

CURRICULUM DOCUMENT

QUALIFICATION:

DOCTORATE IN BUSINESS ADMINISTRATION (Level 8)

EXIT QUALIFICATION:

MASTER OF PHILOSOPHY (Level 7)

EAI/2024/241003

Approved by the Malta Further and Higher Education Authority (MFHEA)

Approved by the Senate on October 16, 2024



**Euro American
Institute**

**AGORA BUSINESS CENTRE LEVEL 2
TRIQ IL- WIED TA' L-IMSIDA
MSIDA, MSD 9020, Malta
info@euroamerican.edu.mt**

PROGRAMME SPECIFICS

Title Of The Qualification/ Award

Doctorate in Business Administration (DBA)

MQF Level

MQF Level 8

Programme Duration

Full- Time: 3 - 3.5 Years

Part time: 6 – 7 Years

Total Learning Hours

4500 Hours

Language/S Of Instruction Of Programmes

English

Exit Awards/Qualifications

A Doctorate in Business Administration shall be awarded post-completion of a three-year DBA Programme. However, if any student fails to complete the entire programme and wishes to exit after 2 years, shall be awarded MPhil at MQF Level 7.

PROGRAMME STRUCTURE

Module Title	Compulsory (C) or Elective (E)	EQF Level of each module	Mode of Teaching (Lectures, workshops, placement, asynchronous, forums, VLE, etc.)	Mode of Assessment (Examination, assignment, project, blog, etc.)
<i>Strategic Financial Management</i>	Compulsory (C)	8	<i>Lectures, case studies, asynchronous forums and VLE</i>	<ul style="list-style-type: none"> • Assignment: 50% • Presentation: 30% • Examination: 20%
<i>Entrepreneurship and Innovation</i>	Compulsory (C)	8	<i>Lectures, case studies, asynchronous forums and VLE</i>	<ul style="list-style-type: none"> • Assignment: 40% • Presentation: 30% • Examination: 30%
<i>Strategic Marketing</i>	Compulsory (C)	8	<i>Lectures, case studies, asynchronous forums and VLE</i>	<ul style="list-style-type: none"> • Presentation: 30% • Case Study Analysis: 30% • Marketing Plan Development (Group Project): 40%
<i>Globalisation and Corporate Governance</i>	Compulsory (C)	8	<i>Lectures, case studies, asynchronous forums and VLE</i>	<ul style="list-style-type: none"> • Research Paper: 40% • Group Presentation: 30% • Case Study Analysis: 30%
<i>Developing Strategic Management and Leadership Potential</i>	Compulsory (C)	8	<i>Lectures, case studies, asynchronous forums and VLE</i>	<ul style="list-style-type: none"> • Case Study Analysis: 40% • Strategic Project Presentation: 30% • Written Examination: 30%
<i>Developing Research Capability</i>	Compulsory (C)	8	<i>Lectures, case studies, asynchronous forums and VLE</i>	<ul style="list-style-type: none"> • Research Proposal Development: 40% • Literature Review Analysis: 30% • Written Examination: 30%
<i>Advanced Research Design and Methodologies</i>	Compulsory (C)	8	<i>Lectures, case studies, asynchronous forums and VLE</i>	<ul style="list-style-type: none"> • Research Proposal: 40% • Data Analysis Project: 30% • Written Examination: 30%
<i>Research and Dissertation</i>	Compulsory (C)	8	<i>Project and Dissertation</i>	<ul style="list-style-type: none"> • Originality and Contribution to Knowledge : 25% • Research Design and Methodology : 25% • Literature Review : 10% • Presentation and Defense (Viva):40%

Modules Covered							
YEAR 1							
Module Ref. No.	Module Title	Level	TCH	SPPH	SSH	AH	TLH
M720	Strategic Financial Management	8	100	0	145	5	250
M734	Entrepreneurship and Innovation	8	100	0	145	5	250
M735	Strategic Marketing	8	100	0	145	5	250
M736	Globalisation and Corporate Governance	8	100	0	145	5	250
M803	Developing Strategic Management and Leadership Potential	8	100	0	145	5	250
M804	Developing Research Capability	8	100	0	145	5	250
TOTAL			600	0	870	30	1500

Modules Covered							
YEAR 2 and Year 3							
Module Ref. No.	Module Title	Level	TCH	SPPH	SSH	AH	TLH
M805	Advanced Research Design and Methodologies	8	100	0	145	5	250
M806	Research and Dissertation	8	200	500	2000	50	2750
TOTAL			300	500	2145	55	3000

DBA Programme TOTAL			900	500	3015	85	4500
----------------------------	--	--	------------	------------	-------------	-----------	-------------

TCH	Total Contact Hours. Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures participation in online forums, video-lectures)
SPPH	Supervised Placement and Practice Hours. (During these hours learner is supervised, coached or mentored)
SSH	Self-Study Hours. (Estimated workload of research and study)
AH	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)
TLH	Total Learning Hours

OVERALL PROGRAMME DESCRIPTION

Upon successful completion of the Doctor of Business Administration (DBA) program at the Euro American Institute, graduates will demonstrate the following:

Knowledge

- *Demonstrate a profound and integrative understanding of the most advanced business theories and practices across multiple domains, including strategic management, organisational behaviour, financial management, marketing strategies, globalisation, corporate governance, and innovation.*
- *Critically analyse, synthesise, and extend existing knowledge to address and solve complex, contemporary business challenges at the most advanced frontier of business studies.*
- *Master and contribute to advanced research methodologies and analytical techniques, designing and conducting original research that advances theoretical frameworks and generates new knowledge with significant implications for both academia and industry.*

Skills

- *Conduct sophisticated and original research that extends the frontiers of business theory and practice, employing advanced methodologies to uncover novel insights and provide innovative solutions to intricate business problems.*
- *Demonstrate expertise in strategic leadership and management by designing, executing, and critically evaluating comprehensive strategic plans, leading high-performance teams, and fostering organisational growth and innovation in dynamic and complex environments.*
- *Excel in articulating complex ideas, research findings, and strategic insights with clarity and impact, effectively communicating across diverse audiences, including academic peers, industry leaders, and policymakers.*

Competences

- *Integrate ethical considerations, sustainability, and reflective practices into all aspects of professional activities, critically evaluating the ethical implications of decisions to ensure adherence to the highest ethical standards and promote responsible and sustainable business practices globally.*
- *Lead and manage complex organisational changes and strategic initiatives by applying advanced knowledge and skills to drive innovation, strategic advancement, and positive outcomes for both organisations and society.*
- *Apply advanced knowledge and skills to real-world business settings, effectively addressing practical challenges, contributing to strategic decision-making, and driving*

organisational success through the translation of theoretical knowledge into practical, actionable strategies.

- *Lead research initiatives with a high degree of autonomy and creativity, developing new methodologies, tools, and frameworks, mentoring other researchers, and contributing to academic and professional communities through original research that meets the highest standards of scholarly rigor and transforms business practices and policies.*

Overall Programme Focus:

The DBA programme at the Euro American Institute emphasises the seamless integration of theoretical knowledge with practical application. Graduates will not only possess a deep understanding of academic concepts but also demonstrate the capability to apply this knowledge effectively in complex business scenarios. The programme's flexible delivery options, including part-time and online formats, are designed to accommodate the needs of working professionals while maintaining rigorous academic standards, ensuring accessibility and relevance to a diverse range of learners.

Programme Structure:

The DBA programme spans minimum 3 years and is divided into two main phases:

1. Taught Phase:

Modules:

- *Strategic Financial Management*
- *Entrepreneurship and Innovation*
- *Strategic Marketing*
- *Globalisation and Corporate Governance*
- *Developing Strategic Management and Leadership Potential*
- *Developing Research Capability*
- *Advanced Research Design and Methodologies*
- *Research and Dissertation*

Workshops and Seminars: *Practical skill development and networking opportunities with industry professionals.*

2. Research Phase:

- **Research Proposal Development:** Development of a comprehensive research proposal under the guidance of experienced faculty.
- **Doctoral Thesis:** Execution of extensive, original research resulting in a doctoral thesis that contributes significantly to the field of business administration.
- **Viva Voce Examination:** Defense of the thesis before a panel of experts to assess its quality, originality, and impact.

Learning Outcomes for Knowledge obtained at the end of the programme

Upon successful completion of the Doctorate in Business Administration (DBA) program, students will:

- Demonstrate expertise in advanced theories, concepts, and practices across multiple domains of business administration, including strategic financial management, entrepreneurship, marketing, globalisation, corporate governance, project management, and leadership.
- Apply specialised interdisciplinary knowledge to critically analyse complex business problems, creating innovative and sustainable solutions that advance both theoretical and practical understanding.
- Formulate and critically evaluate novel research questions and hypotheses that challenge existing paradigms, leading to the extension or redefinition of knowledge within business administration.
- Design and conduct original research that pushes the boundaries of current theoretical frameworks, generating new insights and contributing significantly to academic and practical knowledge.
- Master and employ advanced research methodologies, including mixed-methods approaches, to address complex and emerging business challenges, ensuring robust and comprehensive data generation.
- Conduct rigorous, high-standard research using advanced methodologies, ensuring that the design, data collection, analysis, and interpretation meet the highest standards and contribute new knowledge at the most advanced frontier of the field.
- Analyse and integrate cutting-edge concepts in strategic management, innovation, and leadership to drive transformational growth and redefine existing practices within organisations.

