

«MSc in Business Intelligence and Data Analytics (13 months or 2 years/90 ECTS, Master) »

This letter is CIIM's response to the issues raised by DIPAE in the letter of 10th of July 2017 for second assessment of the programme **MSc in Business Intelligence & Data Analytics** (BIDA).

We have examined all 7 issues raised by the DIPAE very carefully and we provide below **CIIM's responses** along with a **proof of evidence** of compliance with all the seven requests:

DIPAE's Request 1

Standardization of CVs and clarification as to their employment status (with regards to CIIM) (p.6).

Θα πρέπει να αποσταλούν τα πλήρη βιογραφικά των διδασκόντων και τα οποία τεκμηριώνουν την εξειδίκευση στη διδασκαλία. Κάθε πρόγραμμα πρέπει να υποστηρίζεται από εξειδικευμένους διδάσκοντες.

CIIM's Response

The CVs of all instructors of the curriculum of the MSc in Business Intelligence & Data Analytics (as indicated in Appendix 1) were standardized and attached to this letter. In addition, their relation to CIIM (as well as the course they teach) is clearly indicated on the employment section of their standardized CVs (see attached Appendix 2).

In addition, a table that summarizes courses taught and research and teaching experience per instructor is also presented in Appendix 3. This is a proof of evidence that the instructors have the relevant interest and experience related to the course they are assigned to teach.

Evidence provided:

- Standardised CVs (see attached zip file "MSc in Business Intelligence and Data Analytics.zip")
- Table summarizing instructors, research interests, teaching experience and courses taught at CIIM MSc in Business Intelligence & Data Analytics (see Appendix 3). This is also made available to the students through the intranet.

DIPAE's Request 2

Given the technical nature of some of the content included in this programme, the committee was concerned that students will not have sufficient time to develop their skills and expertise within a concentrated period of time. (p.7)

Ο ενδιάμεσος χρόνος μεταξύ μαθημάτων (αυτό πρέπει να φαίνεται στο πρόγραμμα) και η πρακτική εξάσκηση των φοιτητών χωρίς πρόγραμμα και επιβλέποντες δεν καλύπτει το επισημανθέν από την ΕΕΑ κενό. Αναμένεται η τεκμηρίωση περισσότερο αποτελεσματικών πρακτικών (π.χ. βοηθοί διδασκαλίας, προγραμματισμένη πρακτική άσκηση υπό εποπτεία κ.ά.)

CIIM's Response

We have revised the methods of content delivery of the most technical in nature courses of the MSc in BIDA by clearly indicating when the practical labs are going to be held, as well as allocating Supervisors and Teaching/Research Assistants.

The methods of content delivery are clearly indicated in each of the courses' outline provided to students and attached to this letter as Appendix 4.

For all technical in nature courses, the labs are clearly indicated on the schedule table given to the students a priori and the labs are supervised by the instructor of the course with the aid of teaching/research assistant (see Appendix 5).

In addition, we ensured that these technical in nature courses provide sufficient spacing between classes (lectures) to allow sufficient time to the students to develop their skills and expertise.

In particular, we have applied these major changes to the following technical courses as indicated by the External Committee:

(BI405) Database Management and Cloud Computing

(BI410) Data Mining, Visualisation-Decision Making

(BI420) Programming for Business Analytics

These changes are reflected in the schedule timetable that is attached to this letter in which the scheduled labs time is clearly indicated (see Appendix 5).

Evidence provided:

- The timetable schedule in which labs are clearly indicated, as well as indication that Instructors will act as supervisors of the labs and will be aided by Teaching/Research Assistants (see Appendix 5) For the courses, listed above the classes are spaced in time so that the necessary time is given to the students to absorb the material.
- The course outlines of all courses attached to this letter (see Appendix 4) and made available to the students.

DIPAE's Request 3

Teaching personnel (p.7). The committee appreciates that a number of members of staff involved in this MSc are early career colleagues and do not have much experience in teaching. We note the appointment of pedagogic specialist, who do not only contribute to the relevant MSc, but broadly also support her colleagues.

Η πρακτική την οποία προτίθεται να υιοθετήσει το ίδρυμα θα πρέπει να τεκμηριωθεί με συγκεκριμένο χρονοδιάγραμμα και περιεχόμενο επιμόρφωσης και να ενσωματωθεί στους όρους εργοδότησης το προσωπικού. Όλα τα πιο πάνω αναμένεται να αποσταλούν στο Φορέα.

CIIM's Response

We have developed a "Pedagogic Training & Continuous Professional Development" Plan (PDP) which documents the goals, required skill and competency development, as well as objectives a faculty member will need to accomplish. The PDP is created by the Learning and Development Manager closely with the faculty member to identify the necessary skills and resources to support the faculty member's career goals and course's needs. This plan's aim is to empower early career faculty members as well as to broadly support all faculty members to further develop their professional knowledge on how to improve their classroom practice. In this way they will be involved in a continuous professional development (CPD) scheme.

PDP is a planned process which consists of three stages and six steps as described in the Diagram below:

Stage A – Diagnostic Assessment (early in the semester and before and during the first module taught by the faculty member)

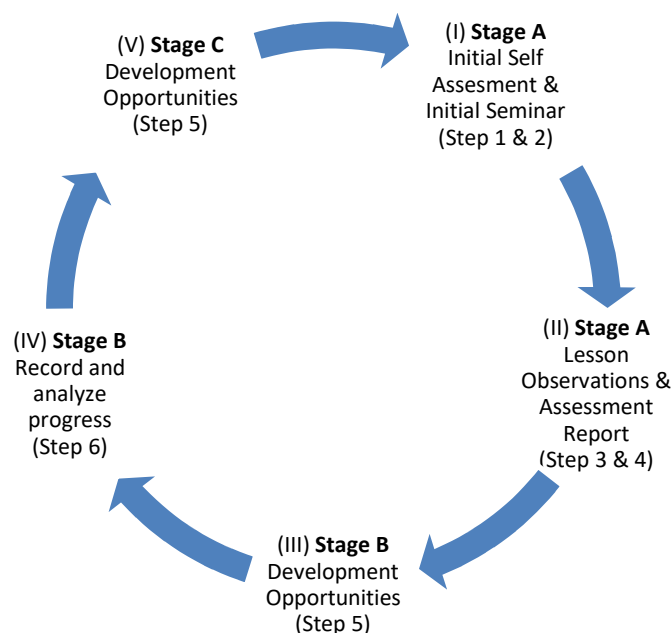
1. Request of an initial self-assessment from the faculty member.
2. Initial Seminar on Teaching Approaches.
3. Lesson Observations
4. Develop an assessment report of the faculty's skill level in relation to the programme's needs

Stage B – Professional Development Opportunities (throughout the academic year)

5. Explore development opportunities with the staff member
6. Provide training
7. Record and analyze the staff member's progress

Stage C - Final Evaluation and Professional Development Actions (at the conclusion of each semester)

8. Final report and professional development action



Evidence provided:

- Content and Time-plan of “Pedagogic Training & Continuous Professional Development” of teaching personnel given in Appendix 7, approved in a Joint Meeting of the Academic and Internal Quality Committees (see minutes 18/7/2017) and incorporated in the Faculty Handbook (see zip file titled “Student & Faculty Handbooks”).

DIPAE’s Request 4

Ανάπτυξη μεθοδολογίας έρευνας για καθοδήγηση των φοιτητών στην εκπόνηση της διπλωματικής τους διατριβής.

CIIIM’s Response

We have introduced a 3ECTS workshop, named Research Methods for Final Project, in which students are taught research methods (research question & hypothesis formulation, sampling, data collection and quantitative and qualitative methods of data analysis) applied in the area of data science and business intelligence. In addition, they demonstrate understanding regarding how to conduct academic research and how to properly write an academic thesis/plan. The course outline of this workshop is attached to this email.

In addition, the course BI430 Quantitative Methods & Statistical Analysis (6 ECTS) will extensively focus on quantitative methods and advanced statistical concepts that are required to students in order to conduct quantitative research. The course BI410 Data Mining, Visualisation and Decision Making (6 ECTS) is designed to guide the students through the

whole cycle of analytics from data collection to correct interpretation and presentation of the results through data analytics techniques.

Furthermore, The Data Science Research Project Guidelines has been also developed and they are attached to this letter as Appendix 6.

Evidence provided:

- Outline of core course BI440 Research Methods for Final Project (see Appendix 4)
- Data Science Research Project Guidelines (Appendix 6)

DIPAE's Request 5

Αντικατάσταση του υλικού μελέτης, στις ενότητες που έχουν υποδειχθεί από την ΕΕΑ κατά την επίσκεψη, με πιο πρόσφατα άρθρα από ακαδημαϊκά περιοδικά.

CIIIM's Response

We have updated the reading lists of all core courses' outlines as indicated by the external committee with the most recent textbooks and research articles from peer-reviewed academic journals.

Articles from the following peer-reviewed journals published since 2012 are assigned as readings for the core courses: MIS Quarterly, Information Systems Research, Harvard Business Review, International Technology & Information, Market Research, Computers & Security, Advertising Education, and Computer Graphics Forum.

