Role of Digital Marketing in Strategic Marketing</li><li>7.3 Digital vs. Traditional Marketing Channels</li></ul> <p>Unit 8: Digital Marketing Tools and Techniques</p> <ul style="list-style-type: none"><li>8.1 Overview of Key Digital Marketing Tools (SEO, SEM, Social Media)</li><li>8.2 Content Marketing and Its Role in Digital Strategies</li><li>8.3 Online Advertising and Pay-Per-Click (PPC) Campaigns</li></ul> <p>Unit 9: Social Media Strategy</p> <ul style="list-style-type: none"><li>9.1 Social Media Platforms and Their Marketing Potential</li><li>9.2 Developing and Managing Social Media Campaigns</li><li>9.3 Social Media Analytics and ROI Measurement</li></ul> <p>Unit 10: Email and Mobile Marketing</p> <ul style="list-style-type: none"><li>10.1 Strategies for Effective Email Marketing Campaigns</li><li>10.2 Personalization and Automation in Email Marketing</li><li>10.3 Mobile Marketing: Apps, SMS, and Geo-targeting</li></ul> <p>Unit 11: Digital Marketing Analytics and Metrics</p> <ul style="list-style-type: none"><li>11.1 Introduction to Digital Marketing Analytics</li><li>11.2 Key Performance Indicators (KPIs) and Metrics</li><li>11.3 Using Analytics for Continuous Improvement</li></ul> <p>Unit 12: Strategic Integration of Digital and Traditional Marketing</p>
--	---



		<p>12.1 Aligning Digital Marketing with Overall Marketing Strategy 12.2 Creating Synergy Between Digital and Traditional Channels 12.3 Future Trends in Strategic and Digital Marketing</p> <p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment</p>



		<p>is a written submission. The student will prepare a digital marketing campaign in 1000 words in a presentation format and submit the same. 50% weightage will be kept aside for presenting the content and 10% for the written part. The submission must happen in 2 weeks from the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Chaffey, D., &amp; Ellis-Chadwick, F. (2019). Digital Marketing: Strategy, Implementation and Practice (7th ed.). Harlow: Pearson.</li><li>2. Ryan, D. (2020). Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation (5th ed.). London: Kogan Page.</li><li>3. Kingsnorth, S. (2019). Digital Marketing Strategy: An Integrated Approach to Online Marketing (2nd ed.). London: Kogan Page.</li></ol> <p>Supplementary Reading</p>



1. Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for Humanity*. Hoboken, NJ: Wiley.
2. Tuten, T.L., & Solomon, M.R. (2018). *Social Media Marketing* (3rd ed.). Thousand Oaks, CA: Sage Publications.
3. Dodson, I. (2019). *The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns* (2nd ed.). Hoboken, NJ: Wiley.
4. Wymbs, C. (2018). *Digital Marketing Fundamentals: From Strategy to ROI*. New York, NY: Routledge.
5. Charlesworth, A. (2018). *Digital Marketing: A Practical Approach* (3rd ed.). London: Routledge.

#### Journals for Further Reading

1. *Journal of Digital & Social Media Marketing*
2. *International Journal of Digital Marketing and Advertising*
3. *Journal of Interactive Marketing*
4. *Journal of Marketing Research*
5. *Marketing Science*

#### Final Note

The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.

At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.

By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.



--	--	--

### MG7104 Project and Operations management

Module D : [ MG7104]		
1	Title of Module/Title	Project and Operations management
2	<b>Module/Unit Description</b>	<p>Project and Operations Management is a critical area of business that focuses on the efficient and effective management of processes and projects to achieve organizational goals. This MBA module is designed to equip students with a deep understanding of the principles, tools, and techniques essential for managing projects and operations in various industries.</p> <p>The module covers key topics such as project management methodologies, operations strategy, process optimization, quality management, and supply chain management. Students will learn how to plan, execute, and control projects, ensuring they are completed on time, within scope, and on budget. Additionally, the module delves into the management of operations, emphasizing the importance of aligning operational capabilities with strategic objectives to enhance productivity, quality, and customer satisfaction.</p> <p>Through a combination of theoretical insights and practical applications, students will develop the ability to analyze complex operational problems, design efficient workflows, and lead projects and operations teams effectively. This module prepares students to tackle real-world challenges in project and operations management, driving continuous improvement and operational excellence in their organizations.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. develop comprehensive project plans and manage project timelines, resources, and risks effectively.</li><li>2. analyze and optimize processes to improve operational performance and reduce waste.</li><li>3. implement quality management systems and ensure adherence to quality standards.</li><li>4. lead cross-functional teams, fostering collaboration and achieving project and operational goals.</li></ol>



		<p>5. make informed strategic decisions that align operations and projects with broader organizational objectives.</p>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following and be able to:</p> <p>A1 - critically evaluate the key concepts and principles of project management, including methodologies such as Agile, Waterfall, and Lean to determine their suitability for different project environments.</p> <p>A2 - analyze and assess the components of operations strategy and their role in driving organizational efficiency and competitive advantage.</p> <p>A3 - design and optimize workflows by applying advanced process management techniques to enhance operational efficiency and resource utilization.</p> <p>A4 - evaluate and synthesize the impact of supply chain management on overall operational performance.</p> <p>A5 - critically examine the role of quality management systems and continuous improvement methodologies in enhancing operational effectiveness and long-term business success.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1 - develop and implement comprehensive project plans that include scope, timeline, budget, and risk management strategies, utilizing data-driven decision-making and project management best practices.</p> <p>B2 - critically analyze and optimize operational processes using advanced analytical tools and methodologies, identifying inefficiencies and implementing evidence-based process improvement initiatives.</p> <p>B3 - lead and manage project and operations teams effectively, ensuring alignment with organizational goals, fostering collaboration, and integrating sustainability considerations into decision-making..</p> <p>B4 - apply quality management techniques to ensure products and services meet or exceed customer expectations.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p>



		<p>C1 - critically evaluate and apply planning and control tools within operations management, leveraging advanced data analytics and forecasting techniques.</p> <p>C2 - exhibit ethical commitment and social responsibility at work, respecting the environment, and knowing how to use different technical instruments for the analysis of operations.</p> <p>C3 - demonstrate advanced decision-making in companies and organisations, especially at operational and tactical levels.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• utilize project management software (e.g., MS Project, Trello, Asana) for project execution.</li><li>• apply data analytics tools (e.g., Excel, Power BI, Tableau) to analyze operational performance.</li><li>• leverage office software for reporting, financial analysis, and documentation.</li><li>• create interactive online presentations using digital visualization tools.</li><li>• conduct independent research online using academic databases and industry sources.</li><li>• use various video conferencing systems for virtual collaboration and stakeholder communication.</li><li>• implement digital quality management systems to monitor operational performance.</li><li>• work with e-book readers and plagiarism detection software to enhance research integrity.</li><li>• engage in online peer-to-peer collaboration for problem-solving and strategy development.</li><li>• use citation management software for accurate referencing in project documentation.</li><li>• organize virtual operations management meetings via digital platforms.</li><li>• optimize sound and video technology for online project presentations and meetings.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	EQF/ MQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	3
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <input type="text" value="15"/>



		Self – Study Hours <input type="text" value="30"/>
		Assessment Hours <input type="text" value="15"/>
		Supervised Placement and Practice Hours <input type="text" value="15"/>
7	<b>Total Learning Hours for this module/unit.</b>	75
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <input type="text" value="0%"/>  Contact Hours delivered Face to Face  <input type="text" value="0%"/>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into subunits, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <p>Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</p> <p>Notes of the faculty lecture</p> <p>Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</p> <p>Unit-wise assessment which is multiple choice questions.</p> <p>Optional – Formative discussion forum for reflection and peer-to-peer interaction.</p> <p>Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</p>



	<p><b>Curriculum</b></p> <p>Unit 1: Introduction to Project and Operations Management</p> <ul style="list-style-type: none"><li>1.1 Overview of Project and Operations Management</li><li>1.2 Historical Development and Modern Trends</li><li>1.3 Role of Project and Operations Management in Business</li></ul> <p>Unit 2: Project Management Methodologies</p> <ul style="list-style-type: none"><li>2.1 Waterfall and Agile Methodologies</li><li>2.2 Lean Project Management</li><li>2.3 Selecting the Right Methodology for Projects</li></ul> <p>Unit 3: Project Planning and Scheduling</p> <ul style="list-style-type: none"><li>3.1 Work Breakdown Structure (WBS) and Gantt Charts</li><li>3.2 Resource Allocation and Scheduling Techniques</li><li>3.3 Critical Path Method (CPM) and Program Evaluation Review Technique (PERT)</li></ul> <p>Unit 4: Risk Management in Projects</p> <ul style="list-style-type: none"><li>4.1 Identifying and Assessing Project Risks</li><li>4.2 Developing Risk Mitigation Strategies</li><li>4.3 Monitoring and Controlling Risks Throughout the Project Lifecycle</li></ul> <p>Unit 5: Operations Strategy</p> <ul style="list-style-type: none"><li>5.1 Components of Operations Strategy</li><li>5.2 Aligning Operations with Business Strategy</li><li>5.3 Competitive Priorities in Operations</li></ul> <p>Unit 6: Process Design and Optimization</p> <ul style="list-style-type: none"><li>6.1 Designing Efficient Workflows and Processes</li><li>6.2 Lean and Six Sigma Methodologies</li><li>6.3 Tools for Process Improvement</li></ul> <p>Unit 7: Quality Management</p> <ul style="list-style-type: none"><li>7.1 Principles of Total Quality Management (TQM)</li><li>7.2 Implementing ISO Standards</li><li>7.3 Continuous Improvement and Kaizen</li></ul> <p>Unit 8: Supply Chain Management</p> <ul style="list-style-type: none"><li>8.1 Components of Supply Chain Management</li><li>8.2 Supply Chain Integration and Coordination</li><li>8.3 Managing Supply Chain Risks</li></ul> <p>Unit 9: Operations and Project Management Technology</p> <ul style="list-style-type: none"><li>9.1 Project Management Software and Tools</li><li>9.2 ERP Systems in Operations Management</li><li>9.3 Emerging Technologies in Project and Operations Management</li></ul> <p>Unit 10: Leadership in Project and Operations Management</p> <ul style="list-style-type: none"><li>10.1 Leadership Styles and Their Impact on Project Success</li></ul>
--	--



		<p>10.2 Managing Cross-Functional and Virtual Teams 10.3 Change Management in Operations and Projects</p> <p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written assignment focussing on project &amp; operations management challenges in a business scenario. The essay</p>



		<p>shall be written in 1700 words and submitted within 3 weeks of module completion.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and is to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to live to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Heagney, J. (2018). <i>Fundamentals of Project Management</i> (6th ed.). New York: AMACOM.</li><li>2. Slack, N., Brandon-Jones, A., &amp; Burgess, N. (2019). <i>Operations Management</i> (9th ed.). Harlow: Pearson.</li><li>3. Kerzner, H. (2017). <i>Project Management: A Systems Approach to Planning, Scheduling, and Controlling</i> (12th ed.). Hoboken, NJ: Wiley.</li><li>4. Stevenson, W.J. (2020). <i>Operations Management</i> (14th ed.). New York: McGraw-Hill.</li></ol> <p>Supplementary Reading</p>



	<ol style="list-style-type: none"><li>1. Meredith, J.R., Shafer, S.M., &amp; Mantel, S.J. (2017). <i>Project Management in Practice</i> (6th ed.). Hoboken, NJ: Wiley.</li><li>2. Jacobs, F.R., &amp; Chase, R.B. (2021). <i>Operations and Supply Chain Management</i> (16th ed.). New York: McGraw-Hill.</li><li>3. Gray, C.F., &amp; Larson, E.W. (2017). <i>Project Management: The Managerial Process</i> (7th ed.). New York: McGraw-Hill.</li><li>4. Krajewski, L.J., Malhotra, M.K., &amp; Ritzman, L.P. (2018). <i>Operations Management: Processes and Supply Chains</i> (12th ed.). Harlow: Pearson.</li><li>5. Hill, A.V. (2020). <i>The Encyclopedia of Operations Management: A Field Manual and Glossary of Operations Management Terms and Concepts</i> (2nd ed.). New York: Pearson.</li></ol> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. International Journal of Project Management</li><li>2. Journal of Operations Management</li><li>3. Project Management Journal</li><li>4. Production and Operations Management</li><li>5. International Journal of Production Economics</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped</p>
--	---



		to apply your learning in real-world settings and foster deeper engagement with the subject matter.
--	--	---

### MG7105 Financial Markets & Valuation

Module D : [ MG7105]		
1	Title of Module/Title	Financial Markets & Valuation
2	<b>Module/Unit Description</b>	This MBA module is intended to give students exposure to finance problems that are prevalent within organizations at the board level. It will equip students to work with finance and accounting experts in the industry confidently. By the end of this module, students will have a grasp of the fundamentals of financial analysis and corporate financial theory. They will understand how to tackle the main financial problems that they are likely to encounter in their job. The financial issues discussed will be those relevant in the private and public sectors and also in the context of a global perspective.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. assess corporate governance, agency theory, and the related role of stakeholders.</li><li>2. analyse organisational performance in terms of return on investment, investment risk, and capital structure management.</li><li>3. explain the corporate finance theories underpinning the cost of capital, dividend policy, and efficient markets.</li><li>4. appraise the risk profile of organisations; specifically, be able to estimate the costs of capital, including debt and equity capital using financial data.</li><li>5. evaluate strategic alternatives available to multinational corporations to manage foreign exchange exposures.</li><li>6. assess the techniques and practical application of project appraisal and company valuation methods.</li></ol>



3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following and will be able to:</p> <p>A1 - critically evaluate and synthesize alternative methods for valuing companies and apply corporate finance techniques to assess their impact on organizational strategies and performance.</p> <p>A2 - critically analyze and interpret financial data for business decision-making, demonstrating the ability to assess organizational performance through independent judgment and in-depth evaluation of financial indicators.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1 - critically evaluate capital structures that may be applied by companies and the implications of these structures.</p> <p>B2 - prepare and evaluate finance appraisals of projects, applying evidence-based investment appraisal techniques such as NPV, IRR, and sensitivity analysis.</p> <p>B3 - formulate reports on the valuation of companies and other organisations, utilizing financial research methodologies and industry benchmarks.</p> <p>B4 - perform complex financial calculations for use in corporate finance decisions, including capital budgeting, risk-return analysis, and quantitative modeling using financial software tools.</p>
<b><i>Module-Specific Learner Skills</i></b>		<p>At the end of the module/unit the learner will be able to</p> <p>C1 - identify and critically assess the sources of key financial data to support calculations and analysis.</p> <p>C2 - solve complex business finance problems using appropriate research and corporate finance techniques.</p> <p>C3 - critically evaluate the relationship between finance and accounting, corporate governance, the time value of money, finance tools, project appraisal, and company appraisal, applying research-based insights to financial decision-making.</p>
<b><i>Module-Specific Digital Skills and Competences</i></b>		



		<p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• use financial modeling tools (e.g., Excel, Power BI, Python for finance) for forecasting and scenario analysis.</li><li>• leverage financial databases (e.g., Bloomberg, Reuters, Morningstar) to access market data and conduct empirical research.</li><li>• utilize office and accounting software (e.g., QuickBooks, SAP, Xero) for financial management and reporting.</li><li>• create advanced financial presentations integrating interactive visualizations and data-driven storytelling.</li><li>• conduct independent online research using academic databases (e.g., Google Scholar, SSRN, JSTOR) and regulatory reports.</li><li>• participate in online financial simulations and trading platforms for hands-on investment analysis.</li><li>• use video conferencing tools for financial discussions and virtual team collaborations.</li><li>• apply plagiarism detection software to ensure the integrity of financial reports and research.</li><li>• engage in online peer-to-peer collaboration for case studies, investment simulations, and financial strategy development.</li><li>• utilize citation management software (e.g., Mendeley, Zotero, EndNote) for academic and professional financial reporting.</li><li>• organize virtual finance workshops and analysis meetings via digital platforms.</li><li>• optimize sound and video technology for financial presentations and stakeholder meetings</li></ul>						
4	<b>MQF Level pegged for this module/unit</b>	MQF/ EQF Level 7						
5	<b>Total Number of ECTS for this module/unit</b>	3						
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td><input type="text" value="15"/></td></tr><tr><td>Self – Study Hours</td><td><input type="text" value="30"/></td></tr><tr><td>Assessment Hours</td><td><input type="text" value="15"/></td></tr></table>	Total Contact Hours	<input type="text" value="15"/>	Self – Study Hours	<input type="text" value="30"/>	Assessment Hours	<input type="text" value="15"/>
Total Contact Hours	<input type="text" value="15"/>							
Self – Study Hours	<input type="text" value="30"/>							
Assessment Hours	<input type="text" value="15"/>							



		Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">15</span>
7	<b>Total Learning Hours for this module/unit.</b>	75
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <span style="border: 1px solid black; padding: 2px;">%</span>  Contact Hours delivered Face to Face  <span style="border: 1px solid black; padding: 2px;">%</span>
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources: <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol>



