

Handbook

Section 1

Introduction

The purpose of this handbook is to provide a user-friendly guide to the IBA MBA Programme,

MBA General Management

It also signposts additional sources of key information for you. This may be in traditional printed form or on the IBA website.

Other sources of important information

This course has a set of rules that are contained in the Programme Specification. This document includes details of the approved course structure, including which modules you will be required to study, the arrangements for progressing through the course and the regulations for the award. The Programme Specification for the full-time MBA programmes can be found in your course web.

Course Management

The full time MBA is managed by IBA, Skamlingsvejen 32, 6000 Kolding. Most of the teaching will take place at Skamlingvejen 32.

The management of the programme is taken care of by:

Program manager Mikael Rasmussen

Course Secretary Connie Mikkelsen

Frequently Asked Questions (and Answers)

What are the teaching dates?

The semester dates are:

Semester 1: 20th August — 16th December 2011

Semester 2: 16st January — 28th April 2012

Semester 3: 5st May — 30th August 2012

Please note that attendance during these term dates is important and is essential for the completion of certain parts of the programme. Special provision cannot be made for students who are absent other than in exceptional circumstances. (See details on extenuating circumstances). Coursework submission may be outside of these dates.

Other important dates to remember!

Dissertation Submission Date: August 2012

Exam Dates: May, August and January

Please check IBA's BlackBoard for the exact dates.

What is the duration of the course?

The MBA programmes normally last twelve calendar months.

If I miss a particular lecture, can I attend another slot in the same week?

Lectures on MBA courses take place once a week and so it is vital that students attend classes. There is no opportunity to attend the lecture again.

Can I apply for advanced prior experience and learning (APEL) or credits for a module?

Entry to a programme can be facilitated through APEL, by a review of an applicant's qualifications and experience profile. It is not policy to grant exemptions or credits for specific modules within the full-time MBA programme.

What is the next stage after completing this course?

After completing the course MBA graduates seek employment or proceed to further study.

How will tutor/administrators contact me?

You are given a IBA email account when you enrol. You **MUST** access this account frequently, as IBA will use this to contact you individually, especially for matters requiring your urgent attention. You can access your email from any computer connected with the internet.

IBA's Learning Management System, BlackBoard, is another way in which we will contact you. The MBA programme has its section. Important information will be posted up there for you. Students should use BlackBoard to with lecturers, but personal messages should be sent directly via email.

Your results will be released through BlackBoard at the end of each semester or by personal mail.

What do I do if I need more information or have an administrative enquiry?

The administrative support team for MBA is located at IBA's administration.

To discuss specific modules - see the relevant lecturer.

To discuss your overall progress, or personal circumstances or ask questions about the course - see your Course Tutor/Programme Manager in the first instance. They will tell you if you need to see anyone else.

In cases of extreme urgency when you cannot contact your tutor you should contact the administrative support team.

Changes to your personal details, such as change of home/term/correspondence address, should be done IBA's administration.

Who should I see if I have a personal problem?

You should inform your Course Tutor, who may refer you to a professional counsellor in Student Services. Alternatively, you may wish to contact Studenterrådgivningen, Hinderupgård, Niels Bohrs Alle 21, 5230 Odense M, Telephone 70 26 75 00

For further details about advice on counselling, medical matters, disabilities, finance and accommodation see the International section of the IBA website.

Section 2

2.1 Programme rationale

The philosophy of the all the courses in the MBA programme is to provide broad based postgraduate study, which prepares students for employment in managerial positions. This rationale requires the courses to provide students with a sound knowledge of management and an understanding of management theory which will enable students to analyse and interpret management issues in various contexts / situations. An essential component of MBA studies is the development of a strategic perspective which draws on the analysis and understanding of business functions and integrates this within its own models and frameworks. It is also equally important that students are exposed to the development of personal skills and reflective practice as this is at the heart of effective management practice.

The MBA need not be solely a generalist qualification. It is becoming quite commonplace that managers are expected to have some particular area of expertise. To maintain the broad approach which gives students maximum flexibility in the future market place, a choice of routes has been provided with specific modules which extend and build on a sound knowledge and skill base developed in the mandatory modules.

Another consideration which affects the programme is the intention to prepare students for employment in a wide range of managerial careers. This requires students to obtain a thorough understanding of managerial structures and analytical techniques to be able to take part in analysing and interpreting issues and cases. Such knowledge is essential for the development of the critical understanding of current business and financial issues, which is an important attribute for management in today's globalised economy.

The rationale is reflected in the academic organisation of the courses, which consists of 9 modules plus dissertation. These mandatory modules provide an understanding of theoretical frameworks and their application within a situational context. They provide the student with a breadth of study, which covers all the main functions of management. This ensures that a good basis is provided for the more specialised study which is available in the named award routes.

The courses have a strong skills emphasis, which complement the academic content. The ability to integrate, to work with others, to interpret and present numerical information, to make use of IT, and to undertake realistic self appraisal are seen as essential to students achieving their full potential in management.

2.2 Aims, objectives and outcomes

The aims, objectives and expected outcome of the MBA are.

2.2.1 Aims

General Aims:

To provide an educational experience which enables students to achieve an integrated understanding of the operation and strategy of management and to develop appropriate intellectual and personal skills.

Specific Aims of the named MBA General Management:

To provide participants the opportunity to develop their managerial and leadership skills, and through additional disciplinary modules to supplement their knowledge base as preparation for general management career roles.

2.2.2 General Objectives of the MBA Programme

General Objectives are to:

- provide the framework within which students can develop an analytical understanding of both the functional nature of business and the holistic nature of management;
- foster in students a commitment to lifelong learning and personal development, a reflective style of management and a responsibility for their own learning.
- provide students with the opportunities to develop a range of skills and the ability to apply a variety of management tools and techniques;
- stimulate a proactive approach to organisational issues which illustrate an understanding of the impact of the changing environment and the context within which managers and organisations operate;
- encourage students to demonstrate their capacity to enact the principles of change management and become effective change agents in organisations;
- support students as they prepare for and carry out a sustained piece of research namely the MBA project.

- Support within placement those students who undertake work-based internship, rather than do the MBA Project.

2.2.3 Outcomes of the MBA Programme

After completing the programme, students should be able to:

- Demonstrate a systematic understanding of relevant knowledge about organisations, their external context and how they are managed;
- Apply relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business;
- Demonstrate an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues;
- Communicate effectively both orally and in writing using a range of media;
- Be creative in the application of knowledge, demonstrating a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management;
- Acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations;
- Evaluate the rigour and validity of published research and assess its relevance to new situations;
- Demonstrate a critical awareness of current issues in business and management which is informed by leading edge research practice in the field;
- Extrapolate from existing research and scholarship to identify new or revised approaches to practice;
- Conduct research into business and management issues that require familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process.
- Demonstrate through outcomes of work-placed internship, that they can proactively contribute to the completion of the practical project within a set timeframe.

The programme therefore conforms to the QAA benchmark statements for Masters awards in Business and Management and the Coventry University's Code of Practice for Academic and Professional Skills Development.

2.3 Pattern and mode of attendance

These courses are semester based and, for cohorts entering in September, are divided as follows:-

Semester 1	August to January
Semester 2	January to May
Semester 3	May to August

The MBA conform to the European Credit Transfer and Accumulation System (ECTS) points, with each single module bearing a minimum of 10.5 ECTS points, and the entire MBA course comprising a total of 90 ECTS points. The ECTS points allocated per module can be found in the appropriate tables showing the course structure.