Evidence provided:

- Course outlines of all courses are provided with updated readings consisting of textbooks and journal research articles from recent, post-2012, publications (see Appendix 4).

DIPAE's Request 6

The evidence presented to the committee of existing modules, raised very significant concerns related to feedback and assessment practice. These include over-generous marking, inconsistent marking, lack of written feedback, inappropriate use of generic feedback and inconsistencies in approaches to feedback and justification of marks. These are very important aspects in terms of completing the pedagogic cycle and ensuring the program has met its objectives.

Οι απαντήσεις του ιδρύματος να περιληφθούν σε δήλωση πολιτικής, η οποία θα λειτουργεί ως εσωτερικός κανονισμός, στον οποίο πρέπει να έχουν πρόσβαση και οι φοιτητές και οι διδάσκοντες.

CIIM's Response:

We respectfully disagree with the External Committee's assessment for at least 3 reasons: First, the programme under assessment has not been offered yet and, therefore, there have been no exams or assignments to assess. Second, if the Committee has reviewed and assessed the feedback given in other, existing, programmes, their assessment and assignment of a score 2 out of 5 contradicts the assessment of the teams that evaluated the MBA and MSc a week earlier and assigned a score of 5 out of 5 to the Question 1.1.6 "The teaching personnel, for each course, provide timely and effective feedback to the students". Third, our feedback system (both as a policy and as a practice) passed with flying colors the scrutiny of the two top international accreditation bodies, AMBA and EFMD/EPAS, not once but 8 times over the past 13 years. According to our long-established "INSTRUCTOR RULES AND REGULATIONS", an integral part of our internal regulations:

"Assessment. *Assessment is the process of gathering and interpreting evidence to make judgments about student learning. It is the crucial link between learning outcomes, content and teaching and learning activities. Assessment is a central element in the overall quality of teaching and learning in higher education. Developing effective assessment for a course involves several steps, including creating an assessment plan that addresses all CILO, writing good quality items, using sound marking practices, and reviewing the assessment data to improve future practice.*

The purpose of formal assessment at CIIM is threefold: (1) as an incentive for review of course material and reflection, including the consideration of alternative angles and dimensions beyond those discussed in class; (2) a further opportunity to add value to the learning process and to sharpen the skills of information processing under pressure, creative thinking and writing, evidence-based argumentation and effective communication; (3) as a method of measuring actual learning outcomes against intended learning outcomes, or assessing knowledge acquired and the ability to use it creatively and effectively, in tackling practical business problems.

Feedback. *Timely and constructive feedback is essential if students are to learn from their assessment experience. Feedback can take the form of:*

- *written feedback on assignments or examinations*
- *provision of written comments on criteria sheets*
- *general feedback on an assignment or exam to the whole class via Moodle*
- *face-to-face discussions with students, particularly if they have done poorly or failed*
- *utilizing self-assessment and peer feedback in formative assessment"*

We also attached for your examination the individual feedback on the Final Assignment (due:17/4/17) provided by Professor Andrew Mayo to the 20 MBA students of the course MB395 Professional and Career Development, which is the one examined by the External Committee (see Appendix 12). You wouldn't call the 12 pages of detailed and thoughtful feedback to 20 assignments "lack of written feedback, inappropriate use of generic feedback and inconsistencies in approaches to feedback and justification of marks".

Nevertheless, to be responsive, even as we disagree with the Committee's assessment for all the reasons we explain above, we developed an even more detailed "Policy Statement on Assessment and Feedback" which has been approved in a Joint Meeting of the Academic and Internal Quality Committees (see minutes 18/7/2017 at the end of this document). This Policy statement was then incorporated in the Student & Faculty Handbooks and put into effect with immediate force. Thus both students and faculty have access to the policy through these Handbooks which are part of the CIIM's Internal Regulations. The compliance of instructors with the policy is monitored by each Programme Director and the Committee of Internal Quality of the School.

Evidence provided:

- Approved written "Policy Statement on Assessment and Feedback" (see Appendix 8) has been approved in a Joint Meeting of the Academic and Internal Quality Committees (see minutes 18/7/2017) and incorporated in the Faculty Handbook (see zip file titled "Student & Faculty Handbooks (hard copies available from the School's Administration on request)).

DIPAE's Request 7

Research Teaching Synergies (p.10). Αναμένεται η δήλωση πολιτικής και το πρόγραμμα το οποίο επεξεργάζεται το ίδρυμα για τη διευκόλυνση της έρευνας και ακαδημαϊκής ανάπτυξης του προσωπικού.

CIIM's Response*Publication incentives*

Faculty receives between €1000 and €2000 for each publication in top tier journal (one of the top three journals in their broad area of research), and €1000 bonus for each paper in B-tier journals. The research committee determines whether certain publication merits the award of the incentive. In case of dispute the matter is resolved by appeal to the Chairman of the Academic Council.

Research budget

There is a research fund from which resident faculty may request and obtain up to €2000 annually for research expenses.

Membership in Professional Organizations

Faculty members are encouraged to join and participate actively in professional organizations.

Attending academic conferences

Faculty is entitled to receive €2000 for attending conferences each year. CIIM encourages faculty members to attend and participate in international conferences, symposia and other

similar events for the purpose of updating or improving individual knowledge in a particular field.

Faculty development

CIIM encourages continuing education and professional development of faculty members by allowing them the opportunity, as the requirements and resources, of the Institute permit, to attend classes (in line with faculty members' professional interests) at other institutions and by waiving tuition and fees for classes, which are taken at CIIM.

CIIM adheres to the principle of professional growth and has established policies to keep current and improve Faculty skills and body of knowledge. All faculty members are expected to engage in professional development activities that upgrade their expertise and competencies as scholars in their respective fields of specialization as well as in their teaching capabilities.

Funds are allocated by the Institute in its annual budget for professional development of Faculty, as well as administrative staff depending on availability.

Specifically, the Institute encourages participation in the following activities:

- Training workshops organized by the School or any third party
- Attendance to Seminars and national and international conferences and colloquiums
- Membership to professional associations
- Sabbatical leave

Evidence provided:

- The Policy Statement on Faculty Research is attached as Appendix 9. It has been approved in a Joint Meeting of the Academic and Internal Quality Committees (see minutes 18/7/2017) and incorporated in the Faculty Handbook (see zip file titled "Student & Faculty Handbooks").
- The Programme of Research Facilitation and Academic Development of Faculty is attached as Appendix 10. It has been a key component of the Faculty Handbook ((see zip file titled "Student & Faculty Handbooks").

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Appendix 1: MSc in Business Intelligence and Data Analytics: Curriculum and Instructors

MSc in Business Intelligence & Data Analytics (90 ECTS)			
Code	Core Courses	ECTS	Instructors
BI395	Foundations of Business Information Technology	6	Dr Kyriacos Pavlou
BI405	Database Management and Cloud Computing	6	Dr Kyriacos Pavlou
BI410	Data Mining, Visualization and Decision Making	6	Dr Theodosios Mourouzis
BI415	Managing Big Data	6	Dr Majeed Khurram
BI420	Programming for Business Analytics	6	Dr Kyriacos Pavlou
BI425	Information Security Management for Business	6	Dr Theodosios Mourouzis
BI130	Web & Social Media Analytics	6	Dr Stylianos Kampakis
BI400	Management of Information Systems	6	Dr Sheizaf Rafaeli
BI430	Quantitative Methods & Statistical Analysis	6	Dr Stylianos Kampakis
MA650	Digital Marketing	6	Mr Mike Berry
HR495	Ethics, CSR & Sustainability	3	Dr Theodore Panayotou
BI450	Data Protection: Legal & Ethical Dimensions	3	Dr Theodore Panayotou/Mr Demetrakis Savvides
BI440	Research Methods for Final Project	3	Dr Theodosios Mourouzis/ Dr Kyriacos Pavlou
BI500	Data Science Research Project	9	Assigned faculty advisors depending on chosen project topic.
Total: 78 ECTS			
Concentration Tracks			
Operations & Project Management			
HR465	Project Management	6	Dr Takis Stylianides
MA440	Operations Management	4.5	Dr Takis Stylianides
BI435	Blockchain Technologies Workshop	1.5	Dr Theodosios Mourouzis
Total: 12 ECTS			
Entrepreneurship & Innovation			
MB615	Entrepreneurship & Innovation	3	Dr Anastasia Constantinou
FB585	Financing New Ventures	3	Dr Anastasia Constantinou
MB725	Business Ventures: From Idea to Execution	6	Dr David Zvilichovsky
Total: 12 ECTS			
Financial Services (2 out of 3)			
MB405	Corporate Finance	6	Dr George Theocharides
FB540	Investment and Portfolio Management	6	Dr Gady Jacoby
FB530	Derivatives & Financial Engineering	6	Dr George Theocharides
Total: 12 ECTS			
Marketing Management			
HR535	Communication Skills	3	Dr Cecilia Ellis
MA651	Digital Marketing Group Project	4.5	Mr. Mike Berry
MA490	Marketing Management	4.5	Dr Yiannis Pollalis

Appendix 2. Standardized CVs of Instructors of MSc in Business Intelligence and Data Analytics

Please follow the following instructions to view the CVs:

- Unzip MSc in Business Intelligence and Data Analytics.zip file
- The CVs are located in the path MSc in Business Intelligence and Data Analytics/15_Standardized_CVs_ of the unzipped folder

Appendix 3 Summary List of Courses & Instructors' Research Interests and Teaching Experience

No	Title, Last Name First Name	Qualifications	Courses to be taught	Teaching Hours	Resident / Visiting faculty	Teaching experience	Research interest
1	Dr. Pavlou, Kyriacos	B.A. (Hons) Medical Sciences and Genetics, B.Sc. in Mathematics, B.Sc. in Computer Science, M.S. in Computer Science, Ph.D. in Computer Science	BI395 - Foundations of Business Information Technology (6.0) BI405 - Database Management and Cloud Computing (6.0) BI420 - Programming for Business Analytics (6.0) BI440 - Research Methods for Final Project (3.0)	28 hours 28 hours 28 hours 14 hours	Resident faculty	- CSc 460: Database Design (Arizona University) - Information Technology (BBA level, CIIM)	Database Design & Security, Blockchain Technologies, Cloud Databases
2	Dr. Mourouzis, Theodosis	BA/MA with Honors in Mathematics Master of Advanced Study in Mathematics, Master of Research (MRes) in Security Science, PhD in Information Security	BI410 - Data Mining, Visualization and Decision Making (6.0) BI425 - Information Security Management for Business (6.0) BI440 - Research Methods for Final Project (3.0) BI435 - Blockchain Technologies Workshop (1.5)	28 hours 28 hours 14 hours 7 hours	Resident faculty	- Applied Cryptography (UCL) - Principles of Information Security (UCL) - Qualitative and Quantitative Methods (CIIM) - Statistics and Quantitative Research (CIIM) - Introduction to Statistics I (CIIM)	Information Security, Cryptology, Blockchain, Data Science, Banking Analytics



						- (MIS) Managing Information Systems (CIIM)	
3	Dr. Khurram, Majeed	B.Sc. in Software Engineering, M.Sc. in Digital Communications Networks, P.G.Dip in Mobile Computing, P.G.Cert in Teaching & Learning in HE, P.hD in Computing	BI415 - Managing Big Data (6.0)	28 hours	Visiting faculty	<ul style="list-style-type: none"> - Advanced programming in .NET - Advanced database systems - Computer networks & operating systems - Software engineering - Management information systems 	Computer and smartphone security, Software development, Machine learning, Technology blogs, Big Data Analytics
4	Dr. Kampakis, Stylianos	BSc Psychology, Diploma in Economics, BSc Mathematics and Statistics, MSc Intelligent Systems, MSc Informatics, PhD Computer Science	BI130 - Web & Social Media Analytics (6.0) BI430 - Quantitative Methods & Statistical Analysis (6.0)	28 hours 28 hours	Visiting faculty	<ul style="list-style-type: none"> - Data Science for Sports Injuries Using R, Python and Weka (Experfy) - Data Science for Entrepreneurship (Innopolis University, Russian Federation) 	Machine Learning, Data Science, Statistics, Technical Entrepreneurship, Social Media Analytics, Data Strategies, Data Mining, Bayesian Statistics Computational Intelligence (fuzzy logic, generic algorithms)



5	Dr. Rafaeli, Sheizaf	B.A. Computer Science (Graduated with High Department Honors), M.A. Computer-mediated communication (Magna Cum Laude), M.A. Information Systems Ph.D. Information Systems	BI400 - Management of Information Systems (6.0)	28 hours	Visiting faculty	<ul style="list-style-type: none"> - E-Business, The Computer as a Medium - New Communication Technologies - Organizational Communication - Intro to Computers and Information Systems - Advanced Spreadsheets in Management Science - Research Methods - Analysis and Design of Information Systems - Strategic Uses of Information Systems - Communication Technologies and Social Change (CV includes full course list)	Interactivity and Virtual Community, the Value of Information, Information Overload, Social Networks and Network Analysis, Information Sharing and Digital life
6	Mr. Berry, Mike	BSc. in Maths (majoring in Statistics), Dip DM, F IDM, FCIM, ARCS MSc. in Economics and Sociology	MA650 - Digital Marketing (6.0) MA651 - Digital Marketing Group Project (4.5)	28 hours 21 hours	Visiting faculty	Digital Marketing, Digital Strategy, Social Media Marketing, E-commerce, Online Advertising, Pay Per Click (PPC), Search Engine Optimization (SEO), (CRM) Customer Relationship Mgt Digital Media, B2B MKT (CV includes full course list)	Digital Marketing



7	Dr. Panayotou, Theodore	BA in Economics (Honors), MA in Economics, Ph.D in Economics	HR495 - Ethics, CSR & Sustainability (3.0) BI450 - Data Protection: Legal & Ethical Dimensions (3.0)	14 hours 14 hours	Resident faculty	- Economics - Environmental Economics and Management - Ethics in Business and Government - Corporate Social Responsibility - Ethics, CSR & Sustainability - Cost-Benefit Analysis -Non-Market Valuation - Innovation and Entrepreneurship in Education - Professional and Career Development	Natural and Resource Economics, Environmental Economics, Climate Change, Forest and Water management, Sustainable Development, Environmental Law, Policy Analysis
8	Mr. Savvides, Demetrakis	BSc in Justice Studies, MSc in Justice Studies, Bachelor in Laws (LL.B.), MBA, Ph.D in Laws (Cand)	BI450 - Data Protection: Legal & Ethical Dimensions (3.0)	14 hours	Visiting faculty	<u>Master's level:</u> Corporate Law and Taxation <u>Undergraduate level:</u> -Business & Corporate Law -Engineering Contract Law and PPP Methods <u>Executive Education level</u> Corporate Administrators Programme	The development of the Cypriot business law regulatory framework



9	Dr. Stylianides, Takis	B.Sc. in Chemical Engineering, M.S. in Industrial Engineering, Ph.D. in Engineering	HR465 - Project Management (6.0) MA440 - Operations Management (4.5)	28 hours 21 hours	Resident faculty	Total Quality Management, Operations Management, Project Management, Production & Operations Management, Manufacturing, Computer Simulation, Computer Aided Design, Animation and Graphics, Quality Control and application of Artificial Intelligence in Quality Control	Total Quality Management, Operations Management, Project Management
10	Dr. Constantinou, Anastasia	BSc (Hons) in Metallurgy, MSc in Materials Research, MBA, PhD in Materials Engineering	MB615 - Entrepreneurship & Innovation (3.0) FB585 - Financing New Ventures (3.0)	14 hours 14 hours	Resident faculty	Entrepreneurship and Innovation, Business model and business plan formulation	Entrepreneurship and Innovation
11	Dr. Zvilichovsky, David	BSc in Economics, BSc in Computer Science, MSc in Computer Science, PhD in Economics	MB725 - Business Ventures: From Idea to Execution (6.0)	28 hours	Visiting faculty	Strategy, Economics, Information Technology, Technology Innovation, Early-Stage Tech Ventures, Entrepreneurship and Innovation	Networks & Platforms, Innovation & Growth, Crowdfunding, Entrepreneurship, Bubbles and the Internet Economy



12	Dr. Theocharides, George	BE Hons Electrical Engineering and Electronics, MBA, PhD in Finance	MB405 - Corporate Finance (6.0) FB530 - Derivatives & Financial Engineering (6.0)	28 hours 28 hours	Resident faculty	Corporate Finance, International Finance, Derivatives & Financial Engineering, Investment & Portfolio Mgt Advanced Financial Mgt Bond Markets & Strategies, International. Financial Decision Making	Fixed-Income Markets, Liquidity, Empirical Investments
13	Dr. Jacoby, Gady	BA in Economics & Accounting, MA in Finance & Entrepreneurial Studies, PhD in Finance	FB540 - Investment & Portfolio Management (6.0)	28 hours	Visiting faculty	<u>Ph.D. level courses:</u> - Financial Economics - Capital Markets <u>Undergraduate and Graduate level courses:</u> - Investments - Financial Modeling - Fixed-Income Securities	Fixed-Income Markets, Behavioral Finance, Asset-Pricing Models, and Market Microstructure
14	Dr. Ellis, Cecilia	BA English Language & Literature, MSc in Personnel Management & Industrial Relations, MRes, PhD in Psychological Contracting	HR535 - Communication Skills (3.0)	14 hours	Visiting faculty	<u>Master's level:</u> - Employment Resourcing Relations & Law - MBA Research Methods <u>Undergraduate level:</u> - Employment Law And Labour Markets - Comparative Perspectives in HRM - Intl. & Comparative Employment Relations - Business Project Research	Contemporary employment relations (i.e. the psychological contract, employee voice & engagement, employment inequalities relating to gender, age and ethnicity)



						<u>Certificate level:</u> - HR Policy and Practice	and conflict management)
15	Dr. Pollalis, Yannis	BSc. in Economics & Mathematical Statistics (Hons) MBA (majors in Finance and Operations Management) (Hons) Ph.D. in Strategic Mgt & Policy and Management of Information Systems	MA490 - Marketing Management (4.5)	21 hours	Visiting faculty	<u>Postgraduate courses:</u> - Management & Marketing Principles and Practices - Business Strategy & Game Theory Applications - Strategic Information Technologies: E-Business & ERP Systems - Principles & Practice of Marketing in Health Care Organizations - Strategic Mgt & Planning of Information Resources - Market Leadership & Consumer Behavior - Digital Marketing for Public & Private Org. (CV includes full course list)	Strategic management of information systems, strategy formulation, e-business development, leadership, emotional intelligence, strategic management and marketing

Appendix 4. Course Outlines with Updated Readings & Research Articles

Please follow the following instructions to view the course outlines:

- Unzip MSc in Business Intelligence and Data Analytics.zip file (attached)
- The Course Outlines are located in the path MSc in Business Intelligence and Data Analytics/BIDA Courses of the unzipped folder

Appendix 5. The Timetable Schedule of Labs with Supervisors and Teaching/Research Assistants

See attached Excel file.

