



Leicester Business School

**MBA
MBA (Finance)**

**STUDENT HANDBOOK
2011/2012**

INTRODUCTION AND WELCOME TO DE MONTFORT UNIVERSITY

Professor DAVID WILSON

DEAN OF FACULTY OF BUSINESS & LAW

I should like to take this opportunity to welcome you to De Montfort University and, more specifically, to the Faculty of Business and Law. The Faculty comprises Leicester Business School and Leicester De Montfort Law School and offers a wide range of postgraduate courses, a number of which incorporate professional qualifications. The Faculty is proud of its excellence in teaching and research. Our postgraduate courses are noted for combining academic rigour with practical application. We ensure that courses are relevant to the professional world and our graduates are highly valued by employers in both the private and public sectors.

Courses at postgraduate level are both exciting and challenging. They require great diligence from you if you are to achieve a high level of success. The priority of our academic and administrative staff is to help you to produce your best work; to gain as much as possible from your course and to obtain the qualifications you are seeking. Both Leicester De Montfort Law School and Leicester Business School staff will do all they can to make your stay here in Leicester both enjoyable and rewarding. They are easily approachable and will be happy to help at any time.

Enjoy your stay here: Leicester is a vibrant, exciting and welcoming city. I hope you will find your time here at DMU not only worthwhile but also an enjoyable learning experience.

All good wishes



Professor David Wilson

Dean of Faculty of Business and Law/Deputy Vice-Chancellor

INTRODUCTION TO THE PROGRAMME

The MBA Programme Philosophy

The MBA and MBA (Finance) programmes are designed for practising managers to enhance and develop their strategic management skills in an organisational context. It is assumed that most managers will to a greater or lesser extent share a basic belief that organisational life is driven by human interest and that organisational reality is subjective and socially constructed. The study of management from within an organisation leads to an epistemological principle of understanding phenomena or events from the inside.

This frames the nature of personal discovery within a phenomenological paradigm. However, the MBA has a dual purpose in aiming to develop participants' own views and interpretations within their personal range of experience, whilst opening their minds to alternative perspectives and theoretical propositions, and encouraging them to challenge the status quo.

The MBA will therefore expose participants to multiple perspectives and both positivist and non-positivist theorising, as well as multiple methods of researching management issues. This will foster a critical perspective, such that participants will learn to challenge previously received wisdom and seek and evaluate alternative approaches.

The aim is to expand the manager's cognitive range and allow participants to test out new ideas and ways of thinking in a relatively safe learning environment. Safe is used in this context to reflect the participative nature of learning where managers can share ideas and test out possible solutions to problems with fellow MBA participants and tutors before implementing them in their organisation.

The MBA structures foster an integrated learning approach to management education, reflecting the increasingly holistic nature of a manager's role in today's society. The programmes have evolved to cater for the emerging concerns and developing needs of managers in the 21st Century, both at a general level and in the specific area of Finance.

The key objective of these programmes is to develop effective managers by the provision of an intellectually demanding schedule of study. Effective management depends not only upon knowledge and skills, but also the ability to apply them wisely.

The MBA (Finance) concentrates on current thinking in management of financial education. It balances theoretical analysis with practical application, developing a critical and questioning approach to the conceptual underpinnings of management and finance.

PROGRAMME STRUCTURES

Full-time MBA Programme Structure

The programme begins with an Induction period which provides both an introduction and familiarisation with the university, the programme of study and fellow students.

The full-time MBA is a programme of learning and teaching over a 12 month period. The academic year is divided into two 14 week semesters, with a third semester over the summer period for preparation of the Dissertation or production of the In-company Project.

| Stage | Modules |
|--|---|
| Induction (pre MBA) | Foundations of Management |
| Semester One (September - January) | Strategic Management 1 (Core) Markets and Marketing (Core) Research Methodology (Core) Corporate Performance Management (Core) |
| Semester Two (January - May) | Strategic Management 2 (Core) Understanding Contemporary Organisations (Core) |
| Plus two electives from: | Entrepreneurship & Innovation Managing Organisational Change Customer Relationship Management Risk Management Project Management |
| A maximum of 1 elective can also be chosen from a range of electives provided for other programmes. Details of the specific modules available will be provided during Semester 1, and may include: | Corporate Governance Globalisation International HRM Managing Advertising & Communications Managing Complexity, Uncertainty & Conflict Strategic & Financial Decision Making |
| Semester Three (June - September) | Dissertation OR In-company Project |

Full-time MBA (Finance) Programme Structure

The programme starts with an Induction programme covering the fundamentals of management education. This pre-MBA levelling programme will allow participants from business and non-business backgrounds to attain equivalence in their knowledge base, before embarking on this specialist programme.

The full-time MBA (Finance) is a programme of learning and teaching over a 12 month period. The academic year is divided into two 14 week semesters, with a third semester over the summer period for preparation of the Dissertation or production of the In-company Project.

| Stage | Modules |
|---|---|
| Induction (pre MBA) | Foundations of Management |
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| Semester Two (January - May) | Strategic Management 2 (Core) Understanding Contemporary Organisations (Core) |
| Plus two electives from: | International Finance Mergers & Acquisitions Risk Management Strategic and Financial Decision Making |
| Semester Three (June - September) | Dissertation OR In-company Project |

Outcomes

The programme is designed to provide a career development programme for practising managers to enhance and develop their strategic management skills in an organisational context.

As a result of successfully completing the MBA students will not only have a valuable, internationally recognised postgraduate degree, but will also have increased their:

Knowledge and Understanding

The MBA will equip participants with core competencies across a wide range of academic disciplines in management education. Participants will acquire working knowledge of the principles and functions of general management, together with an understanding of functional areas of business in a holistic integrated manner.

Cognitive Skills

Participants develop the following cognitive skills:

- 1 A capacity for independent thought and self managed learning
- 2 Analytical skills for critical evaluation and critical appraisal
- 3 Problem identification and problem solving skills
- 4 Quantitative skills and understanding of statistical techniques
- 5 Effective inter-personal and team building skills
- 6 Effective communication and presentation skills

Subject Specific Skills

Through exposure to the disciplines of Strategic Management, Understanding Contemporary Organisations, Markets and Marketing, Corporate Performance Management, Reflective Practice, Research Methodology and various electives, participants will be equipped with sufficient subject specific skills to pursue general management careers in corporate enterprises in public/private, manufacturing and service industries on a national and multinational level.

FACULTY SERVICES AND SUPPORT

Student Advice Centre (SAC)

Where are we and what do we do?

The Student Advice Centre is located on the ground floor of the Hugh Aston building (0.37) next to the Café. The primary function of the Centre is to provide advice on a wide range of student issues as well as take in coursework.

We hold leaflets detailing University procedures and protocols in respect of all areas as well as copies of the University Regulations and all of the standard forms. We are able to give you contact numbers, email addresses and surgery hours of all academic members of staff.

In short we should be your first port of call if you require any help or advice; if we are not able to help you we will know who can! Although we do not offer counselling we do have a separate room available should your problem be of a private or confidential nature.

The Postgraduate Suite

Postgraduate and professional programmes from both the Law School and the Business School are accommodated primarily in a dedicated area within the Hugh Aston building – a suite of rooms on the 4th and 5th floors – which has access control (to restrict use to PG students) and can be entered by a separate staircase/lift on the Oxford Street side of the building as well as the other main entrances. For larger classes, use is also made of the spacious lecture theatres housed on the floors below the suite.

The Postgraduate Suite is open from 9 am – 9 pm during term time and 9 am – 7 pm during the vacation. **The suite is not open at weekends.** Students wishing to use IT facilities at the weekends can use the Kimberlin Library which has both fixed PCs and wireless access. Please check on the library website for more information: www.library.dmu.ac.uk.