2.4 Course structure

All students are required to take all the modules. The topics included ensure that students develop an understanding of the main functional areas and certain other areas, which are important for all students to experience. In addition, students are encouraged to develop a holistic approach to management through the medium of the Strategic Analysis module which provides students with a critical understanding of theoretical frameworks and analytical models. M25BSS (Research Methods) prepares the student for undertaking the research dissertation, and incorporates analytical methods and techniques in management research. The third semester will involve either the completion of the dissertation or the undertaking of the internship.

Section 3

3.2.1 Course Specific Aim

To give students a good grounding in general management and to allow them some degree of subject customisation in specific areas of managerial activities.

3.2.2 Course Specific objective

To give students a good grounding in general management and to allow them some degree of subject customisation in specific areas of managerial activities.

3.2.3 Course specific outcomes

After completing the MBA General Management students should be able to:

- Evaluate and appraise the context within which business operates and recognise the key strategic issues that business managers have to address;
- Analyse and synthesise the complexity of business decisions and be able to apply business and management techniques to business tasks.

3.2.4 Course structure

The structure of this MBA course for the August intake is identified in Table below. This table shows that the taught element of the course is divided into two semesters. The first semester is composed entirely of mandatory modules. The second semester involves taking two mandatory modules and choosing two option modules from a limited range of modules (subject to availability and viable operation). The MBA Dissertation, or the Company Internship, is completed in the third semester.

Modul	Name	Semester	ECTS
M05 EFA	Finanacial analysis and decision making	1	7,5
M11 HRM	Human Resource Management	1	7,5
M04 MKT	Principles of Marketing	1	7,5
M03 EFA	Economic Environment of Business	1	7,5
M25 BSS	Research Methods	1	5
M26 BSS	Strategic Management	2	7,5
M33 BSS	Principles of Strategic leadership	2	7,5
M41 BSS	Innovation Management	2	7,5
M83 BSS	Management Consulting	2	7,5
M99 BSS	Dissertation	3	25
			90 ECTS

Section 4

4.1 Teaching and Learning

4.1.1 Teaching and Learning Philosophy

Management education has long since moved away from the traditional approach in which the student plays a passive role, to an approach in which student participation is crucial. As a result, focus is placed on learning rather than teaching and it is intended that this should be particularly developed in this scheme through assignments, targeted study and activities which will take place inside and outside class. Student centred activities are designed for students to acquire and consolidate the designated knowledge and skills.

It is recognised that this approach requires a considerable cultural adjustment for some students. In all modules, therefore, students are encouraged to:

1. identify their preferred learning style;
2. fully utilise all the learning resources available to them;
3. take responsibility for their own learning and development;
4. recognise elements of the learning cycle particularly the need for
5. reflection that will lead to deeper learning;
6. commit to a lifelong learning process.

The teaching and learning methods will encourage the use of theoretical frameworks to understand business situations and case studies. They will develop transferable intellectual skills, the ability to communicate using a variety of media, the ability to argue rationally, analytically and critically and the ability to work as a team member or leader.

4.1.2 Teaching and Learning Methods

To achieve the overall aims of the teaching and learning strategy course designers have ensured that the methods employed on each module place a continuing emphasis on student centred learning. Activities are designed that are realistic, relevant, rigorous and appropriately sequenced. A variety of teaching and learning methods including lectures, seminars, presentations, reports, case studies, phase tests and learning sets are used. A carefully considered balance of group and individual activity is provided that promotes independent learning, but also encourages shared experiences and knowledge and establishes interpersonal skills. Substantial emphasis is given to the clarity of feedback to enable students to analyse their own development and identify their own learning needs.

4.1.3 The Role of ICT in Teaching and Learning

The role of ICT within the teaching and learning strategy is based on the following principles:

- the provision of a rich mix of approaches;
- the recognition that some material is best suited to IT delivery and other material to face to face delivery;
- the use of IT to deliver the basic material (handouts, notes, etc) efficiently and effectively;
- the use of IBA's BlackBoard Learning Management System to enrich the tutor-student and student-student interaction on an ongoing basis;
- the development of the mandatory and core-option modules to a high specification within IBA's BlackBoard
- the use of the school's audio visual facilities.

The strategy recognises that staff time is an increasingly valuable and scarce resource that must be used to:-

- facilitate workshops, case studies and the like;
- provide support, encouragement and advice to students;
- engage students in discussion and debate;
- provide added value;
- enhance education as a social activity.

The Faculty uses IBA's BlackBoard Learning Management System as the organisational framework for the delivery of materials. This is best used to:-

- provide basic information;
- permit students and teachers to keep in touch no matter where they are;
- create a means of ongoing communication and discussion.

4.2 Student Experience

Students will receive a balanced mix of delivery methods that offer the maximum opportunity to demonstrate and apply academic principles, models, theories and

techniques. Whenever possible therefore, over-dependence on the formal lectures will be avoided by the use of:

- Readings
- Handouts
- Case studies
- Discussion groups
- Videos
- Guest speakers
- Interactive case materials
- Project work

Learning will be a mixture of formal class teaching and experiential learning. Emphasis will be given to networking, learning and the experience of others. Coursework will be both of an individual and group nature.

Course design, policies and practices are consistent with and operate within the Coventry University Policy on Equal Opportunities.

Students are advised to consult the section on course delivery and resources in the Postgraduate Student Handbook.

4.3 Assessment Strategy

All modules will incorporate coursework and/or time-constrained assessments. Overall assessment and preparation for assessment will be expected to account for at least 30 hours of student effort per single module or equivalent.

Part of the assessment will be formative assessments for which the tutor gives feedback but which is not graded for inclusion in the final mark for the module. Formative assessment is designed to:

- help students in their learning
- develop participants' knowledge, understanding and skills
- allow participants to judge their own progress.
- provide an opportunity for feedback on progress

Formative assessment may take the form of:

- case studies
- seminar papers
- tests
- exercises
- reports and/or
- presentations

in groups or as individuals with feedback from tutors or peers

Summative assessments will be used to establish marks for awards. Possible methods of summative assessment include:

- essays and literature reviews
- reports and plans
- case studies
- unseen tests (closed or open book)
- examinations

Coursework will consist of a variety of methods ranging from individual assignments to group work.

At the commencement of each module the module leader should make clear the exact assessment criteria for their module. This will include the division between coursework and tests, the number of courseworks and their weighting in overall assessment and any other considerations relevant for assessment, e.g. whether you are required to pass all components of assessment individually to pass the module.

Students should consult the section on assessment in the description of each module. See Module Information Directory (MID) for more detailed information on assessment for specific course modules.

4.4 MBA Dissertation M99 BSS

Objective of the Assignment

The dissertation forms the major single part of the MBA programme. This dissertation/project provides an opportunity for students to develop their interests in a particular area and to demonstrate their ability to undertake individual research. It is seen as a 'capstone' module as it draws upon many of the previous modules studied and integrates these separate areas of knowledge in a holistic manner.

Nature of the Assignment

The dissertation is an independent piece of academic research that should involve the selection, and application of research methodologies studied in the prior Research Methods module (M25BSS) and should build upon the knowledge acquired therein. Students are expected to identify and investigate an appropriate research problem. Their evaluation of this problem should result in the statement of appropriate conclusions (and possibly recommendations). The dissertation accounts for 25 ECTS points and should be between 12,000 and 15,000 words excluding appendices.

It should be noted that a pass in M25 BSS is a pre-requisite to being allowed to proceed to the dissertation stage. Students are also normally required to have completed the taught stage of the programme in order to be eligible to proceed to the dissertation stage.

Dissertations can be based on primary or secondary data or a mixture of the two. Rigorously re-analysing data that have already been collected for some other purpose

(i.e. secondary data) can form the basis for an excellent dissertation. New data collected specifically to address the research question (i.e. primary data) must demonstrate validity, reliability and transparency.