Appendix 6. Data Science Research Project Guidelines

Please follow the following instructions to view the Data Science Research Project Guidelines:

- Unzip MSc in Business Intelligence and Data Analytics.zip file (attached)
- The file Data Science Research Project Guidelines could be found directly into the unzipped folder

Appendix 7. Pedagogical Training & Continuous Professional Development Plan

The professional development plan (PDP) we have developed documents the goals, required skill and competency development, as well as objectives a faculty member will need to accomplish in order to support PDP. The PDP is created by the Learning and Development Manager (LDM) closely with the faculty member to identify the necessary skills and resources to support the faculty member's career goals and course's needs. This plan will have as an aim to empower early career faculty members as well as to broadly support all faculty members to further develop their professional knowledge on how to improve their classroom practice. In this way they will be involved in a continuous professional development (CPD) scheme.

Academic staff must be able to demonstrate that they are keeping abreast of new knowledge, techniques and developments related to their roles, and be keenly aware of the changing higher education landscape. PDP will not take place only when a faculty member is identified as requiring improvement. PDP will be reviewed on an on-going basis throughout the year, with at least one interim review discussion between the faculty member and supervisor prior to the end of the yearly performance review period.

PDP Stages

PDP is a planned process where the staff is responsible for determining what they need to learn, and for managing and undertaking their own CPD activity. The LDM is responsible for encouraging and supporting staff, and providing feedback, as appropriate. Professional development is a continuing process of assessment, analysis, action, and review. Thus, learning objectives should be based on clear identifiable outcomes, and serve organisational as well as individual goals (for this reason each MSc has a clear description of Course and Programme ILOs).

In order for the PDP to be followed a selection of common learning and development tools will be used as described below (also see Diagram 2):

STAGE A – Diagnostic Assessment

1. Request of an initial self-assessment from the faculty member.

The faculty member will complete a self-assessment of their interests, skills, values, and personality. When evaluating the staff member's responses, we keep these questions in mind:

- What skills, career opportunities, technologies interest the individual?
- Do those skills/interests/goals support the school's needs and the programme's goals?
- What are the short and long term steps to get there?

Timeframe: Beginning of the academic year before the initiation of courses.

(Note: Please see Form 1 in "Attachments" section).

2. Initial Seminar on Teaching Approaches.

The early career faculty members will participate in a day seminar which will focus on the development of pedagogic knowledge. This seminar is designed to provide rich foundation in evidence-based teaching strategies and research based principles about the ways to reach learning outcomes. The seminar is designed to offer a supportive and collegial atmosphere in which the faculty members will have the opportunity to discover new teaching approaches. The seminar will offer the opportunity for the attendees to:

- Enhance their knowledge of learning theory and its implications for teaching.
- Discover the variety of teaching approaches and learning.
- Discover the ways to offer constructive feedback (with reference to formative and summative assessment)
- Identify practical, evidence-based classroom teaching strategies to increase teaching effectiveness
- Distinguish the teaching methods which lead to passive and active learning (lectures, case studies, problem based learning, portfolios, group work, role-play, stimulation, blended learning, etc.)

Timeframe: Beginning of the academic year before the initiation of courses.

3. Lesson Observations.

The faculty member will have the opportunity to observe, be observed and co-teach with a senior faculty member. In this way the new faculty members will get involved in a process that will affect their learning in different ways which include “processes such as coaching, peer support, teacher research, mentoring, modelling, external expertise and observation” (Cordingley et al., 2005b, p.30).

Before the observation of the lesson the academic members will meet to discuss the lesson plan in detail in order to be able to meet after its completion to evaluate it in detail. In this way the faculty will engage collaboratively in planning, putting into practice, observing, evaluating and reflecting on their lessons ([Sam, 2003](#)). The product of this collaborative planning is a written lesson plan that describes in detail the design of the lesson. The programme provides opportunities for the educational system to learn from its own faculty’s experiences and provides an avenue for top-down influence and guidance while academics have the opportunity to influence the curriculum.

Timeframe: From the first session of the course (will be repeated three times).

4. Develop an assessment report of the faculty’s skill level and assess the department and school’s needs.

Based on the faculty member’s self-assessment, their work record and class observations, the Learning and Development Manager in collaboration with each Mentor will determine the faculty member's skill level in the following categories:

- Subject Knowledge.
- Pedagogic Knowledge.
- Classroom management
- Technical skills: skills needed to get the job done.
- Social skills: how do they work with others?
- Aptitudes: natural talents; special abilities for doing, or learning to do, certain kinds of things.
- Attitude: outlook, feelings, mind-set, way of thinking, and point of view.

In order for professional development to be successful, the faculty member’s needs and interests must be applied to address school’s objectives. The faculty member’s career path must align with the school’s workforce needs. In creating a professional development plan, consider the following goals:

- Institute’s goals
- Departmental goals
- Team goals
- Individual goals

Timeframe: At the completion of Steps 1-3.

(Note: Please see Form 3 in “Attachments” section)

STAGE B – Professional Development Opportunities

5. Explore development opportunities with the staff member.

Explore the CPD opportunities available at CIIM with the faculty member. Some examples include:

- Professional Development Seminars - The Professional Development Seminars (PDS) will be a number of seminars dedicated to providing professional development training programs and resources for faculty that supports identified needs across CIIM. The PDS offers long-term training programs with a tailored curriculum designed to develop skills and capabilities needed to fill identified needs across CIIM. Also, these seminars will be dedicated to offer support to develop their work and IT skills.
- [Mentorship](#) – New Faculty members will be paired with mentors for a range of actions including interviews, shadowing, observations, tutorials, observations, etc. Each faculty will be assigned a mentor. Mentors will be selected based on their role in the organization, subject knowledge, ability to meet with participants at least once per month, and willingness to participate in required training and check-in sessions. Mentors will:
 - Provide guidance on setting and achieving developmental goals.
 - Share insight into building and maintaining effective professional relationships.
 - Insight into work culture and workplace expectations.
 - Mentor/Mentee partnerships will last for a minimum of six months.
- Portfolios - A portfolio will provide evidence of whether or not the academic member have achieved what was set out to achieve, and provides evidence of the development. It is an ongoing record of learning needs, activities and outcomes, and a useful historical record on which to reflect. Unless you record this on a regular basis you will find that much of the learning, particularly the less formal learning, is forgotten. The portfolio should consist the following:
 - Current job and work context.
 - CV
 - Key work responsibilities
 - Departmental context and organisational structure
 - Membership of professional bodies
 - Reflections on learning. This should be an annual activity during which we will ensure that all learning activities have been recorded, and analyse the following:
 - How far have these activities contributed to my career goals?
 - What difference have they made to me, my job, my colleagues?
 - Recording learning. Include results from feedback received, training record, and prior reports.

Timeframe: These will start during fall and will be repeated in spring. It will be based on the assessment report developed at Step 4 and Step 6.

6. Record and analyse the staff member's progress

(Please see Form 3 in “Attachments” section)

Collect feedback from the faculty member about their development progress to assist in identifying what the faculty member is doing well, build on their skills, correct any challenges that may arise, and assist them develop new skills and abilities that will improve professional performance and outcomes. Record dates, events, expectations, and the impact of action steps on their development. Make sure to record:

- Observations of enhanced skills or knowledge and how they were applied.
- Progress towards goals and objectives.
- Observations where skills / knowledge could be applied - use for future discussion.
- Students feedback sheets
- Faculty member’s self-evaluation form (Please see Form 4 in “Attachments” section)

Timeframe: At the end of each term.

STAGE C- Final Evaluation and Professional Development Actions

With the completion of Stage A and B the LDM will use the results to deliver a final report (Please see Form 3 in “Attachments” section) to schedule further professional development actions (based on Step 5).