- *Develop and implement advanced strategic initiatives and leadership strategies that foster innovation, enhance organisational performance, and address global challenges in dynamic business environments.*
- *Evaluate the ethical implications and global impacts of business practices, governance, and corporate responsibility, critically assessing their influence on sustainability and social responsibility.*
- *Critically analyse and synthesise research findings and theoretical perspectives from multiple business disciplines to construct a nuanced understanding of complex issues, driving new insights and knowledge creation.*
- *Apply critical thinking to guide research projects, generating theoretical and practical insights that contribute to innovative frameworks and redefine existing knowledge within business administration.*
- *Define and implement cutting-edge research designs and methodologies, including the creation of novel research tools, to address complex and emerging questions at the forefront of business research.*
- *Communicate complex research findings and strategic insights effectively to academic and professional audiences, ensuring clarity, relevance, and a significant impact on the field.*
- *Uphold the highest standards of research integrity and ethical practices, contributing responsibly and effectively to the expansion of knowledge in business administration, in compliance with international guidelines.*

Learning Outcomes for Skills obtained at the end of the programme

Upon successful completion of the Doctorate in Business Administration (DBA) program, graduates will:

- *Integrate and apply the most advanced theories and frameworks in strategic leadership and management to drive transformative organisational change, fostering a culture of excellence and innovation.*
- *Design and lead complex strategic initiatives that address dynamic business challenges, managing large-scale organisational transformations, and guiding diverse teams to achieve sustainable competitive advantage.*
- *Master and utilise advanced research methodologies, including sophisticated quantitative, qualitative, and mixed-methods approaches, to generate novel insights and address intricate business challenges.*

- *Develop and execute original research projects that extend the boundaries of current business theory, creating new theoretical models and providing solutions to pressing business issues through rigorous analysis and pioneering methodologies.*
- *Demonstrate superior critical thinking by synthesising complex data and theoretical perspectives to inform strategic decision-making, thereby solving critical problems in business administration.*
- *Apply advanced analytical techniques to evaluate multifaceted business phenomena, formulating strategic responses and innovative solutions that drive organisational growth and performance.*
- *Communicate complex research findings and strategic insights effectively to diverse audiences, including academic, professional, and policy-making stakeholders, ensuring the impact on both practice and policy.*
- *Produce and present impactful research outputs, crafting persuasive reports and leading strategic discussions that influence academic discourse and business practices.*
- *Apply high ethical standards and reflective practices to all professional and research activities, demonstrating a keen awareness of the broader societal and environmental implications of business decisions.*
- *Conduct research and professional activities in adherence to the highest ethical standards, advocating for corporate social responsibility, and engaging in continuous professional development to enhance ethical decision-making and sustainable business practices.*

General Pedagogical methods used for this programme

The Doctoral programmes in Business Administration will often employ a variety of pedagogical methods to ensure students acquire the necessary knowledge, skills, and competencies through:

1. ***Seminar Discussions:*** *Seminars provide a platform for in-depth discussions on theoretical concepts, research methodologies, and contemporary issues in business administration. Students actively engage with faculty and peers, sharing insights and perspectives.*
2. ***Case Study Analysis:*** *Case studies present real-world business scenarios, allowing students to analyse complex problems, make strategic decisions, and develop critical thinking skills. Through case discussions, students learn to apply theoretical concepts to practical situations and explore various solutions.*
3. ***Research Projects:*** *DBA programmes emphasise original research, and students undertake independent research projects under the guidance of faculty advisors.*

These projects may culminate in a doctoral dissertation, where students contribute new knowledge to the field of business administration.

- 4. **Literature Reviews:** Literature reviews are integral to doctoral research, requiring students to critically evaluate existing scholarly literature related to their research topics. Through literature reviews, students develop a comprehensive understanding of theoretical frameworks, empirical findings, and gaps in the literature.*
- 5. **Quantitative and Qualitative Analysis:** DBA students receive training in both quantitative and qualitative research methods. They learn to collect, analyse, and interpret data using statistical techniques, surveys, interviews, focus groups, and other research instruments.*
- 6. **Workshops and Conferences:** Workshops and conferences offer opportunities for students to present their research findings, receive feedback from faculty and peers, and engage with scholars from other institutions. These events contribute to students' professional development and networking skills.*
- 7. **Mentorship:** Mentorship plays a crucial role in DBA programmes, with faculty mentors guiding students throughout their academic journey. Mentors provide academic support, career advice, and research guidance, helping students navigate the challenges of doctoral study and transition into academia or industry roles.*

By integrating these pedagogical methods, DBA programmes cultivate a rigorous academic environment that prepares students for leadership positions in business, academia, and beyond.

There are following Measures to Standardise the Quality of Mentorship

- **Regular Mentor / Mentorship Training:** On effective communication, conflict resolution, feedback techniques, cultural competency and guest lectures by experienced mentors to keep mentors updated on best practices and new institutional guidelines.*
- **Feedback Mechanisms:** We have Implemented regular anonymous surveys for mentees to evaluate their mentorship experience, conduct evaluations where mentors provide feedback on their experience, challenges faced, and suggestions for improvement.*
- **Mentorship Handbook:** Outline the roles and responsibilities of mentors and mentees, expected frequency of meetings, confidentiality policies, and procedures for addressing issues.*

DETAILED CURRICULUM

Strategic Financial Management

Module Description

This module aims to enable learners to apply financial principles relevant to management in an organisational context, including analytical techniques and theories/models of management accounting, evaluation of budgetary processes, recommending funding sources and appraising investment options. .

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- *Apply principles and theories of financial and managerial accounting to develop and implement innovative financial strategies.*
- *Utilise various costing methods to create effective cost control and pricing policies within an organisational context.*
- *Manage budgetary processes and techniques, ensuring effective budget monitoring and evaluation to support strategic financial goals.*
- *Advise on different sources of financial resources and assess their implications for organisational funding and financial strategy.*
- *Lead projects in managing working capital and appraising investment options to optimise financial performance and strategic growth.*
- *Integrate information and communication technology in financial management to enhance decision-making and drive financial innovation.*

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- *Critically evaluate and advance cutting-edge principles and theories of financial and managerial accounting to contribute to the creation of new knowledge and understanding in the field.*
- *Innovate and synthesise advanced costing methodologies to redefine their application in cost control and pricing strategies, thereby impacting both academic research and practical implementation.*
- *Analyse and integrate complex budgetary processes and techniques to develop new approaches in budget monitoring, evaluation, and strategic financial planning.*

- *Assess and critically appraise diverse sources of financial resources to formulate innovative funding strategies that address complex organisational needs.*
- *Develop and refine advanced techniques for managing working capital and critically evaluate investment options to optimise financial performance and contribute to the development of innovative financial management strategies.*
- *Critically analyse and implement the integration of information and communication technology in financial management to redefine practices and drive technological advancements.*
- *Design and propose new financial models or techniques that address complex financial challenges, contributing to the advancement of strategic financial management.*
- *Synthesise and critically evaluate existing financial theories to develop and propose novel financial strategies that extend or redefine current knowledge and practices.*

Skills:

At the end of the Module the learner will have acquired the following skills:

- *Develop innovative financial models to support strategic decision-making under varying economic conditions.*
- *Conduct in-depth financial analysis to identify trends, opportunities, and risks for business growth.*
- *Create and implement robust budgeting and forecasting systems to optimise resource allocation and performance measurement.*
- *Evaluate alternative funding sources and investment proposals based on strategic objectives and risk tolerance.*
- *Apply advanced Excel functionalities to develop sophisticated financial tools for strategic planning and control.*

Module-Specific Learner Skills

Upon completion of the module, learners will demonstrate enhanced abilities in

- *Analytical skills in financial statement analysis and ratio interpretation, developed through practical applications and case studies.*
- *Critical thinking skills for evaluating financial strategies and investment decisions, honed through real-world scenarios and simulations.*
- *Communication skills for presenting findings and recommendations effectively, practised through presentations and written assignments.*

- *Time management and organisational skills for managing complex financial tasks, nurtured through structured assignments and project work.*

Module-Specific Digital Skills and Competences

Learners will develop digital skills and competencies including

- *Proficiency in using Excel for financial analysis, budgeting, and forecasting, with hands-on exercises integrated into the curriculum.*
- *Ability to utilise online resources and databases for research purposes, encouraged through access to digital libraries and online platforms.*
- *Competence in navigating and participating in virtual learning environments and online collaboration tools, facilitated through interactive sessions and group projects.*
- *Familiarity with financial modelling software for scenario analysis and decision-making, with practical applications embedded in the curriculum.*

Hours of Total Learning for this Module

- **Total Contact Hours: 100**
Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
- **Supervised Placement and Practice Hours: 0**
During these hours the learner is supervised, coached, or mentored.
- **Self-Study Hours: 145**
Estimated workload of research and study
- **Assessment Hours: 5**
Examinations/ presentations/ group work/ projects etc.

Total Learning Hours of this Module: 250 Hours

Pedagogy for this Module

The module will be taught through a combination of lectures, case studies, group discussions, and practical exercises, ensuring an industry-appreciated balance between theoretical concepts and practical applications. Digital learning tools such as the institution's top-class Virtual Learning Environment (VLE), online discussion forums, virtual collaborative platforms, online simulations, and financial modelling software will be utilised to enhance learning experiences and provide real-time and hands-on experiences for students.

Assessment method for this particular module

Assessment Weightings:

1. *Assignment: 50%*
2. *Presentation: 30%*
3. *Examination: 20%*

Assessment Methods:

- *Assignments will involve analysing case studies, preparing financial reports, and making strategic recommendations based on real-world examples.*
- *Presentations will require students to present their findings and insights on specific financial management topics using digital presentation tools.*
- *Examinations will assess theoretical understanding, analytical skills, and application of concepts, incorporating questions related to real-world scenarios.*

The above shall be conducted using digital learning tools such as online assessment platforms and presentation software.

Reassessment Procedure: *Policy: Students who do not meet the required standards are given one opportunity for reassessment. Process: Reassessment typically involves resubmitting assignments, retaking exams, or revising project reports. Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines for resubmission and retake. Support: Additional academic support, including tutoring and workshops, is provided to assist students in addressing their weaknesses and preparing for reassessment.*

Reading List

Core texts:

- *Atrill, P. and McLaney, E. (2006) Accounting & Finance for Non-specialists. (5th edition) Harlow: FT Prentice Hall.*
- *Chaffey, D., Bocij, P., Greasley, A. and Hickie, S. (2006) Business information systems: technology, development and management for the e-business, (3rd edition), Harlow: Financial Times Prentice Hall/Pearson Education*
- *Carlos Correia, David Flynn, and Enrico Uliana (2019): Strategic Financial Management: European Cases in Routledge.*
- *Elias Raunio and Vesa Puttonen (2019): Strategic Financial Management: Theory and Practice in Emerald Group Publishing.*

Additional reading:

- *Atrill, P. and McLaney, E. (2006) Management Accounting for Decision Makers. Harlow: Prentice Hall.*
- *Berk, J. and DeMarzo, P. (2007) Corporate Finance. London: Pearson.*

- Brealey, R., Myers, S. and Marcus, A. (2007) *Fundamentals of Corporate Finance*. New York: McGraw Hill Irwin.
- Cox, D. and Fardon, M. (1997) *Management of Finance*. London: Osborne Books
- Drury, C. (2009) *Management Accounting for Business*. 4th Edition. London: Cengage Learning EMEA.
- Lumby, S. and Jones, C. (2000) *The Fundamentals of Investment Appraisal*. London: Thomson Learning
- Monden, Y. (1995) *Cost Reduction Systems: Target Costing and Kaizen Costing*. New York, Productivity Press.
- Marsh, C. (2009) *Mastering Financial Management*. Harlow: FT Prentice Hall.
- Van Horne, J. and Wachowicz, J. (2009) *Fundamentals of Financial Management*. Harlow: FT Prentice Hall
- White, G. I., Sondhi, A. C. and Fried, D. (2003) *The Analysis and Use of Financial Statements*. 3rd Edition. Hampshire: John Wiley and Sons.