4.4.2 Important notes

Non-submission by students on this date without having applied and been granted a deferral/extension, will be recorded as absent, and will result in a failure in the module, and therefore the MBA. Students seeking a deferral should read the notes regarding extenuating circumstances, provided during induction week. Deferral requests must be accompanied by supporting evidence as outlined in the notes.

Masters dissertations must be accompanied by a copy in the prescribed electronic format to be submitted on Turn it In. These may be used to check for suspected cases of plagiarism. Dissertations submitted without such copy will not be marked.

Students are advised to consult the information posted on IBA's BlackBoard system regarding the definition of and penalties for plagiarism.

Section 5

5.1 Regulatory issues (See also full Regulations online on IBA's BlackBoard)

The following course regulatory stipulations apply:

- the period of registration for the full-time courses will normally be for one calendar year
- the pass mark in all modules is 40% in the module mark with minimum component marks also required, where specified. All mandatory modules must be passed to gain the MBA award
- candidates must pass all modules to gain the MBA;
- where a module is passed at a second attempt (resit or retake) the original module mark or a mark of 40%, whichever is the greater, will be recorded;
- students must submit their dissertation by the date designated by the Faculty, at the end of their course. Failure to do so without having sought and been granted an extension or deferral will result in the student failing the module, with no resit opportunity being granted.
- candidates on all Faculty of Business MBA awards who at the first attempt score at least 70% in the modules taken in the masters programme will be eligible for the award of MBA with Distinction. Exceptionally, candidates scoring less than 70% in the modules taken in the masters programme will be considered for a Distinction. Students who at the first attempt score at least 60% in the modules taken in the masters programme will be eligible for the award of MBA with Merit;
- all assessments are expected to be completed in a good standard of business English.

5.2 Assessment boards/appeals/extenuating circumstances

The structure and functions of the various assessment boards, your rights of appeal against assessment board decisions and your rights to have extenuating circumstances taken into account in your assessment are outlined in the Postgraduate Student Handbook from Coventry University

Financial Analysis and Decision Making

M05EFA

1. MODULE SUMMARY

Aims and Summary

This module is designed to develop students' ability to interpret and use financial information within the strategic framework of a business. It is oriented toward the user rather than the preparer of corporate financial statements. The first half of the course provides students with the practical tools for assessing financial performance and economic condition of a business. Considerable emphasis will be on the financial reports of realworld public companies. The second half of the course introduces the key concepts of managerial accounting and illustrates how to identify relevant costs for shortterm and longterm decision making. It will examine the choice of financial and nonfinancial measures for evaluating the performance of business units or divisions. The module aims to provide a solid foundation for students' progression to other finance modules.

Module Size and credits

Module size	One and half
ECTS credits	7.5
Total student study hours	150
Number of weeks	14
Academic Year	2011 2012

Entry Requirements (prerequisites and corequisites)

Students must be enrolled on IBA, Kolding

Excluded Combinations

None

Composition of module mark (including weighting of components)

30% Coursework and 70% Exam

Pass requirements

Coursework must be at least 35% and Exam must be at least 35% and Module Mark must be at least 40%

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

The intended learning outcomes are that on completion of this module the student should be able

No.	Intended Learning Outcomes	Assessment Strategy
1.	Evaluate the performance of a company using various financial analysis tools.	Coursework
2.	Analyze different patterns of cost behaviour and apply cost-volume-profit analysis to business decisions.	Examination
3.	Apply the Discounted Cash Flow (DCF) and other techniques to capital investment decisions.	Examination
4.	Evaluate the performance of business units or divisions using financial and non-financial measures.	Examination

to:

- **Introduction to the financial statements** Understanding the financial statements (Income Statement, Balance Sheet, Cash Flow Statement, and the Statement of Shareholders' equity) and how they relate to each other; analysis for decision making
- **Financial analysis tools** Trend analysis, commonsize analysis, ratio analysis and industry analysis
- **Cost behaviour** Direct and indirect costs; fixed, variable and semivariable costs; marginal costing; operational gearing or leverage
- **Costvolumeprofit analysis and business decisions** Breakeven analysis; assumptions and limitations; shortterm vs. longterm decisions
- **Capital investment appraisal** Accounting rate of return (ARR), payback period, Discounted Cash Flow (DCF) techniques: Net Present Value, Internal Rate of Return and Profitability Index
- **Divisional performance measurement** Centralisation and decentralisation; cost centre, profit centre and investment centre; financial and nonfinancial performance measures

Teaching and Learning

The content materials are delivered by lectures and seminars. The lectures cover the theoretical aspects and contemporary issues of topic areas together with their practical application, using realworld examples from the latest published corporate accounts. Seminars are provided with specially designed topical exercises and discussion questions to enhance students' understanding of the subject matter. Computerbased training packages may be used to supplement the lectures and seminars and help to achieve the intended learning outcomes.

A revision session may be conducted before the real examination to help students develop their confidence and improve their exam performance. Other learning supports include personal tutorials by appointment, BlackBoard Discussion Board and studentlecturer contact via email.

Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

- A group written assignment of 4,000 words (5 credits) will summatively assess intended learning outcome 1.
- A twohour closed book examination (10 credits) will assess intended learning outcomes 2, 3 and 4.

Please note that no coursework will be marked until an identical electronic copy has been submitted into the module web for a plagiarism check.

3. MODULE RESOURCES

Essential Reading

Dyson (2007), Accounting for NonAccounting Students, 7th edition, Pearson Education, 657DYS

Recommended Reading

Atrill, P and McLaney, E (2006), Accounting and Finance for NonSpecialists, 4th edition, Pearson Education,

Gowthorpe (2005), Business Accounting and Finance for NonSpecialists, 2nd edition, Thomson Learning,

McKenzie (2003), The FT Guide to Using and Interpreting Company Accounts, 3rd edition, Pearson Education

Proctor (2006), Managerial Accounting for Business Decisions, 2nd edition, Pearson Education,
An annually updated full reading list and list of other resources to support this module can be found on BlackBoard

Required Equipment

None

4. MODULE ORGANISATION

Module leader

Albert. G. Elam, age@iba.dk

Length and month of examination

2.00 hours in January and 2.00 hours

Exam Equipment Required

None

Subject Quality and Approval information

Board of Study Economics, Accounting and Finance

Subject Assessment Board Post Graduate Strategy and Applied Management

Shortened title FNCL ANLYS & DECN MKG

Date of approval by BoS 1-Feb-2008

Human Resource Management M11HRM

1. MODULE SUMMARY Aims and Summary

The purpose of this module is to develop a critical view of human resource management in the context of modern society and modern organisations. The module will review the changing cultural nature of the employment relationship and critically evaluate the potential contribution of HRM to organisational effectiveness and efficiency.

Module Size and credits

Module size	One and half
ECTS credits	7.5
Total student study hours	150
Number of weeks	14
Academic Year	2011 - 2012

Entry Requirements (prerequisites and corequisites)

Students must be enrolled on at IBA, Kolding

Excluded Combinations

None

Composition of module mark (including weighting of components)

50% Coursework and 50% Exam

Pass requirements

Coursework must be at least 35% and Exam must be at least 35% and Module Mark must be at least 40%

Special Features

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Critically discuss the foundations of HRM and its relationship to the traditional practice of personnel management and industrial relations.
2. Critically discuss the application of key areas of HR practice, such as strategic planning,

resourcing, development, motivation and reward.

3. Analyse and evaluate HR practice in contemporary work situations, coming to critically argued conclusions and recommendations.