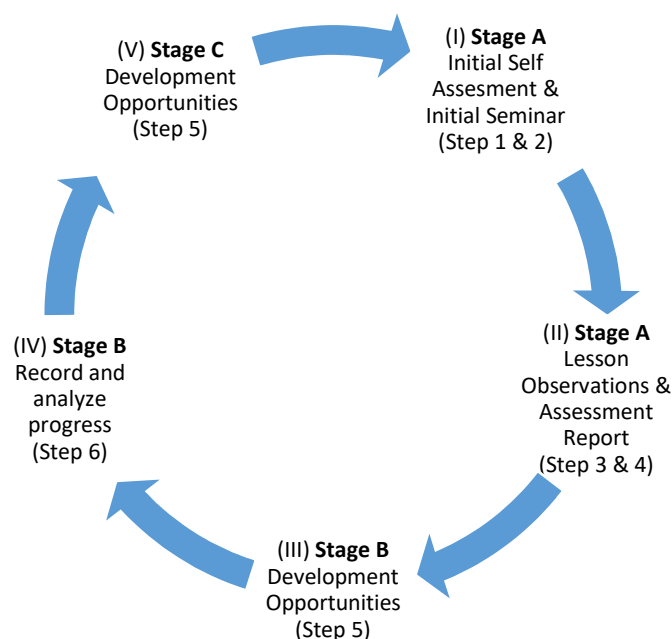


Diagram 1: Professional Development Plan

ATTACHEMENTS

Form 1: Initial Self-Evaluation Form

SELF-EVALUATION FORM		
This form can be used in lieu of conducting a Self-Assessment based upon specific performance expectations (planning and preparation, lesson management/environment, teaching style, instruction methods, professional responsibilities). This form can be used to generate discussion about general aspects of the job.		
Name:	Date:	Department:
Title:	Review Period:	
Please complete the questions listed below and return to the LDM. As you complete the form, consider your own personal qualification as it relates to your current job description.		
1. Do you understand the requirements of your job? Yes ____ No ____ If no, what aspects of your job need clarification?		
2. What are your strengths (the things you do well) and how do you put them to use in your position?		
3. What are your weaknesses (the things you don't do so well) and how do they impact your job?		
4. What would help you enhance your performance (training, equipment, etc.)?		
5. What are your career plans?		
6. What are your expectations for the coming evaluation period?		



Form 2: Personal Development Plan

(To be completed by the LDM)

Surname:	Forename:	Title:
Faculty:	Date:	

Training/development needed	How the need is to be met	Target date	Date achieved

Signature Staff Member:	Date:
Signature of Reviewer	Date:

(Source: <https://www.ppd.admin.cam.ac.uk/files/pd26.pdf>)

Form 3: Professional Development Report

Surname:	Forename:	Title:
Faculty:		Date:

Summary

Form 4: Post-Review Self-Evaluation Form

POST-TRAINING SELF-EVALUATION

This form can be used in lieu of conducting a Self-Assessment based upon specific performance expectations (planning and preparation, lesson management/environment, teaching style, instruction methods, professional responsibilities). This form can be used to generate discussion about general aspects of the job.

Name:	Date:	Department:
Title:	Review Period:	

Please complete the questions listed below and return to the LDM based on your performance evaluation. As you complete the form, consider your own personal performance as it relates to your current job description and expectations for the review period.

1. Do you understand the requirements of your job? Yes ___ No ___ If no, what aspects of your job need clarification?

2. List the expectations for the review period and assess how well you have succeeded in meeting each expectation. Attach a separate sheet if necessary.

3. What changes in duties or priorities did you face during the review period and how did you handle them?

4. What are your strengths (the things you do well) and how do you put them to use in your position?
5. What are your weaknesses (the things you don't do so well) and how do they impact your job?
6. What would help you enhance your performance (training, equipment, etc.)?
7. What are your expectations for the coming evaluation period?
8. How would you rate your overall performance for this review period? Tick the appropriate answer.
Outstanding ____ Exceeds Expectations ____ Meets Expectations ____ Below Expectations ____ Unsatisfactory ____

Appendix 8. Policy Statement on Assessment and Feedback

The Assessment and Feedback Policy sets out the School's principles and procedures that ensure that the academic standards of CIIM awards of credit and qualifications are set and maintained at the appropriate level and that students' performance is equitably evaluated against this standard. The policy also reflects CIIM's commitment to provide explicit, transparent and accessible assessment information to students, staff, external examiners, external accreditors and others, such as employers, who have an interest in the quality and standards of assessment at CIIM. The policy is informed by CIIM's strategic aims to:

- Enable students to fulfil their academic potential
- Promote professional development
- Equip students for lifelong learning

The policy applies to all assessments of learning outcomes conducted as part of a CIIM programme, award or qualification. The policy applies to all forms of assessment regardless of the mode of delivery. The policy applies to all those engaged with the assessment and feedback processes and procedures.

A: Assessment

- Providing assessment which is constructively aligned, enabling students to demonstrate their achievement of module learning outcomes.
- Designing and assessing module learning outcomes at the appropriate level, with assessment tasks and assessment criteria appropriate to the learning outcome(s) with which they are associated.
- Ensuring that the volume, timing and method of assessment enables effective and appropriate measurement of the achievement of learning outcomes such that:
 - Assessment methods acknowledge different learning styles and are appropriate to the learning outcomes and subject matter.
 - Assessment volume is commensurate with the credit weighting of the module without over-assessing the student with repeated testing of the same learning outcome.
 - Assessment timing allows for timely, appropriate feedback and feed-forward to improve the student's performance in subsequent assessment tasks.
 - Assessment method is clearly defined prior to the start of the module.

B: Marking and moderation

- Providing clear assessment criteria that relate to the task and to the learning outcomes being assessed, and which are open and available to staff, students and examiners.
- Developing assessment criteria specific to the assessment task and module level.
- Marking criteria must indicate threshold standards required for a pass and, where appropriate, indicate the difference in achievement required at the key thresholds in the marking range.
- Ensuring that marking criteria cover the full marking range (0 – 100%) and enable clear distinction between individual student achievement.
- Establishing moderation procedures to ensure that marking and grading of assessments is done with fairness, consistency and transparency. At CIIM moderation is done by the Programme Director and the Academic Dean, in the first instance. In certain difficult or marginal cases and in cases involving conflict, a second marker or external examiner is assigned to moderate.

C: Feedback

- Providing feedback on all assessment tasks (including examinations, assignments and projects) to students. In group assessments, a copy of the feedback must be given to each group member.

- Ensuring that feedback is timely, constructive and developmental.
- Enabling students to develop good academic practice through a feedback dialogue as part of the assessment process.
- Providing feedback to students which explains why the mark has been given and how their performance may be improved.
- Providing appropriate marking information to second markers and External Examiners which enables them to verify how assessment procedures and process are being followed, and how the mark awarded has been achieved.

D. Developing and managing academic integrity

- Designing assessment and assessment practices that reduce opportunities for cheating or plagiarism.
- Developing assessment criteria to engage students with both the process of completing the assessment as well as the completed product of the assessment task.
- Providing formative assessment and feedback that encourage the development of good academic practice and engagement with principles of academic honesty.
- Providing opportunities through formative assessment and feedback for students to develop their understanding of the processes involved in making academic judgements.
- Ensuring that procedures for academic misconduct are applied fairly and consistently across all programmes and in a timely manner to all students.

(Approved by Academic Committee and incorporated in Student & Faculty Handbooks; in force as of 1 July 2017).

Appendix 9. CIIM Policy Statement on Faculty Research

1. Research is critical for CIIM national accreditation and international accreditation (EPAS, AMBA). Moreover, it is professionally important for the faculty to publish in order to keep up to date and advance their academic standing.
2. Faculty members solicit research mentorship from among the Academic Council members and provide to them their research profile and short- and long-term research plans.
3. Faculty members seek collaborators from among the visiting faculty, former colleagues and advisors and solicit advice/guidance from their mentor on initiating and carrying out publishable academic research of their interest.
4. At each year's Academic Council Meeting, selected faculty present reports describing their progress in achieving the research targets set in their research plans. Faculty presents its research output in a special session of the Council.
5. CIIM faculty is encouraged to participate in research seminars at other academic institutions and collaborate with them in starting a seminar series at the School, with

a view of facilitating interaction with other academics and creating a research environment at the school.

6. Each faculty member is expected to attend an academic conference in their field as a presenter or a discussant. The approval by the school (in writing by the Director) is required. CIIM will assume the cost if the organizers do not fund it, up to the limit set by the school (see point 7.13 below).
7. The research work and publications of each faculty will be taken into account in assigning the teaching load and other responsibilities and in reappointment and promotion.
8. Each Programme Director is encouraged to organize/cosponsor international research conferences to promote the image of the school as an academic institution interested and engaged in research. (The required funding needs to be secured from sources outside the school)
9. CIIM faculty are encouraged to identify research assistants (on pay) and research associates (co-authors) from among the Ph.D. students at local and foreign Universities. Also MBA or MSc candidates with excellent statistics/econometrics/research skills may be given research assistantships (to do the MBA or MSc at reduced tuition in exchange of working as research assistants for a faculty member).
10. The research and publication requirements for the resident faculty are stated in the "Policy Statement on Resident Faculty Responsibilities" according to which thirty percent of a faculty's workload is allocated to research & publications related to their teaching.
11. CIIM provides research allowance up to €2.000 annually for approved research purposes, and a conference allowance of up to €2.000 annually (January-December) for attending professional conferences.
12. Research incentives: Publication of a paper in an A-tier refereed journal or an academic book of international scope and impact is rewarded with a bonus of 2,000 euro. Publication of a paper in a B-tier refereed journal, or a refereed edited volume of an international impact is rewarded with a bonus of 1,000 euro. In the case of multiple CIIM co-authors the bonus is shared; non-CIIM co-authors are not entitled to the bonus unless they are visiting faculty at CIIM.
13. CIIM's Research Office assist faculty in preparing research proposals for national, EU and international projects and grants.
14. Visiting faculty is encouraged to engage in collaborating research with resident faculty.