Suggested Research Oriented reading:

- Geyer-Klingeborg, J., Hang, M., & Rathgeber, A. (2020). Corporate financial hedging and firm value: a meta-analysis. *The European Journal of Finance*, 27(6), 461–485. <https://doi.org/10.1080/1351847X.2020.1816559>
- Grossi, Giuseppe & Argento, Daniela. (2022). The fate of accounting for public governance development. *Accounting, Auditing & Accountability Journal*. 35. 272-303. 10.1108/AAAJ-11-2020-5001.
- Berg, T., Johanson, D., & Madsen, D. Ø. (2024). Budgetary control and beyond budgeting from a historical perspective - insights from re-visiting the 1922 book by James O. McKinsey. *Management & Organisational History*, 1–17. <https://doi.org/10.1080/17449359.2024.2371333>
- Atkinson, Helen. (2006). Strategy implementation: A role for the balanced scorecard? *Management Decision*. 44. 1441-1460. 10.1108/00251740610715740.
- Busenbark, John & Semadeni, Matthew & Arrfelt, Mathias & Withers, Michael. (2021). Corporate-Level Influences on Internal Capital Allocation: The Role of Financial Analyst Performance Projections. *Strategic Management Journal*. 43. 10.1002/smj.3331.
- Graham, J.R. and Harvey, C.R. (2001) *The Theory and Practice of Corporate Finance: Evidence from the Field*. *Journal of Financial Economics*, 60, 187-243. [http://dx.doi.org/10.1016/S0304-405X\(01\)00044-7](http://dx.doi.org/10.1016/S0304-405X(01)00044-7)

Entrepreneurship and Innovation

Module Description

The aim of this Module aim is to introduce learners to the basics of business processes and strategies related to enterprise and entrepreneurship, developing knowledge of enterprise and entrepreneurship in global contexts.

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- *Manage the development and implementation of original entrepreneurial strategies by understanding the nature, characteristics, and challenges of entrepreneurship and identifying the skills and attributes required for success.*
- *Evaluate and advise on different types of innovation to drive business growth and enhance competitiveness, incorporating high-level strategic thinking.*
- *Guide the selection, development, and implementation of innovative ideas by applying advanced tools and techniques for creative problem-solving and leading entrepreneurial projects.*

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- *Critically assess and advance various types of innovation, including product development, market development, and business model innovations, by contributing original research that not only explores but also redefines their impact on entrepreneurial success and current practices.*
- *Develop and propose new tools and techniques for idea development (such as lateral thinking, visioning, and problem-solving techniques) that contribute to the creation of innovative business models, advancing the frontiers of entrepreneurship research.*
- *Redefine the role of market research, intellectual property rights, and business planning in driving entrepreneurial innovation by developing and applying advanced research methodologies that push the boundaries of existing knowledge.*
- *Design and innovate comprehensive business plans by critically analysing and synthesising elements such as mission, vision, objectives, organisational structures, funding sources, and legal formats, contributing to the evolution of entrepreneurial strategies.*

- *Create and implement advanced strategies for effective presentations, negotiation, and overcoming entrepreneurial challenges, integrating cutting-edge research to enhance business practices and contributing new insights to the field.*

Skills:

At the end of the Module the learner will have acquired the following skills:

- *Apply advanced strategic thinking and entrepreneurial skills to design innovative business strategies and solutions in complex environments.*
- *Demonstrate creative and innovative thinking skills to generate and develop original business ideas that address emerging market needs.*
- *Use market research and analysis techniques to assess market feasibility and evaluate competitive landscapes for new ventures.*
- *Prepare and deliver effective presentations to communicate business plans and ideas convincingly to stakeholders and potential investors.*
- *Practise advanced negotiation skills to secure funding and establish strategic partnerships in entrepreneurial ventures.*

Module-Specific Learner Skills

(Over and above those mentioned in Section B)

Upon completion of the module, learners will demonstrate enhanced abilities in

- *Entrepreneurial skills, including strategic thinking, communication, negotiation, decision-making, and problem-solving.*
- *Creative and innovative thinking skills for generating and developing business ideas*
- *Market research and analysis skills for assessing market feasibility and competition.*
- *Presentation skills for effectively communicating business plans and ideas to stakeholders.*
- *Negotiation skills for securing funding and partnerships in entrepreneurial ventures.*

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

Learners will develop digital skills and competencies including

- *Proficiency in utilising digital platforms for collaborative brainstorming and idea generation.*

- *Ability to conduct online market research and analysis using digital tools and databases.*
- *Skills in using presentation software and virtual communication tools for pitching business ideas.*
- *Competence in navigating online resources for legal and regulatory information related to entrepreneurship.*
- *Familiarity with online collaboration platforms for networking and partnership opportunities.*

Hours of Total Learning for this Module

- **Total Contact Hours: 100**
Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
- **Supervised Placement and Practice Hours: 0**
During these hours the learner is supervised, coached, or mentored.
- **Self-Study Hours: 145**
Estimated workload of research and study
- **Assessment Hours: 5**
Examinations/ presentations/ group work/ projects etc.

Total Learning Hours of this Module: 250 Hours

Pedagogy for this Module

The module will be taught through a combination of lectures, workshops, case studies, and interactive discussions to engage learners in the entrepreneurial process. Practical exercises and simulations will be used to apply concepts and techniques in real-world scenarios. Digital learning tools such as online collaboration platforms, virtual incubators, and entrepreneurial simulations will be integrated to enhance learning experiences and provide hands-on practice.

Assessment method for this particular Module

Assessment Weightings:

- *Assignment: 40%*
- *Presentation: 30%*
- *Examination: 30%*

Assessment Methods:

- *Assignments will involve developing business plans, analysing case studies, and solving entrepreneurial challenges.*
- *Presentations will require students to pitch their business ideas and plans to a panel of stakeholders.*
- *Examinations will assess theoretical understanding, analytical skills, and application of concepts through structured questions and scenarios. The above shall be conducted using digital learning tools such as online assessment platforms and presentation software.*

The pass mark for the module will be set at 50%.

Reassessment Procedure:

- **Policy:** *Students who do not meet the required standards are given one opportunity for reassessment.*
- **Process:** *Reassessment typically involves resubmitting assignments, retaking exams, or revising project reports.*
- **Timing:** *Reassessments are scheduled according to the academic calendar, with specific deadlines for resubmission and retake.*
- **Support:** *Additional academic support, including tutoring and workshops, is provided to assist students in addressing their weaknesses and preparing for reassessment.*

Reading List

Core texts:

- *Burns, P. (2007) Entrepreneurship and Small Business. Hampshire: Palgrave. Barrow, P. (2008) The Best-laid Business Plans. London: Virgin.*
- *Bently, L. (2008) Intellectual Property Law. Oxford: Oxford University Press.*
- *Ford, B. R., Bornstein, J. M., Pruitt, P. T. and Young, E. (2010) The Ernst & Young Business Plan Guide. Chichester: John Wiley & Sons.*
- *Green, J. (2005) Starting your own business. New York: How to Books. Jones, P. (2007) Tycoon. Montessori, M: Hodder and Stoughton.*
- *Mair, J. (2006) Social Entrepreneurship. Hampshire: Palgrave Macmillan.*
- *Mawson, A. (2008) The Social Entrepreneur, making communities work. London: Atlantic Books*
- *Rae, D. (2007) Entrepreneurship: From opportunity to action. Hampshire: Palgrave Macmillan*

- Reuvid, J. (2006) *Start-up and run your own business*. London: Kogan Page.
- Stokes, D. and Wilson, N. (2006) *Small business management and entrepreneurship*. London: Thomson.
- World Intellectual Property Organisation (WIPO) (2012) *The enforcement of intellectual property rights-A case book*. Retrieved from: http://www.wipo.int/edocs/pubdocs/en/intproperty/791/wipo_pub_791.pdf

Additional reading:

- Bruce R. Barringer and R. Duane Ireland (2020): *Entrepreneurship: Successfully Launching New Ventures in Pearson*.
- Stuart Read, Saras Sarasvathy, Nick Dew, Robert Wiltbank, and Anne-Valérie Ohlsson (2021): *Effectual Entrepreneurship in Routledge*.
- Barringer, B. R. and Ireland, D. (2009) *Entrepreneurship: Successfully launching new ventures*. Boston: Pearson Education.
- Alinsky, S. D. (1999) *Rules for radicals*. Westminster: Random House. Burgh, B. (2007) *The go-giver*. New York: Portfolio Hardcover.
- Claxton, G. (2000) *Hare brain, tortoise mind: How intelligence increases when you think less*. London: Ecco.
- Gittomer, J. (2003) *The sales Bible: The ultimate sales resource*. Hoboken, N.J.: John Wiley & Sons.
- Gladwell, M. (2002) *The tipping point: How little things can make a big difference*. London: Back Bay Books.
- Godin, S. (2008) *Tribes*. London: Paitkus

Books:

- Kirby, D. (2002) *Entrepreneurship*. Maidenhead: McGraw-Hill Higher Education.
- Mawson, A. (2008) *The social entrepreneur: Making communities work*. London: Atlantic Books.
- Vaynerchuck, G. (2009) *Crush it! Why now is the time to cash in on your passion*. New York: Harper Studio.
- Weinber, T. (2009) *The new community rules: Marketing on the social web*. Farnham: O'Reilly Media.
- West, C. (2008) *Think like an entrepreneur, your psychological toolkit of success*. Harlow: Prentice Hall.

Strategic Marketing

Module Description

The aim of this module is to develop learners' understanding of the concepts, methods and technical aspects of strategic marketing and the challenges associated with marketing in today's business environment, including how a strategy combines product development, promotion, distribution, pricing, relationship management and other elements.

