

Doc. 300.1.2

Date:

Higher Education Institution's response

- **Higher education institution:**

College of Business Studies, Cyprus

- **Town:** Nicosia

- **Programme of study (Name, ECTS, duration, cycle)**

In Greek: Μεταπτυχιακό στη Διοίκηση
Επιχειρήσεων

In English: Masters in Business Administration
(MBA), 90 ECTS, 1.5 years or 2 years

- **Language of instruction:** English and Greek

- **Programme's status**

New programme: ✓

Currently operating:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee’s (EEC’s) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI’s response must follow below the EEC’s comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.8, 1.9)

Standards

☐ Policy for quality assurance of the programme of study:

- has a formal status and is publicly available
- supports the organisation of the quality assurance system through appropriate structures, regulations and processes
- supports teaching, administrative staff and students to take on their responsibilities in quality assurance
- ensures academic integrity and freedom and is vigilant against academic fraud
- guards against intolerance of any kind or discrimination against the students or staff
- supports the involvement of external stakeholders

☐ The programme of study:

- is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes
- is designed by involving students and other stakeholders
- benefits from external expertise
- reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)
- is designed so that it enables smooth student progression
- defines the expected student workload in ECTS
- includes well-structured placement opportunities where appropriate
- is subject to a formal institutional approval process
- results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area
- is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date
- is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme

- is reviewed and revised regularly involving students and other stakeholders
- ☐ Public information (clear, accurate, objective, up-to date and readily accessible):
 - about the programme of study offered o the selection criteria
 - the intended learning outcomes
 - the qualification awarded
 - the teaching, learning and assessment procedures
 - the pass rates
 - the learning opportunities available to the students
 - graduate employment information

Findings

We were satisfied that the proposal to introduce this programme fits with the wider strategy of the College, and that there appears to be a viable demand for this new programme. We recognise that this is a new College and that the proposal has been developed at an early stage of its staffing plans. For that reason, there appears to have been somewhat of a reliance upon external consultants rather than a process involving core permanent faculty members. We suggest that it is important that the final development of the programme reflects the inputs and involvement of College faculty. The faculty profile has many strengths – for example there is a very well qualified and capable Academic Director - but we were not convinced that the profile of the programme (e.g. module areas and content) is a good fit with the current profile of faculty. However, we acknowledge that the College has further plans to recruit in line with teaching needs. Equally there is scope to incorporate the specialisms of faculty in the design of the programme. In addition, some of the faculty member, incl. the programme coordinator will be hired from September 2019. Given the intention to begin the programme in September 2019, we suggest that there are risks involved in recruiting and integrating new staff so close to the launch. There are also elements of the design of the programme (e.g. module order), and the supporting resources for students, which we suggest need careful attention before any launch.

CBS Response

We fully agree that the final development of the programme must reflect the inputs and involvement of College faculty. This is the reason why the management of the College has decided to employ as soon as possible, after receiving the final approval by the Agency for the MBA program, five accredited academics holders of PhDs. The appropriate letters of offer to these academicians are attached to this form of response. As we are hoping to receive the final approval from the Agency by mid-July, we intend to start the employment of the aforementioned academics also in mid-July. This will give them ample preparatory time before the start of the fall semester 2019 (starting first week of October).

The specialization of the five newly recruited academics together with the specializations of two members of the existing faculty will cover most areas of the program.

In addition, and in an attempt to further link the programme to the industry, especially in the areas of marketing and entrepreneurship, we intend to make use of the services of well-known industry practitioners, but holders of PhDs, as visiting staff like Dr Michalis Kammas and Professor Dr Christos Gortsos.

Dr Michalis Kammas is the General Director of the Cyprus Banks Association with an extensive and significant professional experience in the Banking and Financial sector who will convey his vast practical knowledge in the classroom.

Furthermore, Professor Dr Christos Gortsos has an extensive research and teaching experience. Apart from his academic career he is also the Secretary General of the Hellenic Bank Association, since July 2000.

Below is a mapping of program modules with members of faculty and visiting staff.

Table 1:

A/A	Course Type	Course Title	Course Code	
Semester 1				
1.	Compulsory	Quantitative Analysis and Research Methods	MBA600	Dr. Evgenios Hadjisoteriou
2.	Compulsory	Financial Resource Management	MBA610	Dr. Kyriakos Petrou
3.	Compulsory	Organizational Behavior and Leadership	MBA653	Professor Dr. Christodoulos Christodoulou
4.	Compulsory	Marketing Management and Strategy	MBA650	Dr. Neophyta Empora
5.	Elective	Elective		
Semester 2				
1.	Compulsory	Corporate Finance and Financial Management	MBA620	Professor Dr. Andreas Savva
2.	Compulsory	Strategic Management	MBA652	Dr. Neophyta Empora
3.	Compulsory	Management of Human Resources	MBA640	Dr. Andri Kyrizi
4.	Compulsory	Business and Financial Environment	MBA630	Dr Vasiliki Bozani
5.	Elective	Elective		
Semester 3				
1.	Compulsory	Operations Management	MBA651	Dr. Kyriakos Petrou
2.	Elective	Elective		
3.	Elective	Elective		
4.	Elective	Elective		
5.	Elective	Elective		

MBA Electives

Code	Course Title	
MBA641	Entrepreneurship and Innovation	Professor Dr. Christos Gortsos
MBA642	Small Business Management	Dr Andri Kyrizi
MBA645	Total Quality Management	Professor Dr. Andreas Savva
MBA646	Project Management	Professor Dr. Christodoulos Christodoulou
MBA656	Strategic Management and Business Policy	Dr Neophyta Empora
MBA659	Strategic Operations Management	Dr. Kyriakos Petrou
MBA660	Banking Operations and Management	Professor Dr. Christos Gortsos
MBA661	Market and Credit Risk Management	Dr Michalis Kammas
MBA662	Analyzing Bank Performance	Dr Michalis Kammas
MBA663	Managing Funding, Liquidity and Capital	Dr Michalis Kammas
MBA664	Managing Interest Rate Risk	Professor Dr. Andreas Savva
MBA665	Managing the Bank's Investment Portfolio	Dr Vasiliki Bozani
MBA672	Investment Banking and Private Equity	Dr Vasiliki Bozani
MBA675	Financial Theory and Valuation Models	Professor Dr. Christodoulos Christodoulou
MBA 678	Derivative Securities	Dr. Evgenios Hadjisoteriou
MBA690	MBA Thesis	Various Faculty Members

Strengths

- Clear, up-to-date, transparent and readily accessible information about the programme of study, including selection criteria, policies and resources available
- A good transition from the Institute of Banking Studies, to the College of Business Studies
- Commitment of the core faculty, with potential to build upon this further
- Enthusiasm from alumni about the value of their College experience
- Evidence that the programme will play a meaningful role in professional development and fulfil a demand within the market
- Excellent links with industry
- Valuable accreditation with the American Bankers Association which appears to offer a distinctive market advantage

CBS Response

Agreed and noted

Areas of improvement and recommendations

- **An important need to ensure that programme and module content reflects up-to-date developments in relevant fields and that recommended reading materials reflect these advances.**

CBS Response:

We agree. For that reason, in all modules, both core and recommended readings as well as a list of Selected Journal Articles have been updated to reflect relevant advances in each specific field of study. Attached you will find all Module Outlines with the relevant reading material adjustments (Appendix A).

- **The need to integrate core staff with the finalisation of the design and content of the programme.**

CBS Response:

We fully agree with this recommendation. It is expected that with the immediate recruitment of five more members of faculty in addition to the existing faculty and through the use of visiting staff who possess valuable industry practical experience this recommendation will be fully implemented. The specialization of the five newly recruited academics together with the specializations of two members of the existing faculty will cover most areas of the program.

- **For the programme to be sustainable we suggest there needs to be a shift away from the use of external consultants to a more internal integration and development of expertise and leadership of programme design and content. (For example, the profile and skills of the Academic Director points to the potential for doing so).**

CBS Response:

We fully agree with this recommendation. It is worth noting that the two external consultants have in the past taught at the Institute of Banking Studies. So there is a long-term relationship between the external consultants and the College. It should also be noted that for the purposes of preparing the application itself together with the design of the overall program the Academic Director and the Program Coordinator worked together with the external consultants as a team. It is also pointed out that all adjustments of the modules following the Agency's report have been made with the help of the five academics that are about to be recruited as well as with the help of the visiting staff Dr Kammass.

- **Ensuring that the programme reflects the expertise and capacity of the College faculty**

CBS Response:

We fully agree with this recommendation. As can be seen from Table 1 above a mapping has been made between each module of the programme and the faculty that has the expertise and capacity to teach this module.

- **The need to consider carefully the timing of the launch of the programme in relation to new key faculty being in post and for adequate team-based arrangements being established for programme coordination.**

CBS Response:

We fully agree to the recommendation. The five new members of faculty will be recruited mid-July 2019. As the program will commence in the first week of October 2019, they will have sufficient time to prepare on an individual basis but also to establish team based arrangements for program co-ordination before the start of the fall semester 2019.

Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	7
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	7
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	7
1.3.2	The programme webpage information and material	7
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	9
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	8

	1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	7
1.4		The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	9
1.5		The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
	1.5.1	The number of courses	7
	1.5.2	The programme's content	6
	1.5.3	The methods of assessment	8
	1.5.4	The teaching material	6
	1.5.5	The equipment	8
	1.5.6	The balance between theory and practice	6
	1.5.7	The research orientation of the programme	6
	1.5.8	The quality of students' assignments	7
1.6		The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	8
1.7		The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	7
1.8		The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	6
1.9		New research results are embodied in the content of the programme of study.	6
1.10		The content of foundation courses is designed to prepare the students for the	N/A
1.11		Students' command of the language of instruction is appropriate.	9
1.12		The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	6
1.13		The learning outcomes and the content of the courses are consistent.	8
1.14		The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	9

1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	9
1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	9
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	6
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	10
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	9
1.20	The admission requirements are appropriate.	9
1.21	Sufficient information relating to the programme of study is posted publicly.	9
1.22	The teaching methodology is suitable for teaching in higher education.	7

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

As above, we have scored a number of criteria as 6 out of 10 to highlight the need to carefully consider certain aspects related to the programme design and management. We see these particular issues as being closely inter-related. The main observation we offer as a committee is for the need ensure the programme is up-to-date and, in the future, systematically refreshed. In particular, the reading list included gives us concern that some aspects of the content are somewhat outdated. We feel that the sequence of the courses could be revisited, (e.g., including Organisational Behaviour earlier in the programme). We suggest there is scope to include modules that reflect contemporary topics acknowledged to be needed in the banking industry such as service management, service marketing, and the impacts of digitalization.

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1.5.2 The programme's content:

CBS Response

All the modules in the programme have now been revisited and the reading lists brought up to date in order to cater for recent developments in their subject area (see all the modules outlines with reading lists in Appendix A).

Regarding the sequence of modules that will be taught and in accordance with the suggestion of the committee we have made a number of adjustments. For example, Organizational Behaviour and Leadership (MBA653) which will now be taught in Semester 1 instead of Semester 3. Additionally, Business and Financial Environment (MBA630) has been moved to Semester 2 instead of Semester 1. And lastly, Operations Management (MBA 651) will be taught in Semester 3 instead of Semester 2.

We have also included a new module on Digital Marketing (MBA680) in the elective courses so as to make the program more in line with contemporary developments (the Module Outline is found in Appendix A).

1.5.4 The teaching material

CBS Response

As already stated in 1.5.2 all the modules in the programme have now been revisited and the reading lists brought up to date in order to cater for recent developments in their subject area (see all the modules outlines with the updated core and suggested reading lists attached –Appendix A).

1.5.6 The balance between theory and practice

CBS Response

Based on the recommendation of the Agency committee the interim assessment method for the majority of the modules will consist of group or individual course assignments/projects that will focus on applying theory to real case studies. These assignments will be summative and instead of 30% will carry 40% weight of the overall-mark. See Module Outlines attached for the relevant changes (Appendix A).

Additionally, the real case study methodology will be used comprehensively during classes to supplement the theoretical element of the modules. Students will be required to go through the case studies (that may be distributed in class or uploaded on the module's online platform) and be prepared for discussion.

1.5.7 The research orientation of the program

CBS Response

Each member of faculty assigned as module leader will be expected and motivated to carry out research in the area that is relevant to the modules they lead. Additionally, our students will be encouraged to participate in various related programs in collaboration with their lecturers.

Furthermore, the shareholders are bound to retain 20% of the College annual profits for research purposes.

1.8 The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.

CBS Response

All the modules in the programme have now been revisited and the reading lists brought up to date in order to cater for recent developments in their subject area (see all the modules outlines with reading lists as attached - Appendix A).

We have also included a new module on Digital Marketing (MBA680) in the electives so as to make the program more in line with contemporary developments (the Module Outline is found in Appendix A).

1.9 New research results are embodied in the content of the programme of study

CBS Response

New research results are embodied in the content of the programme of study through:

- a) All module outlines have now been updated containing the most recent publications and references in the area (see 'List of Selected Journal Articles' section in all Module Outlines – Appendix A).
- b) The instructor uploading on the module's online platform the relevant links to the most recent published research activity. Articles and case studies used for class activities may be distributed in class, if not offered earlier on the online platform.
 - Articles, written from academics and practitioners will be used to enhance students' understanding and stimulate critical thinking about contemporary business challenges.
 - Case studies will be used widely to supplement the theoretical element of the modules.

1.12 The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.

CBS Response

Regarding the sequence of modules that will be taught and in accordance with the suggestion of the committee we have made a number of adjustments. For example, Organizational Behaviour and Leadership (MBA653) which will now be taught in Semester 1 instead of Semester 3. Additionally, Business and Financial Environment (MBA630) has been moved to Semester 2 instead of Semester

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See Table 1 below:

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2.	Elective	Elective		
3.	Elective	Elective		
4.	Elective	Elective		
5.	Elective	Elective		

1.17 The programme's management in regard to its design, its approval, its monitoring and its review, is in place.

CBS Response

As noted above, for the purposes of preparing the application itself together with the design of the overall program the Academic Director and the Program Coordinator worked together with the external consultants as a team. Furthermore, it is pointed out that all adjustments of the modules following the agency's report have been made with the help of the five academics that are about to be recruited as well as with the help of the visiting staff Dr Kammass.

The existing faculty together with the five new members that will be recruited in mid-July will form the assembly of the department and will have the responsibility for the design, approval, monitoring and review of all new programs.

2. Teaching, learning and student assessment (ESG 1.3)

Standards

- The process of teaching and learning supports students' individual and social development and respects their needs.
- The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.
- Students are encouraged to take an active role in creating the learning process.
- The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.
- Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.
- Practical and theoretical studies are interconnected.
- The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.
- Mutual respect within the learner-teacher relationship is promoted.
- Assessment is appropriate, transparent, objective and supports the development of the learner.
- The criteria for and method of assessment, as well as criteria for marking, are published in advance.
- Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.
- Assessment, where possible, is carried out by more than one examiner.

Findings

We were impressed by faculty members' commitment to using a range of teaching methods appropriate to an MBA and with their appreciation of the distinctive needs of such a cohort of students. The models of assessment planned seemed appropriate to the learning outcomes of the programme.

Strengths

- Assessment is appropriate to the programme and supports learning development.
- The process of teaching and learning includes different methods and modes.
- Excellent emphasis on critical thinking.
- Support for the development of students' research skills.

Areas of improvement and recommendations

- **The need (as flagged in Section 1) to ensure that relevant theoretical developments are incorporated and blended with practical application.**
- **Teaching tools and materials should be regularly updated.**

CBS Response

We fully agree with the above two recommendations. For all modules of the programme there will be a summative interim assessment that will focus on ensuring that the relevant theoretical developments are incorporated and blended with practical application through individual and group assignments on real case studies. The real case study methodology will be used comprehensively during classes to supplement the theoretical element of the modules. Students will be required to go through the case studies (that may be distributed in class or uploaded on the module's online platform) and be prepared for discussion.

Regarding teaching tools and materials, these have now been updated to depict the most recent developments and research findings and each instructor will from now on be expected to keep these tools and materials fully up to date (See course outlines attached- Appendix A)

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	10
2.3	There is an adequate policy for regular and effective communication with students.	10
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	7
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	10

2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	8
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	9
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	9
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	7
2.10	It is ensured that teaching and learning are continuously enriched by research.	7
2.11	The programme promotes students' research skills and inquiry learning.	8
2.12	Students are adequately trained in the research process.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3. Teaching Staff (ESG 1.5)

Standards

- Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.
- Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.
- The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).
- Recognized visiting teaching staff participates in teaching the study programme.
- The teaching staff is regularly engaged in professional and teaching-skills training and development.
- Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.

Findings

The current pool of faculty (whilst good on their own terms) is small and not sufficiently balanced in terms of academic expertise in relation to the scope of the programme. Because of this, there seems to be some need to recruit more staff with teaching experience and knowledge appropriate to the programme outline. Looking ahead, it is important for the College to invest and support on the professional development of faculty in relation to the production of research publications that can feed into teaching. We recognise the potential of existing core faculty and believe that this is a strong base for the College to build on, if the current faculty is supplemented appropriately with faculty within the field of management.

CBS Response

We fully agree that the current pool of faculty is small and not sufficiently balanced in terms of academic expertise in relation to the scope of the programme. It is for this reason that in mid-July five more members of faculty are being employed so as to cover nearly all areas of expertise needed by the programme.

In addition to the new faculty members, we intend to make use of the services of well-known industry practitioners, but holders of PhDs, as visiting staff like Dr Michalis Kammass and Professor Dr Christos Gortsos.

Dr Michalis Kammass is the General Director of the Cyprus Banks Association with an extensive and significant professional experience in the Banking and Financial sector. Additionally, Professor Dr Christos Gortsos has an extensive research and teaching experience. Apart from his academic career he is also the Secretary General of the Hellenic Bank Association, since July 2000. Both proficient individuals are expected to convey their vast practical knowledge in the classroom.

If during the first delivery of the programme it is considered necessary to employ more faculty members, the College Council is committed in doing so.

Furthermore, regarding the importance of the College's investment and support on the professional development of faculty in relation to the production of research publications that can feed into teaching, it should be noted that the shareholders are committed to retain 20% of the College annual profits for research purposes. Additionally, each member of faculty will be expected and motivated to carry out research in the area that is relevant to the modules they lead and attend conferences where all expenses will be covered by the College. The cost of covering such expenses is over and above the 20% which is promised by the shareholders.

Strengths

- Professional expertise and commitment of the Academic Director
- The commitment of the College to create a stimulating research environment through investing a new research centre and the targeting of 20% of profits towards research support.

CBS Response

Agreed and noted

Areas of improvement and recommendations

- **Ensuring alignment of faculty expertise and programme content (as per previous sections of this report).**

CBS Response

As already noted above, we agree that the current pool of faculty is small and not sufficiently balanced in terms of academic expertise in relation to the scope of the programme. It is for this reason that in mid-July five more members of faculty are being employed so as to cover nearly all areas of expertise needed by the programme. The specialization of the five newly recruited academics together with the specializations of two members of the existing faculty will cover most areas of the program.