Indicative Content

1. What is HRM? Personnel vs. Human Resource Management models of HRM, key differences between HRM and Personnel
2. Organisation and Business Strategy strategic alignment of HRM, integrating HR policy and practice with organisational strategy & culture, vertical and horizontal integration of HR function
3. HRM in a Social Context legislative and political forces within the employment relationship. The role of state, trade unions and employer organisations. Justice & equity in the workplace.
4. HRM in the Context of Modern Organisations The changing nature of work and the employment relationship. Organization design and HRM
5. Resourcing the Organisation HR planning and demographics, recruitment and selection.
6. Performance Management the concept of performance management, appraisal systems, practical application of performance management.
7. Motivation and Rewards rewarding employees. Pay, benefits and motivation. Payment systems, reward & strategic integration.
8. Human Resource Development Developing employees. The concept of strategic HRD and Training.
9. Employee Relations Managing the employment relationship Industrial Relations vs. Employee Relations. The role of trade unions in modern organisations.
10. International HRM HRM in a global marketplace. The cultural dimension of international HRM. Comparative international practice.

Teaching and Learning

A varied range of teaching and learning methods will be utilised to support the delivery of this module. These will include formal lectures, case studies and problemsolving exercises with group and/or onetoone discussions, informal group presentations and individual written assignments. There will be a strong emphasis on the use of critical analysis and critical thinking methodology as a means of discussing and debating the module content.

Method Of Assessment (normally assessed as follows)

The intended learning outcomes 1 to 3 will be assessed as follows: 50% coursework one individual written case study/assignment of up to 3000 words consisting of three parts and with each part reflecting at least one of the learning outcomes. (5 credits) 50% examination two hour

examination (10 credits) Please note that no coursework will be marked until an identical electronic copy has also been submitted into the module web for a plagiarism check.

Date of last amendment

1422008

3. MODULE RESOURCES**Essential Reading**

Henderson, I. (2008), Human Resource Management for MBA Students London CIPD.

Recommended Reading

Stone, D and StoneRomero, E. (eds) (2008). The Influence of Culture on Human Resource Management Processes & Practices. London: Psychology Press. A full list of resources to support this module can also be found in the Teaching Plan on BlackBoard

Required Equipment

None

4. MODULE ORGANISATION**Module leader**

Lars Lønberg, ll@iba.dk

Length and month of examination

3.00 hours in May

Exam Equipment Required

None

Subject Quality and Approval information

Board of Study Human Resource Management

Subject Assessment Board Human Resource Management

Shortened title Human Resource Management

Date of approval by BoS 1Feb2008

Principles of Marketing M04MKT

1. MODULE SUMMARY Aims and Summary

The purpose of this module is to introduce students to the concepts of Marketing and to understand its key operational orientation.

This module is designed to provide students with an in-depth knowledge of the elements of the marketing mix and other concepts within various contextual setting including the public sector and services.

Module Size and credits

Module size	One and half
ECTS credits	7.5
Total student study	150 hours
Number of weeks	14
Academic Year	2011 - 2012

Entry Requirements (pre-requisites and co-requisites)

Must be enrolled at IBA. Kolding.

Excluded Combinations

None

Composition of module mark (including weighting of components)

40% Coursework and 60% Exam

Pass requirements

Coursework must be at least 35% and Exam must be at least 35% and Module Mark must be at least 40%

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

The intended learning outcomes are that on completion of this module the student should be able to:

1. Demonstrate a knowledge of the principles and foundations of Marketing.
2. Contextualise the contribution of Marketing to the success of various types of organisations;
3. Demonstrate knowledge of the benefits and limitations of the tools and techniques employed in

Marketing; and,

4. Evaluate the changing nature of Marketing and assess the contribution of the changes to marketing practice.

Indicative Content

- Marketing philosophy and strategy and its contribution to the success of organisations.
- The marketing environment and the importance of information to decision making.
- The decision making process; such as the behaviour of various types of customers i.e. consumers and business to business.
- The concepts of market segmentation, targeting and positioning.
- Marketing decision making, using the tools of the marketing mix.
- Use of customer relationship strategies.
- Marketing strategies for public and service sectors.

Teaching and Learning

The aim of the lectures and seminars is to achieve the learning outcomes.

The lecture will comprise of the formal delivery of material. The seminar will build on the lecture material and where applicable use case studies to dovetail theory with a given situation. The combination of learning methods will also provide students with the grounding for their group assessment and examination.

Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

One group coursework (8,000 words) (6 credits) will summatively assess intended learning outcomes 1 and 2. Group membership will consist of 4 members.

One two hour closed book examination (9 credits) will summatively assess intended learning outcomes 1, 2, 3 and 4.

Formative assessment will be on going through the classes. There will no module credits attached to this activity.

Please note that coursework will not be marked until an identical electronic copy has also been submitted into the module WEB for a plagiarism check. Re-assessment: e.g. coursework component(s) and/or examination as appropriate.

Coursework 40%, Exam 60%

Date of last amendment

April 2008

3. MODULE RESOURCES

Essential Reading

Armstrong, G ., and Kotler, P., (2006). *Marketing: An Introduction* . 8 th Edition, Prentice Hall. ISBN 0131865919

Recommended Reading

An annually updated full reading list and list of other resources to support this module can be found on BlackBoard

Required Equipment

None

4. MODULE ORGANISATION

Module leader

Niels Kjærside, nkj@iba.dk

Length and month of examination

2.00 hours in January and 2.00 hours in May

Subject Quality and Approval information

Board of Study Marketing

Subject Assessment Board Marketing PG

Shortened title PCPLMKT

Date of approval by 6-Mar-2008 **BoS**

Economic Environment of Business

M03EFA

1. MODULE SUMMARY

Aims and Summary

This module emphasises the importance of economic issues and principles to the study of organisations and management. Moreover, it recognises that managerial decisions are taken in regulated and increasingly global market places. The module introduces and evaluates the essential micro and macroeconomic concepts and principles relating to, for instance, opportunity cost, efficiency, competition, comparative and absolute advantage, globalisation and economic aspects of behaviour and choice within organisations. The essential concepts and principles are used to demonstrate the relevance of economic analysis to management decisionmaking in the domestic and international business environment and where appropriate, are applied to solve problems in specific functional areas, e.g. marketing and strategy. This module will encourage students to seek holistic solutions to business problems.

Module Size and credits

Module size	One and half
ECTS credits	7.5
Total student study hours	150
Number of weeks	14
Academic Year	2011 - 2012

Entry Requirements (prerequisites and corequisites)

Enrolment on IBA, Kolding

Excluded Combinations

None

Composition of module mark (including weighting of components)

30% Coursework and 70% Exam

Pass requirements

Coursework must be at least 35% and Exam must be at least 35% and Module Mark must be at least 40%

Special Features

- A. Development of independent learning skills through the use of Winecon software.
- B. The use of guest speakers from within the faculty and external practitioners where appropriate to support workshop activities
- C. The use of bespoke DVD materials to enhance lectures.
- D. The use of games in economics to simulate, for instance, the operation of a market. The number of weeks will be flexible to reflect the nature of the students' enrolment.

2. TEACHING, LEARNING AND ASSESSMENT**Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module the student should be able to:

- 1. Recognise and evaluate the contribution economics can make in enhancing managerial decision making
- 2. Apply economic concepts and the principles to resolve management challenges arising in different areas of decision making e.g., strategy, human resource management and marketing.
- 3. Analyse the contemporary national and international macroeconomic environment.