	<p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Financial Markets</b></p> <ul style="list-style-type: none"><li>1.1 Overview of Financial Markets and Institutions</li><li>1.2 Types of Financial Markets: Equity, Debt, Derivatives</li><li>1.3 Role of Financial Markets in the Economy</li></ul> <p><b>Unit 2: Financial Instruments and Securities</b></p> <ul style="list-style-type: none"><li>2.1 Equities: Stocks and Shares</li><li>2.2 Fixed Income Securities: Bonds and Debentures</li><li>2.3 Derivatives: Options, Futures, and Swaps</li></ul> <p><b>Unit 3: Valuation Fundamentals</b></p> <ul style="list-style-type: none"><li>3.1 Time Value of Money Concepts</li><li>3.2 Discounted Cash Flow (DCF) Analysis</li><li>3.3 Intrinsic vs. Relative Valuation</li></ul> <p><b>Unit 4: Equity Valuation</b></p> <ul style="list-style-type: none"><li>4.1 Dividend Discount Models (DDM)</li><li>4.2 Price-Earnings Ratio and Other Multiples</li><li>4.3 Free Cash Flow to Equity (FCFE)</li></ul> <p><b>Unit 5: Fixed Income Valuation</b></p> <ul style="list-style-type: none"><li>5.1 Valuation of Bonds and Yield Calculations</li><li>5.2 Interest Rate Risk and Duration</li><li>5.3 Credit Risk and Bond Ratings</li></ul> <p><b>Unit 6: Derivatives and Risk Management</b></p> <ul style="list-style-type: none"><li>6.1 Valuation of Options: Black-Scholes Model</li><li>6.2 Futures Pricing and Hedging Strategies</li><li>6.3 Swaps and Risk Management Applications</li></ul> <p><b>Unit 7: Market Efficiency and Behavioral Finance</b></p> <ul style="list-style-type: none"><li>7.1 Efficient Market Hypothesis (EMH)</li><li>7.2 Anomalies and Market Inefficiencies</li><li>7.3 Behavioral Finance and Its Impact on Valuation</li></ul> <p><b>Unit 8: Corporate Valuation Techniques</b></p> <ul style="list-style-type: none"><li>8.1 Enterprise Value and Firm Valuation</li><li>8.2 Valuing Mergers and Acquisitions (M&amp;A)</li><li>8.3 Leveraged Buyouts (LBOs) Valuation</li></ul> <p><b>Unit 9: Real Estate and Alternative Investments Valuation</b></p> <ul style="list-style-type: none"><li>9.1 Real Estate Valuation Methods</li><li>9.2 Valuation of Private Equity and Venture Capital</li><li>9.3 Valuing Commodities and Cryptocurrencies</li></ul> <p><b>Unit 10: International Financial Markets</b></p> <ul style="list-style-type: none"><li>10.1 Global Equity and Bond Markets</li><li>10.2 Exchange Rates and Currency Valuation</li><li>10.3 International Investment Strategies</li></ul> <p><b>Unit 11: Advanced Topics in Valuation</b></p> <ul style="list-style-type: none"><li>11.1 Valuation in Emerging Markets</li><li>11.2 Impact of Macroeconomic Factors on Valuation</li><li>11.3 Ethical Considerations in Financial Valuation</li></ul>
--	---



		<p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission. The report can be a project, analysis, case study, research paper, etc.</p>



		<p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus, and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to vive to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Saad, S. (2021). <i>Corporate Finance Fundamentals: Big Business Theory for SME, Investor or MBA Application</i>.</li><li>2. Koller, T., Goedhart, M., Wessels, D., &amp; McKinsey &amp; Company Inc. (2023). <i>Valuation: Measuring and Managing the Value of Companies</i> (8th ed.). Hoboken, NJ: John Wiley &amp; Sons.</li><li>3. Vogel, H.L. (2023). <i>Financial Market Bubbles and Crashes</i> (3rd ed.). Cham: Springer.</li><li>4. Jakab, S. (2022). <i>The Revolution That Wasn't: GameStop, Reddit, and the Fleecing of Small Investors</i>. New York: Penguin Books.</li><li>5. Alexander, C. (2023). <i>Market Models: A Guide to Financial Data Analysis</i> (2nd ed.). Hoboken, NJ: John Wiley &amp; Sons.</li></ol>



		<p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Molyneux, P., Reghezza, A., &amp; Xie, R. (2019). Bank margins and profits in a world of negative rates. <i>Journal of Financial Markets</i>, 107, 112-132.</li><li>2. Altavilla, C., Darracq Pariès, M., &amp; Nicoletti, G. (2019). Loan supply, credit markets, and the euro area financial crisis. <i>Journal of Banking &amp; Finance</i>, 109, 213-236.</li></ol> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. <i>Journal of Financial Markets</i></li><li>2. <i>Journal of Banking &amp; Finance</i></li><li>3. <i>Review of Financial Studies</i></li><li>4. <i>Journal of Corporate Finance</i></li><li>5. <i>Financial Analysts Journal</i></li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	--	--

### MG7106 Strategic Decision Making: Dealing with Business Complexity

Module D : [ MG7106]



1	<b>Title of Module/Title</b>	<b>Strategic Decision Making: Dealing with Business Complexity</b>
2	<b>Module/Unit Description</b>	<p>This MBA module is intended to give students exposure to organizational strategies that involve many activities, and therefore, managers should pursue a chosen strategy with consistency and commitment. Students will get to learn the challenges posed by their organization's environment and see how they can best identify and exploit their organization's potential sources of advantage. They will be equipped with organizational resources and capabilities and the way it competes for scarce resources and customers for its products or services.</p> <p>This module on The Dynamics of Strategy will be the fifth compulsory stage of the MBA programme providing students with a comprehensive knowledge of real-life examples and case study situations, and to reflect on and challenge their understanding of strategy.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. assess basic concepts and principles of strategic management analyse the internal and external environment of the business.</li><li>2. elaborate how organisations analyze their resources and capabilities in terms of meeting their evolving strategic objectives.</li><li>3. determine the different levels at which strategies are made and implemented in organizations.</li><li>4. devise organizational strategies that will be effective for the rapidly evolving business environment.</li><li>5. appraise strategic approaches to managing a business successfully in a global context.</li><li>6. propose organisations to choose between potential strategic options, especially through an awareness of their stakeholders, culture, structure, and systems.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following and will be able to:</p> <p>A1 - critically evaluate how organisations respond to the impact of the macro environment on organisations and systematically assess the challenges posed by environmental change on organizational strategy and performance.</p>



		<p>A2 - critically analyze the strategy formulation process, synthesizing the interconnections between its various stages to assess their impact on strategic decision-making and organizational outcomes.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1 - critically evaluate the principles of strategy formulation, implementation, and control in organizations using evidence-based research and real-world case studies.</p> <p>B2 - prepare and master the analytical tools of strategic management.</p> <p>B3 - formulate strategic competitiveness, alternatives, implementation, and emerging trends, integrating ethical, environmental, and social responsibility considerations in decision-making.</p> <p>B4 - critically analyze contemporary and emerging trends in strategic management, leveraging digital transformation, globalization, and innovation as key drivers of change.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 - appraise the functional and integrated understanding of basic strategic business concepts and disciplines, using quantitative and qualitative research to support decision-making.</p> <p>C2 - design and propose data-driven business processes to develop practical solutions for real-world business challenges.</p> <p>C3 - critically evaluate the effective decision-making processes, and processes of thinking strategically through applied work on case material.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● use strategic planning software (e.g., Balanced Scorecard, BCG Matrix, Business Model Canvas) for scenario planning.</li><li>● analyze market and industry data using business intelligence tools (e.g., Google Analytics).</li></ul>



		<ul style="list-style-type: none"><li>• conduct financial and risk assessments using Excel modelling.</li><li>• utilize office and management software (e.g., MS Office) for strategic reporting and presentations.</li><li>• develop digital business strategies through case-based simulations and online market analysis.</li><li>• create strategic presentations integrating digital storytelling and data visualization tools.</li><li>• engage in virtual strategic planning workshops through online collaboration platforms.</li><li>• communicate effectively through digital platforms (e.g., MS Teams, Zoom, Slack) for strategic discussions and stakeholder engagement.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	MQF/ EQF Level 7								
5	<b>Total Number of ECTS for this module/unit</b>	3								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>15</td></tr><tr><td>Self – Study Hours</td><td>30</td></tr><tr><td>Assessment Hours</td><td>15</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>15</td></tr></table>	Total Contact Hours	15	Self – Study Hours	30	Assessment Hours	15	Supervised Placement and Practice Hours	15
Total Contact Hours	15									
Self – Study Hours	30									
Assessment Hours	15									
Supervised Placement and Practice Hours	15									
7	<b>Total Learning Hours for this module/unit.</b>	75								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table><tr><td>%</td></tr></table>	%							
%										



		Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto; text-align: center;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ul style="list-style-type: none"><li>• Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>• Notes of the faculty lecture</li><li>• Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.</li><li>• Unit-wise assessment which is multiple choice questions.</li><li>• Optional – Formative challenge-based discussion forum for reflection and peer-to-peer interaction.</li><li>• After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission</li></ul> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Strategic Decision Making</b></p> <ul style="list-style-type: none"><li>1.1 Overview of Strategic Decision Making in Business</li><li>1.2 Complexity in Modern Business Environments</li><li>1.3 Decision-Making Models and Frameworks</li></ul> <p><b>Unit 2: Understanding Business Complexity</b></p> <ul style="list-style-type: none"><li>2.1 Identifying Complex Systems in Business</li><li>2.2 Drivers of Complexity: Globalization, Technology, and Regulation</li><li>2.3 Adaptive Strategies in Complex Environments</li></ul> <p><b>Unit 3: Analytical Tools for Decision Making</b></p> <ul style="list-style-type: none"><li>3.1 Quantitative Analysis: Statistical and Financial Tools</li><li>3.2 Qualitative Analysis: SWOT, PESTEL, and Scenario Planning</li><li>3.3 Big Data and Business Analytics in Decision Making</li></ul> <p><b>Unit 4: Behavioral Aspects of Decision Making</b></p> <ul style="list-style-type: none"><li>4.1 Cognitive Biases and Heuristics</li><li>4.2 Decision-Making Under Uncertainty and Risk</li><li>4.3 Group Dynamics and Decision-Making Processes</li></ul>



	<p>Unit 5: Strategic Planning and Implementation</p> <p>5.1 Strategic Planning Processes</p> <p>5.2 Aligning Strategic Objectives with Business Goals</p> <p>5.3 Implementing Strategic Decisions: Challenges and Best Practices</p> <p>Unit 6: Systems Thinking in Strategic Decision Making</p> <p>6.1 Introduction to Systems Thinking</p> <p>6.2 Applying Systems Thinking to Complex Business Problems</p> <p>6.3 Case Studies in Systems Thinking</p> <p>Unit 7: Innovation and Strategic Decision Making</p> <p>7.1 The Role of Innovation in Strategic Decision Making</p> <p>7.2 Fostering a Culture of Innovation</p> <p>7.3 Case Studies in Strategic Innovation</p> <p>Unit 8: Ethical Considerations in Strategic Decision Making</p> <p>8.1 Ethical Frameworks for Decision Making</p> <p>8.2 Corporate Social Responsibility and Sustainability</p> <p>8.3 Ethical Dilemmas in Business Strategy</p> <p>Unit 9: Crisis Management and Strategic Decision Making</p> <p>9.1 Strategic Decision Making in Crisis Situations</p> <p>9.2 Developing Resilient Strategies</p> <p>9.3 Case Studies in Crisis Management</p> <p>Unit 10: Strategic Leadership and Decision Making</p> <p>10.1 Leadership Styles and Their Impact on Decision Making</p> <p>10.2 Building Strategic Leadership Skills</p> <p>10.3 Case Studies in Strategic Leadership</p>
--	---



		<p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a Strategic Decision-Making Case Analysis to be submitted in 1500 words 1 week after module completion.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and is to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to vive to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing,



		case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Kraaijenbrink, J. (2023). <i>The Strategy Handbook: Insights for Leading Strategic Change in Turbulent Times</i>. London: Sage Publications.</li><li>2. Lafley, A.G., Martin, R.L., Rivkin, J.W., &amp; Siggelkow, N. (2023). <i>Playing to Win: How Strategy Really Works</i>. Boston: Harvard Business Review Press.</li><li>3. Aaker, D. (2023). <i>Winning in the Digital Age: Unleashing Innovation and Growth in a Disruptive World</i>. New York: McGraw-Hill Education.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Posen, H.E., Yi, S., &amp; Lee, J. (2019). A contingency perspective on imitation strategies: When is “benchmarking” ineffective? <i>Strategic Management Journal</i>, 41(2), 198-221.</li><li>2. Grant, R.M. (2023). <i>Contemporary Strategy Analysis: Text and Cases</i> (11th ed.). New York: John Wiley &amp; Sons.</li><li>3. Ghemawat, P. (2023). <i>The Laws of Globalization and Business Applications</i>. Cambridge: Cambridge University Press.</li></ol> <p>Journals for Further Reading</p> <ol style="list-style-type: none"><li>1. <i>Strategic Management Journal</i></li><li>2. <i>Journal of Business Strategy</i></li><li>3. <i>Journal of Strategic Management</i></li><li>4. <i>Academy of Management Journal</i></li><li>5. <i>Harvard Business Review</i></li></ol> <p>Final Note</p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p>



		<p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	--	--

### MG7107 Economics for decision-making

Module D : [ MG7107]		
1	<b>Title of Module/Title</b>	<b>Economics for decision-making</b>
2	<b>Module/Unit Description</b>	This module is designed to equip MBA students with the economic principles and analytical tools necessary for making informed business decisions. By integrating microeconomic and macroeconomic concepts, students will learn to analyse market dynamics, evaluate the impact of economic policies, and apply economic reasoning to real-world business challenges. The module emphasizes practical decision-making skills, enabling students to interpret economic data, assess risks, and formulate strategies that enhance organizational performance in a global economic environment.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	
	At the end of the module/unit the learner will have acquired the responsibility and autonomy to:	
	<ol style="list-style-type: none"><li>1. apply economic theories and models to analyze complex business situations and make data-driven decisions.</li><li>2. assess economic environments and develop strategies that align with market conditions and organizational goals.</li></ol>	



		<ol style="list-style-type: none"><li>3. evaluate economic risks and uncertainties, enabling sound decision-making in dynamic markets.</li><li>4. understand global economic trends and their implications for business strategy and operations.</li><li>5. making ethical decisions that consider the broader economic and social impact.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning and will be able to:</p> <p>A1 - critically evaluate core microeconomic concepts such as supply and demand, market structures, and pricing strategies, applying them to assess their impact on organizational decision-making and competitive advantage.</p> <p>A2 - analyze the impact of macroeconomic factors, including inflation, interest rates, and exchange rates, on business decision-making, demonstrating the ability to critically assess their long-term implications for organizational strategy.</p> <p>A3 - critically assess the impact of government policies, including taxation and regulation, on business environments, evaluating their potential to shape strategic decisions and influence market dynamics.</p> <p>A4 - apply advanced economic principles to critically evaluate market competition and strategic positioning, and the formulation of innovative business strategies.</p> <p>A5 - interpret economic indicators and forecasts to guide business strategy, synthesizing data to guide business strategy through evidence-based decision-making and long-term planning.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1 - utilize advanced economic models to solve business problems and make strategic decisions and make data-driven strategic decisions in uncertain environments.</p> <p>B2 - conduct economic analysis to evaluate business opportunities and risks, integrating macroeconomic indicators, industry trends, and financial forecasting tools.</p>



		<p>B3 - apply advanced quantitative techniques, including econometrics and statistical modeling, to interpret economic data and develop accurate market forecasts.</p> <p>B4 - develop strategies that leverage economic insights to achieve competitive advantage.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 - Identifying learning needs and design development plans to address them</p> <p>C2 - develop an awareness of the impact of your own thinking and behaviour and use this as the basis for developing your professional and personal competences during this module.</p> <p>C3 - conduct independent economic inquiries, research investigations, and ongoing reflections, demonstrating a high level of problem-solving and analytical rigor.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• utilize advanced data analysis software (e.g., SPSS, Stata, R, Python) for economic modeling and forecasting.</li><li>• work with financial databases (e.g., Bloomberg, Reuters, IMF, World Bank) to extract and analyze economic data.</li><li>• apply business intelligence tools (e.g., Power BI, Tableau) to visualize economic trends and market dynamics.</li><li>• use digital collaboration tools (e.g., MS Teams, Slack, Trello) for strategic decision-making and teamwork.</li><li>• develop interactive presentations incorporating economic storytelling and visualization techniques.</li><li>• engage in online simulations and business forecasting exercises using real-world datasets.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	MQF/EQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	3



6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <input type="text" value="15"/>
		Self – Study Hours <input type="text" value="30"/>
		Assessment Hours <input type="text" value="15"/>
		Supervised Placement and Practice Hours <input type="text" value="15"/>
7	<b>Total Learning Hours for this module/unit.</b>	75
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <input type="text" value="0%"/>
		Contact Hours delivered Face to Face  <input type="text" value="0%"/>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ul style="list-style-type: none"><li>• Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>• Notes of the faculty lecture</li><li>• Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.</li></ul>