The suite provides a modern, comfortable learning environment conducive to study at postgraduate level and comprises:

Fourth floor – rooms 4.09 – 4.15

- 6 x classrooms/seminar rooms
- Common Room with vending machines, sofas, tables & chairs
- Meeting room

Fifth floor – rooms 5.08 – 5.17

- 6 x classrooms/seminar rooms
- Resources Room (housing PCs and the Dissertation Reference Library)
- 3 x syndicate rooms for group working and meetings (see below for booking information)

Resources Room (HU5.18PG)

The Resources Room has 35 PCs for casual use all day long. There is one black and white and one colour printer, a scanner and a print kiosk for topping up printing credits. Students will be issued with a personal log on during enrolment week to allow them to use these facilities. The Technical Support Team is located on the second floor in room 2.01 and should be contacted with all queries of a technical nature.

All formal lab based classes will take place in one of the Faculty's five computer labs, all of which can be found on the second floor.

Syndicate Rooms

The suite has three small syndicate rooms (HU5.15PG, HU5.16PG & HU5.17PG) which are available to staff and students for activities such as meetings, group work, interviews etc. Bookings can be made as follows:

- By emailing your Programme Administrator, stating clearly the date and time that you require the space, the activity being undertaken and number of people involved.
- Your Programme Administrator will email to confirm the booking or otherwise
- On Monday morning each week a printout of bookings per room for that week will be placed on each door. Students/staff can then 'self book' themselves into any empty slots that remain for the week
- As this is a self managed resource, you are asked to respect the bookings system, vacating promptly at the end of your booked slot.

Support for International Students

The International Student Support Officer provides ongoing specialist support, including advice and guidance on issues such as working in the UK and opening a bank account, as well as lots of general information about living and studying in Leicester. We know that you will have lots of questions about life in a new city and we're here to try and give you as much help as we can.

Email: Internationalsupport@dmu.ac.uk

Advice and assistance on immigration, housing and a range of other issues is also provided by the **Welfare and Education Team** who are based within Student Union on the first floor in the Campus Centre building. The team can also assist you in applying to extend your student visa. Call in for an appointment or telephone (0116) 257 6307.

MODULE INFORMATION

Semester 1 Core Modules:

| | |
|----------|----------------------------------|
| ACFI5017 | Corporate Performance Management |
| CORP5054 | Strategic Management I |
| MARK5052 | Markets and Marketing |
| POPP5006 | Research Methodology |

Semester 2 Core Modules:

| | |
|----------|--|
| CORP5055 | Strategic Management II |
| HRMG5026 | Understanding Contemporary Organisations |

Semester 2 MBA Electives:

| | |
|----------|----------------------------------|
| CORP5038 | Entrepreneurship & Innovation |
| HRMG5027 | Managing Organisational Change |
| MARK5053 | Customer Relationship Management |
| POPP5013 | Project Management |

Semester 2 non-MBA Electives (general MBA students may take one elective from these):

| | |
|-----------|--|
| *ACFI5018 | Risk Management |
| *ACFI5021 | International Finance |
| *ACFI5022 | Strategic & Financial Decision-making |
| *ACFI5026 | Mergers & Acquisitions (MBA (Finance) students only) |
| ACFI5029 | Corporate Governance |
| HRMG5059 | International HRM |
| MARK5055 | Managing Advertising & Communications |
| MARK5071 | Managing Complexity, Uncertainty & Conflict |
| POPP5007 | Globalisation |

* MBA (Finance) students choose 2 from these 4 modules

| | |
|----------|--------------------|
| LBPG5002 | In-company Project |
| LBPG5017 | Dissertation |

The following topics are indicative of areas to be covered in this module:

- Control theory as a module framework: forecasting, planning, feedforward and feedback
- Strategic setting for organisational control: performance management as the attainment of the vision and the delivery of objectives
- Organisational contexts: commercial and not-for-profit; manufacturing, retail, personal & mass services sector context - role of benchmarking
- Multiple dimensions: strategic v operational control; shareholder v stakeholder performance criteria; financial v multi-dimensional performance criteria
- Illustrative metrics: CORE analysis; Du Pont ratio analysis; residual income & value-based management; balanced scorecard; performance pyramid; results & determinants framework; value-for-money; output/input indicators; TQM & JIT performance parameters
- Behavioural qualities of performance targets & behavioural aspects of their management
- Forecasting models: scenario planning; time series analysis; Delphi technique
- Information systems for monitoring & control: contingency theory
- Alternative philosophies towards organisational control: fallacy of formalised planning; beyond budgeting; chaos theory

Assessment Components

Other Coursework 1 - group and individual Simulation Game

Weighting 30%. The component receives a mark.

The Component is Essential with a Threshold of 45%. The word limit is 2000.

Unseen Examination 1 - Case Study and unseen exam

Weighting 70%. The component receives a mark.

The Component is Essential with a Threshold of 45%. The Duration is 180 minutes.

Assessment Rationale

The group exercise is designed to provide a relevant learning and teaching experience and to enable more integration across programmes and national cultures. The inclusion of this element will recognise the amount of student commitment and input.

The exam paper will provide choice, but a balance will be ensured between the conceptual and the applied, and between discursive and numeric questions.

Reassessment Requirements

For the coursework students will be required to present an individual report covering the same learning outcomes.

A fail will require the student to re-sit the examination.

Learning Outcomes

- 1 - Understand the financing of a business enterprise and use of accounting for managerial purposes (Subject Specific Knowledge and Skills)
- 2 - Design and adapt performance management systems to fit individual organisations (Subject Specific Knowledge and Skills)
- 3 - Challenge received wisdom on mechanistic, financially-orientated control systems
- 4 - Demonstrate a high level of data analysis and evaluation (QAA iii, iv, v) (Cognitive & Non-Subject Specific Skills)
- 5 - Use academic literature and theoretical models in a critical and reflective manner (QAA xi, xii)
- 6 - Contribute to the realisations of corporate objectives (QAA i, ii, ix)(Cognitive & Non-Subject Specific Skills)

Please note that assessment information is subject to change

Handbook Descriptor

The module will emphasise the integrated nature of strategic management. It will equip participants to think conceptually and holistically about how to approach sophisticated strategic analyses for use in a wide variety of management applications.

The module will fall into an equal examination of firstly; the “external” macroeconomic business environment followed by an examination of the “internal” microeconomic foundations of business strategy. The external macroeconomic analysis will serve to contextualise the discussion to a broader scale of examination, allowing an evaluation of strategic policy at the global/ international level. The internal microeconomic foundations element, will serve to detail the economic underpinnings of strategy decisions, at the firm level.

The module will allow participants to understand and apply strategic management analysis from both a macroeconomic and microeconomic perspective. Senior managers who design and implement strategy need to be equipped to analyse both these environments successfully.

In summary the aim of the module is to:

- Engage in environmental analysis and model systems
- Examine strategic decision making
- Understand the microeconomic foundations of strategy
- Utilise industry and competitor analysis
- Provide the underpinnings for Strategic Management II

Assessment Components

Other Coursework 1 - WRITTEN REPORT

Weighting 100%. The component receives a mark.

The Component is Essential with a Threshold of 50%.

Assessment Rationale

This module is assessed by formative (written assignment) methods. The coursework constitutes 100% of the final mark. Details of the assessment are provided below.

The individual report will require participants to fully research an economic issue/management decision area and apply the analytical tools covered in the module, to evaluate the (said) strategic decision/economic issue. The findings will be presented in a report format to firstly outline the case being examined, followed by analysis and recommendations.