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- *Create comprehensive strategic marketing plans by integrating various elements such as product development, promotion, distribution, pricing, and relationship management.*
- *Manage the analysis and application of strategic marketing concepts across diverse organisational contexts, demonstrating autonomy and high-level responsibility.*
- *Guide the critical evaluation and selection of competitive strategic marketing strategies in response to dynamic market environments, showcasing strategic thinking and advanced decision-making skills.*
- *Lead the development of innovative marketing solutions to address complex business challenges and drive organisational growth.*
- *Supervise and collaborate with teams to implement strategic marketing plans effectively, ensuring alignment with organisational objectives.*
- *Advise on strategic marketing initiatives and negotiate with key stakeholders to secure buy-in and resources for innovative marketing projects.*
- *Ability to critically evaluate and select competitive strategic marketing strategies in response to dynamic market environments, showcasing strategic thinking and decision-making skills.*

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- *Critically assess and advance strategic marketing concepts, methods, and technical aspects, contributing original research that expands the boundaries of marketing knowledge and theory.*

- *Develop and propose new marketing theories and practices by critically analysing the interplay between strategic marketing and organisational dynamics, thereby driving the evolution and advancement of the marketing discipline.*
- *Redefine and innovate digital and online marketing strategies through a critical evaluation of their impact on broader strategy.*
- *marketing frameworks, contributing to cutting-edge developments and emerging trends in the field.*
- *Create and implement advanced marketing strategies by critically analysing and synthesising diverse marketing concepts across various organisational contexts, leading to the development of novel and impactful approaches in strategic marketing.*
- *Design and articulate sophisticated processes for strategic marketing planning, analysis, and execution, introducing new insights, frameworks, and methodologies that push the boundaries of current marketing practices.*
- *Formulate and apply advanced SMART (Specific, Measurable, Achievable, Relevant, Time-bound) strategic marketing objectives within original research contexts, advancing portfolio analysis techniques and redefining strategic marketing practices.*
- *Critically evaluate internal, external, competitive, and stakeholder environments to identify and develop opportunities for pioneering marketing strategies that advance the field and address complex market challenges.*
- *Propose and substantiate innovative practices within organisational constraints by integrating relationship marketing and strategic alternatives into research-based frameworks, contributing to the development of new strategic marketing models.*
- *Conducting rigorous research to contribute to the development of new marketing theories by critically evaluating and selecting competitive strategic marketing strategies in response to dynamic and evolving market conditions, thereby influencing future marketing practices.*
- *Develop and implement novel approaches to market segmentation, targeting, branding, and positioning strategies, grounded in rigorous research, to advance marketing theory and practical application.*
- *Innovate and contribute to the development and execution of integrated marketing mix strategies, emphasising research-driven insights that challenge and redefine existing practices and norms in the field.*
- *Identify and analyse key factors influencing the successful implementation of marketing strategies and resource allocation, developing new best practices that enhance the effectiveness and efficiency of strategic marketing initiatives.*

- *Assess and redefine marketing strategies based on comprehensive evaluations of their effectiveness, contributing to the ongoing advancement and refinement of strategic marketing knowledge and practice.*

Skills:

At the end of the Module the learner will have acquired the following skills:

- *Apply advanced analytical skills to critically evaluate strategic marketing concepts and practices within complex business environments.*
- *Plan and devise comprehensive marketing strategies aligned with organisational objectives, demonstrating advanced strategic thinking.*
- *Demonstrate effective communication skills to articulate marketing strategies and recommendations persuasively to diverse stakeholders.*
- *Create innovative solutions to address complex marketing challenges using advanced problem-solving capabilities in dynamic business contexts.*
- *Leverage digital marketing channels and technologies to gain strategic advantages and implement cutting-edge marketing strategies.*
- *Collaborate effectively with stakeholders to develop and implement marketing strategies, showcasing strong teamwork and leadership skills.*

Module-Specific Learner Skills

(Over and above those mentioned in Section B)

Upon completion of the module, learners will demonstrate enhanced abilities in

- *Proficiency in utilising digital marketing tools and platforms.*
- *Analytical skills for interpreting digital marketing metrics and insights.*
- *Competence in developing digital marketing strategies and campaigns.*
- *Familiarity with online collaboration and communication tools.*
- *Ability to integrate digital technologies into strategic marketing initiatives effectively.*
- *Understanding of emerging trends and best practices in digital marketing.*

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

Learners will develop digital skills and competencies including

- *Utilising online resources for research and learning.*

- *Engaging in online collaboration and communication for group projects and discussions.*
- *Creating and delivering presentations using digital tools.*
- *Conducting ethical and responsible online academic practices, including citation and referencing.*

Hours of Total Learning for this Module

- **Total Contact Hours: 100**
Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
- **Supervised Placement and Practice Hours: 0**
During these hours the learner is supervised, coached, or mentored.
- **Self-Study Hours: 145**
Estimated workload of research and study
- **Assessment Hours: 5**
Examinations/ presentations/ group work/ projects etc.

Total Learning Hours of this Module: 250 Hours

Pedagogy for this Module

The module will employ a blended learning approach, combining traditional lectures with interactive workshops, case studies, and group discussions. Digital learning tools such as online platforms for accessing course materials, virtual classrooms for real-time discussions, multimedia presentations, and simulation tools will facilitate active engagement and practical application of strategic marketing concepts. Guest lectures from industry experts will provide insights into real-world applications, while assignments and projects will encourage critical thinking and creativity.

Assessment method for this particular Module

Assessment Weightings:

- *Presentation: 30%*
- *Case Study Analysis:*
- *Marketing Plan Development (Group Project): 40%*

Assessment tasks will leverage digital learning tools such as online submission platforms, video conferencing for presentations, and collaborative document editing tools.

The pass mark for the module will be set at 50%.

Reassessment Procedure:

- **Policy:** Students who do not meet the required standards are given one opportunity for reassessment.
- **Process:** Reassessment typically involves resubmitting assignments, retaking exams, or revising project reports.
- **Timing:** Reassessments are scheduled according to the academic calendar, with specific deadlines for resubmission and retake.
- **Support:** Additional academic support, including tutoring and workshops, is provided to assist students in addressing their weaknesses and preparing for reassessment.

Reading List

Core texts:

- Gary Armstrong, Nigel Piercy, and Tom Malnight (2019): *Contemporary Issues in Strategic Marketing* in Routledge.
- Kevin Lane Keller and Tony Aperia (2020): *Strategic Brand Management: A European Perspective* in Pearson Education.
- Aaker, D. A. and McLoughlin, D. (2010) *Strategic Market Management: Global Perspectives*. Chichester: John Wiley & Sons.
- Proctor, C. (2014) *Strategic Marketing: An Introduction*. Oxon: Routledge.

Additional reading:

- Bradley, F. (2005) *International Marketing Strategy*. New Jersey, FL: Prentice Hall.
- Best, R. J. (2009) *Market-based Management: Strategies for Growing Customer Value and Profitability*. 5th Edition. Harlow: Prentice Hall.
- Chernev, A. (2009) *Strategic Marketing Management*. 5th Edition. New York: Brightstar Media.
- Hastings, H. and Saperstein, J. (2007) *Improve Your Marketing to Grow Your Business*. New York: Wharton School Publishing.
- Hooley, G., Saunders, J., Piercy, N. F. and Nicoulaud, B. (2007) *Marketing Strategy and Competitive Positioning*. 4th Edition. Harlow: Financial Times/Prentice Hall.
- Kotler, P. and Armstrong, G. (2008) *Principles of Marketing*. 13th Edition. New York: Prentice Hall.
- Kotler, P. and Keller, K. L. (2008) *A Framework for Marketing Management*. London: Pearson Education.

- Lambin, J. J. (2007). *Market Driven Management: Strategic and Operational Marketing*, 2nd Edition, London: Palgrave Macmillan
- McDonald, M. (2007) *Malcolm McDonald on Marketing Planning: Understanding Marketing Plans and Strategy*, New York: Kogan-Page.
- Mukerjee, K. (2007) *Customer Relationship Management: A Strategic Approach to Marketing*, New Delhi: Prentice Hall of India.
- Mullins, J. Walker, O. C. and Boyd, H. W. (2009). *Marketing Management: A Strategic Decision-Making Approach*, 7th Edition, New York: McGraw-Hill Higher Education.
- Palmer, R. Cockton, J. and Cooper, G. (2009) *Managing Marketing: Marketing Success Through Good Management Practice*. Oxford: Butterworth-Heinemann.
- Tollin, K. and Carù, A. (eds.) (2008) *Strategic Market Creation: A New Perspective on Marketing and Innovation Management*. Chichester: John Wiley and Sons.
- Winer, R. and Dhar, R. (2010) *Marketing Management*. 4th Edition. London: Pearson Education.

Suggested Research Oriented reading:

- Purchase, S., & Volery, T. (2020). *Marketing innovation: a systematic review*. *Journal of Marketing Management*, 36(9–10), 763–793. <https://doi.org/10.1080/0267257X.2020.1774631>
- Katsikeas, C., Leonidou, L., & Zeriti, A. (2020). *Revisiting international marketing strategy in a digital era: Opportunities, challenges, and research directions*. *International Marketing Review*, 37(3), 405-424.
- Varadarajan, R. (2020). *Customer information resources advantage, marketing strategy and business performance: A market resources based view*. *Industrial Marketing Management*, 89, 89-97.
- Paul, J. (2020). *Marketing in emerging markets: A review, theoretical synthesis and extension*. *International Journal of Emerging Markets*, 15(3), 446-468.
- Eriksson, T., Bigi, A., & Bonera, M. (2020). *Think with me, or think for me? On the future role of artificial intelligence in marketing strategy formulation*. *The TQM Journal*, 32(4), 795-814.

Globalisation and Corporate Governance

Module Description

This module aims to enable learners to gain comprehensive understanding about the role of research in solving business problems and develop capabilities to critically evaluate existing bodies of knowledge to put forward a case for further research.

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- *Lead the analysis of globalisation and its impact on corporate governance by managing complex research projects and using advanced analytical tools, including PESTLE analysis, to produce original insights.*
- *Guide the evaluation of the role and responsibilities of multinational corporations and international institutions in the global economy, ensuring a deep understanding of global financial stability and corporate values through critical research.*
- *Critically assess and address social, cultural, ethical, and moral issues in the global business context, including diversity, equal opportunities, and corporate social responsibility, and propose innovative solutions.*
- *Manage and apply corporate governance principles (including board responsibilities, transparency, disclosure, and ethical behaviour) to create and implement new governance frameworks and practices.*
- *Supervise and lead research initiatives on contemporary global business challenges, contributing original solutions and strategic recommendations for enhancing corporate governance.*

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- *Critically evaluate and enhance PESTLE analysis methodologies to assess the international business environment, contributing new insights into global market dynamics, economies of scale, and strategic planning at a global level.*
- *Develop and redefine theoretical frameworks that examine the role of multinational corporations and international institutions (such as the WTO, World Bank, IMF,*

OECD, and G-20) in promoting and maintaining global financial stability, grounded in cutting-edge research that advances the field.