	<ul style="list-style-type: none"><li>• Unit-wise assessment which is multiple choice questions.</li><li>• Optional – Formative challenge-based discussion forum for reflection and peer-to-peer interaction.</li><li>• After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission</li></ul> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Economics for Decision-Making</b></p> <ul style="list-style-type: none"><li>1.1 Basic Economic Concepts</li><li>1.2 Role of Economics in Business Decision-Making</li><li>1.3 Economic Decision-Making Frameworks</li></ul> <p><b>Unit 2: Microeconomic Foundations</b></p> <ul style="list-style-type: none"><li>2.1 Supply and Demand Analysis</li><li>2.2 Market Equilibrium and Pricing</li><li>2.3 Consumer Behavior and Demand Theory</li></ul> <p><b>Unit 3: Market Structures and Competitive Strategy</b></p> <ul style="list-style-type: none"><li>3.1 Perfect Competition and Monopoly</li><li>3.2 Oligopoly and Monopolistic Competition</li><li>3.3 Strategic Behavior in Different Market Structures</li></ul> <p><b>Unit 4: Macroeconomic Environment</b></p> <ul style="list-style-type: none"><li>4.1 Key Macroeconomic Indicators</li><li>4.2 Business Cycles and Economic Growth</li><li>4.3 Inflation, Unemployment, and Interest Rates</li></ul> <p><b>Unit 5: Government Policy and Business</b></p> <ul style="list-style-type: none"><li>5.1 Fiscal Policy and Business Strategy</li><li>5.2 Monetary Policy and Financial Markets</li><li>5.3 Regulatory Environment and Its Impact on Business</li></ul> <p><b>Unit 6: International Economics and Global Markets</b></p> <ul style="list-style-type: none"><li>6.1 Trade Theories and Policies</li><li>6.2 Exchange Rates and Global Financial Markets</li><li>6.3 Globalization and Business Strategy</li></ul> <p><b>Unit 7: Game Theory and Strategic Decision-Making</b></p> <ul style="list-style-type: none"><li>7.1 Introduction to Game Theory</li><li>7.2 Applications of Game Theory in Business</li><li>7.3 Negotiation and Bargaining Strategies</li></ul> <p><b>Unit 8: Economic Decision-Making Under Uncertainty</b></p> <ul style="list-style-type: none"><li>8.1 Risk Analysis and Decision-Making</li><li>8.2 Behavioral Economics and Decision Biases</li><li>8.3 Scenario Planning and Forecasting</li></ul> <p><b>Unit 9: Corporate Strategy and Economic Analysis</b></p> <ul style="list-style-type: none"><li>9.1 Economics of Strategy</li><li>9.2 Competitive Advantage and Resource Allocation</li><li>9.3 Mergers, Acquisitions, and Market Power</li></ul> <p><b>Unit 10: Ethics and Economics in Business</b></p>
--	---



		<p>10.1 Ethical Considerations in Economic Decision-Making 10.2 Corporate Social Responsibility and Economics 10.3 Sustainable Economic Practices</p> <p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written submission. The written submission is a strategic</p>



		<p>plan that considers economic factors based on a company or industry facing a significant economic challenge or opportunity. The analysis will be written in 2000 words.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Besanko, D., Dranove, D., Shanley, M., &amp; Schaefer, S. (2020). <i>Economics of Strategy</i> (8th ed.). Hoboken, NJ: Wiley.</li><li>2. Hubbard, R.G., &amp; O'Brien, A.P. (2018). <i>Microeconomics</i> (6th ed.). Boston, MA: Pearson.</li><li>3. Mankiw, N.G. (2021). <i>Principles of Economics</i> (9th ed.). Boston, MA: Cengage Learning.</li><li>4. Varian, H.R. (2019). <i>Intermediate Microeconomics: A Modern Approach</i> (10th ed.). New York: W.W. Norton &amp; Company.</li></ol>



	<p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Pindyck, R.S., &amp; Rubinfeld, D.L. (2018). <i>Microeconomics</i> (9th ed.). Harlow: Pearson.</li><li>2. Acemoglu, D., Laibson, D., &amp; List, J.A. (2019). <i>Economics</i> (3rd ed.). Boston, MA: Pearson.</li><li>3. Krugman, P., &amp; Wells, R. (2021). <i>Macroeconomics</i> (6th ed.). New York: Worth Publishers.</li><li>4. Thaler, R.H. (2018). <i>Misbehaving: The Making of Behavioral Economics</i>. New York: W.W. Norton &amp; Company.</li><li>5. Sen, A. (2017). <i>Collective Choice and Social Welfare</i>: Expanded Edition. Cambridge, MA: Harvard University Press.</li></ol> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. The Journal of Economic Perspectives</li><li>2. The Quarterly Journal of Economics</li><li>3. The Journal of Economic Literature</li><li>4. Journal of Behavioral Economics</li><li>5. American Economic Review</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped</p>
--	---



		to apply your learning in real-world settings and foster deeper engagement with the subject matter.
--	--	---

### MG7108 Ethical Leadership and Governance

Module D : [ MG7108]		
1	<b>Title of Module/Title</b>	<b>Ethical Leadership and Governance</b>
2	<b>Module/Unit Description</b>	<p>This module provides an in-depth exploration of the principles and practices of ethical leadership and governance in the context of contemporary business environments. It examines the moral responsibilities of leaders and the governance frameworks that support ethical decision-making within organizations. The module emphasizes the development of ethical leadership qualities, critical thinking, and the application of governance standards in complex and dynamic business situations. Through case studies, theoretical insights, and practical applications, students will gain a comprehensive understanding of how to lead with integrity and ensure good governance in their organizations.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. to make principled decisions that align with ethical standards and organizational values.</li><li>2. apply governance frameworks and standards to enhance organizational accountability and transparency.</li><li>3. cultivate leadership qualities that emphasize honesty, responsibility, and ethical behavior.</li><li>4. critically evaluate ethical dilemmas and governance challenges in various business contexts.</li><li>5. engage and manage stakeholders effectively, considering their interests and ethical concerns.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning and will be able to:</p>



		<p>A1 -critically comprehend and apply the fundamental concepts and theories of ethical leadership and governance.</p> <p>A2 - identify and critically evaluate the ethical challenges and dilemmas faced by leaders in modern organizations, synthesizing information to inform decision-making.</p> <p>A3 - critically assess the role of corporate governance in ensuring organizational accountability, transparency and ethical conduct.</p> <p>A4 - analyse and critically evaluate the relationship between ethical leadership, corporate culture, and organizational performance.</p> <p>A5 - discuss and critically analyze the legal and regulatory frameworks that influence governance practices, with a focus on their impact on business ethics and long-term sustainability.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1 - apply ethical decision-making frameworks to real-world business scenarios, critically assessing the outcomes of decisions from ethical, social, and governance perspectives.</p> <p>B2 - design and implement governance strategies that align with ethical principles and organizational goals, critically evaluating their effectiveness in diverse business contexts, critically evaluating their effectiveness in diverse business contexts.</p> <p>B3 - demonstrate the ability to lead with integrity in complex and ambiguous situations, applying ethical principles to drive organizational change.</p> <p>B4 - effectively communicate ethical and governance-related issues to diverse stakeholders using evidence-based approaches to facilitate decision-making and accountability.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 - identify learning needs and design development plans to address them, demonstrating autonomy in improving personal and professional competencies.</p>



		<p>C2 - develop an awareness of the impact of your own thinking and behaviour and use this as the basis for developing your professional and personal competences during this module.</p> <p>C3 - conduct an independent inquiry, investigation and on-going reflection on your own learning in context</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Effectively use various digital tools and platforms to support ethical leadership and governance practices in a business context.</li><li>• Demonstrate proficiency in using office software, video conferencing tools, citation software, and online collaborative platforms, applying these tools to enhance learning, communication, and research in leadership contexts.</li><li>• Apply sound judgment and responsibility when utilizing online platforms for collaboration, ensuring ethical behavior in all digital interactions.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	MQF/ EQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	3
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours <span style="border: 1px solid black; padding: 2px;">15</span></p> <p>Self – Study Hours <span style="border: 1px solid black; padding: 2px;">30</span></p> <p>Assessment Hours <span style="border: 1px solid black; padding: 2px;">15</span></p> <p>Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">15</span></p>
7	<b>Total Learning Hours for this module/unit.</b>	75
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face



		<input checked="" type="checkbox"/> 100% Online  <input type="checkbox"/> Blended Learning Point D9 is required to be filled in.  <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Ethical Leadership</b></p> <p>1.1 Defining Ethical Leadership 1.2 Importance of Ethics in Leadership 1.3 Theoretical Foundations of Ethical Leadership</p> <p><b>Unit 2: Ethical Decision-Making in Leadership</b></p>



	<p>2.1 Ethical Decision-Making Models 2.2 Common Ethical Dilemmas in Leadership 2.3 Strategies for Resolving Ethical Dilemmas</p> <p><b>Unit 3: Corporate Governance: Concepts and Principles</b></p> <p>3.1 Overview of Corporate Governance 3.2 Governance Structures and Mechanisms 3.3 The Role of the Board of Directors</p> <p><b>Unit 4: Legal and Regulatory Frameworks in Governance</b></p> <p>4.1 Key Laws and Regulations Governing Business 4.2 Compliance and Risk Management 4.3 International Governance Standards</p> <p><b>Unit 5: The Role of Corporate Culture in Ethical Leadership</b></p> <p>5.1 Building an Ethical Corporate Culture 5.2 The Influence of Leadership on Organizational Culture 5.3 Case Studies in Ethical Corporate Culture</p> <p><b>Unit 6: Governance and Accountability</b></p> <p>6.1 Transparency and Accountability in Governance 6.2 Reporting and Disclosure Requirements 6.3 Case Studies in Governance Failures</p> <p><b>Unit 7: Stakeholder Theory and Ethical Leadership</b></p> <p>7.1 Understanding Stakeholder Theory 7.2 Balancing Stakeholder Interests 7.3 Ethical Leadership in Stakeholder Management</p> <p><b>Unit 8: Ethical Leadership in a Global Context</b></p> <p>8.1 Challenges of Ethical Leadership in Global Organizations 8.2 Cross-Cultural Ethical Considerations 8.3 Global Governance Standards</p> <p><b>Unit 9: Sustainability and Ethical Leadership</b></p> <p>9.1 The Role of Ethical Leadership in Sustainability 9.2 Sustainable Governance Practices 9.3 Case Studies in Ethical Leadership and Sustainability</p> <p><b>Unit 10: Future Trends in Ethical Leadership and Governance</b></p> <p>10.1 Emerging Trends in Ethical Leadership 10.2 The Future of Corporate Governance 10.3 Preparing for Ethical Challenges of Tomorrow</p> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li></ol>
--	---



		<ol style="list-style-type: none"><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written submission. The written submission is a real-world case study analysis. The analysis will be written in 2000 words and submitted 1 week after the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p>



		<p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Ciulla, J.B. (2020). Ethics: The Heart of Leadership (4th ed.). Santa Barbara, CA: Praeger.</li><li>2. Carroll, A.B., &amp; Buchholtz, A.K. (2022). Business and Society: Ethics, Sustainability, and Stakeholder Management (11th ed.). Boston, MA: Cengage Learning.</li><li>3. Monks, R.A.G., &amp; Minow, N. (2018). Corporate Governance (6th ed.). Hoboken, NJ: Wiley.</li><li>4. Northouse, P.G. (2018). Leadership: Theory and Practice (8th ed.). Thousand Oaks, CA: Sage.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Crane, A., &amp; Matten, D. (2021). Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization (5th ed.). Oxford: Oxford University Press.</li><li>2. Treviño, L.K., &amp; Nelson, K.A. (2021). Managing Business Ethics: Straight Talk about How to Do It Right (8th ed.). Hoboken, NJ: Wiley.</li></ol>



		<p>3. Kaplan, R.S., &amp; Norton, D.P. (2018). <i>The Balanced Scorecard: Translating Strategy into Action</i>. Boston, MA: Harvard Business Review Press.</p> <p>4. Aguilera, R.V., &amp; Crespi-Cladera, R. (2018). <i>Global Corporate Governance: Theoretical and Empirical Perspectives</i>. Cambridge: Cambridge University Press.</p> <p>5. Meyer, E. (2020). <i>The Culture Map: Breaking Through the Invisible Boundaries of Global Business</i>. New York: Public Affairs.</p> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. <i>Journal of Business Ethics</i></li><li>2. <i>Journal of Leadership &amp; Organizational Studies</i></li><li>3. <i>Business &amp; Society</i></li><li>4. <i>Corporate Governance: An International Review</i></li><li>5. <i>Journal of Business Research</i></li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	--	--

### MG7109 Corporate Sustainability and Leadership

Module D : [ MG7109]



1	<b>Title of Module/Title</b>	<b>Corporate Sustainability and Leadership</b>
2	<b>Module/Unit Description</b>	<p>This module offers a comprehensive examination of corporate sustainability, integrating it with leadership practices essential for driving sustainable business strategies. It explores the intersection of environmental stewardship, social responsibility, and economic performance, emphasizing the role of leadership in fostering a culture of sustainability within organizations. Students will engage with theories, models, and real-world cases to understand how effective leadership can contribute to sustainable development goals, ensuring long-term business success while addressing global challenges such as climate change, resource scarcity, and social equity.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. lead and implement sustainable strategies that align with organizational goals and global sustainability standards.</li><li>2. carry out ethical leadership practices that prioritize environmental and social responsibility in decision-making processes.</li><li>3. apply systems thinking to analyze complex sustainability challenges and their interdependencies within the business context.</li><li>4. manage and engage diverse stakeholders to achieve sustainability objectives collaboratively.</li><li>5. drive innovation within organizations to develop sustainable products, services, and processes.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning:</p> <p>A1-critique the principles and frameworks of corporate sustainability and their implications for business strategy.</p> <p>A2-critically analyze the role of leadership in promoting sustainability within organizations and across supply chains with an emphasis on integrating sustainability goals into strategic leadership practices.</p> <p>A3-evaluate the impact of global sustainability challenges on business operations and strategic planning, synthesizing</p>



		<p>relevant knowledge to propose strategic responses that align with long-term sustainability goals..</p> <p>A4- critique and analyze the ethical dimensions of corporate sustainability, including the balance between profit, people, and the planet, and defend strategies that prioritize ethical leadership.</p> <p>A5 -examine and specify the role of corporate governance in supporting sustainable development goals, justifying the alignment of governance practices with sustainability objectives..</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1 - design and apply sustainability frameworks to develop and lead corporate sustainability initiatives, ensuring their alignment with organizational goals and global standards.</p> <p>B2: Conduct original research to investigate and critically assess leadership practices in sustainability, using advanced investigative methods to analyze and synthesize data, and justify the ethical implications of these practices.</p> <p>B3: Apply ethical decision-making frameworks to analyze business strategies, evaluating the social, cultural, and environmental impacts of decisions, and justifying actions that reflect sustainability goals and ethical responsibility.</p> <p>B4: Develop and implement strategies for effective stakeholder engagement in sustainability efforts, incorporating social, cultural, and environmental considerations, and evaluating their impact on organizational performance and sustainability outcomes.</p> <p>B5: Synthesize data and insights from multiple sources to create innovative sustainability strategies and solutions, justifying their potential to address contemporary global challenges related to sustainability.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 identify and evaluate personal and professional learning needs and design development plans to address them and enhance leadership competencies for sustainable business practices.</p>



		<p>C2 critically analyze the impact of personal thinking and behavior on leadership decisions, creating strategies to improve self-awareness and enhance ethical decision-making in practice.</p> <p>C3 conduct an independent inquiry, investigation and on-going reflection on your own learning in context</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Dealing with different learning platforms</li><li>• Use of the Office package or comparable office software</li><li>• Creating online presentations</li><li>• Independent online search on the Internet</li><li>• Use of various video conferencing systems</li><li>• Scan, print and upload online</li><li>• Working with e-book readers</li><li>• Using plagiarism software</li><li>• Online peer-to-peer Collaboration</li><li>• Communicating via WhatsApp Skype Teams etc.</li><li>• Independent organisation of student InterVision meetings based on various online platforms</li><li>• Dealing with citation software</li><li>• Use of sound transmission and camera on computer</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	MQF/EQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	3
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours <input type="text" value="15"/></p> <p>Self – Study Hours <input type="text" value="30"/></p> <p>Assessment Hours <input type="text" value="15"/></p> <p>Supervised Placement and Practice Hours <input type="text" value="15"/></p>



7	<b>Total Learning Hours for this module/unit.</b>	75
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div> Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1: Introduction to Corporate Sustainability 1.1 Defining Corporate Sustainability</p>



	<p>1.2 Historical Evolution of Sustainability in Business 1.3 The Triple Bottom Line: People, Planet, Profit</p> <p><b>Unit 2: The Role of Leadership in Sustainability</b></p> <p>2.1 Leadership Theories and Sustainability 2.2 Leadership Styles for Sustainable Development 2.3 Case Studies in Sustainable Leadership</p> <p><b>Unit 3: Sustainability Frameworks and Standards</b></p> <p>3.1 Global Reporting Initiative (GRI) 3.2 The United Nations Sustainable Development Goals (SDGs) 3.3 ISO 14001 and Environmental Management Systems</p> <p><b>Unit 4: Strategic Sustainability Management</b></p> <p>4.1 Integrating Sustainability into Business Strategy 4.2 Sustainable Supply Chain Management 4.3 Metrics and Measurement in Sustainability</p> <p><b>Unit 5: Ethics and Corporate Social Responsibility (CSR)</b></p> <p>5.1 Ethical Theories and Sustainability 5.2 CSR Strategies and Implementation 5.3 Case Studies in CSR and Ethical Leadership</p> <p><b>Unit 6: Innovation for Sustainability</b></p> <p>6.1 Driving Innovation for Sustainable Solutions 6.2 Sustainable Product and Service Design 6.3 Circular Economy and Business Models</p> <p><b>Unit 7: Stakeholder Engagement and Communication</b></p> <p>7.1 Identifying and Engaging Stakeholders 7.2 Communicating Sustainability Initiatives 7.3 Collaborative Approaches to Sustainability</p> <p><b>Unit 8: Systems Thinking in Sustainability</b></p> <p>8.1 Introduction to Systems Thinking 8.2 Applying Systems Thinking to Sustainability Challenges 8.3 Case Studies in Systems Thinking and Sustainability</p> <p><b>Unit 9: Governance and Sustainability</b></p> <p>9.1 Corporate Governance and Sustainability 9.2 Transparency and Accountability in Sustainability 9.3 Regulatory Compliance and Governance</p> <p><b>Unit 10: Future Trends in Corporate Sustainability and Leadership</b></p> <p>10.1 Emerging Trends and Innovations 10.2 The Future of Sustainable Leadership 10.3 Preparing for Future Sustainability Challenges</p> <p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p>
--	--