In addition to the new faculty members, PhD holders like Dr Kammas and Professor Dr Christos Gortsos with significant professional experience in the Banking sector will be recruited as visiting staff in order to convey their vast practical knowledge in the classroom.

The existing faculty together with the five new members that will be recruited in mid-July will form the assembly of the department and will have the responsibility for the design, approval, monitoring and review of all new programs. If during the first delivery of the programme it is considered necessary to employ more faculty members, the College Council is committed in doing so.

- **Further opportunities for continuous development of staff in relation to pedagogy e.g. through attending seminars and teaching focused events and conferences.**

CBS Response

Faculty members are strongly encouraged to carry out research and attend seminars and conferences that are related to their specific areas of expertise. Members of staff are expected to undergo Continuous Development Education (CDE) and at the end of every year they must record details and hours spent on such CDE in their self-assessment form.

- **Deliver on the College's commitment to further recruitment and involvement of visiting staff.**

CBS Response

Already the College is committed to recruit five more members of faculty and already it has an ongoing agreement with a number of visiting staff that can bring their significant, practical industry experience in the programme. If during the first delivery of the programme it is considered necessary to employ more faculty members, the College Council is committed in doing so.

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	7
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
	3.2.1 Subject specialisation	6
	3.2.2 Research and Publications within the discipline	6
	3.2.3 Experience / training in teaching in higher education	7
3.3	The programme attracts visiting professors of recognized academic standing.	7
3.4	The specialisations of visiting professors adequately support the programme of study.	7
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	7
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	8
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	8
3.8	The teaching load allows for the conduct of research and contribution to society.	7
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	7
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	7
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	7
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.2.1 and 3.2.2 above reiterate our earlier observations in this Report about the alignment of staff profile with the scope and content of the proposed programme.

Provide information on the following:

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.

3.2.1 Subject specialisation

CBS Response

We fully agree that the final development of the programme must reflect the inputs and involvement of College faculty. This is the reason why the management of the College has decided to employ as soon as possible, after receiving the final approval by the Agency for the MBA program, five accredited academics holders of PhDs. The appropriate letters of offer to these academicians are attached to this form of response. As we are hoping to receive the final approval from the Agency by mid-July we intend to start the employment of the aforementioned academics also in mid-July. This will give them ample preparatory time before the start of the fall semester 2019 (starting first week of October). The specialization of the five newly recruited academics together with the specializations of two members of the existing faculty will cover most areas of the program.

In addition, and in an attempt to further link the programme to the industry, especially in the areas of marketing and entrepreneurship, we intend to make use of the services of well-known industry practitioners, but holders of PhDs, as visiting staff like Dr Michalis Kammas and Professor Dr Christos Gortsos.

Dr Michalis Kammas is the General Director of the Cyprus Banks Association with an extensive and significant professional experience in the Banking and Financial sector who will convey his vast practical knowledge in the classroom.

Additionally, Professor Dr Christos Gortsos has an extensive research and teaching experience. Apart from his academic career he is also the Secretary General of the Hellenic Bank Association, since July 2000.

Below is a mapping of program modules with members of faculty and visiting staff.

Table 1:

A/A	Course Type	Course Title	Course Code	
Semester 1				
1.	Compulsory	Quantitative Analysis and Research Methods	MBA600	Dr. Evgenios Hadjisoteriou
2.	Compulsory	Financial Resource Management	MBA610	Dr. Kyriakos Petrou
3.	Compulsory	Organizational Behavior and Leadership	MBA653	Professor Dr. Christodoulos Christodoulou
4.	Compulsory	Marketing Management and Strategy	MBA650	Dr. Neophyta Empora
5.	Elective	Elective		
Semester 2				
1.	Compulsory	Corporate Finance and Financial Management	MBA620	Professor Dr. Andreas Savva
2.	Compulsory	Strategic Management	MBA652	Dr. Neophyta Empora
3.	Compulsory	Management of Human Resources	MBA640	Dr. Andri Kyrizi
4.	Compulsory	Business and Financial Environment	MBA630	Dr Vasiliki Bozani
5.	Elective	Elective		
Semester 3				
1.	Compulsory	Operations Management	MBA651	Dr. Kyriakos Petrou
2.	Elective	Elective		
3.	Elective	Elective		
4.	Elective	Elective		
5.	Elective	Elective		

MBA Electives

Code Course Title

MBA641	Entrepreneurship and Innovation	Professor Dr. Christos Gortsos
MBA642	Small Business Management	Dr Andri Kyrizi
MBA645	Total Quality Management	Professor Dr. Andreas Savva
MBA646	Project Management	Professor Dr. Christodoulos Christodoulou
MBA656	Strategic Management and Business Policy	Dr Neophyta Empora
MBA659	Strategic Operations Management	Dr. Kyriakos Petrou
MBA660	Banking Operations and Management	Professor Dr. Christos Gortsos
MBA661	Market and Credit Risk Management	Dr Michalis Kammass
MBA662	Analyzing Bank Performance	Dr Michalis Kammass
MBA663	Managing Funding, Liquidity and Capital	Dr Michalis Kammass
MBA664	Managing Interest Rate Risk	Professor Dr. Andreas Savva
MBA665	Managing the Bank's Investment Portfolio	Dr Vasiliki Bozani
MBA672	Investment Banking and Private Equity	Dr Vasiliki Bozani

MBA675 Financial Theory and Valuation Models
MBA 678 Derivative Securities
MBA690 MBA Thesis

Professor Dr. Christodoulos Christodoulou
Dr. Evgenios Hadjisoteriou
Various Faculty Members

3.2.2 Research and Publications within the discipline

In relation to 3.2.2 each member of faculty assigned as module leader will be expected and motivated to carry out research in the area that is relevant to the modules they lead and attend conferences where all expenses will be covered by the College. It is expected that each faculty member will produce at least one peered review article in an academic journal per year. All expenses for such publications or presentations at conferences will be covered by the College.

Additionally, our students will be encouraged to participate in various related projects in collaboration with their lecturers. The College and the shareholders are bided to retain 20% of the College annual profits for research purposes.

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.
- Access policies, admission processes and criteria are implemented consistently and in a transparent manner.
- Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, is collected, monitored and analysed.
- Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.
- Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.
- Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).
- A formal procedure for student appeals is in place.
- Students are involved in evaluating the teaching staff.
- Students' mobility is encouraged and supported.

Findings

There is good evidence of student support and engagement both in relation to learning and teaching and the wider student experience.

Strengths

- Appropriate recognition of higher education qualifications, periods of study and prior learning, including professional experience.
- Evidence of a very good approach to pre-defined and published regulations regarding student admission, progression, recognition and certification.
- Involvement of students in evaluation of staff and review of the programme
- A good emphasis on career progression and employability of students
- Good infrastructure and processes to support student welfare, e.g. accommodation, finances etc.

Areas of improvement and recommendations

- There could be further clarity on how information on performance indicators, progression, staff evaluations, drop-out rates, etc. is collected, monitored and analysed in the College.

We fully agree with this recommendation. In order to maintain a high level of quality education, the College adopts specific assessment methods for teaching and teaching staff. In particular, the following methods are adopted:

- (a) *Individual Information Form* - All members of the academic staff complete this form with all evidence of their qualifications (degree, postgraduate, doctorate, professional experience, academic experience, research work, publications, etc.) and provide copies of the qualifications.
- (b) *Teaching supervision by the Academic Director* - The attendance of the course by the Academic Director is either cautionary or unannounced. After the end of the course, the academic director completes an Observation Key Form and evaluates the learning environment, preparing the lesson, organizing and implementing the lesson, time management by the teacher, verbal and non-verbal communication, etc. In addition, the Academic Director always gives feedback to the teacher giving advice for improvement.
- (c) *Teaching observation by colleagues* - The attendance of the lesson by colleagues is being announced beforehand. After the end of the lesson, the observer completes an Observation Key Form and evaluates the learning environment, preparing the lesson, organizing and implementing the lesson, time management by the teacher, verbal and non-verbal communication, etc. In addition, the observer always gives feedback to the teacher giving any advice for improvement.
- (d) *Self-assessment evaluation* - To be completed at the end of the semester. Lecturers evaluate themselves as teachers and their teaching methodology.
- (e) *Lecturer and Module student assessment questionnaire* - Completed at the end of the semester. Students evaluate the module, the lecturers and their teaching skills.

The minutes of the CBS College of Business Studies meeting dated 01/02/2019 and the evaluation forms mentioned above are attached as an example.

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	10
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	10
4.3	The programme's evaluation mechanism, by the students, is effective.	9
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	8
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	9
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	9
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	10
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	9
4.9	Students are satisfied with their learning experiences.	10
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

5. Resources (ESG 1.6)

Standards

- Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.
 - * Physical resources: premises, libraries, study facilities, IT infrastructure, etc.
 - Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- All resources are fit for purpose and students are informed about the services available to them.
- Teaching staff is involved in the management of financial resources regarding the programme of stud

Findings

In general, we find resources available and fit for purpose. There are certain aspects, however, that can be improved. Our recommendations on how to achieve this are listed below.

Strengths

- Excellent software packages and platforms are in place via a contract with an education specialist
- Good access to additional electronic resources via College subscriptions
- Student welfare support, such as counselling is available and adequate
- Teaching space and equipment is modern and appropriate
- Modern audio-visual technology is available and accessible alongside 24/7 ICT support for students and faculty
- Space for students' socialization is available

CBS Response

Agreed and noted

Areas of improvement and recommendations

- **More up-to-date hard copies of core textbooks of the courses are needed to support this distinctive new programme and need to reflect the observations offered earlier in this Report in relation to contemporary publications and trends in the industry.**

CBS Response

As already stated in 1.5.2 all the modules in the programme have now been revisited and both core and recommended reading lists brought up to date in order to cater for recent developments in their

subject area and to reflect relevant advances in each specific field of study. Attached you will find the Module Outlines with the relevant reading material adjustments (Appendix A).

Additionally, as already stated above the real case study methodology will be used comprehensively during classes to supplement the theoretical element of the modules. Students will be required to go through the case studies and be ready for discussion. The instructor of each module will upload on the module's online platform the relevant links to the most recent published research activity. Articles, written from academics and practitioners will be used to enhance students' understanding and stimulate critical thinking about contemporary business challenges. Articles and case studies used for class activities may be distributed in class, if not offered earlier on the online platform.

- **The faculty complement is currently small, and it is important for the College to address recruitment of tutors in a timely fashion.**

CBS Response

We fully agree that the current pool of faculty is small. It is for this reason why the management of the College has decided to employ as soon as possible, after receiving the final approval by the Agency for the MBA program, five accredited academics holders of PhDs. As we are hoping to receive the final approval from the Agency by mid-July we intend to start the employment of the aforementioned academics also in mid-July. This will give them ample preparatory time before the start of the fall semester 2019 (starting first week of October). The specialization of the five newly recruited academics together with the specializations of two members of the existing faculty will cover most areas of the program.

In addition, and in an attempt to further link the programme to the industry, especially in the areas of marketing and entrepreneurship, we intend to make use of the services of well-known industry practitioners, but holders of PhDs, as visiting staff like Dr Michalis Kammas and Professor Dr Christos Gortsos.

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Additionally, Professor Dr Christos Gortsos has an extensive research and teaching experience. Apart from his academic career he is also the Secretary General of the Hellenic Bank Association, since July 2000.

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	9
5.2	The library includes the latest books and material that support the programme.	7
5.3	The library loan system facilitates students' studies.	7
5.4	The laboratories adequately support the programme.	9
5.5	Student welfare services are of high quality.	9
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	9
5.7	Suitable books and reputable journals support the programme of study.	7
5.8	An internal communication platform supports the programme of study.	10
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	9
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	7
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	7
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

6. Additional for distance learning programmes (ALL ESG)

7. Additional for doctoral programmes (ALL ESG)

8. Additional for joint programmes (ALL ESG)

Conclusions and final remarks

The proposed programme has a lot of potential. It fits with the wider strategy of the College, and there appears to be a viable demand for this new MBA.

The legacy of the Institute of Banking Studies appears to be very positive for the College and its plans. We saw high levels of commitment from the core faculty, and significant potential to build upon this further. We were struck by the enthusiasm of alumni about the value of their College experience and their appetite for further study, including on the MBA. In this way, there is considerable evidence that the programme will play a useful role in professional development and meet a market demand.

The College enjoys excellent links with industry and this has great potential to be of benefit to the MBA programme, the student experience, and the professional and career development of students in line with the objectives of an MBA. There is a very good emphasis on career progression and employability of students. The potential for accreditation by the American Bankers Association offers a good point of distinctiveness for the College's programme.

We see a welcome emphasis on critical thinking and an incorporation of the development of students' research skills within the programme. The College is committed to investing in its research environment through the creation of a research centre. There is an explicit commitment to channel 20% of profits towards research support. This commitment is important to the mature development of the institution.

We are impressed by the systematic approach to the provision of key information about the programme and wider policies and procedures of the College. Excellent software packages and platforms are in place.

This is a new College with a small number of core faculty. We recognise that there are plans for further recruitment and this needs to be managed carefully and in a timely manner to ensure the quality of the programme.

The final iteration of the programme needs to involve the inputs of the College's core faculty so that they have ownership of its design and content. Some elements of the design of the MBA (e.g. module sequence), and the supporting resources for students, need attention before the launch of the programme. We suggest a need to consider the timing of the launch of the programme in relation to key faculty being in post (e.g. Programme Coordinator). The small staff base suggests a risk factor which needs to be carefully assessed and managed. Careful consideration should be invested into ensuring a close alignment of core faculty's research expertise and qualifications and program design and courses' content.

Based on our reading of the submission in its current form, we identify a need to ensure that the programme content reflects current developments in relevant fields and that recommended reading materials reflect these advances in knowledge. Students should be able to access 'state of the art' publications in support of their engagement with this to support this distinctive new programme. The sequence of some of the modules could be reconsidered. In addition, there is scope to include contemporary topics such as service management, service marketing, and digitalization in the scope of the curriculum.

The final iteration of the programme needs to involve the inputs of the College's core faculty so that they have ownership of its design and content.

CBS Response

We fully agree with this recommendation. But it should be noted that for the purposes of preparing the application itself together with the design of the overall program the Academic Director together with the Program Coordinator worked together with the external consultants as a team.

It is also pointed out that all adjustments of the modules following the Agency's report have been made with the help of the five academics that are about to be recruited as well as with the help of the visiting staff Dr Kammass.

It is expected that with the immediate recruitment of five more members of faculty in addition to the existing faculty and through the use of visiting staff who possess valuable industry practical experience this recommendation will be fully implemented.

The existing faculty together with the five new members that will be recruited in mid-July will form the assembly of the department and will have the responsibility for the design, approval, monitoring and review of all new programs

Some elements of the design of the MBA (e.g. module sequence), and the supporting resources for students, need attention before the launch of the programme.

CBS Response

We agree. Regarding the sequence of modules that will be taught and in accordance with the suggestion of the committee we have made a number of adjustments. For example, Organizational Behaviour and Leadership (MBA653) which will now be taught in Semester 1 instead of Semester 3. Additionally, Business and Financial Environment (MBA630) has been moved to Semester 2 instead of Semester 1. And lastly, Operations Management (MBA 651) will be taught in Semester 3 instead of Semester 2.

See Table 1 below:

Table 1:

A/A	Course Type	Course Title	Course Code	
Semester 1				
1.	Compulsory	Quantitative Analysis and Research Methods	MBA600	Dr. Evgenios Hadjisoteriou
2.	Compulsory	Financial Resource Management	MBA610	Dr. Kyriakos Petrou
3.	Compulsory	Organizational Behavior and Leadership	MBA653	Professor Dr. Christodoulos Christodoulou
4.	Compulsory	Marketing Management and Strategy	MBA650	Dr. Neophyta Empora
5.	Elective	Elective		
Semester 2				

1.	Compulsory	Corporate Finance and Financial Management	MBA620	Professor Dr. Andreas Savva
2.	Compulsory	Strategic Management	MBA652	Dr. Neophyta Empora
3.	Compulsory	Management of Human Resources	MBA640	Dr. Andri Kyrizi
4.	Compulsory	Business and Financial Environment	MBA630	Dr Vasiliki Bozani
5.	Elective	Elective		
Semester 3				
1.	Compulsory	Operations Management	MBA651	Dr. Kyriakos Petrou
2.	Elective	Elective		
3.	Elective	Elective		
4.	Elective	Elective		
5.	Elective	Elective		

We suggest a need to consider the timing of the launch of the programme in relation to key faculty being in post (e.g. Programme Coordinator). The small staff base suggests a risk factor which needs to be carefully assessed and managed. Careful consideration should be invested into ensuring a close alignment of core faculty's research expertise and qualifications and program design and courses' content.

CBS Response

We agree with this recommendation. It should be noted that for the purposes of preparing the application itself together with the design of the overall program the Academic Director and the Program Coordinator worked together with the external consultants as a team. It is also pointed out that all adjustments of the modules following the Agency's report have been made with the help of the five academics that are about to be recruited as well as with the help of the visiting staff Dr Kammass.

Furthermore, we fully agree that the final development of the programme must reflect the inputs and involvement of College faculty. This is the reason why the management of the College has decided to employ as soon as possible, after receiving the final approval by the Agency for the MBA program, five accredited academics holders of PhDs. The appropriate letters of offer to these academicians are attached to this form of response. As we are hoping to receive the final approval from the Agency by mid-July, we intend to start the employment of the aforementioned academics also in mid-July. This will give them ample preparatory time before the start of the fall semester 2019 (starting first week of October). The specialization of the five newly recruited academics together with the specializations of two members of the existing faculty will cover most areas of the program.

In addition, and in an attempt to further link the programme to the industry, especially in the areas of marketing and entrepreneurship, we intend to make use of the services of well-known industry practitioners, but holders of PhDs, as visiting staff like Dr Michalis Kammass and Professor Dr Christos Gortsos.

Dr Michalis Kammass is the General Director of the Cyprus Banks Association with an extensive and significant professional experience in the Banking and Financial sector who will convey his vast practical knowledge in the classroom.

Furthermore, Professor Dr Christos Gortsos has an extensive research and teaching experience. Apart from his academic career he is also the Secretary General of the Hellenic Bank Association, since July 2000.

Lastly, as can be seen from Table 1 above a mapping has been made between each module of the programme and the faculty that has the expertise and capacity to teach this module.

Based on our reading of the submission in its current form, we identify a need to ensure that the programme content reflects current developments in relevant fields and that recommended reading materials reflect these advances in knowledge. Students should be able to access ‘state of the art’ publications in support of their engagement with this to support this distinctive new programme. The sequence of some of the modules could be reconsidered. In addition, there is scope to include contemporary topics such as service management, service marketing, and digitalization in the scope of the curriculum

CBS Response

We agree. All the modules in the programme have now been revisited and the reading lists brought up to date in order to cater for recent developments in their subject area (see all the modules outlines with reading lists as attached - Appendix A).

Additionally, they have now been updated containing the most recent publications and references in the area (see ‘List of Selected Journal Articles’ section in all Module Outlines – Appendix A).