Indicative Content*1. Markets in Action:*

Explaining markets; scarcity & opportunity cost; the role of prices; movements in demand and supply; efficiency & markets; the role of traders & arbitrage. Case Application: Why a Queue?: Queuing & Night Clubs; Economic Simulation: Market Trading Game

2. Demand & Pricing Decisions:

Deriving market demand; estimating demand; elasticities of demand; price elasticities and the pricing decision; advertising elasticity; characteristics based approaches to explaining consumer behaviour. Case Application: Elasticity & Advertising in Car Retailing

3. The Competitive Environment:

Business objectives: profit maximisation & non – maximising objectives; marginal analysis; cost structures of the firm & efficiency in the short & long run; the transaction cost approach; cost structures and the supply decision; Case Application: Scale & other related Economies in the Delivery of Higher Education; Economic Simulation: Shortrun Production Game

4. Economics of Market Power:

Defining competitive advantage & its relationship to market power; analysis of monopoly markets; sustaining competitive advantage: economic & strategic barriers to entry; market power with few firms: oligopoly & game theory. Case Application: Entry Barriers & Predation in the Airline Industry

5. Competition Policy & Market Regulation:

The case for free competition; market failure including the regulation of market power & negative externalities; competition policy in the E.U.; the analysis of government failure; Case

Application: Economic Perspectives on the Stern Report

6. The Macroeconomic Environment:

Measuring national income & output: traditional & alternative approaches (e.g. ISEW); the circular flow of income model; introduction to macroeconomic objectives: inflation, unemployment, growth & the balance of payments; macro policy objectives and conflicts. Case

Application: Analysing the Relationship between Economic Growth and Welfare

7. Explaining International Trade:

The advantages of international trade; arguments for restricting trade; preferential trading: the E.U.; exchange rate systems and exchange rate movements and their implications for business; international business cycles. Case Application: Exchange Rates & International Trade: Are High Sterling Exchange Rates Necessarily Bad News for U.K. Exporters; Economic Simulation:

International Trading Game

8. Globalisation & Multinational Corporations:

Defining globalisation; the role & importance of multinationals in globalisation; explaining the growth of multinationals; micro and macro theories of Foreign Direct Investment; multinationals, transaction costs & international human resources policies. Case Application: Assessing the Impact of Foreign Direct Investment in Eastern Europe.

Teaching and Learning

The essential theoretical framework will be delivered via a combination of lectures and economic simulations using economic games. Supporting lectures will be a series of problem solving seminars and a series of workshops based on topical case studies. In addition, students will be expected to make use of the Winecon software in their independent study time. Where the module is delivered via a blended learning format, this will involve the use of interactive on – line materials accessed via CU – online and a limited number of faceto face workshops.

Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

- (i) An end of semester, 2 hour (closed book) exam (70%) will summatively assess intended learning outcomes 1 & 3 (10 credits)
- (ii) A 2000 word individual essay (30%) will summatively assess intended learning outcomes 2 and 3 (5 credits) In addition to the summative assessments, there will be a formative, mid– term 1 hour multiplechoice test to evaluate student’s understanding of threshold and problematic concepts in economics.

Please note that coursework will not be marked until an identical electronic copy has been submitted into the module web for a plagiarism check.

Reassessment: by retaking an equivalent piece of work relating to the failed component.

Date of last amendment

18 January 2008

3. MODULE RESOURCES

Essential Reading

Griffiths, A. & Wall, S. (2005), Economics for Business & Management, Prentice Hall Publishers

Recommended Reading

McAleese, D. (2004), Economics for Business: Competition, Macro – stability and Globalisation, Prentice Hall Publishers

An annually updated full reading list and list of other resources to support this module can be found in on BlackBoard.

Required Equipment

None

4. MODULE ORGANISATION

Module leader Lars Brian Bach, lbb@iba.dk

Length and month of examination

2.00 hours in January and 2.00 hours in May

Common Exam(s)

None

Exam Equipment Required

None

Subject Quality and Approval information

Board of Study Economics, Accounting and Finance

Subject Assessment Board Post Graduate Strategy and Applied Management

Shortened title EC ENVMT BUS

Date of approval by BoS 1-Feb-2008

Research Methods

M25BSS

1. MODULE SUMMARY

Aims and Summary

This module aims to introduce students to the key concepts involved in management and social science research. The module will enable students to develop their understanding of key research techniques and methodologies and will give them the opportunity to consider examples of relevant research. Students will be engaged in practical exercises to develop their knowledge and choice of research skills and methods.

Additionally, this module will assist in developing students' essential skills in framing their research proposals and writing up their research in a variety of suitable formats including short management reports for Internships and extended dissertations.

Module Size and credits

Module size	Single
ECTS credits	5.0
Total student study hours	100
Number of weeks	14
Academic Year	2011 - 2012

Entry Requirements (prerequisites and corequisites)

Students must be enrolled on IBA, Kolding.

Excluded Combinations

None

Composition of module mark (including weighting of components)

100% Coursework

Pass requirements

Coursework must be at least 40% and Module Mark must be at least 40%

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Understand the key concepts involved in developing a research proposal and how they interrelate in a complementary way to form a coherent research proposal.

2. Undertake a critical review of the literature in the chosen business area prior to framing the research question.
3. Formulate a set of research objectives.
4. Critically compare alternative research techniques and evaluate their uses and limitations.
5. Prepare a research proposal which reflects utility and which demonstrates an understanding of validity, reliability and generalisability.

Indicative Content

The module will cover a number of topics including:

Introduction to business and management research, choosing a research topic, research aims and objectives, research strategy and design, the literature review, data collection techniques, sampling, ethics, quantitative analysis, qualitative analysis, writing style, referencing, writing up a research proposal, and critiquing a research proposal.

Teaching and Learning

A flexible mode of delivery will be used depending on the pattern of attendance of the course of study involved. Pathways will range from conventional fulltime faceto face delivery to 100% on-line distance learning. However, in all cases teaching will involve the use of BlackBoard

Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

A research proposal with particular emphasis upon a preliminary critical literature review, research objectives, research design, ethics and planning (2500 3000 words).

Please note that no coursework will be marked until an identical electronic copy has also been submitted into the module web for a pliarism check. Reassessment: by resubmission of the research proposal.

Date of last amendment

14 February 2008

3. MODULE RESOURCES Essential Reading

Bryman A & Bell E. (2007) 2nd edn. Business Research Methods. Oxford: Oxford University Press

The Harvard Style Guide (2007). Downloadable from the Harvard Style website:

Centre for Academic Writing (2007) Harvard Style Guide [online]

Available from <http://home.ched.coventry.ac.uk/caw/harvard/index.htm> [12th July 2007]

Recommended Reading

A full list of resources to support this module can be found on BlackBoard.

Required Equipment

Students must have access to the Internet

4. MODULE ORGANISATION Module leader

Name: Keld Hvam, khv@iba.dk

Length and month of examination

None

Common Exam(s)

None

Exam Equipment Required

None

Subject Quality and Approval information

Board of Study Business

Subject Assessment Board Post Graduate Strategy and Applied Management

Shortened title RES MTHDS

Date of approval by BoS 1-Feb-2008

Strategic Management

M26BSS

1. MODULE SUMMARY

Aims and Summary

This core module will introduce students to strategic management. It seeks to widen the student's perspective and understanding of the theories and practice of management. As the world of business becomes increasingly interdependent, it is vital that students become aware of the nature and complexity of the business environment, how to analyse resources and strategic capability through internal and external audit. This will lead to how to evaluate and select strategic options in relation to an organisation's structure and strategy. Key aspects and issues of strategy implementation will also be covered.