		<ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is a written submission. The written submission is a comprehensive sustainability strategy for a real or hypothetical organization, integrating leadership practices and sustainability frameworks. The analysis will be written in 2000 words and submitted 3 weeks after the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p>



		<p>All assessments are provided via e-campus and is to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments is provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type off assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Avery, G.C., &amp; Bergsteiner, H. (2019). Sustainable Leadership: Honeybee and Locust Approaches (2nd ed.). New York: Routledge.</li><li>2. Epstein, M.J., &amp; Buhovac, A.R. (2018). Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental, and Economic Impacts (2nd ed.). New York: Routledge.</li><li>3. Willard, B. (2018). The New Sustainability Advantage: Seven Business Case Benefits of a Triple Bottom Line (10th Anniversary ed.). Gabriola Island, BC: New Society Publishers.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Adams, C.A. (2020). Sustainable Development Goals Disclosure (SDGD) Recommendations. London: ACCA.</li></ol>



		<p>2. Carroll, A.B., Brown, J.A., &amp; Buchholtz, A.K. (2018). <i>Business and Society: Ethics, Sustainability, and Stakeholder Management</i> (10th ed.). Boston, MA: Cengage Learning.</p> <p>3. Osagie, E., Wesselink, R., Blok, V., &amp; Mulder, M. (2018). Developing Sustainable Competencies for the Governance of Corporate Sustainability: A Structured Literature Review and a Conceptual Framework. <i>Journal of Cleaner Production</i>, 195, pp. 1383-1391.</p> <p>4. Lozano, R., Carpenter, A., &amp; Huisingsh, D. (2018). A Review of Theories of Corporate Social Responsibility: Its Evolutionary Path and The Road Ahead. <i>International Journal of Corporate Social Responsibility</i>, 1(1), pp. 1-17.</p> <p>5. Bansal, P. (2020). The Business of Sustainability: Imperatives, Advantages, and Actions. <i>Journal of Business Ethics</i>, 162(3), pp. 729-740.</p> <p><b>Journals for Further Reading</b></p> <ul style="list-style-type: none"><li>1. Journal of Business Ethics</li><li>2. Corporate Social Responsibility and Environmental Management</li><li>3. Journal of Cleaner Production</li><li>4. Business &amp; Society</li><li>5. Sustainability Accounting, Management and Policy Journal</li></ul> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p>
--	--	--



		<p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	--	--

### MG7110 Business Communication for Competitive Advantage

Module D : [ MG7110]		
1	<b>Title of Module/Title</b>	<b>Business Communication for Competitive Advantage</b>
2	<b>Module/Unit Description</b>	<p>In the present technologically fluid &amp; globalised business environment, effective self-expression is the key to personal success and effective communications are the cornerstone of organisational success. This module develops the soft skills that are needed for both. It is designed as an advanced university level module. It combines state-of-the-art theory with celebrated case studies of their practical applications. Effective communication is a critical component of leadership, collaboration, and strategic decision-making. This module emphasizes the development of oral, written, and interpersonal communication skills tailored to various business contexts. Students will learn how to craft persuasive messages, manage cross-cultural communications, and utilize digital tools to enhance business communication. By the end of the module, students will be equipped to communicate with clarity, confidence, and impact, ensuring their success in leadership roles and collaborative environments.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. design and implement communication strategies that align with organisational goals.</li><li>2. craft messages that influence and persuade diverse audiences.</li><li>3. navigate and manage communication across different cultural contexts.</li></ol>



		<ol style="list-style-type: none"><li>4. master digital tools and platforms to enhance business communication effectiveness.</li><li>5. lead teams and manage stakeholder relationships through clear and effective communication</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning:</p> <p>A1- critique the principles of effective business communication and their impact on organizational success.</p> <p>A2-critically evaluate and synthesise the role of communication in shaping corporate culture and driving strategic initiatives.</p> <p>A3 - synthesize information about the effectiveness of different communication channels and methods in various business contexts and recommending the most suitable approaches for achieving organizational goals.</p> <p>A4 - assess the challenges and strategies of cross-cultural communication in a globalized business environment, analyzing the strategies employed by leaders to overcome these barriers and formulating solutions based on evidence and case studies.</p> <p>A5 - examine the ethical considerations in business communication, including transparency, honesty, and corporate social responsibility, considering the impact of recommendations on social, cultural &amp; environment.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1-develop and deliver persuasive oral and written presentations tailored to diverse business audiences, integrating strategic communication principles and applying evidence-based methods to maximize message impact.</p> <p>B2 - apply digital communication tools to enhance the effectiveness of business interactions, formulating communication strategies that are aligned with organizational objectives and reflecting on their long-term implications.</p> <p>B3 - Implement advanced interpersonal communication techniques to mediate and resolve conflicts, utilizing</p>



		<p>problem-solving strategies and integrating ethical considerations into conflict resolution processes.</p> <p>B4 - create strategic communication plans that support business objectives and enhance stakeholder engagement.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- identify gaps in communication skills and formulate development plans to address them, incorporating critical self-reflection and research into personal and professional growth.</p> <p>C2 - develop an awareness of the impact of your own thinking and behaviour and use this as the basis for developing your professional and personal competences during this module.</p> <p>C3 - conduct an independent inquiry into communication strategies, synthesizing findings from various sources to improve and refine communication practices in both professional and academic contexts.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• navigate different learning platforms and digital communication tools, create presentations and documents that reflect best practices in digital communication.</li><li>• conduct in-depth research using online databases and tools, integrating findings to support communication strategies and enhance message delivery.</li><li>• design online content that effectively conveys complex ideas, reorganizing information to cater to different business audiences and ensuring accessibility across platforms.</li><li>• integrate advanced digital tools to facilitate online peer-to-peer collaboration, modifying communication approaches to suit virtual environments and enhance team dynamics.</li><li>• analyze and apply citation tools and plagiarism detection software, ensuring academic integrity while using digital communication platforms effectively.</li></ul>
--	--	---



4	<b>MQF Level pegged for this module/unit</b>	MQF/EQF Level 7								
5	<b>Total Number of ECTS for this module/unit</b>	3								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>15</td></tr><tr><td>Self – Study Hours</td><td>30</td></tr><tr><td>Assessment Hours</td><td>15</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>15</td></tr></table>	Total Contact Hours	15	Self – Study Hours	30	Assessment Hours	15	Supervised Placement and Practice Hours	15
Total Contact Hours	15									
Self – Study Hours	30									
Assessment Hours	15									
Supervised Placement and Practice Hours	15									
7	<b>Total Learning Hours for this module/unit.</b>	75								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table border="1"><tr><td>%</td></tr></table> Contact Hours delivered Face to Face  <table border="1"><tr><td>%</td></tr></table>	%	%						
%										
%										
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:								



	<ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol>
	<p><b>Curriculum</b></p> <p>Unit 1: Fundamentals of Business Communication</p> <ul style="list-style-type: none"><li>1.1 Key Principles of Effective Communication</li><li>1.2 The Role of Communication in Business Success</li><li>1.3 Barriers to Effective Communication</li></ul> <p>Unit 2: Communication Strategy and Planning</p> <ul style="list-style-type: none"><li>2.1 Developing a Strategic Communication Plan</li><li>2.2 Aligning Communication with Organizational Goals</li><li>2.3 Measuring Communication Effectiveness</li></ul> <p>Unit 3: Persuasive Communication Techniques</p> <ul style="list-style-type: none"><li>3.1 Crafting Persuasive Messages</li><li>3.2 Storytelling in Business</li><li>3.3 Techniques for Influencing and Persuading Stakeholders</li></ul> <p>Unit 4: Written Communication in Business</p> <ul style="list-style-type: none"><li>4.1 Writing Effective Business Reports and Proposals</li><li>4.2 Email and Digital Correspondence Best Practices</li><li>4.3 Creating Clear and Concise Written Communication</li></ul> <p>Unit 5: Oral Communication and Presentation Skills</p> <ul style="list-style-type: none"><li>5.1 Developing and Delivering Effective Presentations</li><li>5.2 Public Speaking and Presentation Techniques</li><li>5.3 Managing Q&amp;A Sessions and Audience Engagement</li></ul> <p>Unit 6: Cross-Cultural Communication</p> <ul style="list-style-type: none"><li>6.1 Understanding Cultural Differences in Communication</li></ul>



	<p>6.2 Strategies for Effective Cross-Cultural Communication</p> <p>6.3 Overcoming Cultural Barriers in Global Business</p> <p><b>Unit 7: Digital Communication and Social Media</b></p> <p>7.1 Leveraging Digital Tools for Business Communication</p> <p>7.2 Effective Use of Social Media in Business</p> <p>7.3 Managing Online Reputations and Digital Presence</p> <p><b>Unit 8: Interpersonal Communication and Conflict Resolution</b></p> <p>8.1 Building Strong Interpersonal Relationships</p> <p>8.2 Techniques for Conflict Resolution and Negotiation</p> <p>8.3 Enhancing Emotional Intelligence in Communication</p> <p><b>Unit 9: Communication in Leadership and Team Management</b></p> <p>9.1 Leadership Communication Styles and Strategies</p> <p>9.2 Communicating Vision and Motivating Teams</p> <p>9.3 Managing Stakeholder Relationships</p> <p><b>Unit 10: Ethics and Corporate Social Responsibility in Communication</b></p> <p>10.1 Ethical Issues in Business Communication</p> <p>10.2 Transparency and Accountability in Corporate Communication</p> <p>10.3 Communicating Corporate Social Responsibility Initiatives</p> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol>
--	--



		<p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written submission. The written submission will be a comprehensive communication strategy for an environmentally conscious brand launching a new sustainable product line. The analysis will be written in 1800 words and submitted 3 weeks after the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner</p>



		has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Essential Reading</b></p> <ol style="list-style-type: none"><li>1. Clampitt, P.G. (2019). <i>Communicating for Managerial Effectiveness: Challenges, Strategies, Solutions</i> (7th ed.). Thousand Oaks, CA: Sage Publications.</li><li>2. Cornelissen, J. (2020). <i>Corporate Communication: A Guide to Theory and Practice</i> (6th ed.). London: Sage Publications.</li><li>3. Barrett, D.J. (2018). <i>Leadership Communication</i> (5th ed.). New York: McGraw-Hill Education.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Guffey, M.E. &amp; Loewy, D. (2020). <i>Business Communication: Process and Product</i> (9th ed.). Boston, MA: Cengage Learning.</li><li>2. Neher, W.W. (2017). <i>Organizational Communication: Challenges of Change, Diversity, and Continuity</i> (3rd ed.). New York: Routledge.</li><li>3. Munter, M. (2019). <i>Guide to Managerial Communication: Effective Business Writing and Speaking</i> (11th ed.). Boston, MA: Pearson.</li><li>4. Harvard Business Review. (2021). <i>How to Create Effective Corporate Communication Strategies</i>. Available online: Harvard Business Review</li><li>5. McKinsey &amp; Company. (2020). <i>The Art of Persuasion in Business Communication</i>. Available online: McKinsey</li><li>6. Cialdini, R.B. (2021). <i>Influence: Science and Practice</i> (7th ed.). New York: Pearson Education.</li></ol> <p><b>Journals for Further Reading</b></p>



		<ol style="list-style-type: none"><li>1. Journal of Business Communication</li><li>2. Corporate Communication: An International Journal</li><li>3. International Journal of Business Communication</li><li>4. Journal of Applied Communication Research</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	--	--

## Pathways

### MGHR7201: Learning Organisational & Employee Engagement

Module D : [MGSM7201]		
1	Title of Module/Title	Learning Organisational & Employee Engagement
2	Module/Unit Description	The goal of this module is to enhance learners' comprehension of current issues related to employee engagement, organizational learning, and people management and development. Students will explore and critically assess the aims and objectives of human resource



		<p>management, focusing on the design and implementation of HR strategies to boost employee engagement and improve organizational performance. This includes analysing the effectiveness of HR action plans and understanding their impact on fostering a motivated and high-performing workforce. Through this unit, learners will develop the skills necessary to contribute to strategic HR initiatives that align with organizational goals.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. design and implement HR strategies that promote employee engagement and align with organizational goals.</li><li>2. critically assess HR practices and their impact on workforce motivation and organizational performance.</li><li>3. understand how to foster a learning environment that supports continuous development and knowledge sharing.</li><li>4. enhance employee involvement and commitment, leading to improved productivity and satisfaction.</li><li>5. manage and adapt to organizational changes that improve performance and support strategic objectives.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: comprehend the function of Human Resources in modern organizations. A2: identify and explain the objectives of Human Resource management in driving employee engagement and organisational success. A3: grasp the design and execution of HR strategies to boost employee engagement and enhance organizational performance. A4: analyze the connection between managing Human Resources and improving organizational outcomes, exploring how HR influences business sustainability and workforce motivation.</p>



3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: critically analyze HR strategies to enhance employee engagement.</p> <p>B2: design, develop and implement HR action plans effectively that align with organisational goals and promote a high-performance culture..</p> <p>B3: assess and measure the impact of HR practices on organizational performance, using qualitative and quantitative analysis.</p> <p>B4: apply critical thinking and problem-solving techniques to address HR-related challenges, incorporating ethical and sustainability considerations.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- communicate HR concepts effectively and collaborate with teams to achieve organizational goals.</p> <p>C2: conduct independent research and evidence-based investigations, reflecting critically on HRM practices and their implications in a global business environment.</p> <p>C3: utilize data-driven insights to adapt to dynamic business environments and HR trends.</p> <p>C4: Lead initiatives to foster a culture of continuous learning, employee well-being, and engagement..</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• navigate and utilize online learning platforms to support professional development in HRM.</li><li>• apply office productivity tools for HR data analysis, reporting, and strategic planning.</li><li>• create and deliver dynamic online presentations to communicate HR strategies and policies effectively.</li><li>• conduct systematic online research, critically evaluating sources for HRM case studies and trends.</li></ul>
-----	---------------	---



		<ul style="list-style-type: none"><li>use video conferencing tools (e.g., Zoom, Teams, Google Meet) to manage virtual HR collaborations and training sessions.</li><li>implement plagiarism detection and citation management software (e.g., Turnitin, Mendeley, Zotero) to maintain academic and professional integrity.</li><li>engage in peer-to-peer collaboration, leveraging digital tools for HR knowledge exchange and best practice sharing.</li><li>organize and facilitate virtual learning communities to drive HR innovation and leadership development.</li><li>utilize HR analytics software to track employee engagement and workforce performance.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								



9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Human Resource Management and Organisational Learning</b></p> <ul style="list-style-type: none"><li>• Develop, advise, and implement policies related to personnel use</li><li>• Organisational development and learning</li><li>• Theories of learning</li></ul> <p><b>Unit 2: Learning and Talent Development Strategies</b></p> <ul style="list-style-type: none"><li>• Formulation and implementation of learning processes</li><li>• Talent development strategies</li></ul> <p><b>Unit 3: Workforce Planning and Skill Development</b></p> <ul style="list-style-type: none"><li>• Workforce planning processes and factors</li><li>• Skill mix, training, and development for organisational aims</li></ul>



	<p><b>Unit 4: Change Management</b></p> <ul style="list-style-type: none"><li>• Change management processes</li><li>• Barriers to change: uncertainty, poor planning, lack of consensus, resistance, leadership, and managerial challenges</li></ul> <p><b>Unit 5: HR Delivery and Perspectives</b></p> <ul style="list-style-type: none"><li>• Changing context of HR delivery: classic, business partnering, shared services, centres of expertise</li><li>• Normative, critical, behavioral, systems, and transaction cost perspectives</li><li>• Challenges, drivers, skills, and boundaries</li></ul> <p><b>Unit 6: Evaluating HR Functions</b></p> <ul style="list-style-type: none"><li>• Rationale for evaluating HR functions: future investment, improvement, workforce planning, intellectual capital, accountability, motivation, and productivity</li><li>• Evaluation models: Kirkpatrick, return on investment models, Balanced Scorecard</li></ul> <p><b>Unit 7: Employee Engagement and Learning</b></p> <ul style="list-style-type: none"><li>• Theories of employee engagement</li><li>• Relationship between employee engagement, learning, and managerial leadership</li></ul> <p><b>Unit 8: HR Strategies and Competitive Differentiation</b></p> <ul style="list-style-type: none"><li>• Development of HRM competitive differentiators</li><li>• Factors affecting employee learning and engagement</li><li>• Relationship between employee engagement, performance, and organisational performance</li><li>• Design and implementation of action plans for promoting engagement and performance</li></ul> <p><b>Unit 9: Contemporary Issues in HRM</b></p> <ul style="list-style-type: none"><li>• PESTEL analysis</li><li>• Competition and organisational performance</li><li>• Theoretical frameworks: HRM practice leads to HR outcomes and organisational performance</li><li>• Gallup studies, strength-based performance management</li><li>• Definition and economic value of human capital</li></ul> <p><b>Unit 10: Performance Appraisal and HR Evaluation Models</b></p> <ul style="list-style-type: none"><li>• Performance relationship: decision-making, education, training, health, and HR metrics</li><li>• Rating scales, critical incidents, job satisfaction, objective production, judgemental evaluation, peer and self-assessment, negotiated performance appraisal</li><li>• Evaluation models: Kirkpatrick, return on investment models, Balanced Scorecard</li></ul>
--	---