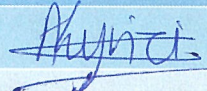
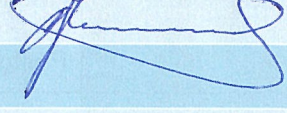
For each course, the instructor will be uploading on the module’s online platform the relevant links to the most recent published research activity. Articles and case studies used for class activities may be distributed in class, if not offered earlier on the online platform.

- Articles, written from academics and practitioners will be used to enhance students’ understanding and stimulate critical thinking about contemporary business challenges.
- Case studies will be used widely to supplement the theoretical element of the modules.

Regarding the sequence of modules that will be taught and in accordance with the suggestion of the committee we have made a number of adjustments. For example, Organizational Behaviour and Leadership (MBA653) which will now be taught in Semester 1 instead of Semester 3. Additionally, Business and Financial Environment (MBA630) has been moved to Semester 2 instead of Semester 1. And lastly, Operations Management (MBA 651) will be taught in Semester 3 instead of Semester 2.

We have also included a new module on Digital Marketing (MBA680) in the electives so as to make the program more in line with contemporary developments (the Module Outline is found in Appendix A).

Higher Education Institution academic representatives

Name	Position	Signature
Andri Kynizi	Academic Director	
Andreas Kizavides	Dir. of Admin & Fin.	

Date: 05/07/19.....

Appendix A

Course Title	Strategic Management I				
Course Code	MBA 652				
Course Type	Required				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Dr Neophyta Empora				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the course are to:</p> <ul style="list-style-type: none">• integrate the key themes of the program at the part of delivery, including concepts of organizational interdependence, globalization, and informationalism• appreciate uniformity and diversity in the strategies of public, private, voluntary, profit and not for profit organizations• evaluate and prioritize environmental impacts upon organizational strategy, including cross-cultural influences, path dependencies and the impact of risk and uncertainty.				
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none">• contribute effectively to strategic analysis to problems of organizational growth and sustainability within and across mature and transition economies• work effectively in multi-cultural strategic groups• synthesize strategically relevant data• develop and apply strategic models and frameworks to organizations• balance different stakeholder interests in designing, financing, evaluating and implementing strategy• contribute to the competitive performance of their organizations and the development of capabilities• balance creative and intuitive faculties with analytic skills.				
Prerequisites	None		Required		
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none">○ Environmental analysis and competitive dynamics: impacts on organizations. Managing change, including transition, structure, technology, markets, informationalism, globalization; strategic interactions. Risk, uncertainty, and crises○ Stakeholders: trade-offs between stakeholder groups. Profit, not-for profit and voluntary organizations. Governance and ethics				

	<ul style="list-style-type: none"> ○ Strategy in diverse structures and environments: commonality and diversity in public, private, voluntary, profit, and not for profit organizations and institutions. Privatization and post privatization issues. ○ Networks: Supply and value chains; alliances and mergers. Organizational structure; restructuring. ○ Organizational capabilities: survival, sustainability and competitive advantage. Value and supply chains. Integrating information and knowledge into strategic processes. ○ Implementation, evaluation and control: hierarchy of goals, vision, mission and intent. Performance measurements and control systems. ○ Managing inter- and intra-organizational relationships: cultural diversity.
Teaching Methodology	<p>The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.</p>
Bibliography	<p>Core Text(s)</p> <p>Johnson, G., R. Whittington and K. Scholes, "Exploring Strategy: Text and Cases", 9th (2011), 10th (2014), or 11th Edition (2017), FT-Prentice Hall.</p> <p>Thompson et al. "Crafting and Executing Strategy: The Quest for Competitive Advantage: Concepts and Cases", McGraw-Hill (16th edition onwards, current edition is the 21st)</p> <p>Recommended Reading</p> <p>Barney J. (2001) <i>Gaining and Sustaining Competitive Advantage</i>, Prentice Hall: New Jersey</p> <p>Johnson, G. and Scholes K. (2002) <i>Exploring Corporate Strategy</i>, 6th ed, Prentice Hall: London</p> <p>Stacey, R.D. (2000) <i>Strategic Management and Organisational Dynamics</i>, London: Prentice Hall: London</p> <p>Recommended Websites</p> <p>www.mcb.co.uk (this site contains around 100 business related journals)</p> <p>List of Selected Journal Articles</p> <p>R. Eccles and G. Serafeim (2013), "The Performance Frontier: Innovating for a Sustainable Strategy", Harvard Business Review, pp 50-60</p> <p>M. Reeves et al. (2012), "Your Strategy Needs a Strategy", Harvard Business Review, pp. 76-83.</p> <p>M. Porter and M. Kramer, "Creating Shared Value", Harvard Business Review, 2011: 62-77</p>

	<p>M. Eyring et al. (2011), "New Business Models in Emerging Markets", Harvard Business Review, pp.: 88-95</p> <p>V. Ramaswamy and F. Guillard, "Building the Co-Creative Enterprise," Harvard Business Review, 2010: 100-109</p> <p>M. Porter (2008), "The Five Competitive Forces That Shape Strategy," Harvard Business Review, pp.: 78-93</p> <p>Gottfredson M., Puryear, R., and Phillips S., "Strategic Sourcing: From Periphery to the Core," Harvard Business Review, 2005, pp. 132-139.</p> <p>Narayanan V.G and Raman A., "Aligning Incentives in the Supply Chain," Harvard Business Review, November 2004, pp. 94-102.</p> <p>Ferdows, K. et al., "Rapid Fire Fulfillment," Harvard Business Review, 2004.</p> <p>Fuller J.B., O'Connor J., and Rawlinson R. (1993), "Tailored Logistics: The Next Advantage," Harvard Business Review, pp. 87-98.</p> <p><i>Additionally, throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</i></p>
Assessment	<p>Assessment will be through a mixture of coursework and examination.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) a report on a case study (40%) and (b) an end-of-module examination based on a case study (60%).</p>
Language	English

Course Title	Organizational Behavior and Leadership				
Course Code	MBA 653				
Course Type	Required				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Professor Dr. Christodoulos Christodoulou				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the course are to:</p> <ul style="list-style-type: none">examine the contribution of behavioral science to the management process from a theoretical and functional perspectivefamiliarize students with the complexity of the issues surrounding today's organizations in their internal environment				
Learning Outcomes	<p>As a result of studying the course students will be able to:</p> <ul style="list-style-type: none">develop an understanding of how individual and group behavior in an organizational setting is influenced by culture, perceptions and emotions and the way it affects performancedevelop the ability of applying motivational theories and appropriate job designs for motivating employees in the organizational settingrecognize individual differences at the workplacebecome effective in managing group and team relationships.				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none">Organizational Behavior: A Modern Perspective and Organizational Behavior Approach; the Human Relations Movement; the Hawthorn Studies; Understanding Human Behavior; a Specific Model for Organizational Behavior.A Behavioral Science and Research Perspective; Background of the Behavioral Sciences; Anthropology; Sociology; Psychology; Social Psychology; Research Methodology; Designs Used to Answer Questions and Test theories; Reliability and Validity of Measures.A Managerial Perspective: the Early Practice of Management; Classical Management Principles, the Quantitative Approach; the Systems Approach; the Contingency Approach.Personality: Development and Characteristics: The Meaning of Personality; the Development of Personality; Major Determinants of Personality; theories of personality.Stress: Causes and Coping Strategies: the Meaning of Stress; the Background on Stress; the Causes of Stress; the Effects of Job Stress; Coping Strategies for Stress.Perception; Processes and Principles: the Nature and Importance of Perception; Sensation Versus Perception; Perceptual Selectivity; Perceptual Organization; Social Perception.				

	<ul style="list-style-type: none"> ○ Motivation: Needs and Processes: the Meaning of Motivation; Primary Motives; General Motives; Secondary Motives; Work-Motivation Approaches; the Content Theories of Work Motivation; the Process Theories of Work Motivation. ○ Motivation Applied: Job Design, Appraisal, and Goal Setting: Job Design; Performance Appraisal; Goal Setting. ○ Learning Concepts and Principles: Types and Theories of Learning; Reinforcement; The Key to Learning; Techniques of Administering Reinforcement; The Effects of Punishment. ○ Organizational Behavior Modification: the Steps of Organizational Behavior. ○ Experience With the Application of Modification; Behavioral Self-management; O.B. mod. in Perspective. ○ Interpersonal and Group Behavior, Dynamics and Influence: Groups: Formal and Informal: the Nature of Groups; Committee Organization; the Dynamics of Informal Groups; Interactive Behavior and Conflict: Introindividual Conflict; Interpersonal Conflict. ○ Communication: an Interpersonal Process; Historical Background of the Role of Communication; the Definition of Communication; Organizational and Interpersonal Communication; Superior-Subordinate Communication; Subordinate-Initiated Communication; Interactive Communication in Organizations. ○ Power and Politics: the Meaning and Relationship of Power and Politics; Sources and Types of Power; Political Implications of Power; Specific Political Strategies for Power Acquisition. ○ Leadership processes and Styles: The Background of, and Classic Studies on, Leadership; Theories of Leadership; New Theoretical Frameworks for Leadership; Leadership Styles. ○ Organizations: Structure, Processes, and Applications: Classical Organization Structures: the Bureaucratic Model; Bureaucratic Dysfunctions; The classic Research on Bureaucracies; the Fate of Bureaucracy; Modifications of Bureaucratic Structuring of Organizations. ○ Modern Organization Structures: Keeping Organizations Fluid by MBWA; the Roots of Modern Organization Theory; Systems Theory of Organization; Information Processing View of Organizations; Contingency Organization Theory; Modern Organization Designs. ○ Decision Making and Control: the Nature of Decision Making; Behavioral Implications of Decision Making; Quantitative Techniques of Decision Making; Behavioral Oriented Decision-Making Techniques; the Control Process; Behavioral Implications of Control; Behavioral Techniques of Control. ○ Organization Development Applications: The Impact of Change; Characteristics of Organization Development; Traditional Approaches to OD, Other, Modern OD Techniques; OD in Perspective; New OD Techniques for the Future. ○ Recent developments and contemporary issues pertaining to the subject-matter of the course.
Teaching Methodology	<p>Formal class time will be used to introduce topics and generate debate plus provide the opportunity for participative learning by means of case studies, exercises, student presentations. Class time will also be used to discuss and review the preparation of the assignment. The assignment will involve the prepare a work-place report.</p>

	<p>The choice of the organization for the assignment is very broad. It may, for example, be the organization in which the student works (the whole organization) or a department or unit or section of the organization (if the organization is large), or a club or society with which the student is associated (for example, sports club, social club, theatre group etc), or an organization about which the student can obtain enough information to analyze its management structure and process.</p>
Bibliography	<p>Core Text(s)</p> <p>L. J. Mullins (2019), <i>Organizational Theory and Behavior Management</i>, 12th edition, Pearson</p> <p>D. Buchanan and A. Huczynski (2016), <i>Organizational Behaviour</i>, 9th edition, Pearson</p> <p>Recommended Reading</p> <p>Judge, A. Timothy and Robbins, P. Stephen (2013). <i>Organizational Behaviour</i>. USA:Pearson. pg. 131- 400.</p> <p>D. King and S. Lawley (2019), <i>Organizational Behaviour</i>, 3rd edition, OUP Oxford</p> <p>I. Brookes.(2018), <i>Organizational Behaviour: Individuals, Groups and Organizations</i>, 5th edition, Pearson</p> <p>D. K. Goodwin (2018), <i>Leadership: In Turbulent Times</i>.</p> <p>Kreitner R. and Kinicki A. (2011) <i>Organizational Behaviour</i>, 5th edition, McGraw-Hill: Boston</p> <p>Robbins S.P. and Judge T.A (2016) <i>Essentials of Organisational Behavior</i>, 17th edition, Prentice Hall: New Jersey</p> <p>Luthans, F. (2005) <i>Organizational Behavior</i>, McGraw-Hill: New York</p> <p>Dlugan, A. (2012). Speech pauses: 12 techniques to speak volumes with your silence. Available: http://sixminutes.dlugan.com/pause-speech/.</p> <p>Campbell, K et al (2013). <i>The Rhetorical Act: Thinking, Speaking and Writing Critically</i>. 5th ed. USA: Cengage Learning.</p> <p>Recommended Websites</p> <p>www.mcb.co.uk (this site contains around 100 business related journals)</p>

	<p>List of Selected Journal Articles :</p> <p>HBR's 10 MUST reads on Leadership, Harvard Business Review (2018)</p> <p>A.Elberse, Sir Alex Ferguson, Ferguson's Formula, Harvard Business Review, (2013)</p> <p>J. Pfeffer, Power: <i>Why Some People Have it and Some Don't</i>, Harper Business, 2010</p> <p>Paul Smith, Lead with a Story, American Management Association, 2012</p> <p>J. Collins, Level 5 Leadership: The Triumph of Humility and Fierce Resolve, HBR on Point, 2004.</p> <p>J. Badaracco, The Discipline of Building Character, Harvard Business Review, 1998.</p> <p>J. Kotter, What Leaders Really Do, Harvard Business Review, 2001.</p> <p>S. Sandberg, Lean In: Women, Work and the Will to Lead, New York: Knopf, 2013.</p> <p>Jean Lipman-Blumen, The Allure of Toxic Leaders. Oxford University Press, 2005.</p> <p>B. Kellerman, Bad Leadership: What it Is, How it Happens, Why it Matters. Cambridge, MA: Harvard Business School Press, 2004.</p> <p><i>Additionally, throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</i></p>
Assessment	<p>Assessment will be through a mixture of coursework and examination. Course members are required to complete two forms of formal assessment. The assignments will require course members to undertake and report on a practical exercise involving estimation of the cost of capital for a number of real corporations from a business sector, together with a detailed comparative examination of their financial performances. The assignment could be assessed in a variety of ways, including an individual written report, a group presentation, and a simulation of a shareholder/analyst/management meeting(s).</p> <p>Major Categories of Assessment</p> <p>Coursework assignment, 50%; Examinations 50%.</p>
Language	English

Course Title	Corporate Finance and Financial Management				
Course Code	MBA 620				
Course Type	Required				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Professor Dr. Andreas Savva				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the course are to:</p> <ul style="list-style-type: none"> examine the relationships between firms, investors and financial markets and investigate the implications of those relationships for financial management, including the value consequences of major ad hoc events such as mergers and acquisitions, reorganizations, and buy-outs. examine financial decision making with respect to investment, financing and distributions to investors, including the identification of risk exposures. 				
Learning Outcomes	<p>On successful completion of this module, course members will be able to:</p> <ul style="list-style-type: none"> utilize the concepts associated with the efficient market hypothesis and apply them to decisions related investor relations demonstrate applications of financial theories about cost of capital, capital structure and investor distributions and in the context of investment decisions and the analysis of financial performance identify financial risk exposures and apply risk management strategies and techniques to ameliorate the impact of such exposures identify the financial advantages and disadvantages associated with various forms of corporate re-structuring and re-organizations and their impacts on shareholder value 				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> Efficient market hypothesis: implications of EHM for corporate decision making. Principal-agent theory and its applications. Cost of capital: fundamental valuation formula, capital asset pricing model, arbitrage pricing theory, earnings yield, price-earnings multiples. Portfolio theory: implications for corporate investment decisions and strategy in respect of diversification and trans-national operations. Capital structure: benefits and drawbacks of debt; implications of capital structure for investment decisions - adjusted present value; financial engineering and shareholder value. Dividend and distribution decisions: share buy-backs. 				

	<ul style="list-style-type: none"> ○ Mergers and acquisitions: leveraged buy-outs; management buyouts; strategic alliances. ○ Bankruptcy, reorganizations and liquidations. ○ Risk management: foreign exchange exposure and management; interest rate exposure and management.
Teaching Methodology	<p>Course members' learning program is based on the course text, recommended readings, Web based resources, videos, and case studies. The formal class contact sessions are used to direct the learning undertaken by course members. Class contact will be structured to encourage active participation and will consist of case studies and exercises, together with course member presentations and some formal lectures and presentations.</p> <p>In addition course members are expected to contribute an equivalent amount of time to interactive learning goals within their designated learning set and also to directed self-managed learning.</p>
Bibliography	<p>Core Text(s)</p> <p>Brealey, R. and Myers, S. (2019) <i>Principles of Corporate Finance</i>, 13th edition, McGraw-Hill: New York</p> <p>S. A. Ross, R. Westerfield, J. F Jaffe and B. D. Jordan (2018), <i>Corporate Finance core principles & applications</i>, 5th edition, McGraw-Hill</p> <p>R. A. Brealey, S.C. Myers and F. Allen <i>Principles of Corporate Finance</i>, 11th ed., McGraw-Hill/Irwin, 2014</p> <p>Recommended Reading</p> <p>J. Berk and P. Demarzo (2016), <i>Corporate Finance</i>, 4th edition, Person</p> <p>G. Shields (2018), <i>Corporate Finance: The ultimate guide to financial reporting, business valuation, risk management, financial management and financial statements</i>, CreateSpace independent platform</p> <p>S. Ross and B. Jordan (2018), <i>Fundamentals of Corporate Finance</i>, 12th edition, McRaw-Hill</p> <p>Buckley, A. (2000) <i>Multinational Finance</i>, 4th edition, Prentice Hall: Hemel Hempstead</p> <p>Chance D. (2001) <i>An Introduction to Derivatives and Risk Management</i>, 5th ed, Harcourt Publishers: Toronto</p> <p>Eiteman, D., Stonehill, A. and Moffett M. (1999) <i>Multinational Business Finance</i>, 8th ed, Prentice Hall: Reading, Mass</p> <p>Hull, J. C. (1998) <i>Options, Futures and Other Derivatives</i>, 3rd ed, Prentice Hall: New Jersey</p> <p>Pike, R. and Neale, B. (1999) <i>Corporate Finance and Investment: Decisions and Strategies</i>, 3rd ed, Prentice Hall: Hemel Hempstead</p> <p>Van Home, J. C. (2002) <i>Financial Management and Policy</i>, 12th ed, Prentice Hall: New Jersey</p>

	<p>Watson, D. and Head, T. (1998) <i>Corporate Finance: Principles and Practice</i>, Financial Times/ Pitman: London</p> <p>Weston, J.F., Sui, J. and Johnson, B. (2001) <i>Takeovers, Restructuring and Corporate Governance</i>, 3rd ed, Prentice Hall: New Jersey</p> <p>Recommended case studies and articles</p> <p>Cases in Financial Reporting, Engel, Hirst and McAnally, 7 th edition, Cambridge Business Publishers. Access through: www.Study.Net</p> <p>List of Selected Journal Articles :</p> <p>M. J. Brennan, Corporate Finance over the Past 25 Years, <i>Financial Management</i>, Vol. 24, (2), 1995, pp. 9-22</p> <p>S. Bhagat and B. Bolton, Corporate governance and firm performance, <i>Journal of Corporate Finance</i>, Vol 14, (3), Pages 257-273, 2008</p> <p>S. Bhagat and B. Bolton, Corporate governance and firm performance:The sequel, <i>Journal of Corporate Finance</i>, Vol 58, Pages 142-168, 2019</p> <p>D.H.Erkens, M.Hung and P.Matos, Corporate governance in the 2007–2008 financial crisis: Evidence from financial institutions worldwide, <i>Journal of Corporate Finance</i>, Vol 18 (2), Pages 389-411, 2012</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination. Course members are required to complete two forms of formal assessment. The assignments will require course members to undertake and report on a practical exercise involving estimation of the cost of capital for a number of real corporations from a business sector, together with a detailed comparative examination of their financial performances. The assignment could be assessed in a variety of ways, including an individual written report, a group presentation, and a simulation of a shareholder/analyst/management meeting(s).</p> <p>Major Categories of Assessment</p> <p>Coursework assignment, 50%; Examinations 50%.</p>
Language	English

Course Title	Entrepreneurship and Innovation				
Course Code	MBA 641				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Professor Dr. Christos Gortsos				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>Entrepreneurship and Innovation is not just about start-ups: it is a topic that is rapidly growing in importance in government policy and in the behavior of established firms. The course provides students with an understanding of the role and personality of the entrepreneur, and a range of skills aimed at successful planning of entrepreneurial ventures.</p> <p>The aims of this course are:</p> <ul style="list-style-type: none">• To develop an understanding of business innovation and the roles of entrepreneurs• To develop skills in innovation and business planning for entrepreneurial ventures• To increase students' ability to work in multidisciplinary teams and to provide entrepreneurial leadership in organizations.				
Learning Outcomes	<p>At the end of the course, all will:</p> <ul style="list-style-type: none">• Understand entrepreneurship and business innovation, the evolution of industries and economies and the roles of entrepreneurs• Develop a comprehensive and well-structured business plan for a new venture• Present a persuasive business plan to potential investors or to internal stakeholders and effectively answer probing questions on the substance of the plan• Work effectively in multidisciplinary, cross-cultural teams, communicating, negotiating and contributing shared inputs towards the development of a team project				
Prerequisites	None		Required		
Course Content	<p>Material covered includes</p> <ul style="list-style-type: none">○ fostering creativity and open-mindedness, knowledge acquisition and management;○ innovation systems;○ screening and evaluating new venture concepts;○ market evaluation and developing a marketing plan;○ legal Issues Including intellectual property;○ preparation of venture budgets;○ raising finance.				