Module Size and credits

Module size	One and half
ECTS credits	7.5
Total student study	150 hours
Number of weeks	14
Academic Year	2011 - 2012

Entry Requirements (pre-requisites and co-requisites)

Must be enrolled IBA, Kolding

Excluded Combinations

None

Composition of module mark (including weighting of components)

25% Coursework 1 and 50% Coursework 2 and 25% Coursework 3

Pass requirements

Coursework 1 must be at least 35% and Coursework 2 must be at least 35% and Coursework 3 must be at least 35% and Module Mark must be at least 40%

2. TEACHING, LEARNING AND ASSESSMENT Intended Module Learning Outcomes

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Demonstrate a mastery of the complex skills and knowledge necessary to evaluate one or more strategic decision-making models.
2. Critically evaluate the strategic choices that face organisations, using advanced skills in conducting research.
3. Critically identify the barriers to the implementation of strategic choices.
4. Develop effective communication skills to be able to present key results and recommend appropriate strategic action
5. Reflect on their performance and learning during the simulation and writing the group report.

Indicative Content

- -Introduction to Strategic Management and the Schools of Management Thought: Classical, Systematic, Emergent.
- -Resources and Capability: analysing competitive and core competencies, value chain analysis and benchmarking. Organisational structure, cultural ethical constraints.
- -Stakeholder Analysis: stakeholder aspirations, mission, vision, culture and corporate governance.
- -Strategic Choice and Options: the role of strategic business units, corporate portfolio management. Competing growth strategies: cost cutting and de-layering the organisation.
- -Strategy Evaluation and Selection: assessing the suitability, acceptability and feasibility of alternative strategies.
- -Strategy implementation: : Change management, leadership, culture and organisational structures. Resource Allocation Control: resource configuration, preparing resource plans, processes of allocation and control, the role of information in allocating, controlling and influencing strategy.

Teaching and Learning

This module will use a variety of teaching and learning methods, including lectures, discussions, case studies and scheduled readings. The module will make use BlackBoard

Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Coursework 1 : Group presentation (25% modules mark).

Marks will be awarded on an individual basis based on each students contribution (50%) and group performance (50%).

Coursework 2: Group report (50% module mark).

A group report with the individual student's contribution based on peer assessment weighted 50% and the overall group report weighted 50%. **Coursework 3:** Individual reflective report (25%).

Learning Outcomes	1	2	3	4	5
Coursework 1				x	
Coursework 2	X	X	x		
Coursework 3	X	X	X		x

Re-assessment: Completion of a comparable piece of work on the failed coursework component(s). Please note that no coursework will be marked until an identical electronic copy has also been submitted into the module web for a plagiarism check.

Date of last amendment

May 2009

3. MODULE RESOURCES

Essential Reading

Angwin, D., Cummings, S. and Smith, C. (2007) *The Strategy Pathfinder: Core Concepts and Micro-cases*, Oxford: Blackwell Publishing.

Cashian, P. (2007) *Economics, Strategy and the Firm*, Hampshire: Palgrave Macmillan.

or

Johnson, G., Scholes, K., and Whittington R., (2008) *Exploring Corporate Strategy*, 8th Edn., Financial Times/Prentice Hall, Harlow..

Recommended Reading

It is difficult to be prescriptive as it is expected that students will develop an interest in the topic -some other texts that are of particular relevance are:

Lynch, R. (2006) *Corporate Strategy*, 4th Edition, Harlow : Financial Times Prentice Hall.

Stacey, R (2007) *Strategic Management and Organisational Dynamics: The Challenge of Complexity*, 5th edition, Harlow : Financial Times/Prentice Hall,

DeWit, B & Meyer, R (2004) *Strategy, Process, Context and Content: An International Perspective*, 3rd edition, Thomson International Business, Library Classification

There are many good books on Strategy by, for example, Michael Porter, Henry Mintzberg, Sumantra Ghoshal, Kenechi Ohmae, Prahalad Quinn, Robert Grant and Fred R David. The Harvard Business Review, Sloan Management Review as well as the Economist are likely to widen the student's knowledge.

A full list of resources to support this module can be found on BlackBoard

4. MODULE ORGANISATION

Module leader Albert. G. Elam,

Length and month of examination

2.00 hours in January and 2.00 hours in May

Subject Quality and Approval information

Board of Study Applied Management

Subject Post Graduate Strategy and **Assessment Board** Applied Management

Shortened title STGC MAN

Date of approval by 1-Feb-2008 **BoS**

Principles of Strategic Leadership M33BSS

1. MODULE SUMMARY Aims and Summary

This module will:

- Examine current theories of leadership,
- Develop skills in assessing own leadership and skills in others
- Feature external material including speakers talking about leadership in different contexts.

The approach will integrate learning from different subjectbased modules into the more normal holistic milieu experienced by practicing managers.

Module Size and credits

Module size	One and half
ECTS credits	7.5
Total student study hours	150
Number of weeks	14
Academic Year	2011 - 2012

Entry Requirements (prerequisites and corequisites)

None

Excluded Combinations

None

Composition of module mark (including weighting of components)

50% Coursework and 50% Exam

Pass requirements

Coursework must be at least 35% and Exam must be at least 35% and Module Mark must be at least 40%

Special Features

This module anticipates completion of a psychometric test. The actual results will remain confidential to the student, but those results and the feedback will contribute to the assessment. The module leader is appropriately qualified to administer this test. The number of weeks will be flexible to reflect the nature of the students' enrolment.

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

The intended learning outcomes are that on completion of this module the student should be able to:

1. Develop an understanding of issues around selfawareness about own leadership skills and evaluating those of others.
2. Synthesise material drawn from across the MBA curriculum to develop an evidencebased perspective on leadership.
3. Demonstrate knowledge and development of critical skills to critically appraise successful leadership in defined contexts by others

Indicative Content

- What is leadership?
- Leadership as integration of learning from other modules
- Contingency theory and leadership.
- Leadership and followership – how to get the balance right.
- What sort of leader am I? Self knowledge, self development and developing others – the roles of psychometric testing and feedback
- Leadership and Change – what happens when the environment is constantly moving?
- How does leadership relate to wisdom? .Transformational Leadership. .

Teaching and Learning

This will include lectures, group work, mandatory completion of a psychometric test with feedback, guidance and development of appraisal of leadership styles, reflection via an online tools. There will also be some web based interactive material for viewing and discussion.

Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Coursework 1 is a personal reflection on the students' leadership styles in the form of a 2000 word reflective essay based on the findings from completion of a psychometric test and receipt of feedback AND extracts from a learning log for group work in other course modules, to be kept using online tools or an alternative which must be preapproved by the module leader. It will include integration of theoretical models from this course. The learning log must also include reflections from at least three other group members. The feedback must also be attached to the essay. An additional 5 points each can be gained for supported evidence of no more than 2 pieces of high quality leadership given to other students on the course again these must be submitted.

Coursework 1 will be in a report format with page numbers, section headings, etc and appropriately referenced using the CU Harvard Style.

The coursework will also contribute to a personal portfolio that may be used in job hunting, and falls under the University's stated priority of employability.

Examination (50%) One hour examination closed book on a case study that will be provided a week ahead of the exam date. There will be a choice of one of two questions.

Reassessment: e.g. coursework component(s) and/or examination as appropriate.

Please note that no coursework will be marked until an identical electronic copy has also been submitted into the module web for a plagiarism check.

Date of last amendment

16 September 2008

3. MODULE RESOURCES

Essential Reading

Harvard Business School (2002) "Leadership Insights" Boston, MA: Harvard Business School Publishing

Recommended Reading

Machiavelli, N. (1532). "The Prince" various editions

Goleman, D (1996). "Emotional Intelligence: Why It Can Matter More Than IQ". London: Bloomsbury.

Kellerman, B. (2008) "Followership: How Followers Are Creating Change and Changing Leaders". Harvard, MA: Harvard Business School Press..

Kotter, J. (1990) "A Force for Change: How Leadership Differs from Management". New York : Free Press.

Kotter, J. & Cohen, D. (2002) "Heart of Change, The: Real Life Stories of How People Change Their Organizations". Harvard MA: Harvard Business School Press.