The subject matter will be based on a current (global) business issue and the evaluation will display understanding of both the external and internal business environments.

Reassessment Requirements

A fail in the report will require the student to rework their original attempt.

Learning Outcomes

- 1 - To appreciate the role of macro-environmental analysis to the formulation and implementation of strategic decisions (SR)
- 2 - To evaluate the positioning of business and to understand the competitive environment with reference to Market Structure analysis (SR)
- 3 - Be able to apply the various tools, techniques and theories within the strategic management discipline to business situations
- 4 - To identify and analyse the various factors that make up a competitive environment in which an

- organisation may operate (SR)
- 5 - To compare and contrast the competitive and collaborative advantage approaches (SR)
 - 6 - To critically appraise the factors involved in implementing strategic decisions (SR)
 - 7 - To understand decision making from an economic perspective, utilising Game Theory and other generic pricing models. (QAA i, ii, iii, iv) (SR)
 - 8 - To critically evaluate the different theoretical approaches to the discipline. (QAA x, vi) (SR)
 - 9 - To work in and manage teams. (QAA viii, ix)

Please note that assessment information is subject to change

Handbook Descriptor

This module is designed to take you through the fundamental concepts of marketing and how they are currently applied in the marketplace. For those who may already have some knowledge or experience of marketing, there is ample opportunity to develop and build on that experience through a wide range of module materials. The module enables participants to gain familiarity with the tools/processes currently used by practicing marketing professionals in analysing market opportunities and apply these in different contexts.

Assessment Components

Other Coursework 1 - group presentation & individual report

Weighting 30%. The component receives a mark.

The Component is Essential with a Threshold of 45%.

Unseen Examination 1 - WRITTEN

Weighting 70%. The component receives a mark.

The Component is Essential with a Threshold of 45%.

Assessment Rationale

Two components of assessment are required on the module - an individual examination and a case presentation and report. The examination is based on essay style questions and will last two hours. It is worth 70% of the module assessment. This requires candidates to demonstrate assimilation of the key theoretical concepts in marketing, with reference to authors; to understand and discuss key marketing management models and to be able to illustrate some of the theoretical concepts in illustration or examples.

The initial presentation and written report is based on a contemporary case study. This assessment is worth 30% of the module assessment. This requires a group of 4 or 5 students to present a case analysis, in a 15 minute presentation in class. Development, application of marketing concepts and frameworks will be important consideration and each group will be expected to demonstrate evidence that they have applied concepts from reading. After the presentation and some verbal feedback, each person needs to submit an individual 1,800 word written report on one aspect of the case analysis. The grade will be a combined grade, with 50% for presentation and 50% for the individual report. Further details of this assignment will be issued in Week 2 of the module.

Reassessment Requirements

If a student is required to undertake reassessment, this will take the form of resubmitting the individual report, or an individual examination, depending on the failed component.

Learning Outcomes

- 1 - Identify and understand the core concepts of marketing at the corporate and functional level in organisations (SR)
- 2 - Critically evaluate the environment and various marketing problems and situations (consumer, industrial and international) and apply key marketing models and tools of analysis (SR)
- 3 - Identify and evaluate the strategic alternatives and tactical programmes available to organisations
- 4 - Apply conceptual knowledge in a structured way to a contemporary context (non-SR)
- 5 - Engage in useful communication about marketing issues through group participation (non-SR)
- 6 - Information and knowledge management and effective use of IT (QAA iii, v)
- 7 - Two way communication (QAA vi)

Please note that assessment information is subject to change

Handbook Descriptor

The course presents research in management and business as a strategic activity that occurs within the context of limited resources and within a framework of ethical, legal and social constraints. Attention is focused on data collection techniques appropriate for research in management and business, along with techniques for the analysis of quantitative and qualitative data. Students will be introduced to the conventions of reporting research and will receive guidance in relation to the structure and format of their dissertations.

Assessment Components

Other Coursework 1 - Research Proposal

Weighting 75%. The component receives a mark.

The Component is Essential with a Threshold of 45%.

Other Coursework 2 - Quantitative skills. Time constrained assessment

Weighting 25%. The component receives a mark.

The Component is Essential with a Threshold of 45%. The Duration is 60 minutes.

Phase Test 1 -

Weighting 25%. The component receives a mark.

The Component is Essential with a Threshold of 45%. The Duration is 60 minutes.

Assessment Rationale

The first assignment will call upon students to demonstrate:

- Managerial skills in the application of relevant knowledge under pressure of time constraints.
- Factual knowledge about the strategies and methods available to Social researchers and their relative strengths and weaknesses.
- Professional sensitivity to the main ethical, political, legal and resource parameters within which research is conducted.
- Ability to present a feasible plan of work that meets the research requirements outlined in the module.

There are certain criteria governing the choice of topic and methods for the research proposal.

The topic should

- a) be relevant to the field of business studies
- b) lend itself to being investigated using conventional research methodology.

The research should

- c) involve an element of empirical inquiry
- d) be a small-scale study involving minimal resources
- e) be conducted personally by the student as the principal researcher
- f) be planned for completion within a 6-month time scale.

The second assessment will involve the interpretation of a quantitative dataset. This will require students to demonstrate an ability to elicit meaning from quantitative data and to apply basic statistical techniques in an appropriate fashion to help understand the significance of the data and the kind of conclusions that can justifiably be drawn from the data.

Reassessment Requirements

Normally students will be given an opportunity to be reassessed on any failed module or component in accordance with standard DMU postgraduate regulations. Reassessment will be by resubmission using the same specification as for the original assignment.

Learning Outcomes

- 1 - Identify appropriate research strategies and research methods for specific kinds of research questions (SR)
- 2 - Be able to specify what kind of methods/analysis and what scale of research is feasible within specific resource constraints and specific social contexts (SR).
- 3 - Apply knowledge of relevant research strategies and research methods to the evaluation of published research information.
- 4 - Recognise and apply appropriate conventions for writing social science research (SR)
- 5 - Produce a research proposal appropriate for their business/management/housing dissertation.

Please note that assessment information is subject to change

Handbook Descriptor

The Strategic Management 2 module is designed to provide participants with an opportunity to explore and apply both classical and contemporary thinking in the field and practice of strategic management. The syllabus, learning materials and teaching/learning methods are designed to introduce, develop, apply and challenge the tools, theories and approaches that reside within the field of strategic management. The module's core explores the process of strategic management in its application as a deliberate and systematic activity within a firm seeking to achieve predetermined goals. In addition to this thematic core, the module explores and develops an understanding about how managers can act strategically in contexts which do not necessarily accord with a formalised strategic management setting. Such a contrast highlights the challenges and difficulties that strategists face in trying to understand, shape and navigate through complex business environments.

As strategy development and implementation are integrated, so too are theory and data. Strategy recommendations always need to tie appropriate concepts with appropriate data that are relevant for a particular firm. For example, a recommendation for the development of a 'competitive advantage' will need to specify 'what' and 'how' that can be accomplished for a particular company. Similarly, large quantities of data (such as accounting figures) without conceptual analysis tied to theory (i.e., explanation and rationale) do not constitute a strategy recommendation. The module will expose participants to a large, but extremely useful, conceptual literature. It will increase participants' understanding of relevant data (quantitative and qualitative) and emphasise conceptual skills in the application of modern techniques, research, and implementation in strategic management. The assessment strategy challenges participants to draw together their research, analytical, critical and organisational skills to address how organisations should develop a strategy to address their competitive position within their current or an alternative competitive environment. In summary, the module aims to:

- Explore the context and concept of strategic management, and to relate them to strategic problems and opportunities of organizations.
- Equip participants with the ability to apply strategic analysis to a variety of business contexts.
- Highlight key concepts and principles of strategic management that can be applied to and modified from one context to another.
- Develop a critical approach to the various approaches that underpin the strategy literature.