Teaching Methodology	<p>The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.</p> <p>Course components for Entrepreneurship and Innovation</p> <p>The course will comprise:</p> <ul style="list-style-type: none"> • Lectures on the processes, tools and techniques of entrepreneurship and innovation • Guest presentations from entrepreneurs and active participants in the new venture ecosystem • Readings in the theory of entrepreneurship and innovation • Tutorials and workshops through which students will work actively on the development of a team-based new venture business plan • Assignments, a major business planning project, and other assessment items to practice the techniques of entrepreneurship and innovation
Bibliography	<p>Core Text(s)</p> <p>Kathleen R. Allen, <i>Launching New Ventures</i>, South-Western Cengage Learning, 7th Edition, 2016.</p> <p>Recommended Reading</p> <p>Alex Osterwalder and Yves Pigneur, <i>Business Model Generation</i>, published by the authors, 2010.</p> <p>Recommended Case Studies and References</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p> <p>List of Selected Journal Articles and case studies:</p> <p>Pisano, G. P. 2019. The hard truth about innovative cultures. Harvard Business Review.</p> <p>Goffee, R., & Jones, G. 2007. Leading clever people. Harvard Business Review.</p> <p>Catmull, E. 2008. How Pixar fosters collective creativity. Harvard Business Review.</p> <p>Amabile, T.M. 1998. How to kill creativity. Harvard Business Review.</p> <p>HBR's 10 MUST reads on Entrepreneurship and Startup</p> <p>Bernstein, E. S., Gino, F., & Staats, B. R. 2014. Opening the Valve: From software to hardware (A). Harvard Business School case study (#415015)</p>

Assessment	<p>Coursework and examination. The major piece of assessment is the writing of a comprehensive business plan for a new venture.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) a report on a case study (70%) and (b) an end of module examination based on a case study (30%).</p>
Language	English

Course Title	Analyzing Bank Performance				
Course Code	MBA 662				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Michalis Kammass				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>An overview of tools and techniques to analyze and improve a bank's financial performance. Participants observe the effects of certain kinds of risk on a bank's financial track record, and the correlation between risk optimization and superior financial performance.</p> <p>The aims of the module are:</p> <ul style="list-style-type: none"> • Identify the key balance sheet and income items. • Analyze the profitability of lines of business within the bank using a variety of measures. • Utilize the concepts of economic value-added and the balanced scorecard in assessing your bank's performance. • Evaluate customer profitability within your bank. 				
Learning Outcomes	<p>On successful completion of the module the students will be able to:</p> <ul style="list-style-type: none"> • Use the Uniform Bank Performance Report to analyze a bank's performance over several periods and against peer banks • Demonstrate the connection between a consistently high level of financial performance as measured by the Return on Owners' Equity Ratio and its relationship to credit, liquidity, capital and operational risk for the bank • Identify the major factors that affect a bank's financial performance • Identify key components of non-interest income and expense and explore strategies to improve performance • Utilize tools such as the Balanced Scorecard to assess and improve financial performance, including functional goal setting and performance evaluation 				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> ○ Banking and the Financial Services Industry ○ Government Policies and Regulation ○ Analyzing Bank Performance ○ Managing Noninterest Income and Noninterest Expense ○ The Performance of Nontraditional Banking Companies 				

Teaching Methodology	The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.
Bibliography	<p>Core Text(s)</p> <p>W. T. Harrison JR, C. T. Horngren, C. W. Thomas, and T.H. Suwardy, <i>Financial Accounting: Global Edition: International Financial Reporting Standards</i>, 2013</p> <p>American Bankers' Association, <i>Analyzing Bank Performance</i>, Latest Edition</p> <p>K. R. Subramanyan and John Wild (2013), <i>Financial Statement Analysis</i>, 11th edition, McGraw-Hill Higher Education</p> <p>Recommended Text</p> <p>Jeff Madura (2018), <i>Financial markets and Institutions</i>, 12th edition, Cengage</p> <p>Timothy W. Koch and S. Scott MacDonald (2015) <i>Bank Management</i>, 8th Edition, Cengage</p> <p>Recommended Websites</p> <p>www.mhhe.com/business/opsci/pom/ (Contains useful OM site links)</p> <p>www.mcb.co.uk (this site contains around 100 business related journals)</p> <p>Cases in Financial Reporting, Engel, Hirst and McAnally, 7th edition, Cambridge Business Publishers. Access through: www.Study.Net</p> <p>List of Selected Journal Articles :</p> <p>P. Klaassen and I. van Eeghen, Analyzing bank performance – linking RoE, RoA and RAROC: U.S. commercial banks 1992–2014, <i>The Journal of Financial Perspectives</i>, Vol 3 (2), 2015</p> <p>S. Sharma, M. Shebalkov, A.Yukhanaev, Evaluating banks performance using key financial indicators– a quantitative modeling of Russian banks, <i>The Journal of Developing Areas</i>, Vol 50 (1), 2016, pp.425-453</p> <p>S. Q. Shaha and R. Jan, Analysis of Financial Performance of Private Banks in Pakistan, <i>Procedia - Social and Behavioral Sciences</i>, Vol 109, 2014, pp.1021-1025</p> <p>S. Shukla, Analysis of Banking System Performance of Select Global Economies with that of India – During and after the Global Financial, <i>Procedia Economics and Finance</i>, Vol 11, 2014, pp 383-395</p> <p><i>Additionally, throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</i></p>

Assessment	<p>Assessment will be through a mixture of coursework and examination.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) assignments (40%) and (b) an end-of-module examination based on a case study (60%).</p>
Language	English

Course Title	Banking Operations and Management				
Course Code	MBA 660				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Professor Dr. Christos Gortsos				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>This module aims:</p> <ul style="list-style-type: none"> To provide students with a detailed understanding of the nature and role of retail banks and investment banks, within the domestic and international financial system; To discuss the evolution of the banking system and to examine recent developments in the banking industry including issues pertaining to the legal and regulatory environment in which financial institutions operate; To introduce students to methods of evaluating the performance of commercial banks; To discuss the financial management of liquidity risk, interest rate risk, market risk, and credit risk of a bank; To present ways of managing off-balance sheet activities, including the use of derivative securities such as futures/forward, options and swaps; 				
Learning Outcomes	<p>After the end of the series of lectures, students are expected to:</p> <ul style="list-style-type: none"> A detailed understanding of the roles of banks within the financial system, and new developments in online banking. A critical understanding of the main economic theories underlying banking operations. The ability to critically discuss the key issues in this subject area. The ability to apply economic reasoning to understand and explain key issues in the area of retail and investment banking. Knowledge of policy objectives and background to financial regulatory law relevant to banks and financial institutions Critical understanding of nature, implementation and enforcement apparatus of financial regulatory law at international level and at the level of major UK and EU financial markets. 				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> Overview of the Financial System and the role of retail and investment banks Overview of Bank Risk Management and need for Regulation Credit & Market Risk Regulatory framework 				

	<ul style="list-style-type: none"> ○ Market Risk Regulatory framework ○ Operational Risk & Anti Money Laundering Regulatory Framework ○ Cases pertaining to Risk supervision ○ Measuring and evaluating the performance of banks ○ Interest rate risk (Gap and Duration analysis) ○ Liquidity risk management ○ Managing Deposits and other sources of funds ○ Lending policies and procedures ○ The investment function in commercial banking ○ Investment banking and other sources of fee income ○ Loss incident databases, Risk indicators, Risk transfer and mitigation ○ Case Studies in Risk Management
Teaching Methodology	<p>The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.</p>
Bibliography	<p>Core Text(s)</p> <p>Saunders and Cornett (2017), <i>Financial Institutions Management: A risk management approach</i>, 9th edition, Irwin/McGraw Hill.</p> <p>W. T. Harrison JR, C. T. Horngren, C. W. Thomas, and T.H. Suwardy, <i>Financial Accounting: Global Edition: International Financial Reporting Standards</i>, 2013</p> <p>R. A. Brealey, S.C. Myers and F. Allen <i>Principles of Corporate Finance</i>, 11th ed., McGraw-Hill/Irwin, 2014</p> <p>Recommended Reading</p> <p>F. S. Mishkin and S. G. Eakins (2018), <i>Financial Markets and Institutions, Global edition</i>, 9th edition, Pearson</p> <p>Sinkey, Joseph F., Jr. (2002), <i>Commercial bank Financial Management</i>, 6th edition, Prentice Hall.</p> <p>Jeff Madura (2018), <i>Financial markets and Institutions</i>, 12th edition, Cengage</p> <p>Koch and MacDonald (2014), <i>Bank Management</i>, Cengage</p> <p>Rose, P. and Hudgins, Sylvia C. (2009), <i>Bank Management & Financial Services</i>, 8th edition.</p> <p>Recommended Websites</p> <p>Cases in Financial Reporting, Engel, Hirst and McAnally, 7th edition, Cambridge Business Publishers. Access through: www.Study.Net</p> <p>www.mhhe.com/business/opsci/pom/ (Contains useful OM site links)</p> <p>www.mcb.co.uk (this site contains around 100 business related journals)</p>

	<p>List of Selected Journal Articles</p> <p>Dennell R. Lester, Brian H. Kleiner, (1995) "Management Strategies in the Banking Industry", <i>Management Research News</i>, Vol. 18 (3/4/5) pp.34-39</p> <p>José Ángel Miguel-Dávila, Laura Cabeza-García, Laura Valdunciel & Marcela Flórez (2010) Operations in banking: the service quality and effects on satisfaction and loyalty, <i>The Service Industries Journal</i>, 30:13, 2163-2182,</p> <p><i>Additionally, throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</i></p>
Assessment	<p>Assessment will be through a mixture of coursework and examination.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) assignments (40%) and (b) an end-of-module examination based on a case study (60%).</p>
Language	English

Course Title	Marketing Management and Strategy				
Course Code	MBA 650				
Course Type	Required				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Neophyta Empora				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the course are to:</p> <ul style="list-style-type: none"> • develop a critical understanding of the key marketing concepts and to understand how organizational performance can be enhanced by a marketing orientation • understand and evaluate the roles of analysis, planning, implementation and control in the marketing process • apply the marketing concept in many contexts including consumer, business-to-business and not-for-profit. 				
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> • critically appraise markets at macro and micro level both empirically and through market research. • segment and target market opportunities and develop positioning strategies appropriate to each. • prepare marketing plans with appropriate mix activity and control mechanisms and understand the financial implications of marketing mix activity with assessment of risk • critically reflect on the key generic marketing strategies • appraise the use of relationship marketing. 				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> ○ Alternative business orientations - debate and critical appraisal. ○ Positioning strategies. ○ The pivotal importance of segmentation, targeting and application of perceptual maps. ○ Understanding the role of quality. ○ The use and application of qualitative and quantitative market research techniques and data. ○ Transaction versus relationship marketing and the theories of consumer behavior including confirmation/disconfirmation paradigm. ○ Models of generic marketing strategy. ○ Methods of objective and budget setting ○ Use of the marketing mix to develop effective positioning. ○ Transaction versus relationship marketing. 				

	<ul style="list-style-type: none"> ○ Sensitivity analysis and risk. ○ Marketing mix (4Ps) management in tangible product marketing, use of the 7Ps in service environments.
Teaching Methodology	Formal class time will be used to supplement the relevant learning text. This time will be structured to encourage student participation via case studies, exercises, presentations and videos with minimal formal lecturing.
Bibliography	<p>Core Text(s)</p> <p>P. Kotler and K. Keller (2016), <i>Marketing Management</i>, 15th edition, Pearson</p> <p>Recommended Reading</p> <p>Kotler P., Armstrong G., Saunders J. and Wong V. (2016) <i>Marketing</i>, 13th edition, Pearson</p> <p>Aaker D.A., (2004), <i>Strategic Market Management</i>, 7th ed, John Wiley & Sons Inc,</p> <p>Doyle P. (2006) <i>Marketing Strategy and Management</i>, 4th edition, Prentice Hall</p> <p>Ries A. and Trout J. (2005) <i>Positioning: The Battle For Your Mind</i>, 20th edition, McGraw Hill</p> <p>Recommended case studies</p> <p>Cases in Financial Reporting, Engel, Hirst and McAnally, 7 th edition, Cambridge Business Publishers. Access through: www.Study.Net</p> <p><i>Marketing News</i> magazine and <i>Advertising Age</i> magazine include short articles on modern marketing issues.</p> <p>List of Selected Journal Articles</p> <p>H.Aghazadeh, Strategic Marketing Management: Achieving Superior Business Performance through Intelligent Marketing Strategy Social and Behavioral Sciences, Vol 207 (20), 2015, Pages 125-134</p> <p><i>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</i></p>
Assessment	<p>Assessment will be mainly through examinations.</p> <p>Major Categories of Assessment</p> <p>Class participation, 20%; Examinations 80%.</p>
Language	English

Course Title	Operations Management				
Course Code	MBA 651				
Course Type	Required				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 3				
Teacher's Name	Dr Kyriakos Petrou				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the course are to:</p> <ul style="list-style-type: none"> enable the development of the analytical skills necessary to make a positive contribution to issues concerning Operations Management describe the strategic contribution that effective Operations Management can play within organizations determine how the Operations functions within both public and private sector organizations can successfully integrate with other organizational functions 				
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> critically evaluate and differentiate key operational processes in both service and manufacturing sectors propose and substantiate operational improvements within a given operational context explain and evaluate the primary influences upon the achievement of operational best practice recognize and assess the integrative role that the operations activity plays within the broader organizational landscape. 				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> Contextualizing operations management: the historical and theoretical background. Operations strategy: the relationship between broader strategic decision making and detailed operational implementation Service concept, package and delivery process: the link between service/product specification and the tangible and intangible elements of the service package and service delivery processes which deliver that specification Managing capacity: management of capacity by effective design of processes, the effective deployment of labor, materials and resources, and by managing demand Supply chain management: maintaining a competitive operations strategy by the effective management of materials and information throughout the various elements of the supply chain. The role of technology within operations. 				

	<ul style="list-style-type: none"> Quality in operations: the definition of quality and the various approaches to ensuring quality within operations.
Teaching Methodology	<p>The module will be delivered using a mixture of formal input and class discussion/debate concerning key contemporary operations management topics. In addition, key areas of the module will be examined through case studies and videos. Self-directed learning will underpin the above strategies and will focus primarily upon the use of the MBA learning text, key websites and articles/issues that arise during the delivery of the module.</p>
Bibliography	<p>Core Text(s)</p> <p>N. Slack and A. Brandon-Jones, (2018), <i>Essentials of Operations Management</i>, 2nd edition, Pearson</p> <p>Recommended Reading</p> <p>Slack, N. et al (2019) <i>Operations Management</i>, 9th ed, FT Prentice Hall: New Jersey</p> <p>Chase, R., Aquilano, N. and Jacobs, F. (2007) <i>Operations Management for Competitive Advantage</i>, 11th edition, McGraw Hill Irwin: New York</p> <p>W. Stevenson , <i>Operations Management</i>, 13th edition, McGraw-Hill Education</p> <p>R Jacobs and R Chase, (2017), <i>Operations and Supply Chain Management</i>, 15th edition, McGraw-Hill Education</p> <p>Chambers, S. (2012) <i>Service Operations Management</i>, 4th edition, Pearson</p> <p>Fitzimmons, J. and Fitzimmons, M. (2013) <i>Service Management</i>, 8th ed, McGraw Hill: New York</p> <p>Russell, R. and Taylor, B. (2013) <i>Operations and Supply Chain Management</i>, 8th edition, Wiley</p> <p>Recommended Websites</p> <p>www.mcb.co.uk (this site contains around 100 business related journals.</p> <p>www.mhhe.com/business/opsci/pom (contains useful OM site links and access to a number of OM publications)</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p> <p>List of Selected Journal Articles</p> <p>McKinsey Global Institute (MGI). "Globalization in transition: the future of trade and value chains", January 2019.</p> <p>Choi, T. and Linton T., "Don't Let Your Supply Chain Control Your Business," <i>Harvard Business Review</i>, December 2011, pp. 112-117.</p> <p>Lee H.L., Padmanabhan V., and Whang S. (1997), "The Bullwhip Effect in Supply Chains," <i>Sloan Management Review</i>, pp. 93-102.</p>

	<p>Fisher M.L. (1997), "What is the Right Supply Chain for Your Product?" Harvard Business Review, pp. 105-116.</p> <p>Fisher M.L., Hammond J.H., Obermeyer W.R., and Raman A., "Making Supply Meet Demand in an Uncertain World," Harvard Business Review, 1994, pp. 83-93.</p> <p>Lee H.L., and Billington C., "Managing Supply Chain Inventory: Pitfalls and Opportunities," Sloan Management Review, 1992, pp. 65-73.</p> <p>R. H. Hayes and D. M. Upton, Operations-Based Strategy, California Management Review, 1998</p> <p>Chouinard et al. The Sustainable Economy, Harvard Business Review, 2011</p> <p>S. Rajagopalan and A. C. Soteriou, Capacity Acquisitions and Disposal, Management Science, Vol 40 (7), 903-917</p> <p>Ramdas et al., Four Ways to Reinvent Service Delivery, Harvard Business Review, (2012)</p> <p>Lee, H. et al., The Triple-A Supply Chain," Harvard Business Review, October 2004.</p> <p>Choi, T. and Linton T., "Don't Let Your Supply Chain Control Your Business," Harvard Business Review, December 2011, pp. 112-117.</p> <p>Narayanan V.G and Raman A., "Aligning Incentives in the Supply Chain," Harvard Business Review, November 2004, pp. 94-102.</p> <p>Lee, H.L., "Don't Tweak Your Supply Chain-Rethink it End to End," Harvard Business Review, October 2010, pp. 63-69.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination. The coursework assignment will include a mixture of group and individual activity.</p> <p>Major Categories of Assessment</p> <p>Coursework assignment, 40%; Examinations 60%.</p>
Language	English

Course Title	Quantitative Analysis and Research Methods				
Course Code	MBA 600				
Course Type	Required				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Evgenios Hadjisoteriou				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the course are to:</p> <ul style="list-style-type: none">• develop in students an ability to extract and present meaningful information from quantitative data and to critically evaluate their results in relation to business and other organizations.• develop in students an ability to critically evaluate forecasting methods and models for business.• give students the ability to construct effective forecasts and to interface these with real business problems and strategies.• to introduce students to issues of securing knowledge about human behaviors in work places through the design of research projects, collection and analysis of data, and presentation of results.				
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none">• identify and critically evaluate appropriate techniques for data analysis, presentation and modeling• critically evaluate the applicability and performance of forecasting and modelling methods and techniques to their business/organization• build forecasting models using a variety of techniques and evaluate appropriateness• conduct subjective forecasting exercises and appreciate the strengths and weakness of these techniques.• identify researchable problems• carry out a focused critical literature review• design a program of research, data collection, and analysis integrating research aims, data requirements, and methods of collection and analysis, taking into account ethical and other constraints• identify and justify policy decisions and interventions based on the results of the research, where appropriate• write up the results of their research in an academically acceptable format, paying particular attention to integration of the literature review, critical evaluation of data, and clear presentation of research results.				
Prerequisites	None		Required		
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none">○ Methods of manipulation, analysis and presentation of quantitative data; inferential analysis.				