Stephens, R. & Heller, R. (2005) "The Seven Summits of Success". Chichester: Capestone.

Sun Tzu (ca500 BC) "The Art of War" various editions.

An annually updated full reading list and list of other resources to support this module can be found on BlackBoard

Required Equipment

None

4. MODULE ORGANISATION Module leader**Name:** Albert. G. Elam, age@iba.dk**Length and month of examination**

1.30 hours

Exam Equipment Required

None

Subject Quality and Approval information**Board of Study** Business**Subject Assessment Board** Post Graduate Strategy and Applied Management**Shortened title****Date of approval by BoS** 22May2008

Innovation Management**M41BSS****1. MODULE SUMMARY****Aims and Summary**

This module will cover innovation across a number of dimensions, ranging from discussion of successive theoretical views on the sources and course of innovation generally, to an examination of the various strategies and approaches employed by organisations within their innovation programmes.

While it is recognised that the innovation field spans a potentially vast area, it is hoped that the selective coverage of the topic within this module will be sufficiently representative to offer a balanced and critical treatment of the subject, within the study time available.

Note: The module will build on some material from earlier modules, for example in terms of economic theory, marketing, and financial statement analysis.

Module Size and credits

Module size	One and half
ECTS credits	7.5
Total student study hours	150
Number of weeks	12
Academic Year	2011 - 2012

Entry Requirements (prerequisites and corequisites)

Successful completion of MBA Stage 1 "or equivalent"

Excluded Combinations

None

Composition of module mark (including weighting of components)

70% Coursework 1 and 30% Coursework 2

Pass requirements

Coursework 1 must be at least 35% and Coursework 2 must be at least 35% and Module Mark must be at least 40%

Special Features

Coursework based on innovation issues with local companies may require course participants to commit to confidentiality in respect of their observation and advisory comments on innovation projects.

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

The intended learning outcomes are that on completion of this module the student should be able to:

1. Demonstrate understanding of key theoretical constructs and models relating to innovation, its significance, nature and development.
2. Develop a critical understanding of issues and strategy alternatives relevant to innovation management within commercial enterprises.
3. Critically analyse and advise on a given innovation management scenario.

Indicative Content

1. Introduction to Innovation

- The primacy of Innovation. Economic, technological and environmental issues within the innovation process.
- Definitions and classifications of Innovation. Innovation and invention, creativity, entrepreneurship, research and development, new product development and commercialisation.
- Conditions conducive to Innovation.

2. Theoretical Expositions on Innovation

- The dynamics of Innovation; transformational, radical, incremental innovation; the emergence of the dominant design. The cycle of discovery, adoption, diffusion, maturity.
- Product, process, organisational, strategic innovation.
- The Innovation process: linear models (sciencepush, demandpull), chainlink, coupling, and network models of innovation.

3. Corporate Strategy and Organisational formats for Innovation

- Corporate Strategy and R&D Management, new product development, new market and diversification initiatives, their investment and resourcing support.

- Organisational architecture for innovation, alternative designs and philosophies; project, matrix and productbased organisation, task forces, venture groups, teamwork and intrapreneurship approaches, internal venture funds.
- Corporate culture, creativity and innovation. Creativity and idea generation.
- Opportunity search, gap analysis, market and competitor analysis, trend identification and forecasting. Technology and scenario projections. Identifying growth sectors.
- Support, monitoring and control activities: Innovation feasibility analysis. Budgetary control, strategic auditing, scheduling and progress reviews. Issues about productivity assessment for R&D.
- Knowledge and Intellectual Property. IPR protection; patents, copyright and other legalities. Practical aspects of licensing, contract research, joint venture and other collaborative approaches. Key issues in the use of consultants.

4. National and International Issues

- Government policy on Innovation; national, regional, sectorspecific, pannational aspects of policy.
- The role of support agencies; research foundations; academic institutions; Science Parks.
- International comparisons and indicators on Innovation. Globalisation and Innovation. The emerging economies as innovation growth and relocation centres. Technology transfer. The role of international bodies.

Teaching and Learning

This will include lectures, case study group work, workshop discussions on key topics (eg. government policy), guest speakers (eg. from incubator companies), outside visits. It is also intended that there will be some web based interactive material for viewing and discussion.

Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows: Course work (5 credits) will summatively assess intended learning outcomes 2 and 3.

The 2 hour Examination (10 credits) will summatively assess intended learning outcome 1 and 2.

Course work : This will take the form of a group assignment based on a critical analysis of an (assigned) SME diversification initiative **or** a new product/service proposal for an existing corporate organisation. A formal briefing sheet will outline the required coverage and content of the 2 assignment endproducts:

- a) a group report of 6,000 words (for a group of 4 contributors); sections identifiable by author. (75% of assignment mark);
- b) a group presentation of no longer than 20 minutes in total, wherein each student will present

one aspect of the assignment, with P/P slides, and answer questions on this. (25% of assignment mark).

Examination : 70% A 2hour unseen examination paper.

Reassessment: e.g. coursework component(s) and/or examination as appropriate.

Date of last amendment

18 January 2008

3. MODULE RESOURCES

Essential Reading

Bessant, J. & Tidd, J. (2007) "Innovation and Entrepreneurship". Wiley Higher Education: Chichester, England

Board of Study	Business
Subject Assessment Board	Post Graduate Strategy and Applied Management
Shortened title	INN MAN
Date of approval by BoS	25May2010

Recommended Reading

NESTA (2007) Hidden Innovation: How Innovation Happens in Six 'Low Innovation' Sectors, Research Report, June, NESTA, London. (NESTA: National Endowment for Science, Technology and the Arts); available at NESTA website:

<http://www.nesta.org.uk/assets/Uploads/pdf/Research>

Warren, K. (2007) "Competitive Strategy Dynamics" John Wiley & Sons

An annually updated full reading list and list of other resources to support this module can be found on BlackBoard.

4. MODULE ORGANISATION

Module leader Stefan Eberle, steb@iba.dk

Length and month of examination

None

Subject Quality and Approval information

Board of Study Business

Subject Assessment Board Post Graduate Strategy and Applied Management

Shortened title INN MAN

Date of approval by BoS 25-May-2010

Management Consulting

M42BSS

1. MODULE SUMMARY

Aims and Summary

This module aims to equip programme participants with a mix of strategic, behavioural and operational consultancy skills that will be of value as a development platform throughout their managerial careers. More particularly, it is the case that the course participants taking this module, practising middle managers and business executives, are likely to be involved with consultancy work through directly commissioning consultants, working with them as respondents or implementing consultant recommendations, and in some cases seconded to internal consultancy ventures within their employer organisations.

The subject content of the module encompasses both user and practitioner perspectives on consultancy, and related aspects such as assignment planning and management, issues of process and implementation and clientconsultant relations. The module draws on the cumulative experience of Business School staff in providing successful strategic outcomes for a range of consultancy clients in recent years. Operationally, the module will involve assigned groups of participants (35 per group) negotiating and defining a consultancy brief with a local organisation, taking responsibility for agreed assignment outcomes, and working within predetermined deadlines in pursuit of the agreed objectives.

Agreed assignments are likely to be multidisciplinary in nature, utilising knowledge and materials from across the MBA programme, though they will throughout involve key strategy issues of practical significance to the client organisation. Additionally, the assignment work will involve the further development, rehearsal and demonstration of key managerial skills in terms of teamworking and management, negotiation and time management, client relationship protocol and communications, presentation and reporting conventions. Previous Consultancy Briefs: The following are a few illustrative previous consultancy briefs : An investigation to increase the utilisation and profitability of a regional water and sport leisure centre. A business health check and growth strategy audit for an entrepreneurial kitchen and bathroom design company. A strategic investment appraisal and capacity planning exercise for a high growth display systems company.