		<p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a detailed HR strategy and implementation plan for an organisation of choice. The project should include workforce planning, learning and development strategies, change management plans, evaluation of HR functions using appropriate models, and action plans for enhancing employee engagement and organisational performance. It</p>



		<p>should be prepared in 2000 words and demonstrate critical analysis, application of theoretical concepts, and practical implementation skills.</p> <p>Submission deadline: 2 weeks after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type off assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Armstrong, M., &amp; Taylor, S. (2020). Armstrong's Handbook of Human Resource Management Practice (15th ed.). Kogan Page.</li><li>2. Noe, R. A., Hollenbeck, J. R., Gerhart, B., &amp; Wright, P. M. (2019). Human Resource Management: Gaining a Competitive Advantage (11th ed.). McGraw-Hill Education.</li></ol> <p>Supplementary Reading List</p>



	<ol style="list-style-type: none"><li>1. Boxall, P., Purcell, J., &amp; Wright, P. (2018). <i>The Oxford Handbook of Human Resource Management</i>. Oxford University Press.</li><li>2. Storey, J., Ulrich, D., &amp; Wright, P. (2019). <i>The Routledge Companion to Strategic Human Resource Management</i>. Routledge.</li><li>3. Ulrich, D., &amp; Dulebohn, J. H. (2019). Are We There Yet? What's Next for HR?. <i>Human Resource Management Review</i>, 29(3), 245-257.</li><li>4. Gallup (2018). <i>State of the Global Workplace</i>. Gallup Press.</li><li>5. Kew, J., &amp; Stredwick, J. (2017). <i>Human Resource Management in a Business Context</i> (3rd ed.). Kogan Page.</li><li>6. Bach, S., &amp; Edwards, M. (2019). <i>Managing Human Resources: Human Resource Management in Transition</i> (6th ed.). Wiley-Blackwell.</li></ol> <p><b>Journals Recommended:</b></p> <ol style="list-style-type: none"><li>1. <i>Journal of Organizational Behavior</i></li><li>2. <i>Academy of Management Learning &amp; Education</i></li><li>3. <i>Human Resource Management Journal</i></li><li>4. <i>Journal of Workplace Learning</i></li><li>5. <i>Journal of Applied Behavioral Science</i></li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped</p>
--	--



		to apply your learning in real-world settings and foster deeper engagement with the subject matter.
--	--	---

### MGHR7202: Leadership Development and Performance Management

Module D : [MGSM7202]		
1	<b>Title of Module/Title</b>	<b>Leadership Development and Performance Management</b>
2	<b>Module/Unit Description</b>	This module is designed to enhance learners' strategic leadership and management knowledge and skills. Students will explore how leadership and management contribute to improving teamwork, communication, and overall organisational performance. The course focuses on the roles and competencies essential for strategic-level positions, emphasizing critical thinking and decision-making abilities necessary for effective leadership. Through case studies and practical applications, learners will develop a deep understanding of the strategic impact leaders have on fostering a collaborative and high-performing organisational culture.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: <ol style="list-style-type: none"><li>analyze complex situations and make informed decisions that align with organizational goals.</li><li>proficiently convey ideas clearly and persuasively to diverse audiences, fostering collaboration.</li><li>inspire, motivate, and guide teams towards achieving high performance and common objectives.</li><li>design and implement systems to assess and enhance individual and team performance.</li></ol> lead and manage organizational change, addressing challenges and driving innovation.
3.2	<b>Knowledge</b>	At the end of the module/unit the learner will have been exposed to the following:



		<p>A1: Comprehend and critically evaluate the foundational principles of leadership and management.</p> <p>A2: Grasp the processes of learning and development within leadership and management contexts.</p> <p>A3: examine the structure and benefits of leadership and management development programs.</p> <p>A4: evaluate the impact of motivation, teamwork, and communication on effective leadership.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>B1: apply strategic leadership techniques to enhance organizational performance.</p> <p>B2: demonstrate effective communication and teamwork skills in leadership roles.</p> <p>B3: implement leadership and management development programs.</p> <p>B4: analyze and improve motivational strategies within teams.</p> <p>B5: critically evaluate performance management frameworks and apply evidence-based approaches to improving individual and organizational effectiveness.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- adapt leadership styles to various organizational contexts and collaborate effectively across diverse teams and departments.</p> <p>C2: solve complex problems using data-driven insights and strategic decision-making skills.</p> <p>C3: lead initiatives that drive change and innovation within organizations.</p> <p>C4- acquire skills in conducting independent research, performing in-depth investigations, and consistently reflecting on personal learning within context.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p>



		At the end of the module/unit, the learner will be able to <ul style="list-style-type: none"><li>use digital learning platforms to enhance leadership development and knowledge acquisition.</li><li>leverage office productivity tools (e.g., MS Office, Google Suite) for performance analysis and strategic planning.</li><li>create and deliver engaging online presentations to communicate leadership strategies.</li><li>conduct independent online research, critically assessing data for leadership decision-making.</li><li>utilize video conferencing platforms (e.g., Zoom, Teams, Webex) for virtual leadership collaboration.</li><li>employ plagiarism detection and citation management software to maintain academic and professional integrity.</li><li>engage in online peer-to-peer collaboration, applying leadership theories in practical discussions.</li><li>organize and facilitate virtual leadership training and performance management workshops.</li><li>use HR and performance analytics software to monitor and enhance employee development.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td><input type="text" value="30"/></td></tr><tr><td>Self – Study Hours</td><td><input type="text" value="60"/></td></tr><tr><td>Assessment Hours</td><td><input type="text" value="30"/></td></tr><tr><td>Supervised Placement and Practice Hours</td><td><input type="text" value="30"/></td></tr></table>	Total Contact Hours	<input type="text" value="30"/>	Self – Study Hours	<input type="text" value="60"/>	Assessment Hours	<input type="text" value="30"/>	Supervised Placement and Practice Hours	<input type="text" value="30"/>
Total Contact Hours	<input type="text" value="30"/>									
Self – Study Hours	<input type="text" value="60"/>									
Assessment Hours	<input type="text" value="30"/>									
Supervised Placement and Practice Hours	<input type="text" value="30"/>									
7	<b>Total Learning Hours for this module/unit.</b>	150								



8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div> Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1: Leadership and Management Concepts</p> <ul style="list-style-type: none"><li>• Explore the fundamental concepts of leadership and management.</li></ul>



	<ul style="list-style-type: none"><li>• Analyze the differences and similarities between leadership and management roles.</li><li>• Study key theories including trait theory, process theory, transactional and transformational leadership, and situational leadership.</li></ul> <p><b>Unit 2: Theories of Leadership</b></p> <ul style="list-style-type: none"><li>• Examine various dimensions of leadership theories such as contingency theory, task vs. relationship orientation, and integrated leader-manager models.</li><li>• Delve into classic management theories including human relations theory, neo-human relations theory, and system theory.</li></ul> <p><b>Unit 3: Characteristics of Effective Leadership and Management</b></p> <ul style="list-style-type: none"><li>• Define and identify the indicators of effective leadership and management.</li><li>• Assess the significance of competency models in leadership and management.</li><li>• Investigate the role of instructional learning, emotional intelligence, cultural intelligence, and self-awareness in developing effective leaders and managers.</li></ul> <p><b>Unit 4: Training, Coaching, and Mentoring</b></p> <ul style="list-style-type: none"><li>• Define and differentiate between training, coaching, mentoring, and preceptorship.</li><li>• Explore power dynamics, duration, and boundaries in these development processes.</li></ul> <p><b>Unit 5: Trends in Learning and Development</b></p> <ul style="list-style-type: none"><li>• Analyze contemporary trends in learning such as collaborative learning, mobile delivery, personalization, and technology integration.</li><li>• Study methods including synchronous online delivery, microlearning, and the impact of neuroscience on learning.</li></ul> <p><b>Unit 6: Economic Influences and Funding</b></p> <ul style="list-style-type: none"><li>• Understand the economic factors influencing training and development.</li></ul>
--	---



	<ul style="list-style-type: none"><li>Examine the impact of the national economic climate and priorities on training funding and implementation.</li></ul> <p><b>Unit 7: Leadership Metrics and Evaluation</b></p> <ul style="list-style-type: none"><li>Identify and evaluate leadership gap indicators and metrics.</li><li>Assess leadership competencies, accountability, and outcomes.</li><li>Analyze internal and external impacts of leadership on organizational performance and measure value for money and change effectiveness.</li></ul> <p><b>Unit 8: Relationship Between Leadership, Motivation, and Performance</b></p> <ul style="list-style-type: none"><li>Explore the connection between leadership, motivation, teamwork, and effective communication.</li><li>Study the impact of these elements on individual and organizational performance.</li></ul> <p><b>Unit 9: Employee and Organizational Performance</b></p> <ul style="list-style-type: none"><li>Define and evaluate concepts of employee performance and organizational performance.</li><li>Examine factors affecting performance and methods to enhance both.</li></ul> <p><b>Unit 10: Group Dynamics and Communication</b></p> <ul style="list-style-type: none"><li>Analyze group dynamics and team development theories such as Tuckman's model and Belbin's team roles.</li><li>Study motivation theories including Maslow's Need Hierarchy, Herzberg's Motivation-Hygiene Theory, and Vroom's Expectancy Theory.</li><li>Explore communication models such as Berlo's SMCR Model and Shannon-Weaver Model, and address barriers to effective communication.</li></ul> <p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p>
--	--



		<ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of the final assessment is two parts: a 1500 word detailed policy proposal aimed at improving leadership effectiveness, employee engagement, and organizational performance and a 500 words reflective analysis of the learning journey throughout the course to be submitted 1 week after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p>



		<p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Northouse, P.G. (2021). Leadership: Theory and Practice (8th ed.). Thousand Oaks, CA: Sage Publications.</li><li>2. Goleman, D., Boyatzis, R.E., &amp; McKee, A. (2020). Primal Leadership: Unleashing the Power of Emotional Intelligence. Harvard Business Review Press.</li><li>3. Zenger, J., &amp; Folkman, J. (2020). The Extraordinary Leader: Going Beyond the Level 5 Leader. McGraw-Hill Education.</li><li>4. Kouzes, J.M., &amp; Posner, B.Z. (2020). The Leadership Challenge (7th ed.). Wiley.</li><li>5. Avolio, B.J., &amp; Walumbwa, F.O. (2020). Authentic Leadership Theory and Practice: Origins, Effects, and Development. Emerald Publishing.</li></ol> <p>Supplementary Reading List</p>



	<ol style="list-style-type: none"><li>1. Kouzes, J. M., &amp; Posner, B. Z. (2017). <i>The leadership challenge: How to make extraordinary things happen in organizations</i> (6th ed.). Wiley.</li><li>2. Avolio, B. J., &amp; Bass, B. M. (2021). <i>Transformational leadership: A response to critiques</i> (3rd ed.). Routledge.</li><li>3. Beer, M., &amp; Eisenstat, R. A. (2020). The silent killers of strategy implementation and learning. <i>Sloan Management Review</i>, 61(2), 1-8.</li><li>4. Goleman, D. (2018). <i>Emotional intelligence: Why it can matter more than IQ</i> (10th ed.). Bantam.</li><li>5. Senge, P. M. (2019). <i>The fifth discipline: The art and practice of the learning organization</i> (20th ed.). Doubleday.</li></ol> <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"><li>1. <i>Leadership &amp; Organization Development Journal</i></li><li>2. <i>Journal of Leadership &amp; Organizational Studies</i></li><li>3. <i>The Leadership Quarterly</i></li><li>4. <i>Journal of Business and Psychology</i></li><li>5. <i>International Journal of Human Resource Management</i></li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	---



**MGHR7203: Global Resourcing, Talent and Reward Management**

Module D : [MGSM7203]		
1	<b>Title of Module/Title</b>	<b>Global Resourcing, Talent and Reward Management</b>
2	<b>Module/Unit Description</b>	<p>The Global Resourcing, Talent, and Reward Management course is designed to provide MBA students with a comprehensive understanding of the fundamental principles and advanced practices in global talent management. This module explores the multifaceted domains of resourcing, talent acquisition, and reward systems within corporate settings, emphasizing the strategic alignment of these processes with global business objectives.</p> <p>Students will delve into the core aspects of recruitment and selection, examining contemporary strategies for attracting and retaining top talent across diverse international markets. The course will cover effective methodologies for managing employee performance and implementing reward systems that are both equitable and motivational on a global scale. Emphasis will be placed on understanding the theoretical underpinnings and practical applications of these concepts in a multinational context.</p> <p>As a specialisation course, learners will develop a nuanced perspective on the challenges and opportunities associated with global talent management. They will gain insight into various global approaches to performance management and reward strategies, learning to navigate and address the complexities inherent in managing a diverse workforce. By integrating theoretical knowledge with practical case studies, students will be equipped to devise and implement effective global resourcing strategies that align with organizational goals and enhance overall performance.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. design and execute effective global recruitment and selection strategies, aligning talent acquisition practices with organizational goals across diverse international markets.</li></ol>



		<ol style="list-style-type: none"><li>2. develop and implement performance management and reward systems that are equitable, motivational, and tailored to the complexities of a global workforce.</li><li>3. manage and retain talent in a multinational context, addressing cultural differences and leveraging global talent to enhance organizational performance.</li><li>4. apply theoretical frameworks to practical scenarios in global talent management, including recruitment, employee retention, and dismissal processes.</li><li>5. align global talent management strategies with broader organizational objectives, ensuring that resourcing and reward practices contribute to overall business success.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: comprehend the complexities and challenges associated with managing talent on a global scale.</p> <p>A2: interpret the connection between global talent management practices and organizational strategy.</p> <p>A3: evaluate the effectiveness of performance and reward management systems within various organizational settings.</p> <p>A4: construct the processes involved in designing and implementing performance and reward management systems tailored to organizational needs.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: develop and execute global talent management strategies that align with organizational goals, ensuring effective recruitment, selection, and retention across diverse geographic locations.</p> <p>B2: design and implement performance management systems that facilitate objective evaluations and support continuous improvement, utilizing appropriate metrics and feedback mechanisms.</p>



	<p>B3: create and manage reward structures that are equitable, competitive, and aligned with organizational objectives, while addressing the diverse needs of a global workforce.</p> <p>B4: analyze and address challenges in global resourcing and talent management, applying problem-solving techniques to overcome barriers and optimize workforce effectiveness.</p> <p>B5: utilize data and insights to inform decision-making in talent and reward management, employing analytical tools to assess the impact of various strategies on organizational performance.</p>	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- apply strategic thinking skills to align global talent management practices with broader organizational objectives, demonstrating the ability to integrate HR strategies with business goals.</p> <p>C2 - communicate effectively across cultural and organizational boundaries, leveraging skills in negotiation and collaboration to build and maintain relationships with diverse stakeholders.</p> <p>C3 - adapt management techniques to various cultural and organizational contexts, showcasing the ability to tailor approaches to different environments and workforce dynamics.</p> <p>C4 - demonstrate leadership in managing complex HR projects, including the ability to lead cross-functional teams and manage initiatives that span multiple regions and business units.</p> <p>C5 - apply analytical and problem-solving skills to real-world HR scenarios, utilizing evidence-based approaches to make informed decisions and drive improvements in global resourcing, talent management, and reward systems.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p>
--	---	--



		<ul style="list-style-type: none"><li>• Dealing with different learning platforms</li><li>• Use of the Office package or comparable office software</li><li>• Creating online presentations</li><li>• Independent online search on the Internet</li><li>• Use of various video conferencing systems</li><li>• Scan, print and upload online</li><li>• Working with e-book readers</li><li>• Using plagiarism software</li><li>• Online peer-to-peer collaboration</li><li>• Communicating via WhatsApp, Skype, Teams etc.</li><li>• Independent organisation of student InterVision meetings based on various online platforms</li><li>• Dealing with citation software</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span>  Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning



9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Talent Management</b></p> <ul style="list-style-type: none"><li>• Definitions and key concepts: Succession planning, HR development, organizational learning</li><li>• Drivers of talent management and competitive talent flow</li><li>• Leadership and talent pipeline requirements</li></ul> <p><b>Unit 2: Barriers and Challenges</b></p> <ul style="list-style-type: none"><li>• Barriers to corporate enhancement of talent</li><li>• Talent management failure and agency theory</li><li>• Home vs. host country contexts and social acceptance</li></ul> <p><b>Unit 3: Strategic Talent Management</b></p> <ul style="list-style-type: none"><li>• Developing talent management strategies</li></ul>