Course Title	Quantitative Analysis and Research Methods				
Course Code	MBA 600				
Course Type	Required				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Evgenios Hadjisoteriou				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the course are to:</p> <ul style="list-style-type: none"> • develop in students an ability to extract and present meaningful information from quantitative data and to critically evaluate their results in relation to business and other organizations. • develop in students an ability to critically evaluate forecasting methods and models for business. • give students the ability to construct effective forecasts and to interface these with real business problems and strategies. • to introduce students to issues of securing knowledge about human behaviors in work places through the design of research projects, collection and analysis of data, and presentation of results. 				
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> • identify and critically evaluate appropriate techniques for data analysis, presentation and modeling • critically evaluate the applicability and performance of forecasting and modelling methods and techniques to their business/organization • build forecasting models using a variety of techniques and evaluate appropriateness • conduct subjective forecasting exercises and appreciate the strengths and weakness of these techniques. • identify researchable problems • carry out a focused critical literature review • design a program of research, data collection, and analysis integrating research aims, data requirements, and methods of collection and analysis, taking into account ethical and other constraints • identify and justify policy decisions and interventions based on the results of the research, where appropriate • write up the results of their research in an academically acceptable format, paying particular attention to integration of the literature review, critical evaluation of data, and clear presentation of research results. 				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> ○ Methods of manipulation, analysis and presentation of quantitative data; inferential analysis. 				

Advanced/subject specific methods

	<ul style="list-style-type: none"> options providing additional tuition in advanced methods for collecting and analysis of word-based or numerical data, appropriate to particular disciplinary specialisms; or for collection and analysis of other kinds of data, such as video
Teaching Methodology	<p>Classes will combine formal presentation of ideas and issues with exercises. Wherever possible material will be drawn from actual examples, either in the literature, or provided by the students. For these programs research methods are tools, and they should be demonstrated and related to research needs as far as is practicably possible.</p> <p>Workshops will be held on textual and numerical data analysis. Students will be given practical training in the use of data reorganization and analysis techniques. Where appropriate this will include introductory tuition in the use of computer packages and programs.</p> <p>Students will receive individual supervision in the preparation of the research project proposal.</p>
Bibliography	<p>Core Text(s)</p> <p>Buglear J. (2015) <i>Quantitative Methods for Business: The A-Z of QM</i>, Routledge</p> <p>Hussey, J. and Hussey, R. (2014) <i>Business Research: A practical guide for undergraduate and postgraduate students</i>, 4th ed, London: Macmillan</p> <p>Recommended Reading</p> <p>Morris C. (2012) <i>Quantitative Approaches in Business Studies</i>, 8th ed, Prentice Hall: London</p> <p>Hair J.F., Black W.C., B.J. Babin and Anderson R.E., (2010) <i>Multivariate Data Analysis</i>, 7th ed, Pearson</p> <p>Donald W. (2011) <i>Quantitative Methods for Business</i>, 7th ed, Prentice Hall</p> <p>Curwin J., and Slater R. (2010) <i>Quantitative Methods: Short Course</i>, Thomson Learning</p> <p>Easterby-Smith, M. Thorpe, R. and Lowe, A. (2001) <i>Management Research: An Introduction</i>, 2nd ed, London: Sage</p> <p>Recommended Websites</p> <p>www.mhhe.com/business/opsci/pom/ (Contains useful OM site links)</p> <p>www.mcb.co.uk (this site contains around 100 business related journals)</p> <p>Additionally, throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination.</p> <p>Research project proposal, 30% / Coursework assignment, 30%; Examinations 40%.</p>

Language	English

Course Title	Management of Human Resources				
Course Code	MBA 640				
Course Type	Required				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Dr Andri Kyrizi				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the course are to:</p> <ul style="list-style-type: none"> • develop an in depth understanding of human behavior in organizations and how managerial performance can be enhanced through effective human resource management • develop a high level awareness of the human dimension to the effective management of projects, quality and risk • develop an ability to integrate the human aspects of managing projects, performance, risk, quality and information with other aspects from other business and management disciplines 				
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> • demonstrate an analytical awareness of the role of formal employment procedures and legal behavior in the achievement of good employee relations and the minimization of the risk of collective and individual action • critically reflect upon the significance of key theories of human behavior with respect to the construction and development of project teams • conduct a detailed diagnosis of the environmental context, structure and culture of different organizations, in order to analyze the implications for quality, risk, and knowledge management within organizations • demonstrate an ability to work as an effective team member in the collection, sharing and discussion of data in order to produce an assignment. 				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> ○ The relationship between human resource management and organizational performance: debates and evidence. ○ Models of human resource management and the relationship with performance. ○ The theoretical basis for selecting, building and developing successful project teams: theories of individual difference and personality, groups, leadership and motivation. 				

	<ul style="list-style-type: none"> ○ The components and models of performance management, including objective setting, appraisal, remuneration, career development and coaching, and their relationship to motivation theory. ○ The range of selection and assessment tools and measure of their validity, reliability and utility. ○ Theories of individual, group, and organizational learning, and their implications for developing a high quality workforce and managing knowledge within organizations. ○ The legal framework of employment in relation to contract, and the handling of discipline, grievance, dismissal, equal opportunities and health and safety. ○ The wider employee relations environment in terms of public institutions, trade unions and other professional associations.
Teaching Methodology	Formal class time will be used to introduce topics and generate debate plus provide the opportunity for participative learning by means of case studies, exercises, student presentations. Class time will also be used to discuss and review the preparation of the assignment. This will be underpinned by self-directed learning through the use of the relevant learning text, and CD-ROM plus on-line journals. Interactive learning outside the classroom will be by means of learning sets.
Bibliography	<p>Core Text(s)</p> <p>Dessler (2017). <i>Human Resource Management, Global edition</i> (15th ed.). Pearson.</p> <p>Crawshaw, Budhwar & Davis (2017). <i>Human Resource Management: Strategic and International Perspectives</i> (2nd edition). SAGE.</p> <p>Recommended Reading</p> <p>Robert L. Mathis; John H. Jackson (2014), <i>Human Resource Management</i>, 14th edition, Cengage Learning</p> <p>J. Stredwick (2013), <i>An introduction to Human Resource Management</i>, 3rd edition, Routledge</p> <p>S. Armstrong and B. Mitchell (2019), <i>The Essential HR Handbook</i>, 10th anniversary edition, Weiser</p> <p>R. L. Manthis, J. H. Jackson, S. R. Valentine and P. Meglich (2016), <i>Human Resource Management</i>, 15th edition, Southwestern College Publications</p> <p>D. Buchanan and A. Huczynski (2016), <i>Organizational Behaviour</i>, 9th edition, Pearson</p> <p>Selection of Aticles</p> <p>J. A. Gruman and A. M. Saks, Performance management and employee engagement, <i>Human Resource Management Review</i>, Vol 21 (2), 2011, p.p 123-136</p> <p>D. L. Stone, D. L. Deadrick, K. M. Lukaszewski and R. Johnson, The influence of technology on the future of human resource management, <i>Human Resource Management Review</i>, Vol 25 (2), 2015, pp: 216-231</p>

	<p>D. L. Stone and D. L. Deadrick, Challenges and opportunities affecting the future of human resource management <i>Human Resource Management Review</i>, Vol 25 (2) 2015, pp:139-145</p> <p>M. R. Turner, T. McIntosh, S. W. Reid and M. R. Buckley, Corporate implementation of socially controversial CSR initiatives: Implications for human resource management <i>Human Resource Management Review</i>, Vol 29 (1), 2019, Pages 125-136</p> <p>Additionally, throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination. The assignment will be either a case study or other exercise will be set.</p> <p>Major Categories of Assessment</p> <p>Individual Applied project, 25%; Group activities, 25%; Final Examination 50%.</p>
Language	English

Course Title	Strategic Management and Business Policy				
Course Code	MBA 656				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Dr Neophyta Empora				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The overall aim of this course is to enable key decision-makers in organizations to:</p> <ul style="list-style-type: none"> integrate and develop the core themes of the program including globalization, informationalism, transition, cross cultural issues, strategic interdependence and change management translate leading edge strategic scholarship and practice to particular organizational contexts appreciate diversity; public, private, voluntary, profit and not for profit organizations in mature and transition economies evaluate the impact of internal and external dynamics upon the evolution of strategy appreciate the importance of issues of sustainability, corporate ethics, and rights. 				
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> address key strategic problems, issues and tradeoffs; survival, growth, sustainability, transition and complementarity apply the fundamentals of asset acquisition, deployment, choice, implementation, evaluation and feedback processes to specific circumstances of time and place assess the importance of interdependence, co-operation, rivalry and network effects for strategic decisions and outcomes. evaluate alternative approaches and discourses in strategic analysis balance analytical techniques with intuitive, heuristic and creative approaches to strategy design, implementation and control develop critical techniques for designing, validating and refuting strategic recommendations, hypotheses and propositions design appropriate strategies in diverse multi-cultural teams assess the impact of changing perspectives and regulatory patterns, human rights, ethics and values. 				
Prerequisites	MBA652	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> Context: competitive dynamics, path dependencies, globalization, informationalism, localization. Management of risk, uncertainty and calamity. 				

	<ul style="list-style-type: none"> ○ Industry evolution and structure: changing patterns, creative destruction, games. Interdependence and non linearities: Network effects, demand and supply side increasing returns. ○ Diversity and complementarity in strategic analysis: systems, cybernetic, evolutionary learning and ecological approaches. ○ International diversity and complementarity: the significance of diversity in institutions, histories, cultures, regulations. ○ Organizational design and structure: cultural and historic context, hierarchies, internal markets, restructuring, alliances, mergers, and governance. ○ Strategic implementation: organizational culture and structures, management of resources, management of change ○ Dynamic capability: architectures, structures, cultures, routines, self-adaptation Alternative discourses: evaluating strategies, narratives, controls, bargaining and power.
Teaching Methodology	<p>The module will be delivered using a mixture of formal input and class discussion/debate concerning key strategic issues and themes highlighted in the curriculum above. Students will be encouraged to develop creative and entrepreneurial strategic thinking. The course will be supported by the textbook and its associated exercises and readings, and will be delivered by a multi-disciplinary team using case studies chosen for their multifunctional content and fit with the curriculum.</p>
Bibliography	<p>Core Text(s)</p> <p>J. D. Hunger, A. N. Hoffman, C. E. Bamford, T. L. Wheelen, <i>Strategic Management and Business Policy: Globalization, Innovation and Sustainability</i>, Global Edition, (2017), 15th Edition, Pearson</p> <p>Recommended Reading</p> <p>J. D. Hunger, A. N. Hoffman, C. E. Bamford, T. L. Wheelen, (2014) <i>Concepts in strategic Management and Business Policy</i>, 14th edition, Pearson</p> <p>F.T. Rothaermel, (2016), <i>Strategic Management</i>, 3rd edition, McGraw-Hill Education</p> <p>P. Lasserre, (2018), <i>Global Strategic Management</i>, 4th edition, Red Globe Press</p> <p>Saloner, G., Shepard A. and Polodny J. (2001) <i>Strategic Management</i>, Wiley: London.</p> <p>Ageev, A., Matthews, R. and Balshakov Z. (2001) <i>The Strategic Matrix</i>, Moscow Publishers.</p> <p>Binmore K. (1998) <i>Fun and Games</i>, Heath: London.</p> <p>Dosi, G., Nelson R.R. and Winter S.G. ((2000) <i>The Nature and Dynamics of Organisational Capabilities</i>, Oxford University Press, Oxford.</p> <p>Evans P. and Wurster T.S. (2000) <i>Blown to Bits: How the New Economics of Information Transforms Strategy</i>, Harvard University Press, Mass.</p>

Recommended Websites

www.mcb.co.uk (this site contains around 100 business related journals).

List of Selected Journal Articles

McKinsey Global Institute (MGI). "Globalization in transition: the future of trade and value chains", January 2019.

A. G. Laffley et al (2012). "Bringing Science to the Art of Strategy", Harvard Business Review, pp. 56-66

D. Sull and K. Eisenhardt (2012), "Simple Rules for a Complex World", Harvard Business Review, pp. 69-74.

Y. Atsmon et al. (2012), "Winning the \$30 trillion decathlon: Going for gold in emerging markets", McKinsey Quarterly, pp.: 1-18

M. Reeves et al. (2012), "Your Strategy Needs a Strategy", Harvard Business Review, pp. 76-83.

R. Moss Kanter (2011), "How Great Companies Think Differently", Harvard Business Review, pp.: 66-78.

A. Beard and R. Hornik (2011), "It's Hard to Be Good", Harvard Business Review, pp.: 88-96.

R. Rumelt (2011), "The Perils of Bad Strategy", McKinsey Quarterly.

D. Lubin and D. Esty (2010), "The Sustainability Imperative", Harvard Business Review, pp.42-50

R. Martin (2010), "The Age of Customer Capitalism", Harvard Business Review, pp. 58-65

R. Nidumolu, C. K. Prahalad, and M. R. Rangaswami (2009), "Why Sustainability is Now the Key Driver of Innovation", Harvard Business Review, pp. 57-64

J. Immelt, V. Govindarajan and C. Trimble (2009), "How GE is Disrupting Itself", Harvard Business Review, pp. 56-65

M. Porter (2008), "The Five Competitive Forces That Shape Strategy," Harvard Business Review, pp.: 78-93

J. Hughes and J. Weiss (2007), "Simple Rules for Making Alliances Work", Harvard Business Review, pp. 122-131.

Gottfredson M., Puryear, R., and Phillips S., "Strategic Sourcing: From Periphery to the Core," Harvard Business Review, 2005, pp. 132-139.

C. Christensen et al. (2006), "Disruptive Innovation for Social Change", Harvard Business Review, pp. 94-101

Fisher M.L., "What is the Right Supply Chain for Your Product?" Harvard Business Review, March-April 1997, pp. 105-116.