- *Synthesise and expand current understanding of social, cultural, ethical, and moral issues within the global business context, including diversity, equal opportunities, and corporate social responsibility, by producing original research that redefines best practices and sets new benchmarks for ethical business conduct.*
- *Redefine and innovate corporate governance principles through critical analysis, focusing on areas such as board responsibilities, transparency, disclosure, and ethical behaviour, and proposing forward-thinking approaches that advance the theoretical and practical understanding of corporate governance.*
- *Conduct original research to analyse the effects of globalisation on corporate governance structures, generating new knowledge that challenges existing paradigms and offers innovative governance solutions tailored to the global business landscape.*
- *Critically evaluate and integrate the latest research insights on globalisation, emphasising their implications for corporate governance practices, and contributing to the advancement and refinement of governance models and strategies.*
- *Propose and develop innovative governance frameworks by critically assessing global trends, thereby advancing the frontiers of knowledge in corporate governance and influencing future business practices on a global scale.*

Skills:

At the end of the Module the learner will have acquired the following skills:

- *Apply advanced analytical skills to evaluate the impact of globalisation on corporate governance and develop innovative business practices.*
- *Demonstrate critical thinking skills to assess social, cultural, ethical, and moral issues in the global business environment and propose strategic solutions.*
- *Enhance communication skills to articulate complex global business concepts and corporate governance principles effectively to diverse stakeholders.*
- *Cultivate research skills to explore contemporary issues in globalisation and corporate governance and propose innovative governance strategies.*
- *Design new governance strategies that address the challenges posed by globalisation and align with ethical and sustainable business practices.*
- *Create comprehensive reports and presentations that showcase findings from research on globalisation and corporate governance, emphasising innovative approaches and strategic insights.*

Module-Specific Learner Skills

(Over and above those mentioned in Section B)

Upon completion of the module, learners will demonstrate enhanced abilities in

- *Analytical skills to evaluate the impact of globalisation on corporate governance and business practices.*
- *Critical thinking skills to assess social, cultural, ethical, and moral issues in the global business environment.*
- *Communication skills to articulate complex global business concepts and corporate governance principles effectively.*
- *Research skills to explore contemporary issues and propose solutions in the field of globalisation and corporate governance.*

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

Learners will develop digital skills and competencies including

- *Proficiency in utilising digital research tools and databases to gather relevant information.*
- *Ability to collaborate effectively using online platforms for group discussions and project work.*
- *Skills in using presentation software and virtual communication tools for delivering group presentations.*
- *Competence in analysing digital case studies and presenting findings using multimedia formats.*
- *Familiarity with online resources for accessing up-to-date information on global business trends and corporate governance practices.*

Hours of Total Learning for this Module

- **Total Contact Hours: 100**

Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums

- **Supervised Placement and Practice Hours: 0**

During these hours the learner is supervised, coached, or mentored.

- **Self-Study Hours: 145**

Estimated workload of research and study

- **Assessment Hours: 5**

Examinations/ presentations/ group work/ projects etc.

Total Learning Hours of this Module: 250 Hours

Pedagogy for this Module

The module will employ a combination of lectures, seminars, case studies, and interactive discussions to engage learners in understanding globalisation and corporate governance concepts. Practical exercises and real-world examples will be used to illustrate theoretical concepts, while guest lectures from industry experts will provide insights into current trends and challenges. Digital learning tools such as online forums, multimedia presentations, and virtual case studies will enhance learning experiences and facilitate collaborative learning.

Assessment method for this particular Module

Assessment Weightings:

- *Research Paper: 40%*
- *Group Presentation: 30%*
- *Case Study Analysis: 30%*

Assessment tasks will require students to conduct research, analyse case studies, and present findings on various aspects of globalisation and corporate governance. Digital learning tools such as online submission platforms, video conferencing for presentations, and collaborative document editing tools will be utilised.

The pass mark for the module will be set at 50%.

Reassessment Procedure:

Policy: *Students who do not meet the required standards are given one opportunity for reassessment.*

Process: *Reassessment typically involves resubmitting assignments, retaking exams, or revising project reports.*

Timing: *Reassessments are scheduled according to the academic calendar, with specific deadlines for resubmission and retake.*

Support: *Additional academic support, including tutoring and workshops, is provided to assist students in addressing their weaknesses and preparing for reassessment*

Reading List

- *Jeremy Moon, Dirk Matten, and Güler Aras (2020): Globalization and Corporate Social Responsibility in Routledge.*

- *David Crowther and Güler Aras (2019): Globalization and Corporate Citizenship: The Alternative Gaze in Routledge.*
- *Bagley, C. E. (2012) The entrepreneur's guide to business law. Mason, Ohio: South-Western*
- *Bently, L. (2008) Intellectual property law. Oxford: Oxford University Press.*
- *Coteanu, C. (2005) Cyber Consumer Law and unfair trading practices: Unfair commercial practices (Markets and the Law). Kent: Ashgate Publishing.*
- *Crane, A. and Matten, D. (2010) Business ethics: Managing corporate citizenship and sustainability in the age of Globalisation. Oxford: Oxford University Press.*
- *Mallin, C. A. (2009) Corporate governance. Oxford: Oxford University Press.*
- *Solomon, J. (2010) Corporate governance and accountability. Hampshire: John Wiley and Sons.*
- *MacIntyre, E. (2012) Business Law. Harlow: Pearson.*
- *Cross, F. and Miller, R. (2014) The legal environment of business: Text and cases. Mason: Cengage Learning.*
- *Worthington, I. (2009) The business environment. Harlow: FT Prentice Hall.*

Suggested Research Oriented reading:

- *Dabic, M., Maley, J., & Novak, I. (2021). An analysis of globalisation in international business research 1993–2018: rise of the sceptics. Critical perspectives on international business, 17(3), 444-462.*
- *Witt MA. De-globalization: Theories, predictions, and opportunities for international business research. Journal of International Business Studies. 2019;50(7):1053–1077. doi: 10.1057/s41267-019-00219-7.*
- *Kali R, Reyes J. The architecture of globalisation: A network approach to international economic integration. Journal of International Business Studies. 2007;38(4):595–620. doi: 10.1057/palgrave.jibs.8400286.*
- *Gereffi G. What does the COVID-19 pandemic teach us about global value chains? The case of medical supplies. Journal of International Business Policy. 2020;3(3):287–301. doi: 10.1057/s42214-020-00062-w*
- *Dabic, M., Maley, J. and Novak, I. (2021), "An analysis of globalisation in international business research 1993–2018: rise of the sceptics", Critical Perspectives on International Business, Vol. 17 No. 3, pp. 444- 462. <https://doi.org/10.1108/cpoib-02-2019-0016>*

Developing Strategic Management and Leadership Potential

Module Description

The aim of this module is to develop learners' understanding of strategic management in a globalised world and how leadership informs and influences strategic change. It will also develop the ability to evaluate strategic position, choices and actions.

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- *Lead and manage strategic initiatives by utilising advanced strategic management tools and frameworks to critically analyse external and internal business environments, ensuring comprehensive understanding and application of strategic insights.*
- *Evaluate and guide an organisation's strategic position by analysing strategic choices and actions, identifying areas for improvement and opportunities for sustainable competitive advantage, and formulating actionable recommendations.*
- *Create and develop innovative strategic options for organisations, considering internationalisation drivers and market potential, and lead the implementation of these strategies to enhance organisational performance.*
- *Produce original research and insights in the field of management, representing and advocating for innovative strategic approaches that address complex challenges and drive organisational success.*
- *Supervise and oversee strategic planning processes, ensuring alignment with organisational goals and contributing to the development of high-impact strategies that leverage emerging trends and global opportunities.*

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- *Critically analyse and advance the theoretical foundations of strategic management and leadership by conducting original research that redefines their practical applications and impact on organisational effectiveness at the highest level.*
- *Develop and refine strategic models, tools, and frameworks through rigorous research, applying these innovations in diverse organisational contexts to enhance practices in strategic analysis, formulation, and implementation.*

- *Synthesise and integrate corporate, business, and operational strategies to innovate and improve organisational performance, providing new insights into how these strategies interact to achieve superior business outcomes.*
- *Evaluate and contribute to global strategy frameworks by critically examining key internationalisation drivers and addressing ethical considerations in strategic decision-making, thereby influencing practices within the international business context.*
- *Generate new research insights into the impact of globalisation on corporate governance structures, proposing innovative approaches to strategic management practices that reflect an advanced understanding of the interface between globalisation and governance.*
- *Conduct comprehensive research on strategic management and leadership practices, focusing on emerging trends, leadership models, and organisational behaviour, to contribute new theoretical and practical knowledge to the field.*

Skills:

At the end of the Module the learner will have acquired the following skills:

- *Apply advanced analytical skills to assess external and internal business environments, and identify and exploit strategic opportunities and mitigate threats within diverse markets and international contexts.*
- *Demonstrate strategic decision-making skills by formulating and evaluating innovative strategic options for organisations, ensuring alignment with long-term goals and market dynamics.*
- *Lead and manage strategic change processes, effectively navigating challenges and leveraging opportunities for organisational growth through innovative leadership and strategic planning.*
- *Create and apply innovative leadership strategies to foster a culture of strategic thinking and agility, ensuring alignment with organisational goals and enhancing overall management effectiveness.*
- *Show proficiency in strategic decision-making by constructing and executing comprehensive plans that integrate advanced management principles and adapt to dynamic business environments.*
- *Plan and oversee the implementation of strategic initiatives, ensuring effective communication and coordination across teams to achieve organisational objectives and sustain long-term success.*

Module-Specific Learner Skills

(Over and above those mentioned in Section B)

Upon completion of the module, learners will demonstrate enhanced abilities in

- *Analytical skills for assessing business environments, identifying strategic opportunities, and evaluating competitive threats.*
- *Decision-making skills to formulate and prioritise strategic options, considering organisational goals and resource constraints.*
- *Leadership skills to navigate strategic change processes, inspire teams, and foster a culture of innovation and continuous improvement.*

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

Learners will develop digital skills and competencies including

- *Proficiency in utilising strategic planning software and online analytical tools for strategic analysis and decision-making.*
- *Competence in virtual collaboration platforms for group discussions, project development, and peer feedback.*
- *Skills in online research and information retrieval for accessing relevant literature, case studies, and industry reports in strategic management and leadership.*

Hours of Total Learning for this Module

- **Total Contact Hours: 100**
Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
- **Supervised Placement and Practice Hours: 0**
During these hours the learner is supervised, coached, or mentored.
- **Self-Study Hours: 145**
Estimated workload of research and study
- **Assessment Hours: 5**
Examinations/ presentations/ group work/ projects etc.

Total Learning Hours of this Module: 250 Hours

Pedagogy for this Module

The module will be taught through a combination of lectures, case studies, group discussions, and interactive workshops to engage learners in active learning. Practical exercises and real-world examples will be used to illustrate theoretical concepts and frameworks. Guest lectures by industry experts and practitioners will provide insights into

contemporary strategic management practices. Digital learning tools such as online simulations, strategic planning software, and virtual collaboration platforms will be integrated to enhance learning experiences and facilitate peer interaction.

Assessment method for this particular Module

Assessment Weightings:

- Case Study Analysis: 40%
- Strategic Project Presentation: 30%
- Written Examination: 30%

Assessment Methods:

- *Case Study Analysis: Students will analyse real-world strategic management cases, demonstrating their ability to apply theoretical concepts and frameworks to practical scenarios.*
- *Strategic Project Presentation: Students will develop and present a strategic project proposal, outlining strategic options for a chosen organisation based on their analysis of internal and external factors.*
- *Written Examination: The examination will assess students' theoretical understanding, analytical skills, and critical thinking abilities through structured questions and scenarios.*

The pass mark for the module will be set at 50%.

Reassessment Procedure:

Policy: Students who do not meet the required standards are given one opportunity for reassessment.