	<ul style="list-style-type: none"><li>• Alignment with corporate governance and commitment</li><li>• Metrics for measuring compliance and investment justification</li></ul> <p><b>Unit 4: Talent and Performance Management</b></p> <ul style="list-style-type: none"><li>• Relationship between talent and performance management</li><li>• Performance management cycles and goal-setting theories</li><li>• Building a high-engagement culture</li></ul> <p><b>Unit 5: External and Internal Influences</b></p> <ul style="list-style-type: none"><li>• External factors: Power balance, culture, and financial remuneration</li><li>• Internal factors: Motivation, ownership, and team compositions</li><li>• Core norms and learning and development strategies</li></ul> <p><b>Unit 6: Designing Reward Systems</b></p> <ul style="list-style-type: none"><li>• Process and content design options</li><li>• Performance payoffs and incentives</li><li>• Fairness and strategic alignment</li></ul> <p><b>Unit 7: Feedback and Impact</b></p> <ul style="list-style-type: none"><li>• Designing effective feedback systems</li><li>• Consequences of performance and reward systems</li><li>• Benchmark data and measures of success</li></ul> <p><b>Unit 8: Global Leadership Skills</b></p> <ul style="list-style-type: none"><li>• Development of global leadership competencies</li><li>• Economic climates and their impact on talent management</li><li>• Reputation and legitimacy in talent management</li></ul> <p><b>Unit 9: Talent Management Strategy Implementation</b></p> <ul style="list-style-type: none"><li>• Tracking impact on business strategy</li><li>• Role of HR in talent management</li><li>• External credibility and stakeholder engagement</li></ul> <p><b>Unit 10: Evaluation and Continuous Improvement</b></p> <ul style="list-style-type: none"><li>• Barriers to assessment and effectiveness measures</li><li>• Economic value added and competency skills</li><li>• Continuous improvement in talent and reward management</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li></ol>
--	---



		<ol style="list-style-type: none"><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a case study to be analysed in 1500 words to be submitted 1 week after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date.</p>



		<p>The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Armstrong, M. (2020). <i>Armstrong's Handbook of Reward Management Practice: Improving Performance Through Reward</i>. Kogan Page.</li><li>2. Scullion, H., &amp; Collings, D. G. (2017). <i>Global Talent Management</i>. Routledge.</li></ol> <p>Supplementary Reading List</p> <ol style="list-style-type: none"><li>1. Boudreau, J. W., &amp; Cascio, W. F. (2018). <i>The Global Challenge: Frameworks for International Human Resource Management</i>. Sage.</li><li>2. Collings, D. G., Mellahi, K., &amp; Cascio, W. F. (2018). <i>The Oxford Handbook of Talent Management</i>. Oxford University Press.</li><li>3. Goldsmith, M., &amp; Carter, L. (2018). <i>Best Practices in Talent Management: How the World's Leading Corporations Manage, Develop, and Retain Top Talent</i>. Wiley.</li><li>4. Rees, G., &amp; Smith, P. E. (2021). <i>Strategic Human Resource Management: An International Perspective</i>. Sage.</li></ol>



		<p>5. Tarique, I., Briscoe, D. R., &amp; Schuler, R. S. (2022). <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i>. Routledge.</p> <p><b>Recommended Journals:</b></p> <ol style="list-style-type: none"><li>1. International Journal of Human Resource Management</li><li>2. Journal of World Business</li><li>3. Human Resource Management Journal</li><li>4. The International Journal of Management Reviews</li><li>5. Journal of Global Mobility</li><li>6. European Journal of International Management</li><li>7. Journal of Business Research</li><li>8. Asia Pacific Journal of Human Resources</li><li>9. International Journal of Human Resource Studies</li><li>10. Compensation &amp; Benefits Review</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	--	---

#### MGHR7204: Managing Employment Relations and Employment Law

Module D : [MGSM7204]



1	<b>Title of Module/Title</b>	<b>Managing Employment Relations and Employment Law</b>
2	<b>Module/Unit Description</b>	<p>This course aims to enhance learners' comprehension of the fundamental principles governing the management of employment relations. Students will explore the intricacies of employee relations and employment law, emphasizing their purpose and application. A particular focus will be placed on the legislation surrounding recruitment and selection, as well as the employment protections available across various organizational contexts. This unit will equip learners with the knowledge to navigate and apply legal frameworks effectively, ensuring compliance and fostering positive workplace relations.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. interpret and apply employment laws effectively, ensuring organizational compliance across different contexts.</li><li>2. foster positive employee relations and resolve workplace conflicts to enhance organizational harmony.</li><li>3. understand recruitment and selection legislation, enabling informed decision-making in hiring processes.</li><li>4. evaluate and implement employment protection measures suited to diverse organizational structures.</li><li>5. identify legal risks and develop strategies to mitigate potential legal challenges in employment practices.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: comprehend fundamental principles of employment law within a specific jurisdiction, considering both national and international perspectives..</p> <p>A2: examine and evaluate recruitment and selection legislation applicable in a given region, with a focus on legal compliance and ethical considerations.</p> <p>A3: critically analyze employment protection measures for various workforce types.</p> <p>A4: evaluate employment relations processes, functions, and procedures at the organizational level.</p>



3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: apply Legal Knowledge and implement employment law in organizational contexts.</p> <p>B2: critically analyze compliance, assess recruitment and selection processes for legal adherence.</p> <p>B3: develop and implement HR Strategies and Design strategies that incorporate employment protection measures.</p> <p>B4: critically evaluate and resolve Disputes and analyze and resolve workplace conflicts using legal frameworks.</p> <p>B5: apply ethical reasoning and legal analysis in handling complex employment law scenarios, including dismissals, discrimination, and workplace rights.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- Analyse complex legal scenarios and propose solutions.</p> <p>C2 - Articulate legal concepts clearly to diverse audiences.</p> <p>C3 - Navigate and address employment-related challenges effectively.</p> <p>C4 - Work with legal and HR teams to enhance organizational practices.</p> <p>C5 - Apply analytical and problem-solving skills to real-world HR scenarios, utilizing evidence-based approaches to make informed decisions and drive improvements in global resourcing, talent management, and reward systems.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• utilize digital legal research tools to access and interpret employment law databases.</li><li>• leverage HR software solutions for compliance monitoring, policy implementation, and case management.</li><li>• conduct data-driven analysis on employment trends and legal compliance issues.</li></ul>
-----	---------------	--



		<ul style="list-style-type: none"><li>• create professional online presentations to communicate legal and HR policies effectively.</li><li>• use video conferencing tools (e.g., Zoom, Teams) for online dispute resolution and HR mediation.</li><li>• manage and submit legal documents digitally, ensuring security and accuracy.</li><li>• use plagiarism detection and citation management software for legal research and academic writing.</li><li>• engage in online peer-to-peer collaboration, participating in legal case studies and employment law simulations.</li><li>• organize and participate in virtual HR legal training and employment law workshops.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.								



		<p style="text-align: center;">%</p> <p>Contact Hours delivered Face to Face</p> <p style="text-align: center;">%</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Employment Law</b></p> <ul style="list-style-type: none"><li>• Core principles of employment law</li><li>• Common law origins and implications</li><li>• Legislative framework: Domestic, regional, and international</li></ul> <p><b>Unit 2: Employment Rights and Responsibilities</b></p> <ul style="list-style-type: none"><li>• Rights and responsibilities in employment</li><li>• Regulatory and legal rights: Payment, data protection, contracts</li><li>• Key acts: Data Protection Act, Employment Rights Act</li></ul> <p><b>Unit 3: Equality and Diversity in the Workplace</b></p> <ul style="list-style-type: none"><li>• Concepts of equality and diversity</li><li>• Types of discrimination: Direct, indirect, by association</li></ul>



	<ul style="list-style-type: none"><li>• Mechanisms for establishing fair contracts</li></ul> <p>Unit 4: Health, Safety, and Employment Legislation</p> <ul style="list-style-type: none"><li>• Health and safety regulations</li><li>• Employment legislation: Working time, leave policies</li><li>• Key acts: Work and Families Act, Disability Discrimination Act</li></ul> <p>Unit 5: Contract Law Fundamentals</p> <ul style="list-style-type: none"><li>• Basic principles of contract law</li><li>• Types of employment contracts</li><li>• Definition and rights of employees</li></ul> <p>Unit 6: Employment Disputes and Resolution</p> <ul style="list-style-type: none"><li>• Arbitration and trade unions</li><li>• Tribunal systems and employment protection</li><li>• Dismissal and redundancy procedures</li></ul> <p>Unit 7: Theories of Employment Relations</p> <ul style="list-style-type: none"><li>• Key theories and models</li><li>• Stakeholder roles in employment relationships</li><li>• Impact of local, national, and global contexts</li></ul> <p>Unit 8: Organisational Employment Relations Policies</p> <ul style="list-style-type: none"><li>• Policies for employee engagement and diversity</li><li>• Communication and bargaining processes</li><li>• Conflict resolution and change management</li></ul> <p>Unit 9: Integration of Employment Relations Processes</p> <ul style="list-style-type: none"><li>• Impact on organisational outcomes</li><li>• Policy and practice alignment</li><li>• Case studies and best practices</li></ul> <p>Unit 10: Future Trends in Employment Relations</p> <ul style="list-style-type: none"><li>• Emerging issues in employment law</li><li>• Technological impacts on employment relations</li><li>• Preparing for changes in the employment landscape</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li></ol>
--	--



		<p>6. All interactions take place via e-campus to maintain an adequate record of information.</p> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a case study to be analysed in 1500 words to be submitted 2 weeks after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the</p>



		assignment. The passing grades are 40% according to the defined rubrics.
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Kougiannou, N., &amp; Benamraoui, A. (2020). Managing Employee Relations. Routledge.</li><li>2. Bowers, J., &amp; Honeyball, S. (2021). Textbook on Employment Law. Oxford University Press.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Armstrong, M. (2020). Armstrong's Handbook of Human Resource Management Practice. Kogan Page.</li><li>2. Collins, H. (2019). Employment Law. Oxford University Press.</li><li>3. Deakin, S., &amp; Morris, G. S. (2018). Labour Law. Hart Publishing.</li><li>4. Sargeant, M. (2018). Employment Law. Pearson.</li><li>5. Walsh, J. (2021). Employment Law for Human Resource Practice. Cengage Learning.</li></ol> <p>Recommended Journals:</p> <ol style="list-style-type: none"><li>1. Industrial Relations Research Journal</li><li>2. Journal of Employment Relations</li><li>3. Industrial Relations Journal</li><li>4. Employee Relations</li><li>5. Labour &amp; Industry: A Journal of the Social and Economic Relations of Work</li></ol> <p>Final Note</p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While</p>



		<p>faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	--	--

### MGHR7205: Strategic Human Resource Learning & Development

Module D : [MGSM7205]		
1	Title of Module/Title	Strategic Human Resource Learning & Development
2	<b>Module/Unit Description</b>	<p>People make up organisations- their knowledge, skills, values and behaviours. Organizations must encourage the growth of all of these as part of their HRD strategy in order to survive and thrive. Human Resource Learning &amp; Development (L&amp;D) is a vital activity that consistently helps in the growth and advancement of individuals in organisations while also increasing the effectiveness of those organisations. Human Resource Development along with employee training looks into the practices and functions that impact the organisational as well as the individual learning. The purpose of this course is to explain and illustrate how human resource development contributes to not just an individual's but also organization's success and develop the basic skills to determine learning and training needs and to design and deliver learning programmes. Some of the topics covered in this course are- employee coaching and performance, competency framework of L&amp;D management, career planning and management and intellectual capital.</p> <p>The human resources development can be compared to a coach treating his athletic team. While a coach may recruit players who possess certain knowledge, abilities and skills, the aim is to hone those abilities and improve athletes in the long run. On similar lines, aim of this course is to expose the learners to a required level of coaching to reinforce on</p>



		the concepts, frameworks and theories that underpin human resource development.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. discuss the importance of learning and development in the workplace.</li><li>2. evaluate the advantages and disadvantages of developing human resources</li><li>3. identify challenges in labour relations as well as international policies and procedures</li><li>4. assess the learning process which begins with a training needs analysis and ends with a process of assessment and evaluation.</li><li>5. examine the challenges that come in developing the human resources</li><li>6. identify the effects of an organisation's human resource policies on employee growth and development</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: demonstrate a comprehensive understanding of key theories and models related to employee training and development, including adult learning theories, instructional design models, and performance improvement frameworks.</p> <p>A2 critically analyse the strategic role of human resource development within organizations, including how training and development align with overall business objectives and contribute to competitive advantage.</p> <p>A3 design, implementing, and evaluating effective training programs, including needs assessment, curriculum development, and the use of various training methodologies.</p> <p>A4 critically evaluates the principles and practices of talent management and succession planning, including identifying high-potential employees, creating development plans, and ensuring leadership continuity.</p> <p>A5 critique the effectiveness of training initiatives through various metrics and assessment tools, including return on investment (ROI), employee performance improvements, and organizational impact</p>



3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: develop the skills to design, deliver, and facilitate engaging and effective training sessions using a variety of instructional methods and technologies</p> <p>B2: master the ability to conduct comprehensive needs assessments to identify skill gaps and training requirements within an organization with use of data backed methods.</p> <p>B3: create and implement performance improvement plans that address individual and organizational development needs.</p> <p>B4: develop and execute talent development strategies, including career development programs, mentorship initiatives, and leadership training.</p> <p>B5: implement qualitative and quantitative methods to evaluate the impact and effectiveness of HR development programs.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- enhance leadership abilities and teamwork skills, essential for coordinating training initiatives and leading development projects.</p> <p>C2 - develop project management competencies, including planning, execution, and evaluation of training and development programs.</p> <p>C3 - improve communication skills for effectively conveying training content, providing feedback, and engaging with stakeholders at all levels.</p> <p>C4 - strengthen analytical and critical thinking skills to assess training needs, interpret data, and make informed decisions regarding HR development strategies.</p> <p>C5 - cultivate the ability to adapt to changing organizational needs and innovate in the design and delivery of training programs, ensuring they remain relevant and impactful.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p>



		<ul style="list-style-type: none"><li>• utilize digital legal research tools to access and interpret employment law databases.</li><li>• leverage HR software solutions for compliance monitoring, policy implementation, and case management.</li><li>• conduct data-driven analysis on employment trends and legal compliance issues.</li><li>• create professional online presentations to communicate legal and HR policies effectively.</li><li>• use video conferencing tools (e.g., Zoom, Teams) for online dispute resolution and HR mediation.</li><li>• manage and submit legal documents digitally, ensuring security and accuracy.</li><li>• use plagiarism detection and citation management software for legal research and academic writing.</li><li>• engage in online peer-to-peer collaboration, participating in legal case studies and employment law simulations.</li><li>• organize and participate in virtual HR legal training and employment law workshops.</li><li>• Independent organisation of student InterVision meetings based on various online platforms</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face								



		<input checked="" type="checkbox"/> 100% Online  <input type="checkbox"/> Blended Learning Point D9 is required to be filled in.  <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div> Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ul style="list-style-type: none"><li>• Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>• Notes of the faculty lecture</li><li>• Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>• Unit-wise assessment which is multiple choice questions.</li><li>• Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>• Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ul> <p><b>Curriculum</b></p> <p><b>Unit 1: The theoretical Foundations of HRD</b></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• Evolution of HRD</li><li>• Relationship between HRM and HRD</li><li>• Human Resource Development Functions</li><li>• Role and Competencies of HRD Professionals</li></ul>



	<ul style="list-style-type: none"><li>• Challenges to Organization and HRD professionals</li><li>• Employee Behaviour</li><li>• Motivation as an Internal Influencer for HRD</li></ul> <p><b>Unit 2: Framework of HRD</b></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• HRD Processes</li><li>• Assessing HRD Needs</li><li>• HRD Model</li><li>• Competency framework of HRD</li><li>• HRD Interventions</li><li>• Designing Effective HRD Program</li></ul> <p><b>Unit 3: The Role of Learning in Organisations</b></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• Theories of Learning</li><li>• Experiential Learning</li><li>• Contextual Factors Influencing Informal Learning in a Workplace</li><li>• How Groups Learn: The Role of Communication Patterns</li><li>• Adult Learning</li><li>• Organizational Learning vs learning organizations</li></ul> <p><b>Unit 4: Performance Management and Human Resource Development</b></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• What is performance management?</li><li>• The effectiveness of performance management</li><li>• Performance appraisal</li></ul> <p><b>Unit 5: Training Needs Assessment</b></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• Factors that lead to the training needs assessment</li><li>• The Needs Assessment Process</li><li>• Training Methods and Techniques</li><li>• Implementation of Training Programs</li></ul> <p><b>Unit 6: Evaluating HRD programs</b></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• Models and Framework of Evaluation</li><li>• KIRKPATRICK'S Evaluation Framework</li><li>• Assessing the Impact of HRD Programs</li><li>• Human Resource Development Applications</li><li>• Fundamental Concepts of Socialization</li><li>• Realistic Job Review</li></ul> <p><b>Unit 7: Career Management and Development</b></p>
--	---