Assessment Components

Unseen Examination 1 - WRITTEN EXAM

Weighting 100%. The component receives a mark.

The Component is Essential with a Threshold of 50%. The Duration is 3 minutes.

Assessment Rationale

The assessment is an end of module 3 hour exam that is based upon a live case study. The name of the organisation will be given to students at least 14 days before the date of the examination. The purpose of receiving the named case in advance is to offer the student the opportunity to become familiar with the organisation and provide time to collect and analyse information and formulate possible arguments. Any information collected and analysed within this time can be brought into the examination. The exam takes the form of three unseen questions that must be completed within 3 hours.

The exam provides an opportunity to research a particular case in detail, to examine a range of contemporary source material, to critically evaluate this material and to use it to fashion a response, which demonstrates an analytical and evaluative approach to the subject matter. It should also test understanding of the module material and a student's ability to apply this understanding to specific issues/problems that currently exist within the context of the business environment in which the case firm operates.

Reassessment Requirements

Normally students will resit the failed component. Reassessment takes the form of a resit examination that follows the same format as the original assessment.

Learning Outcomes

- 1 - Demonstrate a systematic understanding of the strategic management process, constituent components and analytical techniques.
- 2 - Apply relevant knowledge of the strategic management field to a range of complex situations. Participants should be able to integrate their knowledge of subject areas such as finance, HRM, and marketing.
- 3 - Possess an understanding of those techniques that are relevant to support specific elements of the strategic planning process.
- 4 - Demonstrate critical awareness of current issues in the field of strategic management through engagement with, and appreciation of, recent peer reviewed research.
- 5 - Identify relevant strategic information sources, interrogate them effectively and synthesise, reconcile and triangulate multiple intelligence sources.
- 6 - Optimally conduct research about strategic issues within a constrained resource environment and with limited lead time.
- 7 - Creatively and clearly apply knowledge in a variety of contexts.
- 8 - Communicate effectively, articulately and persuasively in both oral and written forms.
- 9 - The following cognitive and intellectual skills are developed through the teaching and learning strategy of the module and can be cross-referenced to the QAA's skills for masters programmes*.

In addition to the implementation of the formal syllabus, these skills are developed through formal assessment, classroom exercises, and self-directed learning (as indicated by FA, CE and SDL below):

- Critical thinking and creativity: FA, CE, SDL
- Problem solving and decision making: FA, CE, SDL
- Information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge: FA, CE, SDL
- Effective use of Communication and Information Technology (CIT): FA, CE, SDL
- Two-way communication: listening, negotiating and persuading or influencing others; oral and Written communication, using a range of media, including the preparation of business reports: CE
- Personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and different situations; the ability to continue learning: FA, CE, SDL
- Effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management: CE, SDL
- Ability to conduct research into business and management issues; FA, CE, SDL
- Learning through reflection on practice and experience: FA, CE, SDL

* See <http://www.qaa.ac.uk/academicinfrastructure/benchmark/masters/MBAintro.asp#9>

Please note that assessment information is subject to change

Handbook Descriptor

The module adopts a critical and comparative approach to developing an understanding of both how organisations function in contemporary society, and the behaviour of individuals. The module looks at organisations from a macro and a micro perspective.

- At a macro level it considers external factors such as increasing diversity and globalisation and how Organisational structures have evolved in response to this.
- At a micro level it considers an individual's behaviour and the behaviour of groups.

Assessment Components

Other Coursework 1 - Critical Case Analysis

Weighting 100%. The component receives a mark.

The Component is Essential with a Threshold of 50%.

Assessment Rationale

The assessment for this module will be based on a critical analysis of a case example. The assignment will normally be in the form of a critical essay or a management report of approximately 2,500 - 3000 words in length.

Students will be supplied with a comprehensive brief. Specific assessment criteria and weighting will depend on the nature of the assignment that is set. However, generic assessment criteria will include:

- Comprehension and assimilation of different models and theories
- Evidence of an ability to critically analyse and compare
- The ability to structure and develop a logical argument and line of reasoning and present that in a cogent and effective manner

Grades awarded will reflect the University scheme for post-graduate students explained in the Programme Handbook. There is provision for student to be referred once only in this module.

Reassessment Requirements

Failure to attain a pass grade will result in referral. Students will normally be asked to re-work and resubmit the original assignment.

Learning Outcomes

- 1 - Develop an extended knowledge of the variety of organisational forms
- 2 - Appreciate and understand a range of issues facing organisations in contemporary society (SR)
- 3 - Be capable of critical reflection on key aspects of organisational behaviour
- 4 - Understand frameworks and tools for the analysis of organisations and be able to apply them to specific cases (SR)
- 5 - Attain a level of knowledge on Organisational Behaviour and HRM which enables progression to the Management of Change and International HRM electives
- 6 - Effective performance in a team environment and leadership skills (QAA viii, ix) (non-subject related)
- 7 - Learning through reflection (QAA xii)
- 8 - Critical thinking and creativity (QAA i) (non-SR)
- 9 - Two way communication and appreciation of ethical issues (QAA vi, x)

Please note that assessment information is subject to change

Handbook Descriptor

The course seeks to introduce the concepts of enterprise, innovation, small business and their interrelationships. It aims to provide a guide to the key facts, ideas, theories and thinking about enterprise and innovation, to look at their relationship to small businesses and to consider the methods that are taken to promote and finance them.

The word enterprise is used in a variety of contexts with a wide range of meanings. Within this range there are narrow meanings of the word specifically related to business and there are wider meanings indicating a way of behaviour that can apply in a variety of contexts, including business. The narrower meanings are closely associated to entrepreneurship, and in turn, the concepts of enterprise and entrepreneurship embrace much that would be considered to be expressions of small business activity.

Management research confirms that innovative firms - those that are able to use innovation to improve their processes or to differentiate their products and services - outperform their competitors, measured in terms of market share, profitability, growth or market capitalisation. However, the management of innovation is inherently difficult and risky: most new technologies fail to be translated into products and services, and most new products and services are not commercial successes. In short, innovation can enhance competitiveness, but it requires a different set of management knowledge and skills from those of everyday business administration.

Assessment Components

Other Coursework 1 - Coursework

*Weighting 100%. The component receives a mark.
The Component is Essential with a Threshold of 50%.*

Assessment Rationale

This module is assessed by a formative report method (Business Plan) and constitutes 100% of the final mark. Details of the assessment are provided below. The business plan provides participants with an opportunity to research a business or internal project in detail. It should also test the participant's understanding of the module material and their ability to apply this understanding to specific issues/problems that currently exist within the context of the business environment in which the module is delivered. Finally, the business plan format should replicate requirements that could be expected of participants starting a real business or operating within their normal workplace environment.

In this assignment, students are asked to identify an entrepreneurial or innovative business opportunity either from an entrepreneurial or an intreprenurial standpoint, and write an initial business plan (including initial cost projections) for the launch of the venture. Students may identify a market niche and seek to develop a product to satisfy the gap; they may know of a product existing in one country that could fulfil a need in another; they may have a business idea that they wish to launch as a personal business enterprise; or they may have an idea that could develop the business/organisation in which they work.