Course Title	Managing Interest Rate Risk				
Course Code	MBA 664				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Professor Dr Andreas Savva				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>An exploration of interest rate risk measurement techniques such as GAP, earnings sensitivity analysis, Duration GAP and economic value of equity sensitivity analysis. Risk management policy implementation and how to change overall interest rate sensitivity through balance sheet adjustments or derivative contracts are discussed.</p> <p>The aims of the module are:</p> <ul style="list-style-type: none"> • Understand the mechanics of valuing cash flows, including duration and price sensitivity. • Identify the determinants of the overall level of interest rates • Use a range of derivatives to manage interest rate risk including futures, forwards, interest rate swaps, caps, floors, and collars. 				
Learning Outcomes	<p>On successful completion of the module the students will be able to:</p> <ul style="list-style-type: none"> • Apply the mechanics of valuing cash flows including duration and price sensitivity • Identify the determinants of the overall level of interest rates • Use static GAP, duration GAP and sensitivity analysis to measure interest rate risk • Examine how derivatives—futures, forwards, interest rate swaps, caps, floors and collars – are used to manage interest rate risk • Apply course concepts to the management of interest rate risk within a bank 				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> ○ Pricing Fixed-Income Securities ○ Managing Interest Rate Risk: GAP and Earnings Sensitivity ○ Managing Interest Rate Risk: Economic Value of Equity ○ Using Derivatives to Manage Interest Rate Risk 				
Teaching Methodology	<p>The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative</p>				

	thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.
Bibliography	<p>Core Text(s) P. Newson, (2017), <i>Interest Rate Risk in the Banking Book, Risk Books</i></p> <p>Timothy W. Koch and S. Scott MacDonald (2014) <i>Bank Management</i>, 8th Edition, Cengage</p> <p>Recommended Reading G. Blokdyk, (2019), <i>Interest rate risk: A Complete Guide</i>, 5STARCooks</p> <p>S. Jha, (2011), <i>Interest Rate Markets: A Practical Approach to Fixed Income</i>, 1st edition, Wiley</p> <p>Recommended Websites www.mhhe.com/business/opsci/pom/ (Contains useful OM site links) www.mcb.co.uk (this site contains around 100 business related journals).</p> <p><i>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</i></p>
Assessment	<p>Assessment will be through a mixture of coursework and examination.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) assignments (40%) and (b) an end-of-module examination based on a case study (60%).</p>
Language	English

Course Title	Strategic Operations Management				
Course Code	MBA 659				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Dr Kyriakos Petrou				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>This course will focus upon operations management issues on a global/international level and will allow participants the opportunity to:</p> <ul style="list-style-type: none"> • develop a greater understanding of the way in which operations Management contributes to overall corporate strategy • analyze issues relating to the strategic role of the operations function • provide an understanding of how operations management contributes to global/international organizational strategies 				
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> • critically describe and evaluate factors that influence the strategic impact of the operations function • recommend operational improvements that can make an effective contribution to overall business strategy at both national and international levels • conduct analysis of contemporary operations issues and provide insightful assessment of the appropriateness of strategic operations decisions 				
Prerequisites	MBA651	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> ○ Positioning Operations Management within overall corporate strategy. ○ Examining strategic models of Operations Management. ○ Critical appraisal of the 'Resource' and 'Market' perspectives of operations strategy. ○ Configuring operational resources within a global marketplace (Capacity, procurement and outsourcing decisions). ○ The content and process of operations strategy. ○ Managing the supply chain and developing supplier relationships. ○ Examining and evaluating E-Operations. 				
Teaching Methodology	<p>The module will be delivered using a mixture of formal input and class discussion concerning contemporary strategic issues relating specifically to the operations function. Self-directed learning will underpin the above and will focus, primarily, upon directed reading and research. Case videos will be used.</p>				

	<p>The course will be supported by the textbook and its associated exercises and readings, and will be delivered by a multi-disciplinary team using case studies chosen for their multifunctional content and fit with the curriculum.</p>
Bibliography	<p>Core Text(s)</p> <p>S. Brown and J. Bessant, (2018), <i>Strategic Operations Management</i>, 4th edition, Routledge, 1st edition, Wiley</p> <p>Recommended Reading</p> <p>D. Bamford, <i>Essential Guide to Operations Management: Concepts and case notes</i>, (2010), Wiley and Sons</p> <p>Slack N. and Lewis, M. (2015) <i>Operations Strategy</i>, Financial Times/Prentice Hall</p> <p>Johnston R. and Clark, G. (2001) <i>Service Operations Management</i>, Financial Times/Prentice Hall. (includes a companion website): London</p> <p>Russell, R. and Taylor, B. (2001) <i>Operations Management</i>, 3rd ed, Prentice Hall: New Jersey.</p> <p>Journal Papers</p> <p>A. G. Laffley et al (2012). "Bringing Science to the Art of Strategy", <i>Harvard Business Review</i>, pp. 56-66</p> <p>M. Reeves et al. (2012), "Your Strategy Needs a Strategy", <i>Harvard Business Review</i>, pp. 76-83.</p> <p>R. Rumelt (2011), "The Perils of Bad Strategy", <i>McKinsey Quarterly</i>.</p> <p>D. Lubin and D. Esty (2010), "The Sustainability Imperative", <i>Harvard Business Review</i>, pp.42-50</p> <p>M. Porter (2008), "The Five Competitive Forces That Shape Strategy," <i>Harvard Business Review</i>, pp.: 78-93</p> <p>Gottfredson M., Puryear, R., and Phillips S., "Strategic Sourcing: From Periphery to the Core," <i>Harvard Business Review</i>, 2005, pp. 132-139.</p> <p>Hum, S-H and Leow, L-H., "The Perception of the Strategic Role of Manufacturing amongst Operations Managers: An Empirical Study Based on a Newly Industrialized Economy", <i>International Journal of Operations and Production Management</i>; Vol 12, No 11, 1992</p> <p>Johnston, R., "Service operations management: return to roots", <i>International Journal of Operations and Production Management</i>; Vol 19 No 2, 1999</p> <p>McLaughlin, C.P., Pannesi, R.T. and Kathuria, N., "The Different Operations Strategy Planning Process for Service Operations", <i>International Journal of Operations and Production Management</i>, Vol 11, No 3; 1991</p> <p>Oxtoby, B., McGuinness, T. and Morgan, R.E., "The why and how of effective strategy change: reflections on Thorn Lighting", <i>Journal of European Industrial Training</i>, Vol 24, No 9, 2000</p>

	<p>Hum, S-H. and Leow, L-H., 'Strategic manufacturing effectiveness: An empirical study based on the Hayes-Wheelwright framework', <i>International Journal of Operations and Production Management</i>, Vol 16, No 4,1996</p> <p>Gagnon, S. 'Resource-based competition and the new operations strategy';; <i>International Journal of Operations and Production Management</i>, Vol 19, No 2,1999</p> <p>Armistead, C, 'Service Operations Strategy: Framework for Matching the Service Operations Task and the Service Delivery System', <i>International Journal of Service Industry Management</i>, Vol 1, No 2,1990</p> <p>Pullman, M.E. and Moore, W.L., 'Optimal service design: integrating marketing and operations perspectives', <i>International Journal of Service Industry Management</i>, Vol 10, No 2,1999</p> <p>McLaughlin, C.P; Fitzsimmons, J.A., 'Strategies for globalizing service operations', <i>International Journal of Service Industry Management</i>; Vol 7, No 4,1996</p> <p>Youngdahl, W.E. and Loomba, A.P.S., 'Service-driven global supply chains', <i>International Journal of Service Industry Management</i>; Vol 11, No 4, 2000</p> <p>Manardo, J., 'Globalisation at Internet speed', <i>Strategy and Leadership</i>; Vol 28, No 3, 2000</p> <p>Soliman, F. and Youssef, M., The impact of some recent developments in e-business on the management of next generation manufacturing', <i>International Journal of Operations & Production Management</i>; Vol 21, No 5, 2001</p> <p>Madu, C.N. and Jacob, R.A., The internet and global cultural transformation', <i>Foresight</i>; Vol 1, No 1,1999</p> <p><i>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</i></p> <p>Recommended Websites</p> <p><i>Cases in Financial Reporting, Engel, Hirst and McAnally, 7 th edition, Cambridge Business Publishers. Access through: www.Study.Net</i></p> <p>www.MCB.CO.UK (Click on to Emerald subscriber access)</p> <p>www.mhhe.com/business/opsci/pom/ (Contains useful OM site links)</p> <p>www.mcb.co.uk (this site contains around 100 business related journals.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination. The assignment will apply contexts and techniques from the module and focus upon a work-based strategic operations issue. Exceptionally, a case study may be used.</p> <p>Major Categories of Assessment</p> <p>Coursework assignment, 40%; Examinations 60%.</p>

	Coursework: an individual paper selecting and applying appropriate concepts to address key issues and processes surrounding an organization that has been selected by the candidate and agreed by staff. (40%).
Language	English

Course Title	Small Business Management			
Course Code	MBA 642			
Course Type	Elective			
Level	Postgraduate			
Year / Semester	Year 1 / Semester 1			
Teacher's Name	Dr Andri Kyrizi			
ECTS	6	Lectures / week		Laboratories / week
Course Purpose and Objectives	The aim of this course is to provide a good grounding in the tools required for the management of existing small business or the start up of new businesses. Students will learn how to develop a comprehensive business plan.			
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> • Have a working understanding of the fundamental principles of entrepreneurship. • Identify a viable and feasible business venture. • Understand the role of the business plan. • Develop a preliminary business plan. • Develop a marketing plan as part of your business plan. • Develop financial projections as part of your business plan. • Examine sources of financing the new business venture. • Understand the entrepreneurial myths. 			
Prerequisites	None	Required		
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> ○ Typology of small business: franchises, buyouts, and family businesses ○ The Marketing, Human Resource and Location Plans for new ventures ○ The Financial Requirements and Funding Plans for new ventures ○ The Harvest Plan. ○ Marketing Growth Strategies and Customer Relationships ○ Professional Management in the Entrepreneurial Firm ○ Managing Human Resources, Operations Assets and Risks ○ Evaluating Financial Performance 			
Teaching Methodology	<p>The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.</p>			

Bibliography	<p>Core Text(s)</p> <p>N.M. Scarborough, J. R. Cornwall, (2018), <i>Essentials of Entrepreneurship and Small Business Management</i>, Pearson, 9th edition</p> <p>Recommended Reading</p> <p>N. Wilson and D. Stokes, (2017), <i>Small Business Management and Entrepreneurship</i>, Cengage Learning EMEA, Seventh edition</p> <p>Zimmer, Scarborough & Wilson (2010), <i>Essentials of Entrepreneurship and Small Business Management</i>, 6th edition.</p> <p>Justin G. Longenecker, Carlos W. Moore, J. William Petty, Leslie E. Palich (2007), <i>Small Business Management - An Entrepreneurial Emphasis, 14th edition</i>, (with CD-ROM and InfoTrac).</p> <p>Meggison, Byrd and Meggison (2017), <i>Small Business Management: An Entrepreneur's Guidebook</i>, 8th edition, MacGraw-Hill.</p> <p>T <u>Zellweger</u>, (2017) <i>Managing the family business</i>, Edward Elgar Publishing Ltd</p> <p>Recommended Articles and Case-Studies</p> <p>Cases in Financial Reporting, Engel, Hirst and McAnally, 7 th edition, Cambridge Business Publishers. Access through: www.Study.Net</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p>
Assessment	<p>Coursework and examination. The coursework will comprise a business plan of a typical small enterprise.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) a business plan of a typical small enterprise. A major project (50%) and, (b) an end-of-module examination (50%).</p>
Language	English

Course Title	Project Management			
Course Code	MBA 646			
Course Type	Elective			
Level	Postgraduate			
Year / Semester	Year 2 / Semester 1			
Teacher's Name	Professor Dr Christodoulos Christodoulou			
ECTS	6	Lectures / week		Laboratories / week
Course Purpose and Objectives	The aim of this module is to provide students with the concepts and techniques employed in project management. Students will be taught how to set an organization's mission, objectives and goals and how to plan, begin, carry out, control and close project processes; Microsoft Office Project 2016 software will be used to manage real world projects.			
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> • Understand how projects and project management relate to the various functions of an organizational "enterprise"; • Assess project feasibility and project plan completeness, procedures, and techniques; • Apply basic project management concepts to business situations, including the "project life cycle". • Set-up a "real life" Project using MS Project 			
Prerequisites	None	Required		
Course Content	<p>The syllabus covers the three broad areas comprising project management, i.e. project initiation, project planning and project execution. The individual topics covered are:</p> <ul style="list-style-type: none"> ○ Project Selection Criteria ○ Project Management and Project Manager ○ Project Management Processes ○ The role of projects in the Organisation ○ Basic project organization ○ Conflict and Negotiation ○ Introduction to MS Project ○ Concepts of Portfolio Management and Knowledge Management ○ Project Planning / Define the Project ○ Project Budgeting and Cost Estimating ○ Gantt Charts and Project Scheduling ○ Resource Scheduling and Resource Allocation ○ Monitoring and Information Systems ○ Project Control and Evaluation ○ Reduce Project Duration and Project Cost Optimizing ○ Risk management fundamentals ○ Project auditing ○ Project Termination and Closeout ○ Modern developments 			

	<ul style="list-style-type: none"> ○ The Future of Project Management ○ The Project Manager's Role
Teaching Methodology	<p>The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.</p>
Bibliography	<p>Core Text(s) Meredith, J. R. & Mantel, S. J., Jr., S. Shafer, (2019), <i>Project management: A managerial approach</i>, 10th International edition, John Wiley & Sons.</p> <p>Turner J.R., "The Handbook of Project-Based Management, McGraw Hill, Third Edition, 2009.</p> <p>Recommended Reading Gray, C. and Larson, E. (2017), <i>Project Management: The Managerial Process</i>, 7th edition, McGraw-Hill/Irwin.</p> <p>Cleland, D.I., Puerzer, R., Bursic, K.M. & Vlasak, A.Y. (1998), <i>Project Management Casebook</i>, Project Management Institute (PMI).</p> <p>PMI (2013), <i>A Guide to the Project Management Body of Knowledge (PMBOK®)</i>, 5th edition, PMI.</p> <p>Verzuh, E. (2015), <i>The fast forward MBA in project management</i>, 5th edition John Wiley & Sons.</p> <p>Devaux, S. A. (1999), <i>Total project control: A manager's guide to integrated project planning, measuring, and tracking</i>, John Wiley & Sons.</p> <p>Kerzner, H. (2017), <i>Project management: A systems approach to planning, scheduling, and controlling</i>, 12th edition, John Wiley and Sons, Inc.</p> <p>Kerzner, H. (2009), <i>Project Management Case Studies</i>, 3rd edition, Wiley.</p> <p>Lewis, J. P. (2010), <i>Project planning, scheduling and control</i>, 5th edition, McGraw-Hill Education.</p> <p>Project Management Institute (2017), <i>A guide to the project management body of knowledge (PMBOK®)</i>, PMI.</p> <p>Recommended Articles and Case-Studies</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p> <p>C. Chapman, and Ward, S., Project Risk Management, Wiley, 1999, Chapter 4: "An Outline Generic Process," pp.47-64.</p>
Assessment	<p>Coursework and examination.</p> <p>Major Categories of Assessment</p>

	<p>The module will be assessed by two pieces of coursework (one individual project and one audit report) and a final examination. The grade for the module will be based on the following weighting:</p> <table data-bbox="419 456 1289 589"> <tr> <td>Individual Project, Cost Estimate, MS Project schedule</td><td>40%</td></tr> <tr> <td>Report – Audit Report</td><td>10%</td></tr> <tr> <td>Final Examination</td><td>50%</td></tr> <tr> <td>TOTAL</td><td>100%</td></tr> </table> <p>For the individual project the case study will be supplied to the student during the first class so that students will work on the project throughout the teaching period. Microsoft Project 20167 is the recommended software tool. It is a big advantage to be familiar with this very user friendly software tool. The CD with a 150 days temporary installation is contained in the recommended textbook. Each student will also prepare an Audit Report for a project being done by another classmate. The Audit Report should be prepared in the form of MS Word document.</p>	Individual Project, Cost Estimate, MS Project schedule	40%	Report – Audit Report	10%	Final Examination	50%	TOTAL	100%
Individual Project, Cost Estimate, MS Project schedule	40%								
Report – Audit Report	10%								
Final Examination	50%								
TOTAL	100%								
Language	English								

Course Title	Financial Resource Management				
Course Code	MBA 610				
Course Type	Required				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 1				
Teacher's Name	Dr Kyriakos Petrou				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the module are to:</p> <ul style="list-style-type: none">• develop a high level understanding of the tactical and strategic significance of the financial management function in organizations• critically evaluate how managerial performance can be determined and enhanced through effective financial awareness and communication• develop a critical appreciation of the significance of financial concepts in the development of projects and operations• develop an ability to integrate financial concepts in the management of risk• develop an understanding of the limitations of financial data in the decision making process.				
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none">• demonstrate an awareness of financial techniques in the achievement of value enhancement and the minimization of the risk for shareholders and stakeholders• conduct a detailed examination of a business in a financial context• critically reflect upon the significance of key financial concepts and their implications for assisting managerial performance• discriminate between the presence and value of information deriving from a financial discipline, eg annual report and financial statements and internal reporting mechanisms• demonstrate an ability to work as an effective team member in the collection, analysis and development of financial solutions• develop plans and strategies which to enhance corporate performance and shareholder value.				
Prerequisites	None		Required		
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none">○ The qualities of financial information.○ Stewardship, responsibility, transparency and the creation of value.○ Interface between Investors and Company.○ Financial Statement Analysis and Interpretation.○ The nature and management of Working capital.○ The significance and management of Cash flows.○ Financial Planning and Forecasting using and sensitivity analysis.○ Corporate valuation and exit strategies.				

	<ul style="list-style-type: none"> Costing systems and conventions (ie Marginal verses full cost). Cost behaviour and volume/profit relationships. Performance Measurement including Return on Investment and Residual Income. Budgets/forecasts and related variance analysis. Decision relevant approaches. Strategic decision analysis including Value Chain Analysis, Activity Based Costing and the Balanced Scorecard.
Teaching Methodology	Formal class time will be used to introduce topics and generate debate plus provide the opportunity for participative learning by means of case studies, exercises, student presentations. Class time will also be used to discuss and review the preparation of the assignment.
Bibliography	<p>Core Text(s)</p> <p>E.F Brigham and J. F. Houston (2018), <i>Fundamentals of Financial Management</i>, 15th edition, South Western College Publications</p> <p>R. A. Brealey, S.C. Myers and F. Allen Principles of Corporate Finance, 11th ed., McGraw-Hill/Irwin, 2014</p> <p>W. T. Harrison JR, C. T. Horngren, C. W. Thomas, and T.H. Suwardy, <i>Financial Accounting: Global Edition: International Financial Reporting Standards</i>, 2013</p> <p>Recommended Reading</p> <p>R. C. Higgins (2015), <i>Analysis for Financial Management</i>, 11th edition, McGraw-Hill Education</p> <p>E.F Brigham (2013), <i>Financial Management: Theory and Practice</i>, 14th edition, Cengage</p> <p>I. M. Pandey (2010), <i>Financial Management</i>, 10th edition, Vikas Publishing House</p> <p>Recommended Websites</p> <p>Cases in Financial Reporting, Engel, Hirst and McAnally, 7th edition, Cambridge Business Publishers. Access through: www.Study.Net</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination. The assignment will involve group work in the collection, sharing and analysis of data either from a real or fictitious organization in order to prepare an individual report.</p> <p>Coursework assignment, 40%; Examinations 60%.</p>
Language	English

Course Title	Business and Financial Environment				
Course Code	MBA 630				
Course Type	Required				
Level	Postgraduate				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Dr Vasiliki Bozani				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the module are to:</p> <ul style="list-style-type: none"> investigate the key issues associated with ideas of social responsibility, sustainability, corporate governance and the trade-offs between organizational stakeholders and organizational goals 				
Learning Outcomes	<p>As a result of studying the course students will be able to:</p> <ul style="list-style-type: none"> evaluate and recommend tradeoffs between stakeholder interests assess the impacts on organizations associated with the information economy, globalization, financial de-regulation and international legal regulations develop an understanding of on an organization's social responsibility within today's business environment. 				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> Risk and its measurement: diversification and business portfolio management; operating, and financial leverage. Ownership, property rights, and sources of financing: the risk-return trade-off and the cost of capital; consideration of shareholder value strategies; capital structure; financial appraisal for investment. Corporate social responsibility and governance: ethics, trade-offs, behavior in international markets. 				
Teaching Methodology	<p>Course members' learning program is based on the text, recommended readings, web based resources, videos, and case studies. The formal class contact sessions are used to direct the learning undertaken by course members. Class contact will be structured to encourage active participation and will consist of case studies and exercises, together with course member presentations and some formal lectures and presentations.</p> <p>The emphasis is on interpretation and evaluation rather than model building. Sessions will focus on the evolution and path dependence of ideas, institutions, rules and regulations, and current applications. The aim is to develop skills in critical reasoning, comprehension of complex phenomena, and ranking their importance and significance in the business, legal, and financial, environment, for organizations in advanced, emerging or transition economies.</p>				