	<ul style="list-style-type: none"><li>● Introduction</li><li>● Concept of Career Planning</li><li>● Concept of Career Management</li><li>● Models of Career Development</li><li>● The HRD and Career Development Professionals' Responsibility</li><li>● Career Development Practices and Activities</li><li>● Developmental Programs</li><li>● Understand Career Plateau</li></ul> <p><b>Unit 8: Employee Wellness and Health Program</b></p> <ul style="list-style-type: none"><li>● Introduction</li><li>● Employee Counseling as an HRD Activity</li><li>● The Link Between Employee Counseling and Coaching</li><li>● Employee Counselling Program</li><li>● Mentoring</li><li>● Employee Assistance Programs</li><li>● Mental Health</li><li>● Stress Management</li><li>● Levels of Wellness Program</li></ul> <p><b>Unit 9: WorkForce Reduction, Realignment and Retention</b></p> <ul style="list-style-type: none"><li>● Introduction</li><li>● The effects of Mergers and Acquisitions</li><li>● Managing Survivors of Downsizing</li><li>● Retention of Human Resources</li><li>● Organizational Strategies, Opportunities, and Management</li><li>● Benchmarking Analysis</li><li>● Diversity of Workforce</li><li>● Human resource development programs for culturally diversified employees</li></ul> <p><b>Unit 10: The future of HRD and HRD Ethics</b></p> <ul style="list-style-type: none"><li>● Introduction</li><li>● Intellectual capital</li><li>● Research, practice and education of HRD for innovation and talent development and management</li><li>● Role of HRD in developing ethical attitude and behavior and development</li><li>● Impact of Globalization on HRD</li><li>● Expatriate and Repatriate Support and Development</li><li>● Global Assignment Management</li></ul> <p><b>Support:</b></p>
--	--



		<p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ul style="list-style-type: none"><li>• Student Success Manager: is the first point of contact for every student for any query.</li><li>• If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>• If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>• If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>• In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>• All interactions take place via e-campus to maintain an adequate record of information.</li></ul> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ul style="list-style-type: none"><li>• Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>• The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ul>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a case study to be analysed in 1500 words to be submitted 3 weeks after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p>



		<p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Gold, J., Holden, R., Illes, P., Stewart, J., and Beardwell, J. (2021) <i>Human Resource Development: Theory and Practice</i>. 3rd edn. London: Palgrave Macmillan.</li><li>2. Noe, R.A. (2020) <i>Employee Training and Development</i>. 8th edn. New York: McGraw-Hill Education.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Armstrong, M. and Taylor, S. (2020) <i>Armstrong's Handbook of Human Resource Management Practice</i>. 15th edn. London: Kogan Page.</li><li>2. Garavan, T.N., O'Brien, F., and Watson, S. (2020) <i>Strategic Human Resource Development: An Evidence-Based Approach</i>. London: Routledge.</li></ol>



		<p>3. Swanson, R.A. and Holton, E.F. (2021) <i>Foundations of Human Resource Development</i>. 3rd edn. San Francisco: Berrett-Koehler Publishers.</p> <p>4. Werner, J.M. and DeSimone, R.L. (2022) <i>Human Resource Development</i>. 8th edn. Boston: Cengage Learning.</p> <p>5. Tharenou, P., Saks, A.M., and Moore, C. (2021) <i>Learning and Development in Organizations: An Evidence-Based Approach</i>. London: Routledge.</p> <p>6. Gubbins, C. and Garavan, T.N. (eds.) (2022) <i>Advances in Human Resource Development and Training: New Perspectives and Approaches</i>. London: Routledge.</p> <p><b>Recommended Journals:</b></p> <ol style="list-style-type: none"><li>1. Human Resource Development Quarterly</li><li>2. Journal of Workplace Learning</li><li>3. International Journal of Training and Development</li><li>4. Human Resource Management Review</li><li>5. Journal of Human Resource Management</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	--	---



## RESEARCH, INNOVATION & MASTER THESIS (30 ECTS)

Ref	Module/Unit Title	Compulsory (C) or Elective (E).	ECTS	MQF	Mode of Teaching	Mode of Assessment
<b>RESEARCH, INNOVATION &amp; MASTER THESIS (30 ECTS)</b>						
MG7111	Innovation Management and Design Thinking for Entrepreneurs	C	6	7	Online	40% Continuous and 60% End of the module submission
MG7112	Data-Driven Research and Analytical Insights	C	6	7	Online	
MG7113	Capstone Consulting Project	C	18	7	Online	100% Master Thesis

### MG7111 Innovation Management and Design Thinking for Entrepreneurs

Module D : [ MG7111 ]		
1	<b>Title of Module/Title</b>	<b>Innovation Management and Design Thinking for Entrepreneurs</b>
2	<b>Module/Unit Description</b>	This module provides MBA students with the critical skills and knowledge to drive innovation and apply design thinking in entrepreneurial ventures. Students will explore the principles of innovation management, the processes involved in bringing new ideas to market, and the strategic use of design thinking to solve complex business problems. The module integrates theory with practical applications, enabling students to cultivate a mindset for creativity, experimentation, and customer-centric design. By the end of the module, students will be equipped to lead innovation initiatives and create sustainable value in entrepreneurial contexts.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. generate innovative solutions to complex business challenges using design thinking principles.



		<ol style="list-style-type: none"><li>2. manage and lead innovation processes within entrepreneurial ventures.</li><li>3. apply customer insights to develop products and services that meet market needs.</li><li>4. develop and test prototypes to validate ideas and refine solutions.</li><li>5. lead teams in fostering a culture of innovation and creativity.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning:</p> <p>A1: critique the fundamental concepts and frameworks of innovation management and their application in entrepreneurial settings and justifying their relevance to modern business challenges.</p> <p>A2: analyze the role of design thinking in driving innovation, synthesizing its methodologies to solve complex business problems and proposing strategies for their integration into entrepreneurial practice.</p> <p>A3: evaluate different innovation strategies and their impact on business success.</p> <p>A4: interpret the relationship between innovation, entrepreneurship, and competitive advantage, integrating evidence from real-world case studies to formulate conclusions on their interconnectedness.</p> <p>A5: create and manage an innovation portfolio, applying models and frameworks to effectively align innovation activities with business goals and growth strategies.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: Apply design thinking methodologies to identify customer needs, synthesizing insights to develop innovative solutions and evaluating their potential for market impact.</p> <p>B2: Manage the innovation process from idea generation to commercialization, designing action plans that integrate market research and consumer feedback to reduce risks and maximize potential.</p>



		<p>B3: Develop and test prototypes, iterating upon feedback to refine business ideas, assessing their feasibility and applying lean startup principles to optimize time-to-market.</p> <p>B4: Lead and collaborate effectively in multidisciplinary teams to drive innovation initiatives.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- identify learning needs and design development plans to address them and reflecting on progress throughout the module.</p> <p>C2-cultivate an awareness of the impact of your own thinking and behaviour and use this as the basis for developing your professional and personal competences during this module.</p> <p>C3- conduct an independent inquiry, investigation and on-going reflection on your own learning in context.</p>
4	<b>MQF Level pegged for this module/unit</b>	<b>7</b>



5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <span style="border: 1px solid black; padding: 2px;">30</span>
		Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span>
		Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span>
		Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <span style="border: 1px solid black; padding: 2px;">%</span>  Contact Hours delivered Face to Face  <span style="border: 1px solid black; padding: 2px;">%</span>
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:



	<ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol>
	<p><b>Curriculum</b></p> <p>Unit 1: Introduction to Innovation and Entrepreneurship</p> <ul style="list-style-type: none"><li>1.1 Definitions and Key Concepts</li><li>1.2 The Role of Innovation in Entrepreneurship</li><li>1.3 Innovation as a Competitive Advantage</li></ul> <p>Unit 2: Innovation Theories and Models</p> <ul style="list-style-type: none"><li>2.1 Disruptive Innovation</li><li>2.2 Open Innovation</li><li>2.3 The Diffusion of Innovations</li></ul> <p>Unit 3: Design Thinking Principles</p> <ul style="list-style-type: none"><li>3.1 Understanding Design Thinking</li><li>3.2 The Design Thinking Process: Empathy, Define, Ideate, Prototype, Test</li><li>3.3 Design Thinking in Business Contexts</li></ul> <p>Unit 4: Idea Generation and Creativity Techniques</p> <ul style="list-style-type: none"><li>4.1 Brainstorming and Ideation Techniques</li><li>4.2 Creative Problem-Solving Methods</li><li>4.3 Fostering Creativity in Teams</li></ul> <p>Unit 5: Prototyping and Testing</p> <ul style="list-style-type: none"><li>5.1 Rapid Prototyping Techniques</li><li>5.2 User Testing and Feedback</li><li>5.3 Iteration and Refinement of Ideas</li></ul> <p>Unit 6: Innovation Strategy and Management</p> <ul style="list-style-type: none"><li>6.1 Developing an Innovation Strategy</li><li>6.2 Managing Innovation Portfolios</li><li>6.3 Innovation Metrics and KPIs</li></ul> <p>Unit 7: Customer-Centric Innovation</p> <ul style="list-style-type: none"><li>7.1 Understanding Customer Needs and Insights</li><li>7.2 User Experience (UX) Design</li><li>7.3 Creating Value Through Customer-Centric Design</li></ul>



	<p>Unit 8: Leading Innovation in Organizations</p> <ul style="list-style-type: none"><li>8.1 Building a Culture of Innovation</li><li>8.2 Leadership Styles for Innovation</li><li>8.3 Overcoming Barriers to Innovation</li></ul> <p>Unit 9: Innovation Ecosystems and Collaboration</p> <ul style="list-style-type: none"><li>9.1 Innovation Networks and Partnerships</li><li>9.2 The Role of Startups in Innovation Ecosystems</li><li>9.3 Collaboration Between Corporations and Startups</li></ul> <p>Unit 10: Commercializing Innovation</p> <ul style="list-style-type: none"><li>10.1 Go-to-Market Strategies</li><li>10.2 Scaling Innovation</li><li>10.3 Protecting Intellectual Property</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
--	--



11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is a written submission. The written submission will require the learners to choose a business challenge that requires innovative solutions (e.g., improving customer experience, entering a new market) and develop an innovation strategy which includes the application of design thinking methodologies. The analysis will be written in 2200 words and submitted 2 weeks after the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b>	NA



	<p>(if applicable)</p>	
13	<p><b>Reading List</b></p>	<p><b>Core Readings</b></p> <ol style="list-style-type: none"><li>1. Brown, T. (2019). <i>Change by Design: How Design Thinking Creates New Alternatives for Business and Society</i> (2nd ed.). New York: Harper Business.</li><li>2. Tidd, J. &amp; Bessant, J. (2020). <i>Managing Innovation: Integrating Technological, Market and Organizational Change</i> (7th ed.). Chichester: Wiley.</li><li>3. Osterwalder, A., Pigneur, Y., Bernarda, G., &amp; Smith, A. (2020). <i>Value Proposition Design: How to Create Products and Services Customers Want</i> (2nd ed.). Hoboken: Wiley.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Christensen, C.M. (2019). <i>The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail</i> (3rd ed.). Boston: Harvard Business Review Press.</li><li>2. Ries, E. (2017). <i>The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses</i>. London: Penguin Books.</li><li>3. Blank, S. (2020). <i>The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company</i> (2nd ed.). Hoboken: Wiley.</li><li>4. Kelley, T. &amp; Kelley, D. (2017). <i>Creative Confidence: Unleashing the Creative Potential Within Us All</i>. London: William Collins.</li><li>5. Govindarajan, V. (2018). <i>The Three Box Solution: A Strategy for Leading Innovation</i>. Boston: Harvard Business Review Press.</li></ol> <p><b>Online Resource</b></p> <ul style="list-style-type: none"><li>• IDEO U (2021). <i>Design Thinking for Innovation</i>. Available at: IDEO U.</li></ul> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. <i>Research Policy</i> (Innovation and management-related studies)</li><li>2. <i>Journal of Product Innovation Management</i> (focus on entrepreneurship and innovation)</li></ol>



		<ol style="list-style-type: none"><li>3. International Journal of Innovation Management (comprehensive exploration of innovation strategies)</li><li>4. Technovation (research on technology, innovation, and entrepreneurship)</li><li>5. Design Studies (focused on design thinking and its impact on innovation)</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	--	--

### MG7112 Data-Driven Research and Analytical Insights

Module D : [ MG7112]		
1	Title of Module/Title	Data-Driven Research and Analytical Insights
2	Module/Unit Description	
		<p>This module provides MBA students with the foundational skills and knowledge needed to conduct rigorous and effective research across various disciplines. Through this module, students learn the principles and techniques essential for designing, executing, and interpreting research studies. They delve into topics such as formulating research questions, selecting appropriate data collection methods, understanding sampling techniques, and mastering data</p>



		<p>analysis methods, both qualitative and quantitative. Moreover, the module covers ethical considerations, emphasising responsible and transparent research practices. Students gain proficiency in constructing research proposals, reviewing existing literature, and presenting findings with clarity and precision.</p> <p>This module is highly relevant to understand the systematic scientific research writing process. This process helps in putting in perspective all conceptual learning and provides a framework for continuous growth in one's own work environment.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. formulate a relevant research design that enables to answer the identified research questions, considering the limitations of the study.</li><li>2. implement evidence-based management perspectives to design research problems that can enhance the overall value to the stakeholders.</li><li>3. comprehend ethical considerations in research, including subjects' rights and integrity.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning:</p> <p>A1: recall and critically evaluate three pillars of evidence-based management- existing knowledge, conceptual framework and own prior experience to identify the research gap and their implications for data-driven decision-making.</p> <p>A2: forecast the application of possible recommendations that can be drawn from the research under study and its impact on the stakeholders, keeping the stakeholders informed and considering all ethical concerns concerning stakeholders.</p> <p>A3: conduct systematic literature review to identify the research gap and build upon the variables under study.</p> <p>A4: formulate a research design that enables to answer the identified research questions, select data collection and analysis method that corresponds to research questions, for instance selecting surveys for quantitative and causal research, whereas observations and small interviews for qualitative research.</p>



3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1: differentiate between qualitative and quantitative research methods, evaluating their respective strengths and limitations in addressing various research questions.</p> <p>B2: formulate clear, focused, and feasible research questions or hypotheses, critically assessing their relevance to the research context and objectives</p> <p>B3: identify and define research variables, developing operational definitions and selecting the most appropriate measurement scales for data collection and analysis.</p> <p>B4: design surveys, experiments, and observational methods used in quantitative research.</p> <p>B5: describe and summarise collected data using appropriate statistical measures.</p> <p>B6: learn to structure and write a research report, including results, discussion, and conclusions.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1: develop a comprehensive research proposal, designing the introduction, methodology, and expected outcomes, and justifying the proposed approach based on evidence and best practices.</p> <p>C2: present findings using effective presentation skills to communicate research findings clearly.</p> <p>C3: compile proper citation and apply plagiarism-checking tools, ensuring academic integrity and avoiding unethical practices in research writing.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• navigate various digital learning platforms, designing and presenting research findings using online tools such as Microsoft Office, Google Docs, and comparable software.</li><li>• conduct independent online searches for academic resources, evaluating the credibility and relevance of sources, and synthesizing information to support research objectives.</li></ul>
-----	---------------	--



		<ul style="list-style-type: none"><li>● use various video conferencing systems for collaboration, organizing and leading virtual meetings to discuss research progress and share insights.</li><li>● work with e-book readers and use citation software to organize and reference research materials accurately.</li><li>● collaborate on research projects through online peer-to-peer tools, engaging in constructive feedback and idea-sharing to improve research quality.</li><li>● independently organize student InterVision meetings through various online platforms, facilitating discussions that contribute to ongoing research development.</li><li>● apply sound transmission and camera technology during research presentations, ensuring clarity and professionalism in communication.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	MQF/EQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span>  Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning



9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Research Methods:</b> Understanding the nature and purpose of research, Differentiating between qualitative and quantitative research</p> <p><b>Unit 2: Research Design:</b> Formulating research questions and hypotheses, Selecting appropriate research designs (experimental, correlational, descriptive, etc.), Considering ethical considerations in research design</p> <p><b>Unit 3: Sampling Techniques</b> Understanding different sampling methods (random sampling, stratified sampling, convenience</p>



	<p>sampling, etc.), Assessing sample size and representativeness</p> <p><b>Unit 4: Data Collection Methods:</b> Surveys and questionnaires, Interviews (structured, semi-structured, unstructured), Observational methods (participant observation, naturalistic observation), Experimental methods, Case studies, Archival research</p> <p><b>Unit 5: Measurement and Instrumentation:</b> Reliability and validity of measurement instruments, Types of measurement scales (nominal, ordinal, interval, ratio), Constructing and validating measurement instruments</p> <p><b>Unit 6: Data Analysis Techniques:</b> Descriptive statistics (mean, median, mode, standard deviation, etc.), Inferential statistics (t-tests, ANOVA, correlation, regression, etc.), Qualitative data analysis techniques (content analysis, thematic analysis, grounded theory, etc.) using statistical software (SPSS, R, SAS, etc.)</p> <p><b>Unit 7: Interpreting and Presenting Results:</b> Interpreting statistical findings, Drawing conclusions based on research results, Presenting findings through written reports, presentations, and visualisations, Critical Thinking and Research</p> <p><b>Unit 8: Ethics:</b> Evaluating research studies critically, Understanding ethical principles in research (informed consent, confidentiality, minimising harm, etc.), Recognizing and avoiding research misconduct (plagiarism, fabrication, falsification)</p> <p><b>Unit 9: Special Topics in Research Methods:</b> Meta-analysis, Longitudinal studies, Mixed methods research, Cross-cultural research methods, Online research methods and digital data collection</p> <p><b>Unit 10: Practical Applications and Projects:</b> Hands-on experience with designing research studies, Conducting data collection and analysis. Presenting research findings.</p> <p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li></ol>
--	--