(Incorporated in the Faculty Handbook and included in Faculty Employment Contracts)

Appendix 11. Programme of Research Facilitation and Academic Development of Faculty

Publication incentives

Faculty will receive between €1000 and €2000 for each publication in top tier journal (one of the top three journals in their broad area of research) beyond the minimum requirements of one a year. There is an extra €1000 bonus for major research papers that find immediate practice application in local or international economy or business. The research committee determines whether certain publication merits the award of the incentive. In case of dispute the matter is resolved by appeal to the Chairman of the Academic Council.

Research budget

There is a research fund from which resident faculty may request and obtain up to €2000 annually for research expenses.

Membership in Professional Organizations

Faculty members are encouraged to join and participate actively in professional organizations.

Conferences

Faculty is entitled to receive €2000 for attending conferences each year. CIIM encourages faculty members to attend and participate in international conferences, symposia and other similar events for the purpose of updating or improving individual knowledge in a particular field.

Faculty development

CIIM encourages continuing education and professional development of faculty members by allowing them the opportunity, as the requirements and resources, of the Institute permit, to attend classes (in line with faculty members' professional interests) at other institutions and by waiving tuition and fees for classes, which are taken at CIIM.

CIIM adheres to the principle of professional growth and has established policies to keep current and improve Faculty skills and body of knowledge. All faculty members are expected to engage in professional development activities that upgrade their expertise and competencies as scholars in their respective fields of specialization as well as in their teaching capabilities.

Funds are allocated by the Institute in its annual budget for professional development of Faculty, as well as administrative staff depending on availability.

Specifically, the Institute encourages participation in the following activities:

- Training workshops organized by the School or any third party
- Attendance to Seminars and national and international conferences and colloquiums
- Membership to professional associations
- Sabbatical leave

Professional Development Plan

It is the joint responsibility of the Dean and of the Faculty Member to develop and propose a Professional Development Plan leading to enhance skills and expertise in the area of specialization. The proposal should demonstrate professional growth and its expected impact on classroom teaching and/or research capability enhancement.

The Professional Development Plan must provide a description of the proposed activity and specify its goal(s). After reviewing the plan, the Dean either approves it or requests revision of the plan together with his/her appropriate comments.

Proposal for professional development must be submitted towards the end of the academic year at the time of review of the Faculty annual plan and Faculty evaluation process. Upon completion of the Professional development activity, the Faculty member is required to submit to the Dean a report providing evidence of achievement of professional growth and its effect on student's learning and/or research output.

Sabbatical Leave

The purpose of the Sabbatical Leave is to allow Faculty members to engage in research and/or other scholarly activities to enhance their contribution to the development of the School.

- Sabbatical leave can be availed after completion of 8 years of full time employment with the School.
- Sabbatical leave can be granted for a period of six months with full pay or a full year with half pay.
- Granting Sabbatical leave is at the discretion of the School.

- The applicant must submit in writing his/her request and documents the purpose and the expected outcomes of the Sabbatical leave.
- Upon completion of the Sabbatical leave, a report must be filed with the Dean detailing the activities and achievements.

The Faculty member has the obligation to serve the Institute for the same duration than his/her Sabbatical leave or alternatively compensate the Institute with the equivalence of the salary received during his/her Sabbatical leave

Appendix 12. Minutes of Joint Meeting of the Academic Committee & the Committee of Internal Quality

18/07/2017

Present: Dr. Theo Panayotou, Dr. Takis Stylianides, Dr. Paris Cleanthous, Dr. Christina Chinas, Dr. George Theocharides, Dr. Jim Leontiades, Ms. Maria Ioannou and Ms. Lena Jelic

Minutes

Following the official reply from DIPAE regarding the re-accreditation of the MSc in Financial Services programme, as well as, the accreditation of the MSc in Business Intelligence and Data Analytics programme. The following policies were formalised and approved by a Joint Meeting of the Academic Committee & the Committee of Internal Quality:

- Pedagogical Training and Continuous Professional Development Plan
- Policy Statement on Assessment Feedback
- Policy Statement on Faculty Research
- Policy Statement on Resident Faculty Responsibilities

The above policies have been approved by the committee and have been incorporated in the CIIM Faculty Handbook which constitutes an integral part of internal regulations. The compliance of instructors with the policy is monitored by each Programme Director and the Committee of Internal Quality of the School.

As part of the CIIM Student Handbook which has listed all the student's responsibilities and rights, and additional document titled "Student Services and Induction Procedures" has been approved by the committee with the following policies and procedures:

- Student Tutoring
- Student Counselling
- Assistance with practical needs
- CIIM open seminars
- Recreation of students
- Academic Counselling

The above policies have been approved by the committee and have been incorporated as an Addendum to the CIIM Student Handbook which constitutes an integral part of internal regulations. The compliance of instructors with the policy is the responsibility of the Office of Student Affairs and it is monitored by the Committee of Internal Quality of the School.

Appendix 12: CIIM Feedback System in Practice:

MB 395 PROFESSIONAL AND CAREER DEVELOPMENT

Instructor: Andrew Mayo

Final Assignment due: 17/4/17

*This assignment consists of three parts. The deadline for submitting the assignment is **17 April 2017**. Submission is by uploading on MOODLE and by sending a hard copy to the Administration Office (Maria or Evie). CIIM has zero tolerance for plagiarism, so please observe the rules carefully if quoting from other written materials. However these tasks are not academic and very personal - do feel free to consult with friends, family or colleagues with regard to these tasks*

PART I

*Take the **Image Management Template** (in Course materials) and complete it. On the left hand side think of the **most important** competencies that you want people to see as positive in you. Then rate each competence on the scale of 1-5 (5 is high) on how you think people see you today. Any characteristics that you feel are, or you want them to be, particularly **distinctive** about you (*i.e quickly associated with you*), put a * against. The last column is for setting an action plan to close the gap between any items you feel are not yet "5" in order to get them to a level of excellence – or what is needed to maintain "5" if already there. The actions should relate to each competency in turn.*

PART II

*Take the **Personal Career Plan** template and complete it. Note that the first page is about the **additional requirements** you would need to reach your Aiming Points; pages 2 and 3 are how you plan to meet those requirements through progressive **career steps** on each of Plan A and Plan B.*

PART III

*Complete the **ME.pdf** assessment (this is in Moodle in the final assignment section) . Summarise the score you achieved and add some overall commentary (not more than 300 words) on those statements you have identified as real strengths.*

Take 4/5 areas of lower statement scores that you feel are important to you and describe in not more than 200 words for each of the statements the steps you propose to address these.

You will receive personal feedback on your submissions. Grading will be based on:

- *Thoroughness of completion*
- *Specific-ness (as opposed to vague generalisms) of your proposals*
- *Application of ideas and thinking from the course*
- *Depth of personal insight*
- *Creativity of solutions*

I hope this assignment will be more than just an assignment but will help you on life's journey.

Student Feedback

MOUTTOTOS, KYRIAKOS

Image and Impression Management

I would say 15 areas to be excellent in stretching one's capacity! Its good to be ambitious but it dies help to focus also. And I would only star one item in each category. This leads into the actions – you have chosen just one for each area which may be fine for the “5”s but not for the “3”s. DO try and make these more specific and “SMART”.

Career Plans

A classic set of options and in your case the entrepreneurial one is Plan A. This first page is to identify the gaps between where you are now and where you need to be for the aiming point. It seems you are already set on the path – starting November 16? So your “aiming point” is already achieved according to Plan A Timeline.. In such a case you need to define the business growth and scope in five years time – effectively your business plan. And the question is how to develop the knowledge and skills identified in Part 1.

Actually the aiming point of Plan B is to run a charity and the CFO is an intermediate step. It seems to me that you would want some parallel charity experiences (spare time) to give you some of the fundraising and volunteer management experience you will need. The timeline plans are not just job positions remember but can be specific projects or experiences.

ME Analysis

A relatively high score – good! I am glad this exercise was reassuring and helpful. A good summary of strengths – and an honest assessment of weaker areas with practical action plans. Quite a lot of emphasis on other people helping you - which I would say is very healthy.

I wish you well!

LAZARIDIS, PANAYIOTIS

Image and Impression Management

You have not used the categories here correctly – The first three competencies belong in the second category. I would suggest “knowledge of economics” is really probably too broad and I would encourage you to narrow it down a bit. I would suggest that characteristics like patience,

pleasantness are rather passive – desirable but I would encourage something more tangible. You have not starred any of them. You have scored a majority of these as “3” which implies a lot of work to be done! I do like your action plans though – they are mostly very practical and provide a good checklist for getting feedback....