Their plan should follow the conventions of a standard business plan inasmuch that the following areas must be covered:

- Describe current situation
- Consider how the new venture will improve the current situation
- Analyse alternative solutions
- Identify success factors
- Product/Service description
- Availability and manufacturers (if product oriented)
- Initial costing and funding proposals
- Proposed Implementation schedule

- Supporting documentation

Reassessment Requirements

A reworking of the report. In certain case where the above proves impossible a new case will be issued.

Learning Outcomes

- 1 - be able to define innovation in the context of the entrepreneurship process (Subject-related)
- 2 - Apply various tools, techniques and theories within the disciplines of strategy, marketing, finance, policy and operations to contexts of Entrepreneurship & Innovation (SR)
- 3 - Evaluate the contribution of firm sizes to the Entrepreneurship & Innovation process (SR)
- 4 - The identification and analysis of the various factors that innovative entrepreneurs face in developing the idea from inception (SR)
- 5 - An evaluation of policy initiatives that have been developed to enhance Entrepreneurship & Innovation (SR)
- 6 - Critically evaluate the different theoretical approaches to the discipline (QAA i, ii, xi, xii)
- 7 - Understand the qualities required to develop Entrepreneurship & Innovation in business (QAA vii, ix)
- 8 - Critically evaluate the different theoretical approaches to the discipline (QAA i, ii, xi, xii)
- 9 - Understand the qualities required to develop Entrepreneurship & Innovation in business (QAA vii, ix) (non-SR)

Please note that assessment information is subject to change

Handbook Descriptor

Topics and areas to be covered in this module will include:

- The influence of external and internal environment on organisation design and development
- Change as 'organisational capability'
- Different theories and perspectives of the organisational change process
- How change is being managed in contrasting organisational contexts
- The role of culture, power and politics in shaping the change agenda, process and outcomes
- Organisational change and its impact on people
- The knowledge, skills and expertise of the change agent
- Contemporary issues and problems in the management of organisational change

The module pivots on the perception that organisational change is a messy, complex process that occurs in specific organisational contexts. Therefore, rather than searching for prescriptive recipes for change, the module critically considers the experience of change from the perspective of the multiple organisational actors involved in the process: For example the role of the change agent, the impact on individuals (including the potential for resistance), the building of receptive contexts, and the importance of organisational culture are key components of the module.

Assessment Components

Other Coursework 1 - Other Coursework 1

Weighting 100%. The component receives a mark.

The Component is Essential with a Threshold of 50%.

Assessment Rationale

Students will have a choice. They may explore and critically analyse a topical area of change management and present their views in the form of a critical essay, or describe and analyse a significant change in their organisation or one they know well and present their findings in the form of a management report. The length for either piece of work will be 3,500 - 4,000 words

Reassessment Requirements

Failure to attain a pass grade will result in referral. Students will normally be asked to rework and resubmit the original assignment.

Learning Outcomes

- 1 - Appreciate and understand the different change theories and models and their comparative strengths and limitations as perspectives of the change process.
- 2 - Develop a critical awareness of the complex issues and debates that arise from the implementation of organisational change strategies in a variety of organisational contexts. (SR)
- 3 - Understand the knowledge skills and expertise required of an effective organisational change agent.
- 4 - Understand and appreciate the impact of radical change on individuals with particular reference to The psycho-emotional effects and be able to develop strategies to deal with those effects. (SR)
- 5 - Be able to apply to particular change projects and scenarios a range of practical diagnostic, analytical and implementation tools and techniques.
- 6 - Critical thinking and creativity (QAA i) (non subject related)
- 7 - Effective use of communication, ICT and personal effectiveness (QAA v, vi, vii)
- 8 - Recognition of ethical issues (QAA x) (non SR)
- 9 - Problem solving, information and knowledge scanning (QAA ii, iii)
- 10 - Learning through reflection (QAA xii) (non SR)

Please note that assessment information is subject to change

Handbook Descriptor

The following topics are indicative of a selection of areas to be covered in this module:

Definition and models of Customer Relationship Management

CRM - a board level imperative

Analysis and planning for Customer Management (acquisition, retention, penetration, cost-to serve, identifying customer needs)

Developing the value proposition (from customer needs and research)

Customer Management Activities - targeting, enquiry management, welcoming, getting-to-know,

Customer development, managing problems, and winback

People and Organisation

Customer management processes

Measurement (CM metrics)

Process improvement (systems thinking)

Customer Experience

Customer satisfaction and loyalty

Customer delight

Customer Review process and Key Account Management

Assessing and benchmarking customer management performance using CMAT™ (Customer Management Assessment

Tool)

Social Customer Relationship Management (SCRM)

Assessment Components

Other Coursework 1 - presentation & report

Weighting 100%. The component receives a mark.

The Component is Essential with a Threshold of 50%.

Assessment Rationale

The chosen assessment regime will encourage evaluation, and the application of customer management concepts and theory to a practical business context. It will also encourage analytical thinking, and help develop the ability to assess alternatives and recommend strategic solutions. This offers an opportunity for future executives to develop sound decision making skills that have a direct impact on the profitability of their company.

Reassessment Requirements

In accordance with DMU Postgraduate regulations a student may be given one opportunity to be reassessed in a failed element through an equivalent element of reassessment.

Learning Outcomes

- 1 - Assess organisational competence in customer management (SR)
- 2 - Identify weaknesses in customer management performance (SR)
- 3 - Make recommendations on how an organisation can improve its CM performance and profitability (SR)
- 4 - A range of contemporary and pervasive issues (SR)
- 5 - Critical thinking and creativity (QAA i) (non-SR)
- 6 - Problem solving and decision making (QAA ii)
- 7 - Ability to conduct research; scanning and organising data, abstracting meaning from information and sharing knowledge (QAA iii, xi) (non-SR)
- 8 - Effective use of communication and information technology (QAA v)
- 9 - Develop a range of personal skills including leadership, communication, ethical awareness and reflective practice. (AQQ vi, ix, x, xii) (non-SR)

Please note that assessment information is subject to change

Handbook Descriptor

This module considers the scope and definition of a project, its significance as an instrument of change and the roles and responsibilities of people within it. Organisational issues are explored and the application of a range of project management tools is critically evaluated for the execution, management and control of project management throughout all its phases.

Module aims include:

- To introduce students to the nature of projects, in contrast to the continuing functional activities of organisations.
- To develop an understanding of the skills, responsibilities and authority of Project Management personnel in various types of project structure.
- To examine the range of techniques available in Project Management and to critically appraise their application.
- To create an understanding of Project Management as an instrument of change.
- To appreciate organizational issues in Project Management.
- To evaluate the management and control of a project throughout all of its phases.
- To appreciate the range of financial analysis models available for use in assessing project viability.

Assessment Components

Other Coursework 1 - Assignment

*Weighting 100%. The component receives a mark.
The Component is Essential with a Threshold of 50%.*

Assessment Rationale

Candidates work in groups on a chosen scenario which stimulates the experience of being in a real project team. They make a presentation as part of the assignment, but the assessment criteria ensure a balance between individual and group work, and give the students the opportunity of feedback on their work prior to submission of the project report.

Reassessment Requirements

In accordance with DMU Postgraduate regulations a student may be given one opportunity to be reassessed in a failed element through an equivalent element of reassessment.

Learning Outcomes

- 1 - Understand the organisational context of projects and demonstrate a critical awareness of the human resource aspects of project teams. (subject related)
- 2 - Select and apply appropriate analytical techniques to the various stages of a project in its life cycle. (SR)
- 3 - Evaluate project management techniques and critically appraise their use. (SR)
- 4 - Problem solving and decision making (non subject related)
- 5 - Analytical skills including quantitative analysis (non SR)
- 6 - Ability to utilise human resources in team selection, delegation and team management (non SR)
- 7 - Leadership and performance management skills (non SR)

Please note that assessment information is subject to change

Handbook Descriptor

This module has been designed in order to provide a thematic study of 'Risk Management' within an interdisciplinary context.