	In addition course members are expected to contribute an equivalent amount of time to interactive learning goals within their directed self-managed learning.
Bibliography	<p>Core Text(s)</p> <p>Jeff Madura (2018), <i>Financial markets and Institutions</i>, 12th edition, Cengage</p> <p>M. A. Pagnattaro, D. R. Cahoy, J. M. Magid, O.L. Reed and P. J. Sheed (2018) <i>The Legal and Regulatory Environment of business</i>, 18th edition, McGraw-Hill</p> <p>Recommended Reading</p> <p>Brighouse, D. and Hontoir, J. (2009) <i>The Financial Environment</i>, ANE Books</p> <p>M. M. Jennings (2017) <i>Business: Its legal, ethical and Global environment</i>, 11th edition, Southwestern College.</p> <p>G.R Ferrera (2014) <i>The Legal Environment of Business and Ethics: Integrated Approach</i>, 1st edition, Wolters Kluwer Law and Business</p> <p>Arestis, P., Daniel, S.S. and Grahl, J. (Eds) (1999) <i>Festschrift in Honour of Maurice Peston and Bernard Cony</i>, (3 volumes) Edward Elgar, London.</p> <p>Baye, M. (2000) <i>Managerial Economics and Business Strategy</i>, McGraw Hill: London.</p> <p>Brealey, R. and Myers, S. (2000) <i>Principles of Corporate Finance</i>, McGraw-Hill: New York</p> <p>Slooman, J. (2007) <i>The Economic Environment of Business</i>, Financial Times Prentice Hall.</p> <p>Recommended case studies and articles</p> <p>Cases in Financial Reporting, Engel, Hirst and McAnally, 7th edition, Cambridge Business Publishers. Access through: www.Study.Net</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination. Students will be required to produce ONE assignment evaluating the short and long-term performance impacts of business environment factors based on current state of the economy.</p> <p>Major Categories of Assessment</p> <p>Coursework assignment, 40%; Examinations 60%.</p>
Language	English

Course Title	Total Quality Management				
Course Code	MBA 645				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Professor Dr Andreas Savva				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aim of this course is to provide a complete and comprehensive overview of the total quality management theories and total quality control methods that are applicable in the real world. The course covers every aspect of total quality management (TQM) and presents a useful set of tools and techniques to implement and manage quality programs in the workplace. Topics such as design for quality, the role of the quality system, quality management system audit/review, Kaizen, reengineering, lean and six sigma (6σ) quality are covered. Moreover, tools and techniques such as statistical process control (SPC), quality systems, quality function deployment (QFD), failure mode and effect analysis (FMEA, Taguchi's quality engineering and the international standard organization (ISO) quality management system are covered. The course also aids awareness that implementing a quality program must include commitment and leadership, communication and teamwork, organization for quality, culture change through teamwork for quality, and communications and training for quality.</p>				
Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> • Master the concepts of "Quality", "International Standard Organization" (ISO), "Total Quality Management" (TQM) and evaluate the benefits of having TQM systems. • Promote organizational competitiveness through ISO, TQM and Quality Function Deployment (QFD). • Critically assess the effectiveness of Quality Assurance, Quality Council, Quality Policy, Quality Control, Quality Plan and Quality Manual in various functional areas of the business. • Analyze and apply the quality concepts of Deming, Juran, Crosby and critically evaluate quality's role in corporate advancement. • Integrate and apply knowledge to build the House of Quality (e.g. QFD) from the perspective of competitive advantage. • Formulate solutions to quality problems using the Failure Mode and Effect Analysis (FMEA) and design FMEA aids in the design process. • Identify and analyze known and foreseeable failure modes and rank failures to relative impact on a product. • Apply the concept of Total Productive Maintenance (TPM) in a business environment. • Integrate and apply the Quality Management Tools in a complex business environment. 				

	<ul style="list-style-type: none"> • Critically assess the Economics and the Costs of Quality in a given business situation. • Analyze complex quality problems using Taguchi's Quality Engineering and the Statistical Process Control (SPC) tool. • Compare and contrast the Continuous Process Improvement concepts of PDCA Cycle, Kaizen, Reengineering and Six Sigma (6σ) in a real life business case. • Stimulate, challenge and encourage critical skills thinking in the Quality Function. 		
Prerequisites	None	Required	
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> ○ Leadership, Teamwork, Cultural Change and Quality ○ Customer Satisfaction, Employee Involvement and the Quality Function ○ Communication and Training for Quality ○ Quality Assurance, Control, Audits, Quality Systems, Quality Council, and Quality Manual ○ TQM Curus"s Contribution (Deming, Crosby, Juran, etc) ○ Continuous Process Improvement: Juran"s trilogy, PDCA Cycle, Kaizen, Re-engineering, Six Sigma (6σ) ○ The Deming Price ○ The Malcom Baldrige National Quality Award ○ EFQM Excellence Model ○ Performance Measures, Economics and the Costs of Quality ○ Benchmarking, Computers and the Quality Function ○ Quality Management Systems, ISO 9000:2000, AS 9100, TL 9000, ISO 14001 ○ Quality Function Deployment (QFD) and Applications, Build the House of Quality ○ Quality by Design and the Failure Mode and Effect Analysis ○ Products Liability and the Quality Function ○ Total Productive Maintenance ○ Quality Management Tools ○ Taguchi's Quality Engineering and the Statistical Process Control (SPC) 		
Teaching Methodology	<p>The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.</p>		
Bibliography	<p>Core Text(s)</p> <p>Goetsch, D. L. & Davis, S. B. (2013), <i>Quality Management for Organizational Excellence: Introduction to Total Quality</i>, Pearson, 7th Edition,</p>		

	<p>Recommended Reading</p> <p>Besterfield, D. H., Besterfield, C., Besterfield, G. H. & Besterfield-Sacre, M. (2015), <i>Total Quality Management</i>, 4th Edition, Pearson Education India.</p> <p>Brue, G. (2006), <i>Six Sigma for Small Business</i>, Entrepreneur Press.</p> <p>Dawson, P. & Palmer, G (1995), <i>Quality Management: The Theory and Practice of Implementing Change</i>, Melbourne: Longman.</p> <p>Logothetis, N. (1992), <i>Managing for Total Quality: From Deming to Taguchi and SPC</i>, Prentice-Hall of India.</p>
Assessment	<p>Coursework and examination. The coursework will comprise a business plan of a typical small enterprise.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) an assignment (40%) and, (b) an end-of-module examination (60%).</p>
Language	English

Course Title	Market and Credit Risk Management				
Course Code	MBA 661				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Dr Michalis Kammas				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	The aim of this module is to analyze the most important approaches to financial (market) and credit risk management for banks and financial institutions.				
Learning Outcomes	n successful completion of the module the students will be able to: <ul style="list-style-type: none">• Explain the importance of Market Risk.• Define Value-at-Risk (VaR) and demonstrate analytical VaR model.• Explain Monte Carlo Simulation model.• Demonstrate Historical Simulation model.• Explain VaR with Extreme Value Theory (EVT).• Demonstrate VaR for nonlinear portfolios (delta-gamma).• Explain Coherent risk measures: Expected Loss & Expected Shortfall.• Explain the Backtesting and Stress testing.• Define Default risk.• Explain the Credit Loss Distribution.• Explain Expected and Unexpected Loss.• Describe Recovery Rates.				
Prerequisites	None		Required		
Course Content	The course covers the following themes: <ul style="list-style-type: none">○ Market Risk; definition; early models (Var-Cov); advance models.○ Backtesting and Stress testing market risk models○ Market risk of fixed income portfolios○ Credit risk: Credit Loss Distribution; Exposure-at-Default; Loss Given Default;○ Credit risk management tools: CDO, CDS, credit indices; Credit derivatives.				
Teaching Methodology	The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.				

Bibliography	<p>Core Text(s)</p> <p>J Skoglund , Wei Chen, (2015), <i>Financial Risk Management</i>, 1st edition, Wiley</p> <p>Recommended Reading</p> <p>Loeffler G & P Posch (2010), <i>Credit Risk Modeling Using Excel and VBA</i>, 2nd edition, John Wiley.</p> <p>Dowd, K. (2005) “<i>Measuring Market Risk</i>”, 2nd ed. John Wiley</p> <p>Christoffersen Peter (2011), <i>Elements of Financial Risk Management</i>, 2nd edition, Academic Press.</p> <p>K.K.Dowd, (2005), <i>Measuring Market Risk</i>, 2nd edition</p> <p>Ph. Schonbucher, (2003), <i>Credit Derivatives Pricing Models</i>, Wiley, 2003</p> <p>C. Bluhm, L. Overbeck and C. Wagner, <i>An Introduction to Credit Risk Modelling</i>,</p> <p>Recommended Websites</p> <p>www.MCB.CO.UK (Click on to Emerald subscriber access) www.mhhe.com/business/opsci/pom/ (Contains useful OM site links) www.mcb.co.uk (this site contains around 100 business related journals.</p> <p>Cases in Financial Reporting, Engel, Hirst and McAnally, 7th edition, Cambridge Business Publishers. Access through: www.Study.Net</p> <p>List of Selected Journal Articles :</p> <p>N. Konovalova, I. Kristovska, Ineta and Kudinska, Marina. (2016). Credit risk management in commercial banks. <i>Polish Journal of Management Studies</i> 13 (2) 90-100.</p> <p>S. Varotto, "Liquidity risk, credit risk, market risk and bank capital", <i>International Journal of Managerial Finance</i>, Vol. 7 (2), pp.134-152, 2011</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) assignments (40%) and (b) an end-of-module examination based on a case study (60%).</p> <p>Individual work: an individual paper selecting and applying appropriate concepts to address key issues and processes surrounding an organization that has been selected by the candidate and agreed by staff. (40%).</p>
Language	English

Course Title	Managing Funding, Liquidity and Capital				
Course Code	MBA 663				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Dr Michalis Kammass				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>A summary of the bank funding types, liquidity issues and management of capital. Learn what funding is used by banks; how liquidity needs may be addressed by storing liquidity on the balance sheet or by securing additional funding; and bank capital's purpose, regulatory requirements and the effect on profitability.</p> <p>The aims of the module are:</p> <ul style="list-style-type: none"> • Use measures to evaluate liquidity risk. • Take appropriate measures to manage liquidity. • Identify optimal capital levels from both the regulators' and shareholders' point of view. 				
Learning Outcomes	<p>On successful completion of the module the students will be able to:</p> <ul style="list-style-type: none"> • Identify the risk/return characteristics and costs of various funding sources • Evaluate the effect of various funding sources on interest rate and liquidity risk • Describe various measures used to manage liquidity • Recognize the merits of both regulators' and shareholders' points of view regarding optimal capital levels • Prepare a capital management plan 				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> ○ Funding the Bank ○ Managing Liquidity ○ The Effective Use of Capital ○ Overview of Credit Policy and Loan Characteristics ○ Evaluating Commercial Loan Requests & Managing Credit Risk ○ Evaluating Consumer Loans 				
Teaching Methodology	<p>The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.</p>				

Bibliography	<p>Core Text(s) Timothy W. Koch and S. Scott MacDonald (2014) <i>Bank Management</i>, 8th Edition, Cengage</p> <p>Recommended Reading R. <u>Duttweiler</u>, (2011), <i>Managing Liquidity in banks</i>, 1st edition, Wiley</p> <p>Hong Kong Institute of Bankers (HKIB), (2012), <i>Credit Risk Management</i>, 1st edition, Wiley</p> <p>A.M. Dahir, F. Mahat, N.H.A. Razak and A. N. Bany-Arifin, Capital, funding liquidity, and bank lending in emerging economies: An application of the LSDVC approach</p> <p>R. Choudhury, Rethinking the treasury operating model, <i>The Journal of Financial Perspectives</i>, Vol 3 (1), 2015</p> <p><i>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</i></p> <p>Recommended Websites</p> <p>www.mhhe.com/business/opsci/pom/ (Contains useful OM site links) www.mcb.co.uk (this site contains around 100 business related journals).</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) assignments (40%) and (b) an end-of-module examination based on a case study (60%).</p>
Language	English

Course Title	Managing the Bank's Investment Portfolio				
Course Code	MBA 665				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Dr Vasiliki Bozani				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the module are:</p> <ul style="list-style-type: none"> • Develop the fundamentals for understanding the how a bank's investment portfolio is managed. • Objectives and composition of investment portfolios, and common bank investments are covered, focusing on their risk and return profiles. • Various investment strategies are described and the development of bank investment policies is discussed. 				
Learning Outcomes	<p>On successful completion of the module the students will be able to:</p> <ul style="list-style-type: none"> • Identify key characteristics and calculate the return of common investment instruments • Describe regulatory and accounting restrictions on bank investment portfolios • Identify important elements of a bank's investment policy and formulate an example policy • Compare the benefits and risk of various investment strategies • Evaluate the return on taxable and tax-exempt securities and instruments with prepayment risk 				
Prerequisites	None	Required			
Course Content	<p>The course covers the following themes:</p> <ul style="list-style-type: none"> ○ Managing the Investment Portfolio ○ Global Banking Activities. 				
Teaching Methodology	<p>The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.</p>				
Bibliography	<p>Core Text(s)</p> <p>Z. Bodie, A. Kane and A. Marcus (2014), <i>Investments</i>, 10th Global Edition, McGraw-Hill (Irwin).</p>				

	<p>Timothy W. Koch and S. Scott MacDonald (2014) <i>Bank Management</i>, 8th Edition, Cengage</p> <p>Recommended Websites</p> <p>www.mhhe.com/business/opsci/pom/ (Contains useful OM site links) www.mcb.co.uk (this site contains around 100 business related journals).</p> <p>Recommended Articles and Case-Studies</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) assignments (40%) and (b) an end-of-module examination based on a case study (60%).</p>
Language	English

Course Title	Investment Banking and Private Equity				
Course Code	MBA 672				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Dr Vasiliki Bozani				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	The module aims to provide the students with a good understanding of the main activities of investment banks, including the strategic direction of the industry itself. The module develops students' knowledge, primarily through case studies, so that they become familiar with the practical aspects of investment banking. Students study the methods and techniques of raising capital, underwriting, IPOs , mergers, buyouts, financial reconstructions and other topics which are central to the understanding of how corporations can raise funds and exploit profitable opportunities.				
Learning Outcomes	On completion of the course students will have a good understanding of: <ul style="list-style-type: none">• The main functions and activities of the Investment Banking Industry• The process and conventions of raising capital in the primary and secondary capital markets for corporations• The methods and techniques for analyzing and valuing companies				
Prerequisites	None	Required			
Course Content	The course covers the following themes: <ul style="list-style-type: none">○ The changing nature of the investment banking industry○ The process of Raising Equity Capital in Capital Markets○ Underwriting, Syndication and Private placements○ Initial Public Offerings and secondary equity offerings○ Convertible instruments and financing○ Mergers and Acquisitions○ Securitization○ The role of private equity funds and hedge funds○ Share repurchase○ Leveraged Buyouts○ Venture capital Investing				
Teaching Methodology	The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.				
Bibliography	Core Text(s) Thomas Liaw (2011) The Business of Investment Banking: A Comprehensive Overview, 3rd Edition, Wiley.				

	<p>Recommended Reading</p> <p>Richard Brealey & Stewart Myers, (2013), <i>Principles of Corporate Finance</i>, 11th edition, McGraw Hill.</p> <p>J. Rosenbaum, J Pearl, J. R. Perella, J. Harris, (2013), <i>Investment Banking: Valuation, Leveraged Buyouts, and Mergers and Acquisitions</i>, 2nd edition, Wiley</p> <p>C. Zeisberger, M. Prah, Bowen White, (2017), <i>Mastering Private Equity: Transformation via Venture Capital, Minority Investments and Buyouts</i> 1st Edition, Wiley</p> <p>Sudi Sudarsanam (1995) <i>Essence of Mergers and Acquisitions</i>, Prentice Hall. John Marshall and Michael Ellis (1993) <i>Investment banking and Brokerage</i>, McGraw-Hill</p> <p>Recommended Websites</p> <p>www.MCB.CO.UK (Click on to Emerald subscriber access) www.mhhe.com/business/opsci/pom/ (Contains useful OM site links) www.mcb.co.uk (this site contains around 100 business related journals).</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) assignments (40%) and (b) an end-of-module examination based on a case study (60%).</p>
Language	English

Course Title	Financial Theory and Valuation Models				
Course Code	MBA 675				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Professor Dr. Christodoulos Christodoulou				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	The main objective of the course is to give students a thorough understanding of modern financial theory and its implications for the pricing of assets. The course provides the students with a unified approach to portfolio theory and management and enables them to understand the theoretical foundation of investment management strategies. There will be practical case studies in asset valuation and portfolio construction, and the students will be using specialized software packages to gain practical experience.				
Learning Outcomes	On successful completion of the module the students will be able to: <ul style="list-style-type: none">• Have a comprehensive understanding of finance and valuation technique• Understand practical issues in investment, which affect the use of these techniques• Use their techniques in the valuation of securities				
Prerequisites	None		Required		
Course Content	The following topics will be covered in the lectures: <ul style="list-style-type: none">○ Money market instruments. Deposits and loans. Repurchase agreements. Money market securities (T-bills, CP, Bas,CDs)○ Stock Markets (Primary, Secondary, Trading costs, Margin trading, Short sales and stock borrowing)○ Liquidity of markets. Exchanges vs OTC markets. Role of brokers.○ Bond Markets. Spot and forward rates, yield curves and term structure. Credit spreads○ Characteristics of strips, FRNs and other Bonds (inflation-indexed bonds, zero coupon, etc)○ Valuation of bonds.○ Duration, Convexity and risk-free assets○ Risk, Return and Portfolio Diversification○ Properties of portfolios of risky assets○ Properties of portfolios of risky and riskless assets○ Axioms of Choice and Utility functions○ Expected Utility Theory and Mean-Variance Analysis○ The Capital Asset Pricing Model○ Equity valuation models○ Extensions to Capital Asset Pricing Model○ Arbitrage Pricing Theory				

Teaching Methodology	The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.
Bibliography	<p>Core Text(s)</p> <p>James R. Hitchner, (2017) <i>Financial Valuation: Applications and Models</i>, 4th Edition, Wiley</p> <p>Recommended Reading</p> <p>Frank K. Reilly and Keith C. Brown (2018) <i>Investment Analysis and Portfolio Management</i>, 11th edition, South-Western College.</p> <p>A. Damodaran, (2012), <i>Investment Valuation: Tools and Techniques for Determining the Value of Any Asset</i>, 3rd edition, Wiley</p> <p>Zvi Bodie, Alex Kane, and Alan J. Marcus (2017), <i>Investments</i>, 11th edition, McGraw-Hill;</p> <p>S. Benninga, (2014), <i>Financial Modeling</i>, fourth edition, The MIT Press</p> <p>Elton, Gruber, Brown, and Goetzmann (2010), <i>Modern Portfolio Theory and Investment Analysis</i>, 8th International edition, John Wiley & Sons.</p> <p>David Luenberger (1997), <i>Investment Science</i>, Oxford University Press,</p> <p>Benninga S (2008), <i>Financial Modeling</i>, 3rd, MIT Press</p> <p>Recommended Websites</p> <p>www.mhhe.com/business/opsci/pom/ (Contains useful OM site links)</p> <p>www.mcb.co.uk (this site contains around 100 business related journals).</p> <p>Cases in Financial Reporting, Engel, Hirst and McAnally, 7th edition, Cambridge Business Publishers. Access through: www.Study.Net</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) assignments (40%) and (b) an end-of-module examination based on a case study (60%).</p>
Language	English