Process: Reassessment typically involves resubmitting assignments, retaking exams, or revising project reports.

Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines for resubmission and retake.

Support: Additional academic support, including tutoring and workshops, is provided to assist students in addressing their weaknesses and preparing for reassessment.

Reading List

Core texts:

- Whittington, R., Regner, P., Angwin, D., Johnson, G., & Scholes, K. (2020)

- *Exploring Strategy: Texts and Cases. (12th ed.) Harlow, Pearson. Gill R (2011). Theory and Practice of Leadership, 2nd ed. Sage Publications*

Additional reading:

- *John L. Colley Jr., Jacqueline L. Doyle, and Robert D. Hardie (2020): Strategic Leadership and Management in Turbulent Times in Expert Press*
- *Michael A. Hitt, R. Duane Ireland, and Robert E. Hoskisson (2021): Strategic Management: Concepts and Cases in Cengage Learning*
- *Balogun J and Hope-Hailey V (2008). Exploring Strategic Change, 3rd ed. FT Prentice Hall*
- *Crane, A., Matten, D., Glozer, S., & Spence, L. (2019). Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalisation (5 ed.). Oxford: Oxford University Publishing*
- *De Wit B and Meyer, R (2010). Strategy: Process, Content, Context: an international perspective, 4th ed. Andover: South-Western Cengage Learning*
- *Mintzberg H, Lampel J and Ahlstrand B (2009). Strategy Safari: the complete guide through the wilds of strategic management, 2nd ed. FT Prentice Hall*
- *Barney, J. (2010) Gaining and Sustaining Competitive Advantage. New York: Pearson Education.*
- *Grant, R. (2010) Contemporary Strategy Analysis. Hampshire: John Wiley and Sons*
- *Hill, C., Jones, G. and Schilling, M. (2013) Strategic Management: Theory: An Integrated Approach. Stamford, CT: Cengage Learning*
- *Chandler, D. (2016) Strategic Corporate Social Responsibility: Sustainable Value Creation. London, Sage.*
- *Mintzberg, H. (2000) The Rise and Fall of Strategic Planning. Harlow: Financial Times/Prentice Hall.*
- *Pettigrew, A. M., Thomas, H. and Whittington, R. (eds.) (2006) The Handbook of Strategy and Management. London: Sage.*
- *Stacey, R. D. (2010) Strategic Management and Organisational Dynamics. Harlow: Financial Times/Prentice Hall.*

Suggested Research Oriented reading:

- *Samimi, M., Cortes, A. F., Anderson, M. H., & Herrmann, P. (2022). What is strategic leadership? Developing a framework for future research. The Leadership Quarterly, 33(3), 101353.*
- *Fuertes, G., Alfaro, M., Vargas, M., Gutierrez, S., Ternero, R., & Sabattin, J. (2020). Conceptual framework for the strategic management: a literature review—descriptive. Journal of engineering, 2020(1), 6253013.*

- *Porfírio, José António & Carrilho, Tiago & Felício, José Augusto & Jardim, Jacinto, 2021. "Leadership characteristics and digital transformation," Journal of Business Research, Elsevier, vol. 124(C), pages 610-619.*
- *Keding, C. (2021). Understanding the interplay of artificial intelligence and strategic management: four decades of research in review. Management Review Quarterly, 71(1), 91-134.*
- *Van Doorn, S., Heyden, M. L., & Reimer, M. (2023). The private life of CEOs; A strategic leadership perspective. The Leadership Quarterly, 34(1), 101679.*
- *Ketchen Jr, D. J., & Craighead, C. W. (2020). Research at the intersection of entrepreneurship, supply chain management, and strategic management: Opportunities highlighted by COVID-19. Journal of Management, 46(8), 1330-1341.*
- *Ateş, N. Y., Tarakci, M., Porck, J. P., van Knippenberg, D., & Groenen, P. J. (2020). The dark side of visionary leadership in strategy implementation: Strategic alignment, strategic consensus, and commitment. Journal of Management, 46(5), 637-665*

Developing Research Capability

Module Description

This module aims to enable learners to gain comprehensive understanding about the role of research in solving business problems and develop capabilities to critically evaluate existing bodies of knowledge to put forward a case for further research.

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- *Manage and oversee the use of advanced research tools and techniques to effectively identify, define, and address complex organisational problems, ensuring the development of innovative solutions.*
- *Guide and supervise the application of critical thinking and reflection techniques to evaluate and enhance research methodologies and theoretical frameworks, ensuring methodological rigor and innovation.*
- *Be responsible for selecting and developing research topics by applying advanced understanding of research philosophies, and designing and implementing new research methodologies based on ontological and epistemological assumptions.*
- *Conduct and manage comprehensive literature reviews, analyse and synthesise research findings, and create new research contributions to the field by developing innovative tools and methods for knowledge advancement.*
- *Ensure the integration of cutting-edge research techniques and provide original insights into research problems, driving advancements in research methodologies and contributing to the field of study.*

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- *Critically assess and innovate research approaches to address complex business problems, advancing both academic and practical research methodologies and aligning them with strategic business objectives.*
- *Understand and critically apply research philosophies such as positivism, interpretivism, pragmatism, and realism to guide the creation of innovative research methodologies and contribute novel insights to the field.*

- *Synthesise and advance theoretical frameworks in business research, critically evaluating and expanding existing theories to conceptualise complex business issues and inform the development of innovative research paradigms.*
- *Innovate in theory building and testing by formulating and refining hypotheses and developing conceptual frameworks that push the boundaries of current knowledge in business management.*
- *Construct and critically evaluate advanced theoretical models, applying rigorous research methodologies to address complex business problems and produce impactful insights that redefine current practices.*

Skills:

At the end of the Module the learner will have acquired the following skills:

- *Apply advanced problem identification and definition techniques using tools such as Pareto charts, Fishbone Diagrams, and Failure Mode and Effect Analysis, and create innovative methods for addressing complex research issues.*
- *Demonstrate critical thinking and advanced reflection techniques for effective decision-making and research design, and apply self-evaluation methods to enhance research quality and methodological rigor.*
- *Plan and design research topics by formulating hypotheses and developing comprehensive theoretical frameworks, including creating original research methodologies to explore novel research questions.*
- *Conduct thorough literature reviews, synthesise and analyse literature, and create innovative approaches to contribute new insights to the existing body of knowledge, including developing new research tools as needed.*
- *Prepare and deliver presentations of research findings with a focus on reliability and validity, and demonstrate effective communication skills to convey complex research concepts and results to diverse audiences.*
- *Show proficiency in using advanced research techniques, including designing and implementing innovative research methodologies and applying cutting-edge tools to achieve impactful results.*

Module-Specific Learner Skills

(Over and above those mentioned in Section B)

Upon completion of the module, learners will demonstrate enhanced abilities in

- *Problem identification and definition using structured tools and techniques.*

- *Critical thinking, reflection, and self-evaluation for effective decision-making and research design.*
- *Research topic selection, hypothesis formulation, and theoretical framework development.*
- *Literature review conduct, analysis, and synthesis of findings to contribute to knowledge.*
- *Presentation skills for communicating research findings effectively, considering reliability and validity.*

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

Learners will develop digital skills and competencies including

- *Utilising online databases and resources for literature searches and research data retrieval.*
- *Proficiency in digital tools for data analysis, content management, and research presentation.*
- *Skills in online research collaboration and peer feedback for enhancing research quality and effectiveness.*

Hours of Total Learning for this Module

- **Total Contact Hours: 100**
Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
- **Supervised Placement and Practice Hours: 0**
During these hours the learner is supervised, coached, or mentored.
- **Self-Study Hours: 145**
Estimated workload of research and study
- **Assessment Hours: 5**
Examinations/ presentations/ group work/ projects etc.

Total Learning Hours of this Module: 250 Hours

Pedagogy for this Module

The module will be taught through a combination of lectures, workshops, and interactive discussions to engage learners in active learning. Practical exercises and case studies will be used to illustrate research methodologies and theoretical concepts. Guest lectures by

research experts and practitioners will provide insights into contemporary research practices. Digital learning tools such as online databases and literature search platforms will be integrated to enhance research skills and facilitate peer interaction.

Assessment method for this particular Module

Assessment Weightings:

- *Research Proposal Development: 40%*
- *Literature Review Analysis: 30%*
- *Written Examination: 30%*

Assessment Methods:

- *Research Proposal Development: Students will develop and present a research proposal, demonstrating their ability to select research topics, formulate hypotheses, and develop theoretical frameworks.*
- *Literature Review Analysis: Students will conduct a literature review, analyse research findings, and synthesise contributions to knowledge in a written report.*
- *Written Examination: The examination will assess students' theoretical understanding, analytical skills, and critical thinking abilities through structured questions and scenarios.*

The pass mark for the module will be set at 50%.

Reassessment Procedure:

- **Policy:** *Students who do not meet the required standards are given one opportunity for reassessment.*
- **Process:** *Reassessment typically involves resubmitting assignments, retaking exams, or revising project reports.*
- **Timing:** *Reassessments are scheduled according to the academic calendar, with specific deadlines for resubmission and retake.*
- **Support:** *Additional academic support, including tutoring and workshops, is provided to assist students in addressing their weaknesses and preparing for reassessment.*

Reading List

- *Mark N.K. Saunders, Philip Lewis, and Adrian Thornhill (2021): Research Methods for Business Students in Pearson Education Limited*
- *Pam Denicolo, Julie Reeves, and Dawn Morley (2020): Developing Research Proposals in Sage Publications Ltd*

- Cottrell, S. (2017). *Critical thinking skills: Effective analysis, argument and reflection*. Macmillan International Higher Education.
- Sinek, S. (2019) *Find Your Why: A Practical Guide for Discovering Purpose for You and Your Team*. Portfolio Publishers
- Bolton, G. (2010). *Reflective practice: Writing and professional development*. Sage publications.
- Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*. McGraw-Hill Education (UK).
- Anderson, L., Gold, J., Stewart, J., & Thorpe, R. (Eds.). (2015). *A guide to professional doctorates in business and management*. Sage.