The rationale for the module is driven by the extremely topical nature of the subject matter and the increased recognition that it is essential to manage corporate risks in order to enhance stakeholder value. It is now recognised that the business agenda has moved away from risk avoidance towards the recognition that risk, if correctly managed, may provide opportunities leading to competitive advantage.

The study of Risk Management is particularly appropriate, within the context of a postgraduate Business/Management Programme, due to the emphasis on strategic decision-making within such programmes, where risk is likely to be a particular issue.

Assessment Components

Other Coursework 1 - Other Coursework 1
*Weighting 100%. The component receives a mark.
The Component is Essential with a Threshold of 50%.*

Assessment Rationale

The generic MBA assessment criteria will apply.

The case study will be designed in order to enable students to demonstrate the skills of critical analysis, and insight and originality in responding to the assignment. It is also expected that students will provide evidence of the ability to select and order content in order to present a sound academic and practical argument.

Reassessment Requirements

Students will be offered the opportunity to resubmit assignments in accordance with standard DMU regulations.

In cases of reassessment the students will be required to undertake a different case study which will cover similar learning outcomes.

Learning Outcomes

- 1 - Understand the all encompassing nature and importance of risk management
- 2 - Evaluate the external and internal influences on corporate management approaches to risk management (SR).
- 3 - Appreciate the importance of disaster scenario planning in today's economic environment
- 4 - Use both quantitative and qualitative techniques in order to evaluate and manage risk. (QAA i, ii, iv) (SR).
- 5 - Recognise and utilize individuals contributions in group processes and apply ethical and organisational values to scenarios and choices. (QAA viii, x) (non SR).
- 6 - Provide evidence of the ability to select and order content in order to present a sound academic and practical argument (QAA xi) (non SR).

Please note that assessment information is subject to change

Handbook Descriptor

This module provides students with a broad exposure to the political, economic and technical dimensions of the international finance regime. The regime is described - its institutions, markets and players - and the key adjustment mechanisms are explained - balance of payments, exchange rate systems, relative interest and inflation rates.

The role of finance in the competitive struggle between nation states and between multinational corporations to generate economic value is explored. Financial and risk appraisal of foreign trade and direct investment projects is demonstrated.

This module is ideally suited toward those who wish to specialise in international studies or finance. It develops investment and funding decisions in 'Accounting for Strategic and Financial Decisions' and complements the market-based hedging mechanisms taught in 'Risk Management'.

Assessment Components

Group Report 1 -

Weighting 50%. The component receives a mark.

The Component is Essential with a Threshold of 45%.

Unseen Examination 1 - Unseen examination

Weighting 50%. The component receives a mark.

The Component is Essential with a Threshold of 45%. The Duration is 120 minutes.

Assessment Rationale

The individually assessed examination is closed book.

The group written assignment will be a real-life case study aiming to challenge students' intellect and ensure their understanding of the relationship between theory and real-life practice.

As the analysis of real life international financial problems, requires a mixture of skills and capabilities, students will be required to demonstrate their ability to combine analytical skills, critical thinking and IT knowledge so as to correctly evaluate and solve the problem presented in the case study.

Reassessment Requirements

Normally students will be given an opportunity to be reassessed on every failed module/component in accordance with standard De Montfort University Postgraduate Regulations.

Failure of the group assignment component will result in a reworking of the original submission and/or additional primary research as guided by the Module Leader's feedback.

For the exam component, a pass in a fresh unseen paper will be required.

Learning Outcomes

- 1 - Comprehend the political & economic power of the international financial regime. (SS)
- 2 - Demonstrate a systematic understanding of complex foreign investment decisions. (SS)
- 3 - Recommend appropriate financing strategies for Foreign Direct Investments (FDI)
- 4 - Undertake simple market-based transactions to hedge the risk of currency movement. (SS)
- 5 - Challenge received wisdom on sovereign, OECD & IMF policy (SS)
- 6 - Capacity to convey reasoned conclusions. (NSS)
- 7 - Capacity to Convey reasoned conclusions
- 8 - Develop skills required for independent and self managed learning. (NSS)
- 9 - Capacity to convey reasoned conclusions

- 10 - Develop skills required for independent and self managed learning

11 - Apply academic literature and theoretical models in a reflective and critical manner to real world Context

Please note that assessment information is subject to change

Handbook Descriptor

This elective module is designed specifically to consider corporate strategic investment decisions and the underlying financial management issues relevant to these decisions. The module will focus on the allocation of funds within the business and the financial appraisal techniques used in evaluating strategic options. The financing of investment opportunities will then be considered and particular attention will be paid to sources of funds, the cost of those funds and alternative financing strategies. The module will be considered within the context of adding shareholder value.

As the module is concerned with long-term planning and control it is particularly suited to the strategic theme of a masters business programme.

The module can operate as either a self-contained, coherent unit of study, or as part of an overall accounting and finance framework for those students who wish to pursue a degree of specialisation.

Assessment Components

Other Coursework 1 - Case Study

Weighting 50%. The component receives a mark.

The Component is Essential with a Threshold of 45%.

Other Coursework 2 - Report

Weighting 50%. The component receives a mark.

The Component is Essential with a Threshold of 45%.

Assessment Rationale

The coursework is designed to enable students to demonstrate a high level of learning in terms of analysis, evaluation and synthesis. The students will be expected to use academic literature and texts in order to analyse key issues, within an accounting and financial perspective of strategic decision-making.

Reassessment Requirements

Normally students will be given an opportunity to be reassessed on any failed module or component in accordance with standard DMU postgraduate regulations.

Reassessment will involve students responding to a new assignment brief which will assess similar learning outcomes.

Learning Outcomes

- 1 - Recognise the role of accounting and finance within the strategic planning process.
- 2 - Consider the importance of risk assessment at all stages of the investment process and the application of a variety of risk management techniques.
- 3 - Recognise the implications of divisionalisation for strategic formulation, implementation and Performance measurement.
- 4 - Appreciate the importance of the cost of capital, and the influences upon it, within the strategic investment appraisal process.
- 5 - Cognitive and Non-Subject Specific Skills:
Demonstrate problem solving and decision-making skills through the selection and application of appropriate tools, and control processes, for strategic project appraisal.
- 6 - To develop skills required for independent and self-managed learning.
- 7 - To develop skills required for independent and self-managed learning

Please note that assessment information is subject to change

Handbook Descriptor

This module is designed specifically to consider merger and acquisition activity from both a strategic and financial management perspective. It provides an opportunity for considering and evaluating merger activity from an organisational, behavioural and regulatory viewpoint, as well as financial. The module will also be approached from both the context of creating shareholder value and that of multiple stakeholders who may have similar or conflicting aims. Whilst the regulatory framework will be considered mainly from a UK and EU perspective, the increasingly cross-border nature of merger activity will also be considered.

Within this remit the module will also analyse the increasing importance of strategic alliances between large corporations and national governments.

As the module is concerned specifically with an issue of a long-term nature it is particularly suited to the strategic theme of a business-related Masters programme.

Assessment Components

Other Coursework 1 - OTHERCWK1 Summative report 4000 words
*Weighting 100%. The component receives a mark.
The Component is Essential with a Threshold of 50%.*

Assessment Rationale

The coursework will be designed to enable students to demonstrate a high level of learning in terms of analysis, evaluation and synthesis. The students will be expected to investigate a practical contemporary issue within the scope of the module by collecting and analysing data and also relating the issues to academic literature where appropriate.