Course Title	Derivative Securities				
Course Code	MBA 678				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Dr Evgenios Hadjisoteriou				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	The aim of the module is to develop an in depth understanding of the key derivative securities, methods of pricing and their application in risk management and trading.				
Learning Outcomes	<p>On successful completion of the module the students will be able to:</p> <ul style="list-style-type: none"> • select the appropriate derivative security for different risk management applications • determine the payoffs to risk management strategies as market conditions evolve • value the different derivative securities and • arbitrage mispricing discovered in the market 				
Prerequisites	None	Required			
Course Content	<p>The following topics will be covered in the lectures:</p> <ul style="list-style-type: none"> ○ Derivatives markets and instruments ○ Forward markets and contracts, types, pricing and trading. ○ Futures markets and contracts, types, pricing and trading (Exchange, Margin Requirements, Settlement, Liquidity & trading costs etc.). ○ Adjusting Futures & Forward pricing for cash flows, interest, dividends etc. ○ Currency forwards and Futures ○ Other Futures (stock-index, commodity, interest rate, bond, etc.) ○ Stack and Strip hedges with Futures ○ Forward Rate Agreements ○ Forward vs Futures ○ Option markets and contracts ○ Option pricing methods. Black-Scholes and binomial. Review of Greeks. ○ Numerical Option Pricing Methods (Finite difference, Numerical optimization) ○ Swaps markets and contracts, types, pricing and trading ○ Risks of Swaps ○ Risk associated with bonds and Hedging bonds ○ Risk management application of futures and forward strategies ○ Risk management application of option strategies ○ Risk management application of swap strategies ○ Credit Derivatives (Total Return Swaps, CDS, CDOs, CLN and Credit Derivatives) 				

	<ul style="list-style-type: none"> ○ Applications and Risk of Credit Derivatives ○ Exotic options, Swaptions and Embedded derivatives ○ Caps, floors and collars on interest rates ○ Energy Markets (Energy Futures, options and weather derivatives) ○ Commodity Markets
Teaching Methodology	<p>The module will be structured around a suite of learning materials including a course text, case studies and online learning support systems. The materials will be delivered via a mixture of guided learning and both tutor and student led activities with the aim of stimulating reflection and both critical and creative thinking as well as analytical skills and a sound theoretical understanding. Group learning will be encouraged.</p>
Bibliography	<p>Core Text(s) Hull, J. (2018), <i>Options, Futures, and Other Derivative Securities</i>, 10th edition, Pearson.</p> <p>A. Gottesman, (2016), <i>Derivatives Essentials: An Introduction to Forwards, Futures, Options and Swaps</i>, 1st edition, Wiley</p> <p>Recommended Reading</p> <p>Chance & Brooks (2015), <i>An Introduction to Derivatives and Risk Management</i>, 10th edition, Cengage.</p> <p>S. Neftci, R. Kosowski (2014) <i>Principles of Financial Engineering</i>, 3rd edition, Academic Press Advanced Finance.</p> <p>Dubofsky David A., Miller Thomas W. (2002), <i>Derivatives: Valuation and Risk Management</i>, Oxford University Press.</p> <p>Recommended Websites</p> <p>www.mhhe.com/business/opsci/pom/ (Contains useful OM site links) www.mcb.co.uk (this site contains around 100 business related journals).</p> <p>Throughout the delivery of the course recent case-studies, articles and additional reading material will be uploaded through the college's online platform.</p>
Assessment	<p>Assessment will be through a mixture of coursework and examination.</p> <p>Major Categories of Assessment</p> <p>The course will be assessed by (a) assignments (40%) and (b) an end-of-module examination based on a case study (60%).</p>
Language	English

Course Title	MBA Thesis				
Course Code	MBA 690				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 2 / Semester 1				
Teacher's Name	Various Faculty Members				
ECTS	6	Lectures / week		Laboratories / week	
Course Purpose and Objectives	<p>The aims of the course are to:</p> <ul style="list-style-type: none"> enable students to develop further the skills and knowledge gained on the course by applying them to the analysis of a specific business problem or issue, via a substantial piece of independent work carried out over an extended period. for students to demonstrate proficiency in the design of a research project, application of appropriate research methods, collection and analysis of data, and presentation of results. 				
Learning Outcomes	<p>On successful completion of the thesis, students will be able to:</p> <ul style="list-style-type: none"> demonstrate clarity of problem definition and scope; critical evaluation of a focused review of relevant literature; a carefully argued case for the research methods employed; proficiency in the analysis and interpretation of qualitative and/or quantitative data, where appropriate; and sensitivity to the organizational context for which recommendations are made, where appropriate. present the results of their research in an academically acceptable format, paying particular attention to integration of the literature review, critical evaluation of data, clear presentation of research results, and clear evaluation of the implementability of the recommendations. 				
Prerequisites	MBA600	Required			
Course Content	<p>The course covers the following themes:</p> <p>The project provides an opportunity to research a specific area in depth, and involves the identification of an issue or problem which merits investigation using standard procedures developed during the Research Methods module (MBA 631). Students will be expected to be familiar with the theory and empirical research in their chosen area of study, and to demonstrate their ability to review and apply the concepts and techniques critically. They will also be expected to demonstrate proficiency in the selection and application of the appropriate primary and/or secondary research methods as appropriate. Investigation would normally begin with a literature search and subsequent review, and may be presented as a case study; a comparative study relative to sector norms; or as a questionnaire or interview-based study.</p>				

	<p>No particular constraints will be placed upon the choice of subject matter for the dissertation, unless specified by the requirements of an accrediting body, as long as it falls within the scope of the student's degree program. The research may take one of several forms, for example:</p> <ul style="list-style-type: none"> ○ an empirical investigation of a management or organizational practice, strongly supported by reference to the relevant theory and concepts ○ the use of relevant theories and concepts that will enable the solution of a practical managerial or organizational problem, where the practical recommendations arise out of the mix of theory and data collection ○ a project for a host/client organization ○ a work-based issue within the student's own place of employment ○ technological experimentation and research, such as software design. <p>It is understood that a project may be confidential and might require non-disclosure agreements to be made.</p>
Teaching Methodology	<p>The Quantitative Analysis and Research Methods module (MBA600) is central to developing the Research Project Proposal and laying firm foundations for effective research. Once their research topic has been identified, students will be allocated a personal supervisor, to whom they will submit their Research Project Proposal for approval. As the dissertation is an individual piece of work, significant emphasis will be placed on students to refine and produce their final report, however regular meetings with their supervisor will be held to address problems that they might encounter. The expertise developed within the Faculty for managing dissertations will be available to students and each student will be entitled to ten hours of supervision time.</p>
Bibliography	<p>Core Text(s) Hussey J. and Hussey R. (2018) <i>Business Research: A. practical guide for undergraduate and postgraduate students</i>, 4th ed, London: Macmillan</p> <p>Recommended Reading Easterby-Smith M., Thorpe R., and Lowe A. (2011) <i>Management Research: An Introduction</i>, 4th ed, London: Sage</p> <p>Saunders M., Lewis P., and Thornhill, A. (2012) <i>Research Methods for Business Students</i>, 6th ed, London: Pitman</p>
Assessment	<p>The project will normally be a substantial piece of written work (12,000-18,000 words). A full first draft should be submitted to the supervisor for comment four weeks before the final deadline. Three bound copies of the finished dissertation should be submitted.</p> <p>The following criteria will be used for assessment of the project:</p> <ul style="list-style-type: none"> • Justification and explanation of research issue(s) • Analysis of organizational background/context for research • Critical review of relevant literature • Justification and explanation of methodological approach • Appropriate and thematic analysis and evaluation of data • Conclusions related to research issue(s) and literature • Realistic and practical recommendations, and an implementation plan • Consistent development of central themes • Clarity of structure, written style, presentation

	<p>Please use extensively the MBA Thesis Guidelines</p> <p>Students will receive written comments on their project. One copy of the project will be kept in the Library (unless confidential), another will be made available to the supervisor, and the third returned to the student.</p> <p>Major Categories of Assessment</p> <p>Project 100%.</p>
Language	English

New Module

Course Title	Digital Marketing				
Course Code	MBA680				
Course Type	Elective				
Level	Postgraduate				
Year / Semester	Year 2/ Semester 1				
Teacher's Name	Dr. Andri Kyrizi				
ECTS	6.0	Lectures / week	1	Laboratories / week	0
Course Purpose and Objectives	<p>The main objective of the course is to give students a thorough understanding and the knowledge of business benefits that come with digital marketing.</p> <p>It will equip students with the skills to:</p> <ul style="list-style-type: none">• develop a digital marketing plan;• to make e-SWOT analysis;• to get introduced to various digital channels, their advantages and ways of integration;• how to integrate different digital media and create marketing content;• how to optimize a Web site and SEO optimization;• how to create Google AdWords campaigns;• social media planning;• to get basic knowledge of Google Analytics for measuring effects of digital marketing and getting insight of future trends that will affect the future development of the digital marketing. <p>The application of the gained knowledge, skills and competences will help future managers in forming digital marketing plan in order to manage a digital marketing performance efficiently.</p>				
Learning Outcomes	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none">• Determine the significance of the digital marketing for marketing success.• Handle customer bonds across all digital channels and create stronger bonds among customers.• Develop a digital marketing scheme, beginning from the SWOT analysis and defining a target group, then determining digital channels, their benefits and constraints.• Distinguish ways of their integration taking into consideration the available budget.				
Prerequisites	None	Required	None		
Course Content	<p>The following topics will be covered in the lectures:</p> <ul style="list-style-type: none">• Introduction of the digital marketing				

	<ul style="list-style-type: none"> • Social Media Marketing, Corporate Social Responsibility, and Social change • Understanding digital consumers– Uses and Gratifications • Social media tools and effectiveness • Online Publicity and Digital Presence • Mobile marketing • Metrics – Analytics, Measuring brand awareness, campaign evaluation and web analytics • Case studies
Teaching Methodology	Face to face lectures
Bibliography	<p>Required reading</p> <p>Heggde, G. and Shainesh, G. eds., 2018. Social Media Marketing: Emerging Concepts and Applications. Springer.</p> <p>Heinze, A., Fletcher, G., Rashid, T. and Cruz, A., 2016. Digital and social media marketing: a results-driven approach. Routledge.</p> <p>Recommended Reading</p> <p>Rust RT, Lemon K N, Zeithaml VA (2004) Return on marketing: using customer equity to focus marketing strategy. J mark 68(1):109–127</p> <p>Krishnamurthy S (2006) Contemporary research in e-marketing. Hershey: Idea Group Inc (IGI)</p> <p>American Marketing Association (2013, July) Definition of marketing. https://www.ama.org/</p> <p>Osterwalder A., Pigneur Y (2010) Business model generation: a handbook for visionaries. New Jersey: Wiley</p> <p>Rogers (2011) The network is your customer: five strategies to thrive in a digital age. New Haven: Yale University Press</p> <p>Sheth JN, Sisodia RS (2015) Does marketing need reform? fresh perspectives on the future. New York: Routledge</p>

Laudon KC, Traver CG (2012) E-Commerce 2012 (8th revised edition). Boston: Prentice Hall

List of Selected Journal Articles :

P. A. Argenti, "Digital Strategies for Powerful Corporate Communications", The European Financial Review, 2011, 61-64

R. Agnihotri, R. Dingus, M. Y. Hu, M. T. Krush, Social media: Influencing customer satisfaction in B2B sales, Industrial Marketing Management 53 (2016) 172–180

D. L. Hoffman and M. Fodor, Can You Measure the ROI of Your Social Media Marketing?, MIT Sloan Management Review, 2010

R. Hanna, A. Rohm, V. L. Crittenden, We're all connected: The power of the social media ecosystem, Business Horizons (2011) 54, 265—273

Călin Gurău, (2008),"Integrated online marketing communication: implementation and management", Journal of Communication Management, Vol. 12 Iss 2 pp. 169 - 184

Rishika Rishika, Ashish Kumar, Ramkumar Janakiraman, Ram Bezawada, (2013) The Effect of Customers' Social Media Participation on Customer Visit Frequency and Profitability: An Empirical Investigation. Information Systems Research 24(1):108-127.

Sabine A. Einwiller*, Sarah Steilen, Handling complaints on social network sites – An analysis of complaints and complaint responses on Facebook and Twitter pages of large US companies, Public Relations Review 41 (2015) 195–204

T. U. Daim, A. Ha, S. Reutiman c, B. Hughes, U. Pathak, W. Bynum, A. Bhatla, Exploring the communication breakdown in global virtual teams, International Journal of Project Management 30 (2012) 199–212

	S. Laumer, N. S. Shami, M. Muller, W. Geyer, The Challenge of Enterprise Social Networking (Non-)Use at Work: A Case Study of How to Positively Influence Employees' Enterprise Social Networking Acceptance, CSCW 2017, February 25–March 1, 2017, Portland, OR, USA
Assessment	40% midterm exams 60% final exams
Language	English

**ΠΡΑΚΤΙΚΑ 1^{ης} ΣΥΝΕΔΡΙΑΣΗΣ ΕΠΙΤΡΟΠΗΣ ΕΣΩΤΕΡΙΚΗΣ ΠΟΙΟΤΗΤΑΣ ΤΟΥ
COLLEGE OF BUSINESS STUDIES CYPRUS (CBS)**

Σήμερα, **01/02/2019**, ημέρα Παρασκευή και ώρα 10:30 π.μ., στα γραφεία του College of Business Studies (CBS), επί της οδού Κωστάκη Παντελίδη 8 στη Λευκωσία, συνήλθαν στην 1^η τακτική συνεδρίαση τα μέλη της Επιτροπής Εσωτερικής Ποιότητας του College of Business Studies (CBS):

Παρόντες:

1. Άντρη Κυριζή, Ακαδημαϊκή Διευθύντρια
2. Ανδρέας Κιζουρίδης, Εκπρόσωπος Διοικητικού Προσωπικού
3. Έλενα Παναγιώτου, Μέλος Ακαδημαϊκού Προσωπικού
4. Μανώλης Διακουράκης, Μέλος Ακαδημαϊκού Προσωπικού
5. Ευγένιος Χατζησωτηρίου, Μέλος Ακαδημαϊκού Προσωπικού
6. Νικολέττα Ιερείδου, Μέλος Ακαδημαϊκού Προσωπικού
7. Μαρία Παπούλα, Μέλος Ακαδημαϊκού Προσωπικού

Απόντες:

1. Tarjinder Singh, Εκπρόσωπος Φοιτητών

Θέματα Ημερήσιας Διάταξης:

1. Πρόταση για αναθεώρηση των εσωτερικών κανονισμών του Κολεγίου σχετικά με: (α) όριο απουσιών και (β) δικαίωμα παρακολούθησης μαθήματος από φοιτητές που αποτυγχάνουν στην τελική εξέταση.
2. Αίτηση υποβολή στον ΔΙ.Π.Α.Ε. για έγκριση του μεταπτυχιακού προγράμματος MBA - Master and Business Administration.
3. Αρχειοθέτηση όλων των απαραίτητων πιστοποιητικών για τα προσόντα του εκπαιδευτικού προσωπικού - Ατομικό Πληροφοριακό Δελτίο.
4. Παρουσιολόγια - παρουσίες φοιτητών.
5. Εισαγωγή του μαθήματος "Introduction to Modern Greek" στο Πρόγραμμα Προπαρασκευαστικών Μαθημάτων (Foundation).
6. Εφαρμογή μεθόδων αξιολόγησης διδασκαλίας και διδασκόντων.

Τα θέματα αναλυτικά:

(προβληματισμοί / εισηγήσεις / συζήτηση / αποφάσεις)

1. Πρόταση για αναθεώρηση των εσωτερικών κανονισμών του Κολλεγίου σχετικά με: (α) όριο απουσιών και (β) δικαίωμα παρακολούθησης μαθήματος από φοιτητές που αποτυγχάνουν στην τελική εξέταση.

Η Ακαδημαϊκή Διευθύντρια κ. Άντρη Κυριζή και ο Διευθυντής Διοίκησης και Οικονομικών κ. Ανδρέας Κιζουρίδης έθεσαν το ζήτημα ανάγκης αναθεώρησης κάποιων από τους εσωτερικούς κανονισμούς του Κολλεγίου. Συγκεκριμένα, προτάθηκε όπως:

(α) το όριο των απουσιών που μπορεί να σημειώσει ένας φοιτητής αυξηθεί από 20% σε 30%, όπως προνοεί ο νόμος.

(β) φοιτητής που αποτυγχάνει σε κάποιο μάθημα να έχει το δικαίωμα να το παρακολουθήσει εκ νέου. Εάν π.χ. κάποιος φοιτητής βρίσκεται (χρονικά) στο Β΄ Εξάμηνο σπουδών αλλά έχει αποτύχει σε μαθήματα του Α΄ Εξαμήνου να μπορεί να τα παρακολουθήσει από την αρχή και να παρακαθίσει ξανά σε εξετάσεις. Σε μια τέτοια την περίπτωση, αν πρέπει να παρακολουθήσει λ.χ. 3 μαθήματα του Α΄ εξαμήνου, «ακαδημαϊκά» θα είναι εγγεγραμμένος στο Α΄ εξάμηνο σπουδών παρόλο που χρονικά βρίσκεται στο Β΄ εξάμηνο.

2. Αίτηση υποβολή στο Υπουργείο Παιδείας και Πολιτισμού για έγκριση του μεταπτυχιακού προγράμματος MBA - Master and Business Administration.

Επικυρώθηκε η απόφαση της 1^{ης} συνεδρίας της Ακαδημαϊκής Επιτροπής ημερομηνίας 25/01/2019 σχετικά με την υποβολή στον Φορέα Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης (ΔΙ.Π.Α.Ε.) προς έγκριση του Μεταπτυχιακού Προγράμματος MBA - Master and Business Administration. Η ετοιμασία του Μεταπτυχιακού Προγράμματος MBA - Master and Business Administration, που έχει ήδη ξεκινήσει, πρέπει να ολοκληρωθεί το συντομότερο δυνατό προκειμένου αυτό να υποβληθεί προς έγκριση στον ΔΙ.Π.Α.Ε. μέχρι το τέλος του Μάρτη, οπότε και λήγει η προθεσμία υποβολής αιτήσεων για έγκριση νέων προγραμμάτων σπουδών για τα Ανώτατα και Ανώτερα Εκπαιδευτικά Ιδρύματα. Το πρόγραμμα σπουδών, οι στόχοι και τα αναλυτικά προγράμματα μαθημάτων θα πρέπει να παραδοθούν στην Ακαδημαϊκή Διευθύντρια κ. Άντρη Κυριζή, η οποία με τη σειρά της θα ενημερώσει τον Διευθυντή Διοίκησης και Προσωπικού μέχρι τις 22/03/2019, μία βδομάδα πριν το τέλος του Μάρτη. Μετά την έγκρισή του από τους Διευθυντές της Σχολής, το πρόγραμμα θα υποβληθεί προς έγκριση στον ΔΙ.Π.Α.Ε. στο τέλος του Μάρτη.