Suggested Research Oriented reading:

- Ogoh, George; Akintoye, Simisola; Eke, Damian; Farisco, Michele; Fernow, Josepine; Grasenick, Karin ; Guerrero, Manuel ; Rosemann, Achim ; Salles, Arleen & Ulnicane, Inga (2023). *Developing capabilities for responsible research and innovation (RRI)*. *Journal of Responsible Technology* 15 (C):100065.
- Alfaro-Tanco, J.A., Mediavilla, M. & Erro-Garcés, A. *Creating New Knowledge while Solving a Relevant Practical Problem: Success Factors for an Action Research-Based PhD Thesis in Business and Management*. *Syst Pract Action Res* 36, 783–801 (2023). <https://doi.org/10.1007/s11213-022-09628-6>
- Lopatovska, I. and Sessions, D. (2016), "Understanding academic reading in the context of information-seeking", *Library Review*, Vol. 65 No. 8/9, pp. 502-518. <https://doi.org/10.1108/LR-03-2016-0026>
- Xiao, Y., & Watson, M. (2019). *Guidance on Conducting a Systematic Literature Review*. *Journal of Planning Education and Research*, 39, 93- 112. <https://doi.org/10.1177/0739456X17723971>
- Castillo-Martínez, Isolda & Ramírez-Montoya, María-Soledad. (2021). *Research Competencies to Develop Academic Reading and Writing: A Systematic Literature Review*. *Frontiers in Education*. 5. 10.3389/feduc.2020.576961.
- Katarina Pantic, & Megan Hamilton. (2024). *Conducting a Systematic Literature Review in Education: A Basic Approach for Graduate students*. *Brock Education Journal*, 33(1), 49–65. <https://doi.org/10.26522/brocked.v33i1.1121>

Advanced Research Design and Methodologies

Module Description

Gathering and Analysing data is an integral part of the DBA programme. This module is designed to advance the existing knowledge of research methods and aims to introduce complex research design and advanced methods for analysing and interpreting literature, higher level methods for analysing complex qualitative and quantitative data. There will be special focus on the tools that are available for data analysis and learners will be introduced to a wide range of data analysis tools applicable to business research.

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- *Create and manage comprehensive research designs, including descriptive, analytical, longitudinal, and cross-sectional approaches, ensuring alignment with advanced research objectives and contributing original methodologies.*
- *Supervise the development and implementation of innovative research frameworks, ensure methodological rigor, and guide the integration of novel research techniques into complex projects.*
- *Apply and oversee advanced qualitative and quantitative research methodologies, including the design and execution of surveys, case studies, interviews, and action research, with a focus on methodological innovation and addressing complex research problems.*
- *Develop and implement new research tools and techniques that push the boundaries of traditional methods, create original approaches that enhance the research process and contribute significantly to the field.*
- *Utilise and supervise the application of advanced data analysis techniques and tools for both qualitative and quantitative data, ensuring robust interpretation and integration of findings.*
- *Produce detailed and original data analyses that offer new insights and contribute to the advancement of knowledge, represent these findings effectively in scholarly formats, and advise on future research directions.*
- *Monitor and evaluate research processes to ensure adherence to ethical standards and methodological best practices, and authorise the publication and dissemination of significant findings.*

- *Advise and negotiate with stakeholders to represent research outcomes and create impactful contributions that advance the field and address relevant research questions.*

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- *Critically analyse and advance theoretical foundations of research design and methodologies in business research, integrating contemporary approaches to address complex research challenges and contribute to the evolution of the field.*
- *Innovate and apply advanced data collection methods, such as surveys, case studies, interviews, and action research, to complex business research questions, while evaluating the effectiveness and implications of these methods for achieving robust research outcomes.*
- *Design and apply sophisticated techniques for analysing qualitative and quantitative data, using advanced statistical methods and innovative qualitative analysis approaches to derive new insights and contribute to the refinement of existing research paradigms.*
- *Assess emerging trends and methodologies in business research, analysing their benefits and limitations across various contexts, and propose improvements or novel approaches to enhance research practices and methodologies.*
- *Integrate and critically evaluate different research methodologies, exploring their impact on research outcomes, data interpretation, and theoretical development, and suggest practical approaches to address methodological gaps and enhance research robustness.*
- *Construct and implement a comprehensive research design process, from problem definition through to data collection, analysis, and reporting, ensuring adherence to high standards of research integrity, methodological innovation, and practical relevance.*

Skills:

At the end of the Module the learner will have acquired the following skills:

- *Design and implement advanced research methodologies to tackle complex business problems, integrating cutting-edge techniques and frameworks to develop innovative solutions and methodologies that push the boundaries of conventional research practices.*
- *Apply sophisticated data collection techniques across diverse contexts, including experimental designs, longitudinal studies, and mixed-methods approaches, to gather comprehensive and high-quality data for in-depth analysis.*

- *Demonstrate proficiency in advanced data analysis methods, using statistical software, predictive analytics, and qualitative analysis tools to extract actionable insights from both quantitative and qualitative data.*
- *Create and validate novel research instruments and techniques tailored to address emerging research challenges in business, ensuring these tools contribute to the advancement of knowledge and practice in the field.*
- *Show advanced critical thinking and analytical skills to evaluate complex research findings, applying theoretical and methodological rigor to draw significant, evidence-based conclusions that inform strategic business decisions.*
- *Plan and execute comprehensive research projects, including the development of theoretical frameworks, the design of research protocols, and the effective communication of research outcomes, ensuring the integration of innovative approaches and high-level strategic insights.*
- *Operate advanced research technologies and tools, mastering the use of emerging technologies and methodologies to enhance data collection, analysis, and presentation, and staying abreast of technological advancements in research practice.*

Module-Specific Learner Skills

(Over and above those mentioned in Section B)

Upon completion of the module, learners will demonstrate enhanced abilities in

- *Proficiency in designing and implementing research methodologies for business research.*
- *Advanced analytical skills for interpreting qualitative and quantitative data.*
- *Effective communication skills for presenting research findings and recommendations.*

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

Learners will develop digital skills and competencies including

- *Competence in using digital tools and software for data collection, analysis, and presentation.*
- *Ability to navigate online platforms for research and academic purposes.*
- *Understanding of ethical considerations and data privacy issues in digital research.*

Hours of Total Learning for this Module

- **Total Contact Hours: 100**
Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer e.g. lectures participation in online forums
- **Supervised Placement and Practice Hours: 0**
During these hours the learner is supervised, coached, or mentored.
- **Self-Study Hours: 145**
Estimated workload of research and study
- **Assessment Hours: 5**
Examinations/ presentations/ group work/ projects etc.

Total Learning Hours of this Module: 250 Hours

Pedagogy for this Module

The module will be taught through a combination of lectures, workshops, case studies, and practical exercises. Guest lectures by industry experts will provide real-world insights into research methodologies and data analysis techniques. Digital tools such as NVivo, SPSS, and survey platforms will be integrated into the learning process to enhance practical skills.

Assessment method for this particular Module

Assessment Weightings:

- *Research Proposal: 40%*
- *Data Analysis Project: 30% Written Examination: 30%*

Assessment Methods:

- *Research Proposal: Students will develop a comprehensive research proposal outlining the research design, methodology, and data collection techniques.*
- *Data Analysis Project: Students will analyse a dataset using appropriate qualitative or quantitative methods and present their findings.*
- *Written Examination: The examination will assess students' theoretical understanding and critical thinking skills through structured questions and scenarios.*

The pass mark for the module will be set at 50%.

Reassessment Procedure:

Policy: *Students who do not meet the required standards are given one opportunity for reassessment.*

Process: Reassessment typically involves resubmitting assignments, retaking exams, or revising project reports.

Timing: Reassessments are scheduled according to the academic calendar, with specific deadlines for resubmission and retake.

Support: Additional academic support, including tutoring and workshops, is provided to assist students in addressing their weaknesses and preparing for reassessment.

Reading List

- *Kassu Jilcha Sileyew (2019): Research Design and Methodology, Published in Cyberspace 7*
- *Andrew Knight, Sara Wilkinson, and M. Reza Hosseini (2020): Advanced Research Methods in the Built Environment in Wiley-Blackwell Publisher*
- *Corbin, J., & Strauss, A. (2014). Basics of qualitative research: Techniques and procedures for developing grounded theory. Sage publications.*
- *Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). The Sage handbook of qualitative research. sage.*
- *Easterby-Smith, M., Thorpe, R., Jackson, P. R., & Jaspersen, L. J. (2018). Management and business research. Sage.*
- *Farquhar, J. D. (2012). Case study research for business. Sage.*
- *Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (1998). Multivariate data analysis (Vol. 5, No. 3, pp. 207-219). Upper Saddle River, NJ: Prentice Hall.*
- *Killam, L. (2013). Research terminology simplified: Paradigms, axiology, ontology, epistemology and methodology. Laura Killam.*
- *Myers, M. D. (2019). Qualitative research in business and management. Sage Publications Limited.*
- *Stockemer, D. (2018). Quantitative methods for the social sciences: A Practical Introduction with examples in SPSS and Stata. Springer*
- *Collis, J., & Hussey, R. (2013). Business research: A practical guide for undergraduate and postgraduate students. Macmillan International Higher Education.*
- *Gray, D. E. (2019). Doing research in the business world. SAGE Publications Limited.*
- *Flick, U. (Ed.). (2017). The SAGE handbook of qualitative data collection. Sage.*
- *Hair Jr, J. F., Page, M., & Brunsveld, N. (2019). Essentials of business research methods. Routledge.*

- Myers, M. D. (2019). *Qualitative research in business and management*. Sage Publications Limited.

Suggested Research Oriented reading:

- Tashakkori, A., & Teddlie, C. (2003). *Issues and dilemmas in teaching research methods courses in social and behavioural sciences: US perspective*. *International Journal of Social Research Methodology*, 6(1), 61–77. <https://doi.org/10.1080/13645570305055>
- Nind, M., Kilburn, D., & Luff, R. (2015). *The teaching and learning of social research methods: developments in pedagogical knowledge*. *International Journal of Social Research Methodology*, 18(5), 455–461. <https://doi.org/10.1080/13645579.2015.1062631>
- Kurtaliqi, F., Lancelot Miltgen, C., Viglia, G., & Pantin-Sohier, G. (2024). *Using advanced mixed methods approaches: Combining PLS-SEM and qualitative studies*. *Journal of Business Research*, 172, Article 114464. <https://doi.org/10.1016/j.jbusres.2023.114464>
- Ollila, S. and Yström, A. (2020), *Action research for innovation management: three benefits, three challenges, and three spaces*. *R&D Management*, 50: 396-411. <https://doi.org/10.1111/radm.12407>
- Elsahn, Z., Callagher, L., Husted, K., Korber, S. and Siedlok, F. (2020), *Are rigor and transparency enough? Review and future directions for case studies in technology and innovation Management*. *R&D Management*, 50: 309-328. <https://doi.org/10.1111/radm.12412>
- Nind, M., Kilburn, D., & Wiles, R. (2015). *Using video and dialogue to generate pedagogic knowledge: teachers, learners and researchers reflecting together on the pedagogy of social research methods*. *International Journal of Social Research Methodology*, 18(5), 561–576. <https://doi.org/10.1080/13645579.2015.1062628>

Research and Dissertation

Module Description

This module guides students through the process of writing and defending a comprehensive dissertation. It covers the essential elements of academic writing, including structuring a research proposal, conducting a literature review, formulating research questions, selecting appropriate methodologies, analysing and interpreting data, and presenting research findings. Students receive guidance on crafting a well-structured and scholarly dissertation that contributes to the existing knowledge in the field of study.