Reassessment Requirements

Students will be offered the opportunity to resubmit the assignment in accordance with standard programme regulations. In cases of reassessment the students will be required to correct deficiencies on their initial assignment. This is because the assignment will involve the collection of large amounts of data, and therefore it would not be practical to set a totally different assignment.

Learning Outcomes

- 1 - To recognise merger and acquisition activity as an element of the overall strategic growth process (SR).
- 2 - To critically analyse the rationale and results of merger and acquisition activity from a multiple stakeholder perspective (SR).
- 3 - To demonstrate a thorough understanding of company valuation
- 4 - To appreciate the management processes involved in merger activity from the viewpoint of both corporations (SR).
- 5 - To appraise the drive towards, and the operation of, strategic alliances between MNEs and state organisations
- 6 - To develop decision-making and problem solving ability using appropriate analysis techniques (non Subject Related).
- 7 - To critique and analyse received opinion in a reflective manner (non SR).
- 8 - To undertake effective research within an appropriate time frame (non SR).
- 9 - To communicate using ITC in an effective and appropriate manner

Please note that assessment information is subject to change

Handbook Descriptor

Corporate Governance (CG) describes the environment in which business takes place. In part it is based upon rules and in part upon trust and shared understanding; the recent past has shown that neither of these can be taken for granted. CG is often seen to be simply the way in which an organisation conducts its relationship with its shareholders and investors but in reality it is much broader and is concerned with the relationship between the company and all of its stakeholders. These are all aspects which will be addressed in this module with the focus being firmly upon the international dimensions of rules and relationships.

Assessment Components

Other Coursework 1 - essay

Weighting 50%. The component receives a mark.

The Component is Essential with a Threshold of 45%. The word limit is 4000.

Other Coursework 2 - case study presentation

Weighting 50%. The component receives a mark.

The Component is Essential with a Threshold of 45%.

Assessment Rationale

The assessment is in two parts:

- 4000 word individual essay (50% weighting)
- Case study with presentation (50% weighting)

Reassessment Requirements

Normally students will be given an opportunity to be reassessed on any failed module or component in accordance with standard DMU postgraduate regulations.

Resits for failing either component will be to retake the failed assessment.

Learning Outcomes

- 1 - Subject Specific Knowledge and Skills
- 2 - To apply critical and interpretative skills to an evaluation of corporate activity.
- 3 - To describe and critique the various components of socially responsible behaviour.
- 4 - To understand the dichotomy between regulations and trust and critique responses
- 5 - To apply critical and interpretative skills to an evaluation of corporate activity.
- 6 - Reflect on his/her own personal values in making choices and decisions in a business setting
- 7 - Reflect on his/her own personal values in making choices and decisions in a business setting
- 8 - Demonstrate and ability to undertake effective research into topical issues

Please note that assessment information is subject to change

Handbook Descriptor

The module adopts a critical perspective on the complexities of managing HR in international environment. The module will explore two interrelated themes:

1. The nature of HRM and employment relations within multinational companies, focusing on how these firms manage HR across diverse national operating environments.
2. Aspects of the employment relationship and HRM in cross-national perspective, comparing several different national employment systems.

Assessment Components

Other Coursework 1 - Written essay/ Report type of assignment

Weighting 100%. The component receives a mark.

The Component is Essential with a Threshold of 50%.

Assessment Rationale

The rationale for this assessment is to evaluate the student's ability (a) to understand and critically analyse the published literature, and (b) to work out how to synthesise and apply arguments from the literature appropriately in order to answer the specific assignment question.

Reassessment Requirements

Normally students will be given an opportunity to be reassesses on every failed module/component in accordance with standard De Montfort University Postgraduate regulations.

Learning Outcomes

- 1 - Appreciate and understand the different theories and models of International HRM and their comparative strengths and limitations.
- 2 - Develop a critical awareness of the complex issues and debates involved in creating international HRM strategies.
- 3 - Critically evaluate the influence of business systems and national institutions on the theory and practice of International HRM.
- 4 - Compare and contrast specific business systems in terms of their employment relationships.
- 5 - A critical appreciation of differences and similarities in the way the employment relationship and HRM are managed in different nations, both European and non-European.
- 6 - Understand the different theories and models of International HRM and their comparative strengths and limitations.
- 7 - Cognitive and Non-Subject Specific Skills
- 8 - Critical thinking and creativity
- 9 - Problem-solving, information and knowledge scanning
- 10 - The module aims to avoid prescription; instead it focuses on helping students to develop a critical approach, and explain processes in IHRM capacity to analyse, and to deepen their understanding of the factors underlying the formulation of IHRM strategies.

Please note that assessment information is subject to change

Handbook Descriptor

In essence, the Managing Advertising and Communications module focuses on one particular area of the marketing mix. This is most frequently referred to as the promotional mix. Advertising and marketing communications is the means by which organisations communicate with their publics and target audiences at product and corporate levels. It applies to all types of organisations - fast moving consumer goods, services, industrial and business-to-business, charity and other not-for-profit organisations.

Two marketing communications models are introduced that create the basis of the module, those of the 'marketing communications process' and the 'marketing communications planning framework'. The advertising and communications environmental context is then highlighted to include recognition of the variety of target audiences (publics and stakeholders), the regulatory system, and the role of agencies and the media. The full range of promotional mix elements are identified and emphasis is placed on the importance of integration between those elements as well as the importance of integrating advertising and marketing communications with marketing/business strategy and operations.

The module also requires students to adopt an essentially practical stance in marketing communications problem solving and application. Students are given the opportunity to play the role of marketing communications executives in determining, producing and defending the development of campaign plans in response to marketing communications problems and briefs.

Assessment Components

Other Coursework 1 - Group assignment
*Weighting 100%. The component receives a mark.
The Component is Essential with a Threshold of 50%.*

Assessment Rationale

The chosen assessment regime will encourage evaluation, and the application of customer management concepts and theory to a practical business context. It will also encourage analytical thinking, and help develop the ability to assess alternatives and recommend strategic solutions. This offers an opportunity for future executives to develop sound decision making skills that have a direct impact on the profitability of their company.

Reassessment Requirements

In accordance with DMU Postgraduate regulations a student may be given one opportunity to be reassessed in a failed element through an equivalent element of reassessment.

Learning Outcomes

- 1 - Have a critical awareness of the relationship between marketing plans and marketing communications plans as the basis for selecting and achieving a balanced marketing communications mix. (Subject related)
- 2 - Examine and explain how an organisation communicates with its markets and publics through the marketing communications mix.
- 3 - Identify and analyse buying motivations in a given market, to ensure that marketing communications plans are correctly based.
- 4 - Understand and evaluate the key elements of successful marketing communications plans and activities.
- 5 - Acquire and synthesise relevant brand and market information with a view to developing and integrated marketing communications plan
- 6 - Generate creative ideas, translate these into visual and oral media, and persuasively present these to others (non subject related)
- 7 - Generate creative ideas, translate these into visual and oral media, and persuasively present

these to others.

8 - Critically evaluate different theoretical approaches to the discipline

9 - Acquire a capacity for independent and self- managed learning

Please note that assessment information is subject to change

Handbook Descriptor

We live in an increasingly complex world which is manifest in the speed of change that we face, in the inter-connectedness of areas that we manage, and in the different types of uncertainty affecting our choices. Uncertainty in decision making is evident when actors seek to clarify objectives and gather information about the environment and related decision agendas before they can commit to a particular course of action. Complexity and uncertainty are further exacerbated by the existence of multiple views and conflicting interests among organizational actors regarding the scope, shape, and ways of managing organizational issues.