		<ol style="list-style-type: none"><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a report submission. The analysis will be written in 2000 words and submitted 2 weeks after the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p>



		<p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Saunders, M., Lewis, P., &amp; Thornhill, A. (2023). Research Methods for Business Students (English ed.). Paperback: Pearson.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Creswell, J.W. &amp; Creswell, J.D. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). Thousand Oaks, CA: Sage Publications.</li><li>2. Cooper, D.R. &amp; Schindler, P.S. (2019). Business Research Methods (13th ed.). New York: McGraw-Hill Education.</li><li>3. Silverman, D. (2019). Interpreting Qualitative Data (5th ed.). London: Sage Publications.</li><li>4. Fink, A. (2020). How to Conduct Surveys: A Step-by-Step Guide (6th ed.). Thousand Oaks, CA: Sage Publications.</li></ol> <p><b>Journals for Further Reading</b></p>



		<ol style="list-style-type: none"><li>1. Journal of Business Research (covers a range of business research methods and analytics)</li><li>2. The Journal of Quantitative Analysis in Sports (for data-driven research in sports business and analytics)</li><li>3. Journal of Marketing Research (valuable for business students focusing on quantitative research in marketing)</li><li>4. International Journal of Research in Marketing (emphasis on research methodologies used in marketing)</li><li>5. Journal of Business and Economic Statistics (focuses on the application of statistical and analytical methods in business)</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
--	--	--

### MG7113 Capstone Consulting Project

Module D : [ MG7113]		
1	Title of Module/Title	Capstone Consulting Project



2	Module/Unit Description	
		<p>The Capstone Consulting Project follows an Action Research methodology, ensuring that students engage in a continuous cycle of problem identification, analysis, intervention, and reflection. Students are expected to identify a real business problem, ideally from their own work environment or previous professional experience.</p> <p>For students without prior work experience, they will be encouraged to reflect on their academic projects, internships, or any event they have planned or managed. This approach allows them to apply theoretical concepts to practical scenarios, ensuring relevance and engagement.</p> <p>Individual reflection is a critical component of this assignment, helping students identify their areas of interest and passion while ensuring that the inquiry remains meaningful and applicable. Through scenario visualization and reflective analysis, students will develop a deeper understanding of business challenges, making the learning process more immersive and impactful.</p> <p>The research inquiry within the Capstone Consulting Project is designed to develop students' ability to conduct rigorous business research, applying both qualitative and quantitative methodologies to explore complex business challenges. Students will critically review existing literature, identify gaps in knowledge, and develop a well-structured research framework that supports data-driven decision-making. Through primary and secondary research, they will gather insights, analyze findings, and formulate strategic recommendations that address the identified problem. The project encourages innovative thinking, pushing students to design practical, evidence-based solutions that align with contemporary business trends and industry best practices.</p> <p>The Capstone Consulting Project adds significant value to stakeholders by bridging academic insights with real-world application. Students develop actionable strategies that can drive business improvement, enhance operational efficiency, or create competitive advantages. Whether addressing challenges in supply chain management, sustainability, digital transformation, or leadership, students ensure that their recommendations are aligned with organizational goals and stakeholder expectations. By engaging with real business problems, students cultivate strong analytical, leadership, and communication skills,</p>



		<p>positioning themselves as valuable contributors to their industries while reinforcing the programme's emphasis on strategic, ethical, and sustainable business solutions.</p> <p>The thesis will be supervised by the Institute's professor, ensuring academic rigor, research quality, and alignment with the programme's learning outcomes. However, students are also encouraged to seek an industry mentor from their own professional network or relevant industry connections. This dual mentorship approach enhances the practical insight of the research by integrating academic guidance with real-world expertise, allowing students to develop solutions that are not only theoretically sound but also industry-relevant and actionable.</p> <p>By engaging with an industry mentor, students gain exposure to practical challenges, industry trends, and stakeholder expectations, enriching their understanding of the business problem and refining their strategic recommendations. This collaboration fosters a deeper connection between academic research and professional practice, preparing students to translate their findings into real-world impact while building valuable networking opportunities for future career growth.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. conduct in-depth analysis of complex business issues and develop strategic recommendations.</li><li>2. manage consulting projects, including problem definition, stakeholder engagement, and solution implementation.</li><li>3. lead and collaborate within diverse teams to achieve project goals.</li><li>4. proficiently articulate ideas, presenting findings, and engaging with clients effectively.</li><li>5. think critically and creatively in addressing business challenges and proposing innovative solutions.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning and will be able to:</p>



		<p>A1: critically examine the principles and methodologies of consulting and their application to real-world business scenarios.</p> <p>A2: analyze and synthesize information from multiple business domains to formulate data-driven recommendations that enhance decision-making</p> <p>A3: evaluate the effectiveness of strategic recommendations by assessing their impact on organizational performance, sustainability, and competitive positioning.</p> <p>A4: investigate the ethical considerations involved in consulting projects, defending responsible decision-making practices and proposing strategies to mitigate ethical risks.</p> <p>A5: assess the complexities of client relationships and stakeholder management, formulating strategies to build trust, manage expectations, and drive long-term value in consulting engagements.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and be able to:</p> <p>B1: strategize, oversee, and adapt consulting projects from initiation to completion, integrating evidence-based methodologies and research-driven insights to ensure high-quality, sustainable business outcomes.</p> <p>B2: critically evaluate, interpret, and synthesize qualitative and quantitative data using advanced research techniques, ensuring that strategic recommendations are rigorously supported by empirical evidence and aligned with organizational goals.</p> <p>B3: design, structure, and deliver compelling, research-informed recommendations, leveraging investigative methods to justify proposed solutions while considering their long-term social, cultural, and environmental impacts.</p> <p>B4: facilitate, negotiate, and collaborate effectively with multidisciplinary teams and stakeholders, applying systems thinking and ethical reasoning to navigate complex business challenges and drive innovative, sustainable solutions.</p>



	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1: synthesize and apply advanced research methodologies, critically evaluate evidence, and integrate theoretical frameworks into real-world consulting practice. Demonstrate independent learning, strategic decision-making, stakeholder consultation, and implementation planning, while reflecting on professional growth and ethical responsibilities.</p> <p>C2: critique, refine, and apply ethical research and citation practices, ensuring academic integrity, intellectual rigor, and originality in consulting deliverables while safeguarding against plagiarism and maintaining transparency in evidence-based decision-making.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● leverage and integrate multiple digital learning platforms to support research, collaboration, and knowledge dissemination.</li><li>● utilize and customize office productivity software to structure complex consulting reports and presentations.</li><li>● develop and deliver interactive, research-based online presentations tailored to diverse business audiences.</li><li>● conduct advanced online research, critically assessing sources for reliability, validity, and relevance.</li><li>● facilitate virtual collaboration using video conferencing systems (e.g., Zoom, Teams, Google Meet) and manage real-time stakeholder engagement.</li><li>● scan, process, and digitally annotate research materials while ensuring accessibility and proper data management.</li><li>● effectively engage in online peer-to-peer collaboration, applying virtual teamwork strategies to co-develop consulting solutions.</li></ul>



		<ul style="list-style-type: none"><li>• navigate and apply citation management software (e.g., Mendeley, Zotero, EndNote) to streamline research documentation and referencing.</li><li>• manage digital ethics and security, ensuring compliance with data privacy regulations and ethical research standards.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	MQF/ EQF Level 7								
5	<b>Total Number of ECTS for this module/unit</b>	18								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>90</td></tr><tr><td>Self – Study Hours</td><td>180</td></tr><tr><td>Assessment Hours</td><td>90</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>90</td></tr></table>	Total Contact Hours	90	Self – Study Hours	180	Assessment Hours	90	Supervised Placement and Practice Hours	90
Total Contact Hours	90									
Self – Study Hours	180									
Assessment Hours	90									
Supervised Placement and Practice Hours	90									
7	<b>Total Learning Hours for this module/unit.</b>	450								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table><tr><td>%</td></tr></table> Contact Hours delivered Face to Face  <table><tr><td>%</td></tr></table>	%	%						
%										
%										



10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Though this is a practical module culminating into a Master Thesis, no formal classes are required. Following interaction topics are recommended with the Supervisor</p> <p>Unit 1: Introduction to Consulting Projects</p> <ul style="list-style-type: none"><li>1.1 Overview of Consulting in Business</li><li>1.2 Types of Consulting Projects</li><li>1.3 The Consulting Process: From Engagement to Delivery</li></ul> <p>Unit 2: Problem Definition and Project Scoping</p> <ul style="list-style-type: none"><li>2.1 Identifying Client Needs and Objectives</li><li>2.2 Scoping the Consulting Project</li><li>2.3 Developing Project Charters and Work Plans</li></ul> <p>Unit 3: Research and Data Collection</p> <ul style="list-style-type: none"><li>3.1 Research Methodologies for Consulting</li><li>3.2 Data Collection Techniques: Surveys, Interviews, and Observations</li><li>3.3 Ethical Considerations in Research</li></ul> <p>Unit 4: Data Analysis and Interpretation</p> <ul style="list-style-type: none"><li>4.1 Quantitative Analysis Techniques</li><li>4.2 Qualitative Data Analysis</li><li>4.3 Interpreting and Presenting Data Insights</li></ul>



	<p><b>Unit 5: Strategy Formulation</b></p> <ul style="list-style-type: none"><li>5.1 Developing Strategic Recommendations</li><li>5.2 Evaluating Strategic Options</li><li>5.3 Aligning Recommendations with Client Goals</li></ul> <p><b>Unit 6: Client Engagement and Communication</b></p> <ul style="list-style-type: none"><li>6.1 Managing Client Relationships</li><li>6.2 Effective Communication with Clients</li><li>6.3 Handling Client Feedback and Expectations</li></ul> <p><b>Unit 7: Project Management and Execution</b></p> <ul style="list-style-type: none"><li>7.1 Time and Resource Management</li><li>7.2 Risk Management in Consulting Projects</li><li>7.3 Delivering on Project Milestones</li></ul> <p><b>Unit 8: Presentation of Findings</b></p> <ul style="list-style-type: none"><li>8.1 Structuring Consulting Reports</li><li>8.2 Designing and Delivering Presentations</li><li>8.3 Engaging Stakeholders in Presentations</li></ul> <p><b>Unit 9: Implementation and Impact Assessment</b></p> <ul style="list-style-type: none"><li>9.1 Supporting Clients in Implementation</li><li>9.2 Measuring the Impact of Consulting Recommendations</li><li>9.3 Post-Implementation Review and Feedback</li></ul> <p><b>Unit 10: Reflection and Professional Development</b></p> <ul style="list-style-type: none"><li>10.1 Reflecting on the Consulting Experience</li><li>10.2 Identifying Personal and Professional Growth</li><li>10.3 Career Pathways in Consulting</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol>
--	--



		<p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>This module will be assessed by the end of the module assessment.</p> <p>The following is a broad guideline for preparing the Capstone Consulting Project report for MBA students. While this structure provides a strong foundation, it is not rigid and should be adapted based on the specific nature of your project. MBA students are encouraged to apply innovative approaches and tailor their reports to best align with their consulting topic and business context.</p> <p>It is recommended to include a title page specifying your full name with Student Id, project title, name of the Supervisor, date of submission, and word count. The second page is recommended as an Executive summary of around 300 words to summarize a brief overview of the project, key findings, and recommendations; and the summary of the problem, approach, and outcomes. The third page is suggested to be the Table of Content including List of chapters, sections, and appendices with page numbers. Following chapters are suggested:</p> <p><b>1. Introduction</b></p> <ul style="list-style-type: none"><li>• Overview of the project scope and objectives</li><li>• Background of the consulting problem or business challenge</li><li>• Importance and relevance of the study</li><li>• Research questions and expected outcomes</li><li>• Limitations of the Study</li></ul>



	<ul style="list-style-type: none"><li>• Ethical considerations involved in consulting projects, and proposed strategies to mitigate ethical risks.</li></ul> <p><b>2. Literature Review</b></p> <ul style="list-style-type: none"><li>• Analysis of existing research, theories, and best practices relevant to the chosen consulting problem</li><li>• Identification of knowledge gaps</li><li>• Theoretical framework guiding the project</li></ul> <p><b>3. Methodology</b></p> <ul style="list-style-type: none"><li>• Research design and approach (qualitative, quantitative, or mixed methods)</li><li>• Data collection methods (interviews, surveys, case studies, secondary data)</li><li>• Ethical considerations</li><li>• Limitations of the methodology</li></ul> <p><b>4. Data Analysis and Findings</b></p> <ul style="list-style-type: none"><li>• Presentation of collected data (charts, graphs, or tables if necessary)</li><li>• Key findings related to the research questions</li><li>• Discussion of insights and implications</li></ul> <p><b>5. Recommendations and Implementation Plan</b></p> <ul style="list-style-type: none"><li>• Practical, data-driven recommendations for the client/business</li><li>• Steps for implementation (short-term and long-term strategies)</li><li>• Potential challenges and mitigation strategies</li></ul> <p><b>6. Conclusion</b></p> <ul style="list-style-type: none"><li>• Summary of findings and recommendations</li><li>• Contribution of the project to the field of study</li><li>• Suggestions for future research</li></ul> <p><b>7. References</b></p>
--	---



	<ul style="list-style-type: none"><li>Proper citation of all sources (Harvard Style)</li></ul>
<p><b>8. Appendices (if needed)</b></p> <ul style="list-style-type: none"><li>Additional charts, interview transcripts, raw data, or supporting documents</li></ul> <p>End of the module assessment is the final assessment, consisting of 100% weightage. The nature of final assessment is the report submission of 6000 words (supported by data, analysis, and references )and can be within +/- 10% of the specified limit to be submitted within 6 weeks of module completion.</p> <p>The minimum pass mark for Dissertations is 50%.</p> <p><b>Formatting requirements:</b></p> <p>Use the following font style: Times New Roman</p> <ul style="list-style-type: none"><li>Font size: 12-point main body text</li><li>Font size: 16 and 14 Main Heading and Subheadings</li><li>Paragraph line spacing: 1.5 lines.</li><li>Spacing: left</li><li>Ensure that the layout is in a professional format – use headings and subheadings as appropriate</li><li>Ensure that all pages are numbered.</li><li>The piece of assessment must have a cover page.</li></ul> <p><b>A few further considerations:</b></p> <ul style="list-style-type: none"><li>Ensure to format the entire document in an appropriate and consistent format/ Font/ Font Color/ Font Size, as specified above.</li><li>The assessment can have a table of content as well, but not necessarily. It depends upon the nature of assessment.</li><li>It is good practice to spell and grammar check your work before submission.</li></ul> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p>	



		<p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	as above
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Block, P. (2018). <i>Flawless Consulting: A Guide to Getting Your Expertise Used</i> (4th ed.). San Francisco: Wiley.</li><li>2. Maister, D.H., Green, C.H., &amp; Galford, R.M. (2021). <i>The Trusted Advisor</i> (2nd ed.). New York: Free Press.</li><li>3. Turner, C. (2020). <i>The Consulting Process: Methods and Models for Excellence</i> (3rd ed.). New York: Routledge.</li><li>4. Schein, E.H. (2019). <i>Humble Consulting: How to Provide Real Help Faster</i> (2nd ed.). Oakland: Berrett-Koehler.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Weinberg, G.M. (2020). <i>The Secrets of Consulting: A Guide to Giving and Getting Advice Successfully</i> (3rd ed.). New York: Dorset House.</li></ol>



		<p>2. Kubr, M. (2018). <i>Management Consulting: A Guide to the Profession</i> (5th ed.). Geneva: International Labour Organization.</p> <p>3. Wickham, P.A. &amp; Wickham, L. (2019). <i>Management Consulting: Delivering an Effective Project</i> (5th ed.). New York: Pearson.</p> <p>4. Schaffer, R.H. (2020). <i>High-Impact Consulting: How Clients and Consultants Can Work Together to Achieve Extraordinary Results</i> (2nd ed.). San Francisco: Jossey-Bass.</p> <p><b>Online Resource</b></p> <ul style="list-style-type: none"><li>Harvard Business Review (2022). <i>The Essentials of Effective Consulting</i>. [online] Available at: <a href="https://hbr.org/insight-center/consulting">https://hbr.org/insight-center/consulting</a>.</li></ul> <p>Research papers, journals are recommended</p> <p>The above is not an exhaustive list. Further unit-wise readings are shared by faculty via VLE and are updated at regular intervals.</p> <p>The readings are constantly updated as well. As a general principle, we don't make books mandatory at Level 7 and above, rather we recommend books and expect wider research. To start with, faculty do share some reading resources, however it is expected that learners research beyond what is shared by the faculty and aim to implement the learning in their current industry.</p>
--	--	--



# Need Any Help?

**Talk to our Admissions Counsellor:**

India Office Whatsapp: +91 99005 01940

Malta Office Whatsapp +356 9933 4148/ +356 9974 6303

**Mail Us At:** [admissions@euglobal.edu.eu](mailto:admissions@euglobal.edu.eu)

**Visit Us:** [www.euglobal.edu.eu](http://www.euglobal.edu.eu)

**Address:**

Malta - Punchbowl Centre Elija Zammit Street San ġiljan, STJ 3154, Malta.