Learning Outcomes

Competences:

At the end of the Module the learner will have acquired the responsibility and autonomy to:

- **Lead and innovate original research** projects that develop and apply novel methodologies to address significant and emerging issues in the business sector, resulting in substantial theoretical and practical advancements.
- **Formulate and resolve complex research** questions by autonomously applying advanced research techniques, contributing new knowledge, insights, and innovations that extend or redefine existing paradigms in the field of business administration.
- **Mentor and supervise** peers in the creation of research proposals, development of literature reviews, and execution of dissertations, guiding the refinement of research questions and methodologies to enhance both theoretical contributions and practical applications.
- **Design and implement innovative research** tools and frameworks that pioneer new approaches in business research, ensuring alignment with the highest academic and professional standards, and contributing significantly to the body of knowledge.
- **Communicate and advocate** for original research findings with clarity and impact, advising on their implications for both academic and professional contexts, and influencing the dissemination and application of research outcomes in the business sector.
- **Generate research** outcomes that challenge and expand current business theories, demonstrating high-level critical thinking, creativity, and innovation throughout the research process and in the formulation of conclusions.
- **Uphold the highest ethical standards** in all research practices, ensuring rigorous compliance with ethical guidelines, and advancing the field of business administration with integrity and responsibility.

Knowledge:

At the end of the Module the learner will have been exposed to the following:

- **Advance the principles of research** methodology by designing and applying sophisticated approaches to literature review, research design, data collection, and analysis, specifically tailored to address novel and complex research questions in the business sector.
- **Critically evaluate** and apply advanced theoretical frameworks and cutting-edge methodologies to pioneer innovative research practices, generating new insights that significantly advance the field of business administration.
- **Assess and address ethical** considerations in high-level business research and scholarly writing, ensuring adherence to international standards and best practices, while demonstrating rigorous ethical integrity throughout the research process.
- **Incorporate contemporary trends** and advancements in research methodologies, including emerging tools and techniques, to design and execute impactful research that reflects current innovations in business practice and theory.
- **Develop, test, and validate** novel research tools and techniques, enhancing methodological rigor to address new research questions, and advancing the research capabilities of the field.
- **Apply advanced statistical** and analytical techniques to conduct complex data analysis and interpretation, demonstrating how these methods contribute to both theoretical advancements and practical solutions within the business sector.
- **Integrate and evaluate** various research methodologies with appropriate theoretical frameworks, selecting and applying the most suitable methods to address specific research challenges effectively, thereby advancing the field of business administration.
- **Translate theoretical** frameworks into practical research applications, demonstrating how advanced theoretical principles are operationalized in empirical research to generate new insights and contribute significantly to the body of knowledge.

Skills:

At the end of the Module the learner will have acquired the following skills:

- **Design and implement** innovative research methodologies and analytical techniques tailored to complex and novel business problems, demonstrating advanced problem-solving abilities and contributing groundbreaking insights to the field.

- **Exhibit advanced academic writing skills**, including the development, structuring, and presentation of research proposals, literature reviews, and dissertations, ensuring precision, clarity, and adherence to the highest scholarly standards.
- **Utilise and develop** sophisticated research tools and techniques, including advanced statistical methods and custom analytical models, to perform in-depth data analysis and generate new, impactful business insights.
- **Evaluate and synthesise** a comprehensive range of literature and research findings, identifying critical gaps and proposing innovative research directions that advance both theoretical understanding and practical business applications.
- **Plan and execute** high-quality research projects by integrating cutting-edge designs and methodologies, preparing detailed reports that effectively communicate findings to both academic and professional audiences, with a focus on business impact.
- **Develop and adapt** novel research instruments and techniques, enhancing research quality and impact through innovative modifications that address specific needs in the business sector.
- **Apply advanced** critical thinking and problem-solving skills to construct robust theoretical frameworks, design pioneering research experiments, and interpret complex data sets, supporting the development of high-level dissertation work that contributes to the advancement of business theory and practice.

Module-Specific Learner Skills

(Over and above those mentioned in Section B)

Upon completion of the module, learners will demonstrate enhanced abilities in

- *Develop and refine complex research designs, applying both qualitative and quantitative methodologies aligned with advanced theoretical frameworks.*
- *Execute sophisticated data collection strategies using advanced tools and technologies, ensuring data accuracy, reliability, and ethical integrity.*
- *Apply advanced analytical techniques, including statistical modelling and content analysis, to interpret data and derive meaningful insights.*
- *Construct and critically evaluate theoretical and conceptual frameworks that contribute to the existing body of knowledge.*
- *Produce high-quality scholarly writing, including research proposals, literature reviews, and dissertations, meeting top-tier academic standards.*
- *Uphold rigorous ethical standards throughout the research process, from question formulation to data dissemination.*

- *Conduct comprehensive literature reviews, synthesising research to identify gaps and opportunities for new contributions.*
- *Effectively manage research projects, including time management, resource allocation, and maintaining progress.*
- *Integrate knowledge and methodologies from various disciplines to solve complex research problems holistically.*
- *Mentor peers by providing constructive feedback on research proposals and dissertations, contributing to the academic community.*

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

Learners will develop digital skills and competencies including

- *Utilising online resources for research and learning.*
- *Engaging in online collaboration and communication for group projects and discussions.*
- *Creating and delivering presentations using digital tools.*
- *Conducting ethical and responsible online academic practices, including citation and referencing.*

Hours of Total Learning for this Module

- **Total Contact Hours: 200**
Contact Hours are hours invested In learning new content under the Direction of a tutor/ lecturer e.g. lectures participation in online forums
- **Supervised Placement and Practice Hours: 500**
During these hours the learner is supervised, coached, or mentored.
- **Self-Study Hours: 2000**
Estimated workload of research and study
- **Assessment Hours: 50**
Examinations/ presentations/ group work/ projects etc.

Total Learning Hours of this Module: 2750 Hours

Pedagogy for this Module

The "Research and Dissertation" module will be taught through a blended learning approach, combining guided lectures, workshops, one-on-one supervision, and independent research.

Digital learning tools such as online databases, research software, and communication platforms will be utilised to enhance student engagement and facilitate collaborative learning.

Assessment method for this particular Module

Following shall be the weightage for each of the assessment components for this module:

- *Research Problem and Objectives: 10%*
- *Literature Review: 5%*
- *Research Methodology and Ethical Considerations: 10%*
- *Practical Relevance, Contribution and Significance of the Study 10%*
- *Findings and Discussion 10%*
- *Conclusions and Recommendations 10%*
- *Quality of Writing and Presentation: 5%*
- *Oral Defense and Communication Skills (Viva): 40%*

Assessment Components:

1. Research Problem and Objectives

- **Clarity and Focus:** Clearly defines the research problem and objectives, demonstrating their relevance and originality within the field.
- **Critical Insight:** Shows deep understanding and insight into the research problem, highlighting its significance and the rationale behind the chosen approach.

2. Literature Review

- **Comprehensive Engagement:** Offers a thorough and critical review of relevant literature, identifying gaps, contradictions, and opportunities for further research.
- **Synthesis and Contribution:** Synthesizes existing research to lay the groundwork for the dissertation's contribution to both theory and practice.

3. Research Methodology and Ethical Considerations

- **Methodological Rigor:** Selects and applies appropriate research methods that align with the research objectives and demonstrate methodological rigor.
- **Justification and Transparency:** Provides clear justification for the chosen methods, acknowledging potential limitations and addressing biases.
- **Ethical Integrity:** Demonstrates adherence to ethical guidelines throughout the research process, ensuring transparency, informed consent, and data integrity.

4. Practical Relevance, Contribution, and Significance of the Study

- **Practical Impact:** Assesses the practical relevance and potential impact of the research findings on industry practices, policy-making, or future research.
- **Contribution to Practice:** Demonstrates how the research contributes to solving real-world problems or advancing practical applications within the field.
- **Significance of the Study:** Highlights the importance and broader implications of the research within the context of the field.

5. Findings and Discussion

- **Data Analysis and Interpretation:** Presents and interprets findings clearly, linking them back to the research objectives.
- **Critical Discussion:** Engages critically with the findings, discussing their implications, limitations, and contribution to the field.

6. Conclusions and Recommendations

- **Logical Conclusions:** Draws logical and well-supported conclusions based on the findings.
- **Actionable Recommendations:** Provides practical, actionable recommendations that are clearly derived from the research findings.
- **Future Research:** Identifies areas for further research, demonstrating reflective insight into the study's implications.

7. Quality of Writing and Presentation

- **Clarity and Coherence:** Exhibits clear, concise, and well-organised writing that is logically structured and easy to follow.
- **Professional Presentation:** Ensures that the dissertation is professionally presented, with attention to formatting, layout, and visual elements

8. Oral Defense and Communication Skills (if applicable)

- **Oral Defense:** Demonstrates strong oral communication skills, effectively defending the research methodology, findings, and conclusions during the oral defense.
- **Quality of Response to Questions:** Responds thoughtfully and accurately to questions posed during the defense, demonstrating a deep understanding of the research and the ability to think critically.
- **Engagement with Feedback:** Shows the ability to engage with feedback, adapting arguments as needed, and reflecting on the research process.

Each of these assessment points ensures that a doctoral dissertation is not only methodologically sound but also contributes meaningful and original insights to its field. Successfully addressing these points demonstrates the candidate's capability to conduct independent, high-quality research and their readiness to contribute as a professional scholar.

Reading List

Based on the Research Subject.

Suggested Research Oriented reading:

- Coronel Llamas, J. M., & Boza, Á. (2010). *Teaching research methods for doctoral students in education: learning to enquire in the university*. *International Journal of Social Research Methodology*, 14(1), 77–90. <https://doi.org/10.1080/13645579.2010.492136>
- Nind, M., Kilburn, D., & Wiles, R. (2015). *Using video and dialogue to generate pedagogic knowledge: teachers, learners and researchers reflecting together on the pedagogy of social research methods*. *International Journal of Social Research Methodology*, 18(5), 561–576. <https://doi.org/10.1080/13645579.2015.1062628>
- Gupta, S., Jaiswal, A., Paramasivam, A., & Kotecha, J. (2022, June). *Academic writing challenges and supports: Perspectives of international doctoral students and their supervisors*. In *Frontiers in Education* (Vol. 7, p. 891534).
- Frontiers Media SA. Hawari, O. M. D. A., Al-Shboul, Y., & Huwari, I. F. (2022). *Supervisors' Perspectives on Graduate Students' Problems in Academic Writing*. *European Journal of Educational Research*, 11(1), 545-556.
- Huang, Y. (2021). *Doctoral writing for publication*. *Higher Education Research & Development*, 40(4), 753-766.
- Paltridge, B., & Starfield, S. (2020). *Change and continuity in thesis and dissertation writing: The evolution of an academic genre*. *Journal of English for Academic Purposes*, 48, 100910.