Career Plans

Part 1 of this is about the gaps that must be closed between where we are now and the aiming point requirements. Most of the things you have put down are OK, but the “skills” section is more about your personality which is not going to change! You have thought quite a lot about contacts – but do remain focused – we want those that are going to help you get to the aiming point. Love the picture! The Timeline plans are comprehensive, realistic and practical. You have not put a review dates – I think you need to review this every 6 months or so or when something does not go right with Plan A.

ME Analysis

A lowish score – but this is just a vehicle to help us move forward. A good summary of the existing strengths. With regard to your mentor, it is not essential they understand accountancy I would say – and best not to be your supervisor. You have suggested good practical options for the other weaker areas – it’s a real strength of yours identifying achievable and practical actions for personal development

I wish you well!

LYMBOURIS, DOROS

Image and Impression Management

You have not fully understood the purpose of this template. It is not just self analysis, but it is designed to identify the areas you want to be known for and excellent in, and how people will see you. . The first category is close to that; the third is not. The action column is very mixed – between observations and intentions but it is not really a practical action plan.

Career Plans

You have understood that Part 1 of this is about the gaps that must be closed between where we are now and the aiming point requirements and have summarised what needs to be learnt. Your timelines in Part 2 show this exercise was not too much value to you – the construction industry is notorious for how cyclical it is and if there is another GFC it could be in real trouble. So I do encourage you to think harder about a Plan B.

ME Analysis

A quite high score – good! Your discussion of strengths is not really that at all – it is more about the benefits of the MBA. For the three weaker areas you selected you chose to say they did not really matter rather than make an action plan – your choice!

I wish you well!

AFXENTIOU, JELENA

Image and Impression Management

I quite like what you have chosen here as it is really focused and although you have not used the “stars” in effect you have just chosen just the key competencies to major on. In the second category “creativity” is generally something we have or do not have. But you are emphasizing the problem solving which is fine. I don’t think you improve EI by lectures - its all about experimenting and feedback. Otherwise good actions.

Career Plans

A classic set of options but – in your case – the entrepreneurial one is the fallback. You seem to understand that the first part is identifying the gap between where you are now and your aiming point. But “critical thinking” – that’s probably a skill you already have?

Plan A timeline - I recognize that you are already senior in your firm but this part of the plan is about how to achieve the “gaps” identified international he first part. I am not sure it does that. And the second step is arrival at the aiming point.

Plan B does not quite match up – if you have made Head of Trading in 2020 you would you still want to become a consultant in 2022? Also you could not progress to owner of “the” consultancy firm – you would have to start your own – and in what field?

ME Analysis

A good summary of strengths – though I would say you should not pick a sub-division but look at all the statements in the questionnaire. Likewise with the weaker areas. Do put the suggestions into practice and re-evaluate in a few months time

I wish you well!

TERATSIA, ELENI

Image and Impression Management

In the first category you have focused on skills rather than knowledge. I would suggest that it is helpful to be more specific about the ones you have chosen – they are very broad. Your career plan is all about digital media – is that not an area of expertise you want to be recognised for? You have given below average scores to yourself at the moment – some big hills to climb? Also remember that courses are only 10% of our actual learning.....The same applies to leadership in the third category. Do not forget the importance of feedback – especially in this issue of image management – which is all about how others see you. You have starred your fives which makes sense.

Career Plans

Excellent precise aiming points! The first part of this is about the gaps that must be closed between where we are now and the aiming point requirements/ I am not sure how much of what you have written is a gap or includes what you already have? Your timeline and steps for the Plans A and B. However the gaps identified in the first part should reflected in column 2 of these timelines and I am not sure you have fully understood that.

ME Analysis

A high score – good! Your discussion of strengths shows personal insight. On the weaker areas selected, there are some useful practical actions. I think learning politics however is mostly through observation, analysis (pros and cons of different actions) and discussion.

Well presented. I wish you well!

GEORGIU, ANDREAS

Image and Impression Management

I quite like the way you have chosen to do this – as quotations. I think they would be more helpful if they were more specific however. On professional competence, what would be the actual domains of technical excellence that you want to be known for? Your “actions” are fine but a bit general – again can you make them a bit more “actionable”?

Career Plans

The Plan A aiming point is very vague – “be part of” -can you set your sights in a more targeted way? I appreciate you don’t have a job right now and that makes it more difficult to plan progress. But I would encourage you to do some more research into the structure of firms in your area. I appreciate too that Plan B will require at least 5 years of Plan A before you can put it into action. Environmental work is on the increase and unlikely to go away so at this stage you maybe don’t need a Plan B – an unusual situation. But - still you have to get a job after the MBA. Supposing you cannot get into an environmental consultancy? Given all your qualifications maybe there is an alternative?

ME Analysis

It was a bit difficult to follow the summary of strengths without your scores. You are clearly keen on qualifications! However the weaker areas were well discussed and the proposed ways forward practical and useful

I wish you well!

KOUTSOU, ANGELA

Image and Impression Management

This is a demanding list! I am not saying you should not aspire to all of these but do remember that excellence will result from focus and you may like to concentrate on fewer. You also have not starred any of these. However your actions in the last column are practical, realistic and achievable – so well done. You do recognise the importance of feedback, so critical in this area of image management

Career Plans

Two options that do not involve progression in the current sector! This first part is to identify the gaps between where you are now and the end point. I think you have done this but the second column has some very broad subject areas some of which you already have knowledge of – so do try and be as specific as possible.

In part 2, you have put a lot of work into the Timelines and thought about them carefully. The nature of the NPF may be open at the moment but to be a project manager you will need to learn the content side of what the organisation does. Otherwise very well thought through and I suspect you may progress faster than the timeline you have laid out. The same for Timeline B – but I would just say that developing “decision making skills” is a continuous process.

ME Analysis

A relatively high score – good! I am glad this exercise was reassuring and helpful. A good summary of strengths, although rather long, and it is really good that you value and can deal with feedback. You discussed the weaker areas thoroughly and came up with practical actions. I like the 10 interviews – that will certainly increase your experience and skill!

I wish you well!

CHRYSANTHOU, ELENI

Image and Impression Management

I would suggest that 3 of the 4 in the first category re about the way you do things rather than what you bring to the party in terms of expertise, so really belong on the next category. So there is a bit of an overlap between the first and second. . You have some practical actions however – so use others’ advice and feedback as many of these actions are developing your behaviours. Its interesting those you have chosen to “star” – beware of choosing too many as these are the things you want to be distinctively special and there is a limit as to how many we can work on. Also try and be a bit more specific than just “social” or “committed”

Career Plans

On your first aiming point can you be a bit more specific about the level of the managerial position? (It would seem from the Timeline that it would be at the first level). The first part of this Plan is to identify the gaps between what you have now and what the aiming point requires ie the areas you need to develop. In both columns you have perhaps underestimated leadership skills and in the Plan B column the need for business development and commercial skills. Your detailed plans and timelines however are very well thought through

ME Analysis

A reasonably high score here. Good balanced summary of stronger areas. On feedback, as you realise, you don’t have to wait – you can always ask! The weaker areas were discussed honestly – a few more concrete and determined actions – how and when - will help

I wish you well!

IOANNIDES, CONSTANTINOS

Image and Impression Management

You have understood the categories here very well and focused clearly – professionally – on emergency procedures. Your actions are very practical. Trustworthiness is very valuable attribute

well worth cultivating – and as you have realised takes time and effort. You have made good choices for the areas of distinctiveness.

Career Plans

This initial section is to identify the gaps between what you have now and what the aiming point requires. Then you work out in the timelines of the second part how the gaps can be closed. Your initial list perhaps underplays leadership skills. Otherwise they are very thorough and comprehensive and I hope, useful.

ME Analysis

An honest summary of stronger areas. The weaker areas were backed up by very practical and specific actions, especially on the all-important feedback. Maybe your personal and professional life is not so out of balance at this time – this depends on your stakeholder analysis.

I wish you well!

LAZARIDI, XENIA

Image and Impression Management

A bit of overlap between the categories, not that it matters too much, but avoid being too general – such as “communication skills” and “all matters in my field”. Best to pick some more specific part of these that you can put a real focus on – such as “attentive listening”. Leadership does belong international in the second category. “Flattery” is a negative term in English – better to say “giving positive feedback”. You have some good action plans – but also some rather general ones. Many of them need feedback to help you make progress – this is about how others see you, remember.

Career Plans

The difference between Plan A and Plan B is that Plan B will require business development and marketing skills – not sure you have recognized this. The initial section of the Career is to identify the gaps between what you have now and what the aiming point requires. Some of what you have written is very general and needs to be much more specific to be useful.

Both the Plans A and B timelines seem reasonable for your profession. Do recognize that leadership skills will be built by experimentation and feedback on the job rather than through books and seminars (they are the “10%” of learning). Also to set up your own firm you will need a specialized niche I would have thought....so it is a question as to how you will choose that.

ME Analysis -

A relatively low score. But I am glad you found the course and this questionnaire useful in rethinking your career. A good discussion of the weaker areas with practical things to do to develop this self managing of your future. You have identified some very strong areas and explained them well. And you do recognise the importance of feedback here.

I wish you well!