Module Size and credits

Module size	One and half
ECTS credits	7.5
Total student study hours	150
Number of weeks	14
Academic Year	2011 - 2012

Entry Requirements (prerequisites and corequisites)

Enrolment on IBA, Kolding

Composition of module mark (including weighting of components)

100% Coursework 1

Pass requirements

Module Mark must be at least 40% and Coursework 2 must be 'P' and Coursework 3 must be 'P'

2. TEACHING, LEARNING AND ASSESSMENT Intended Module Learning Outcomes

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Undertake auditing, research and analysis related to an agreed consulting assignment.
2. Evaluate and apply theoretical principles, organisational and analytical models in response to strategic issues within a live consultancy assignment.
3. Develop a repertoire of consulting presentation skills.
4. Reflect on their own learning experience and effectiveness within the context of a teambased consultancy exercise.

Indicative Content*Introduction to Consultancy*

Definitions, tasks and scope. Consulting industry background, market sectors and practitioner profiles.

Forms of Consulting

Process consultancy vs. transactional (expert) consultancy; external vs. internal consultancy. Related fields business and professional advisers, technical service and project management, executive contracting, interim management, business counselling.

Process Consultancy

Objectives and outcomes, relationship with organisational development and change management. Interactive working and team dynamics; facilitation, intervention and learning issues. Transactional Consultancy Assignment objectives and scope, problem definition, project planning, data collection and analysis, reporting. Internal Consultancy Modus operandi, issues and principles. Review of the development potential of internal consulting assignments. Case studies of successful internal consulting episodes. The Consultant Roles and competencies as expert, facilitator, conciliator, strategist, trainer. Client handling and relationshipbuilding skills.

Client Issues

Client/host organisation perspectives on consultancy. Client rationale for consultant intervention, planning for consultant contracting. Best practice principles in the sourcing, commissioning and postevaluation of consultancy episodes. Assignment stages precommissioning, selection and briefing of contractors, assignment initiation and progression, protocol, reporting and evaluation, implementation issues.

Sector Focus

Consulting in specific settings: private sector, public sector and voluntary sectors, small business consulting, international consultancy. A review and comparison of assignment objectives and outcomes within typical sectoral briefs. International trends and practices.

Reflective Learning

Refresher coverage of key aspects of reflective learning (Kolb and Fry) for personal development, assessment of teamwork contribution and effectiveness (BGelbin team role typologies), logging and reporting of personal learning outcomes.

Teaching and Learning

The emphasis of the teaching and learning approaches on this module will focus heavily on student-centred learning. In teaching and delivery terms, the module will be formally driven by a number of workshop sessions (1/2day and 1day) that cover specific syllabus themes and afford opportunities for participants to develop, rehearse and refine appropriate behavioural, analytical and teamwork skills and competencies. Technical support for the module will involve research access through CBS database and searchbank facilities, the provision of handout and course materials online, email access for conferencing and ongoing contact among assignment groups and video presentation sessions within the CBS video studio. Consultancy case studies, guest speaker sessions by independent consultants and client organisation contacts and visits will feature as standard elements within the operation of the module. The module is likely also to make use of invited inputs from other CBS staff, for examples as guest workshop leaders on aspects of reflective learning or as joint assessors of final presentation. Student activity comprises: 30 hours of formal delivery input.

Method Of Assessment (normally assessed as follows)

100% Coursework The intended learning outcomes will be assessed as follows:

Outcome	Assessed via, followed by Weighting within module mark
1 & 2	A single volume consultancy report (pro rata 2,000 words per participant) on the assigned brief.
3	Group presentation to 2 Business School staff, and client where possible, outlining and defending proposals for the client organisation (video-recorded presentation copy for client if client cannot attend). Marked as Pass/Fail (students must pass).
4	An individual reflective report (c 2,00 words) by participant, identifying and

	commenting on their role and contribution within the exercise, and their achievement in terms of learning and consultancy skills development. Marked as Pass/Fail (students must pass).
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Formative Feedback: Within the operation of the module, formative assessment will be effected through consultancy case study sessions, tutor feedback on group progress workshop reporting, and practice presentations with video. Please note that no coursework will be marked until an identical electronic copy has also been submitted into the module web for a plagiarism check.

Reassessment:

This is a key course module with high expectations of students' effort and performance. Failure of the module overall will be reassessed through a new assignment, scheduled within the operation of the module for the next cohort of participants or to another current client brief if available.

3. MODULE RESOURCES

Essential Reading

Wickham, P, and Wickham, L. (2008), Management Consulting, FT Prentice Hall, 3rd edition.

Recommended Reading

A full list of resources to support this module can be found in the Teaching Plan and Module Resource Document. This document will be available on BlackBoard.

4. MODULE ORGANISATION

Module leader: Mikael Rasmussen, mir@iba.dk

Length and month of examination

None

Subject Quality and Approval information

Board of Study Business

Subject Assessment Board Management

Shortened title MAN CON

Date of approval by BoS 28-Jul-2010

Dissertation

M99BSS

1. MODULE SUMMARY

Aims and Summary

The project builds on M25BSS 'Research Methods' and gives students the opportunity to enact the project designed and approved in the methodology module. The dissertation will be strategic in nature and around 12,000 excluding appendices. The project forms a substantial part of the overall study leading to the MBA. Accordingly, a high standard of achievement will be expected and the dissertation should draw on the intellectual and analytical skills and knowledge developed during the course. The module also provides an opportunity for students to develop their interests in a particular area and to demonstrate an ability to undertake individual research.

Module Size and credits

Module size	Quintuple
ECTS credits	25.0
Total student study hours	500
Number of weeks	14
Academic Year	2011 - 2012

Entry Requirements (prerequisites and corequisites)

Students must be enrolled on IBA; Kolding

Composition of module mark (including weighting of components)

100% Coursework

Pass requirements

Module Mark must be at least 40%

Special Features

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

On completion of this module the student should be able to:

1. Focus on a specific business issue
2. Operationalise a business issue into a set of specific research objectives
3. Critically analyse the literature relating to a business issue

4. Conduct an environmental scan of a business issue
5. Design and write a feasible research plan for tackling business research objectives
6. Analyse valid and reliable evidence to draw sound business conclusions

Indicative Content

There is no precise indicative content for individual dissertations. This will be agreed between the student and the supervisor. Detailed advice on dissertations is given in the 'MBA Dissertation Guidelines' available BlackBoard.

Teaching and Learning

Supervision by subject specialist. Student activity comprises: 5 hours of face to face tutorial, 500 hours of self guided study

Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows: 100% coursework: written dissertation, between 12,000-13,200 words. Please note that no coursework will be marked until an identical electronic copy has also been submitted into the module web for a plagiarism check. Reassessment: Resubmission of dissertation.

Date of last amendment

11 Aug 2008

3. MODULE RESOURCES Essential Reading

Bryman A & Bell E. (2007) 2nd edn. Business Research Methods. Oxford: Oxford University Press
658.00722 BRY

The Coventry University Harvard Style Guide Available from

<http://home.ched.coventry.ac.uk/caw/harvard/index.htm> [12th July 2007]

Recommended Reading

A full list of resources to support this module can be found in the CUOnline module web.

4. MODULE ORGANISATION Module leader

Name: Mikael Rasmussen, mir@iba.dk

Length and month of examination

None

Exam Equipment Required

None

Subject Quality and Approval information

Board of Study Business

Subject Assessment Board Post Graduate Strategy and Applied Management

Shortened title DIS

Date of approval by BoS 1-Feb-2008