In response to the complexity and uncertainty characteristic of decision making within or between organisations a number of practical methodologies have emerged within the fields of operational research and systems. These are practically oriented methodologies which aim to help organisational actors improve the 'messy' situations they find themselves in through the provision of transparent and accessible analytical assistance. By covering a range of problem structuring methods (PSMs), and some of the process skills necessary for their use in a variety of organisational settings, this course will provide the participant with an opportunity to experience PSMs in the classroom, and consider their potential application in your project dissertation and/or future work.

Assessment Components

Other Coursework 1 - 3000 word report
*Weighting 100%. The component receives a mark.
The Component is Essential with a Threshold of 50%.*

Assessment Rationale

The assignment will provide an opportunity for the student to demonstrate that they have correctly understood the requirements for a successful PSM intervention. Non-assessed, informal, formative assessment will take place during the course of the workshops based upon a series of group presentations.

Students will be expected to comment on the following for a specific company:

- The likely benefits to be gained from the application of PSMs;
- The issues critical to a successful PSM-based interventions;
- Key stages in the process of PSM modelling;
- A critical review of the given case (e.g. what worked and what didn't)

Reassessment Requirements

In accordance with DMU Postgraduate regulations a student may be given one opportunity to be reassessed in a failed element through an equivalent element of reassessment.

Learning Outcomes

- 1 - Have gained a general understanding of a range of PSMs, and underlying assumptions; (SR)
- 2 - Have developed basic content and process management skills for dealing with complex intra- or inter- organisational situations; (SR and NSRC)
- 3 - Have a critical awareness of the different circumstances in which PSMs may be applicable in practice (SR)

Please note that assessment information is subject to change

Handbook Descriptor

Globalisation is a much contested subject and invites many definitions. However this problem tends to be due to the application of inadequate analytical tools, rather than the elusiveness of the subject. Economics, politics, business studies and many other academic disciplines can offer us insights into the globalisation process, but none alone can explain it. The approach taken by this module therefore is International Political Economy which seeks to understand globalisation as a 'totality'; an 'epochal shift' within capitalism which transforms virtually everything we do and experience. Based on this perspective we will examine the historical processes which led to globalisation, the ideologies which give it legitimacy, the forms it takes, and the benefits and problems which it produces. With this knowledge it will be possible to develop an understanding of the current financial crisis and make informed judgements on the likely outcomes of this systemic failure: Is this the beginning of a new epoch or will 'green shoots' emerge allowing globalisation to continue in its current form?

These are all crucial issues for business. The most successful businesses today are not those which simply apply the correct 'techniques', but the ones which have the best 'knowledge' of the trends and processes that will shape the future. At De Montfort we are uniquely prepared to address such issues, because we have: one of the longest running modules in globalisation of any UK university at masters level; an undergraduate degree which has a significant component dedicated to the study of globalisation; a discussion and conference forum which is playing a key role in analysing the financial crisis, and publications in books and top refereed journals on this topic .

Assessment Components

Essay 1 - Written Assignment

Weighting 80%. The component receives a mark.

The Component is Essential with a Threshold of 45%.

Other Coursework 1 - Group Presentation

Weighting 20%. The component receives a mark.

The Component is Essential with a Threshold of 45%.

Assessment Rationale

There are two elements of assessment:

1. 3500-4000 word individually written assignment from a choice of topics (80%).
2. 20 minute group presentation and tutorial discussion (20%).

Reassessment Requirements

Normally students will be given an opportunity to be reassessed on every failed module/ component in accordance with standard De Montfort University Postgraduate regulations.

A failed written assignment (3500-4000 words - 80% of total marks) will be reassessed by a new submission, either in the same area or a different one but not as a repeat of the original topic.

A failed presentation component (20% of total marks) will be reassessed by the submission of a 1500 word essay/report on the presentation topic.

Learning Outcomes

- 1 - Be able to assess factors and processes that are part of, or contribute to, globalisation (SS)
- 2 - Critically analyse aspects of globalisation, particularly from the perspective of International Political Economy (IPE) (SS)
- 3 - Demonstrate the relevance of globalisation to business in general or some specific aspect of business. (SS)
- 4 - Critically evaluate material produced by authors on globalisation and IPE. (NSS)
- 5 - Provide evidence of wide reading, research and appropriate referencing. (NSS)
- 6 - Demonstrate clear written and oral communication. (NSS)

7 - Be equipped particularly well for work in such areas as financial markets, international organisations, multinational corporations, NGOs, the banking sector and donor agencies. (SS)

Please note that assessment information is subject to change

Handbook Descriptor

The ICP offers an opportunity to experience the workplace in the UK and to complete a more practical project. However, it does involve a rigorous process of interviewing with Business School staff, attendance at mock interviews and CV writing clinics with the university Careers team. Following this you will have to produce a CV which is acceptable to the Business School, to be forwarded to potential host organisations. In a sense you will be required to demonstrate your suitability for the ICP as an ambassador for the university in local business. This would also be excellent preparation for future career development. There will be a maximum number of ICPs available each year, and these will be offered to the best candidates. Should you be able to source your own ICP, this would need to be approved by the Business School as appropriate.

The following topics are indicative of areas to be covered in this module:

- Identification of a work based problem/ issue
- Establishment of a framework for research or investigation
- Application of the tools and techniques
- Identification of relevant theories and concepts to apply to the problem
- Appropriate dissemination of the findings.

Assessment Components

Project 1 - Supported self study

Weighting 100%. The component receives a mark.

The word limit is 10,000.

Assessment Rationale

The generic content of the report should consist of:

Company brief, outlining management issues to be investigated

Executive summary

Introduction, stating aims and objectives

Primary/Secondary research

Analysis

Recommendations

Reflections summary

Conclusion

Reassessment Requirements

Generally to rework the project report, or exceptionally to carry out another project.

Learning Outcomes

- 1 - Develop knowledge and practical experience of management consultancy
- 2 - Apply a range of management knowledge and skills to a management problem (SR)
- 3 - Capacity for independent, self managed work experience (QAA xi) (non Subject Related)
- 4 - Completion of a consultancy report (QAA v) (non SR)
- 5 - Presentation of the consultancy report to the sponsoring organization (QAA vi)
- 6 - Learn through reflection on practice and experience (QAA xii) (non SR)

Please note that assessment information is subject to change

Handbook Descriptor

The dissertation requires the student to take an independent and self-structured approach to their learning, through the investigation of a particular topic and writing it up in the form of a 12000-15000 word dissertation. The dissertation must deal with a business and/or management issue and have an international dimension. In this process, the student works closely with a supervisor.

Assessment Components

Dissertation 1 - Dissertation

Weighting 100%. The component receives a mark.

The Component is Essential with a Threshold of 50%. The word limit is 12,000-15,000.

Assessment Rationale

Grading of dissertations will be judged against the university's standard assessment descriptors for dissertations. The demarcation between fail, pass and distinction will be based on a range of objectives relating to comprehension of issues discussed starting from superficial, reflective and full of insight.

Reassessment Requirements

Normally students will be given an opportunity to be reassessed on a failed module in accordance with standard De Montfort University Postgraduate regulations.

Learning Outcomes

- 1 - To apply theoretical knowledge in a practical situation (Subject Related)
- 2 - To produce a coherent written argument integrating practical theoretical issues, academic and empirical research (Subject Related)
- 3 - To apply critical evaluation skills developed in the selected programme and to generalise, where appropriate, from the experience gained (non subject related)
- 4 - To carry out background research into a business and management issue and undertake a sustained piece of work (non subject related)
- 5 - To learn through reflection on practice and experience (non subject related)

Please note that assessment information is subject to change