KYDONAKIS, ANTONIS

Image and Impression Management

You have understood the categories generally well' I would suggest that you only star one in each category however to give yourself real focus. "Understanding desalination" is not really an area of expertise – you may still want to do it but this is about special expertise. The 3rd column is truly action orientated and I would suggest an earlier review date than Oct 17.

Career Plans

The initial section of this part is to identify the gaps between what you have now and what the aiming point requires . I am not sure that all you have written represents "gaps"? Then you work out in the timelines of the second part how the gaps can be closed. You have done this pretty systematically – obviously there are options within each plan which means they should be reviewed at least annually.

ME Analysis

Quite a high score! You have thought about your future comprehensively. An honest summary of stronger areas. The weaker areas were also discussed honestly, and already translated into actions to seek improvements. I am particularly pleased to see your brave commitment to a 360!

I wish you well! An excellent assignment

PANAYI, ANDREAS

Image and Impression Management

You have deployed the categories correctly but chosen perhaps rather a lot of competencies to be excellent in. Its good to star just one in each group. You recognise that reaching "5" is very demanding – I would suggest you pick some niche aspects of IT expertise to concentrate on? And whereas you may want to manage weaknesses, this is about what you want to be known for – so don't pick areas you cannot be excellent in. I would suggest your actions be made more specific and concrete

Career Plans

The idea of the Plan is to have a specific aiming point – not to just "keep progressing" – this way you can deliberately plan steps. So be more definitive – such as "Director of Global IT Projects". The initial section of this part is to identify the gaps between what you have now and what the aiming point requires. This looks more like a set of action plans which belong in the second part. Plan B will need business development skills.

In the second part you work out in the timelines of how those gaps can be closed – so the "learning opportunities" column should reflect the areas identified in the first part. Yours are somewhat generalised

ME Analysis

A relatively low score. You have identified some very strong areas and explained them well. Your selected weaker areas are backed up by thoughtful actions – some of which again could be more specific. Do not forget the importance of feedback and as you say, 6 monthly reviews of progress are probably the minimum.

I wish you well!

ANTONIOU, ADAMANTIA

Image and Impression Management

You have understood the categories well but to get the best value from this exercise we don't want to write down everything we have to be good at, but those areas of competence where we want to excel. Even though you believe you can score "5" on many of the personal skills, I would still pick a few only. So you have written down far too many competencies as nobody can be excellent at all of these! It is recommended to star only one item in each category, which really focuses our attention. You have made good attempts to seek practical work based actions – do seek feedback and review this plan regularly.

Personal Career Plans

You have started a completely new career 3 years ago and Plan B is a future alternative where many of the years in between will follow the same pattern. A bit confused as you talk of "job change" to senior analyst in Jan 2017 in Plan B – but in Plan A Senior Analyst is in 2020.

The initial section of this part is to identify the gaps between what you have now and what the aiming point requires. I am not sure that all you have written represents "gaps"? For example "emotional intelligence" you rated as 5 in Part 1 - so it does not need to feature here as a gap. This is just one example. Then you work out in the timelines of the second part how the gaps can be closed.

You feature job rotation – which is very desirable – but how feasible is it to go through all the other departments?

ME Analysis

You have thought about your future already in some depth and this has given you a pretty high score. You have summarized the stronger areas clearly. The weaker areas were carefully selected and you have worked hard on practical actions – review after 3/4 months will be very important using as much feedback as you can.

I wish you well!

HADJIPIERI, PANTELIS

Image and Impression Management

You have understood the categories here very well and focused clearly – professionally – on emergency procedures. Your actions are very practical. Trustworthiness is a very valuable attribute well worth cultivating – and as you have realised takes time and effort. You have made good choices for the areas of distinctiveness.

Career Plans

This initial section is to identify the gaps between what you have now and what the aiming point requires. Then you work out in the timelines of the second part how the gaps can be closed. Your initial list perhaps underplays leadership skills, for both plans? And Plan B also you would need to develop business development skills. Otherwise they are very thorough and comprehensive and I hope, useful.

ME Analysis

An honest summary of stronger areas. The weaker areas were backed up by very practical and specific actions, especially on the all-important feedback. Maybe your personal and professional life is not so out of balance at this time – this depends on your stakeholder analysis.

I wish you well!

TSIOUPIS, CHARALAMBOS

Image and Impression Management You have done a lot of good analysis here of yourself. However, if I break down your first column into bullets there are a lot of them – and remember this is supposed to be about excellence, not everything you may be good at. So I encourage you to select a few to help focus. And each of them should be scored from 1-5, not collectively – the average is the enemy of truth! The third column is a mixture of actions and intentions – some good things we already have we need to maintain but the emphasis should be on specific actions to take

Career Plans

Two good aiming points. The initial section of this part is to identify the gaps between what you have now and what the aiming point requires. I am not sure that all you have written represents “gaps”? I mean you already have some of the knowledge and skills. Then you work out in the timelines of the second part how the gaps can be closed. The steps you have chosen are basically qualifications rather than being work based. The workplace is where most of our learning comes from!

I understand that Plan B is dependent on Plan A – but you might think what you could do in preparation for it should it be needed.

ME Analysis

A relatively high score. You have thought about your future comprehensively. An honest summary of stronger areas. The weaker areas were also discussed honestly, and you have devised some good practical actions to seek improvements.

KOURTELLA, ELENI

Image and Impression Management

You have done this very hastily and as an afterthought. You should be identifying specific individual competencies on the left hand column and rating each of them. You have repeated eg “Assertive” in two categories, and generally been rather superficial. Your “actions” are again very superficial.

Personal Career Plans

The initial section of this part is to identify the gaps between what you have now and what the aiming point requires. What you written are not all “gaps” as some of them you have mentioned as strengths in the Image template.

Plan B is not really a plan as it is two different options.

You should then work out in the timelines of the second part how the gaps can be closed. Your two “plans” are all over the place and overlap – many general statements which are aspirational but nothing very specific

ME Analysis

Again you have not read the instructions. You should do the questionnaire and then discuss your stronger and weaker areas. Your score is exceptionally high for the MBA class but I can give you very few marks in this section.

SOUROUPPIS, LOIZOS

Image and Impression Management You clearly have some really substantial strengths. You have not chosen too many so that you can focus on these, which is a good approach. Your actions can be used as useful checklists and/or for getting feedback? A very thorough analysis

Career Plans

Two good aiming points. The initial section of this part is to identify the gaps between what you have now and what the aiming point requires. I am not sure that all you have written represents “gaps”? I mean you already have some of the knowledge and skills. And I understand you have already worked in hotels? Do try and distinguish clearly the areas you need to learn to develop.

In the second part of your work out in the timelines of how those gaps can be closed. For Plan A I would personally question the need for PhD in your mind forties and with lots of relevant experience! However, I can see that it would help for plan B if you work in a university. But there are many opportunities to teach in the catering and services field which would not require it. I would suggest you sometime examine these options more closely.

ME Analysis

A relatively high score. You have thought about your future already in some depth and discussed the stronger areas clearly. The weaker areas were carefully selected and considered comprehensively and with practical actions in mind.

I wish you well!

PHILIPPOU, CHRISTOS

Image and Impression Management

Marketing is a big area! Perhaps you can focus a little on aspects of marketing that you want to be expert in? Ditto with “computing skills” and “communication”. You clearly have some substantial digital communication skills and these might be combined into one area?

You have actually chosen overall a lot of competencies. It's not that any of them are unimportant but this exercise is about excellence and distinctiveness and it's difficult to excel in a multitude of areas. So for this to be useful so reduce it somewhat. You have chosen a lot of determined and practical actions for developing, set targets and regular reviews. Do not forget the part feedback can play for you.

Personal Career Plans

Two good aiming points, both break outs from now.. The initial section of this part is to identify the gaps between what you have now and what the aiming point requires. I think you have done this quite comprehensively.

Plan A requires earlier intervention than Plan B which is the fallback here – so I guess we review as Plan A progresses; not sure how you would manage the internship while working for the current firm. But this second part which looks at how we will fill the gaps from the first part has been given excellent thought.

ME Analysis

It seems you have thought about your future already in some depth and discussed the stronger areas clearly. The weaker areas were carefully selected and considered comprehensively and with practical actions in mind. I am particularly glad you will pursue feedback.

I did not specify a word count but this was very long! I wish you well!

YIANGOU, ELLI

Image and Impression Management

You have understood the categories here very well and focused clearly. You have made good choices for the areas of distinctiveness. A good selection of “5”s already which is encouraging – is that how others would see you? Your actions are very practical and work based (rather than courses per se). However just to note that “introversion” is a personality thing and will not change. However there is a clear image issue you need to work on. I suggest the heading might be “self confidence”

Career Plans

I like the fact that both your Plans are moving away from the past! The initial section here is to identify the gaps between what you have now and what the aiming point requires. Then you work out in the timelines of the second part how the gaps can be closed. There are a large number of items in your first part and I am sure they are not all gaps! But the plans themselves are well thought through and you will be a role model of preparation for a Plan B. Of course life moves on and the regular review of this plan will be essential.

ME Analysis

A very high score! This is good news. A good and honest summary of your strengths and as you discuss the weaker areas you seem to have plenty of both self insight and self confidence to me! Plus a strong focus on continual self development.

I wish you well!

