

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 35 Kent Business School

AC502		Business Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

#### Contact Hours

3 hours per week (2 hours lectures and 1 hour seminar)<BR>

<LI>Lectures: 44

<LI>Seminars: 21

<LI>Independent study: 235</LI>

<B>Total hours: 300</B>

#### Pre-requisites

AC508 Principles of Finance

#### Method of Assessment

70% examination; 30% coursework, made up of a portfolio project (20%) and two pieces of assessed work (5% each)

#### Synopsis

The course begins by looking at the financial system of the UK, including the major players in the market. It then proceeds to cover key topics, including: advanced portfolio theory, the capital asset pricing model, arbitrage pricing theory, the efficient market hypothesis, capital structure and the cost of capital, interaction of investment and financing decisions, decomposition of risk, options and pricing, risk management, dividends and dividend valuation models, mergers and failures and evaluating financial strategies.

#### Learning Outcomes

Intended subject specific learning outcomes:

Knowledge and understanding of finance theories and concepts and their application to a practical environment including financial management, risk and the operation of financial markets.

Developing the concepts and principles, introduced in AC508, which underlie investment, financing, and dividend decisions, in both a theoretical and practical context, including the strengths and weaknesses of more complex quantitative techniques.

Knowledge and skills in recording and summarising the financial aspects of company dividend policy. Capital structure, types of finance sources and merger activities.

Intended generic learning outcomes:

Ability to analyse compare, discuss, critically evaluate various financial theories

Ability to structure, and develop and defend complex arguments, and to be critical and self-critical, orally and in writing.

Ability to analyse structured and unstructured problems.

Ability to identify, find, select, record, organise and manipulate knowledge and data relevant to issues and tasks within finance, and to develop, analyse and synthesise complex material.

Ability to apply quantitative techniques for solving problems within a finance context.

Using a portfolio project to develop students' awareness of the practical implications of investing on the stock market and to provide report writing skills.

Ability to analyse and prepare projections regarding decisions on aspects such as

Ability to plan work, use relevant sources and study independently.

Ability to develop suitable written and communication skills using appropriate formats.

#### Preliminary Reading

Indicative Reading List:

Arnold G: Corporate Financial Management

Brealey, R. & Myers, S., Allen, F: Principles of Corporate Finance

Rutterford, J: Introduction to Stock Exchange Investment

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

AC504	Auditing					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

3 hours per week (2 hours lectures and 1 hour seminar)

Lectures: 44

Seminars: 21

Other self managed learning: 160

Coursework (including preparation): 36

Examination (including revision): 40

Total hours: 300

### Pre-requisites

AC506 - Financial Accounting II

### Method of Assessment

70% written examination; 30% coursework which consists of:

Extended Essay 1 - 15%

Extended Essay 2 - 15%

### Synopsis

The nature, importance, objectives and underlying theory of auditing; philosophy, concepts and basic postulates of auditing, the regulatory and socio-economic environment within which auditing process takes place; auditing implications of agency theories of the firm; auditing implications of the efficient markets hypotheses; the statutory and contractual bases of auditing, including audit regulation and auditors' legal duties and liabilities; truth and fairness in financial reporting, materiality and audit judgement; the historical development of auditing; audit independence; the nature and causes of the audit expectation gap; auditors' professional ethics and standards; the nature and extent of auditors' legal liability; audit quality control, planning, programming, performance, supervision and review; principles of internal control; the nature and types of audit evidence; systems based auditing and the nature and relationship of compliance and substantive testing; audit risk and statistical sampling; audit procedures for major classes of assets, liabilities, income and expenditure, audit reporting.

### Learning Outcomes

Intended subject specific learning outcomes:

Knowledge and understanding of the regulatory, legal, professional and socio-economic environments within which company audits are performed

Knowledge and understanding of underlying auditing theory, including Flint's concepts and postulates of auditing and the inherent constraints and limitations of auditing, and the nature and causes of the audit expectation gap

Knowledge and understanding of some of the technical language and practices employed in the audit of company financial statements

Knowledge and understanding of the role and significance of auditing in the context of widely researched capital market and behavioural models including the efficient markets hypotheses and agency theories of the firm

Knowledge and understanding of the nature, role and development of a profession and professional bodies, professional duties and ethics, professional independence, professional negligence and legal liability

Intended generic learning outcomes:

Ability to critically evaluate arguments and evidence

Ability to analyse conceptual problems

Ability to assimilate concepts from research literature

Appreciate the knowledge and understanding of the client's business which is essential to the planning and conduct of the audit

Make use of library resources to assimilate materials from research literature

Make effective written communication, in assessed essays

Make effective oral communication, in seminar discussions

Make use of independent, self-managed study of research materials to an extent likely to exceed that required for core modules, for the purposes of essay assignments

### Preliminary Reading

Indicative Reading List:

Cosserat, Graham W: (2004) Modern auditing, 2nd ed, John Wiley & Sons

Porter, Brenda (2003): Principles of external auditing, 2nd ed, John Wiley

Flint, David: (1988) Philosophy and principles of auditing: an introduction, Macmillan Education

Gray, Iain: (2005) The audit process: principles, practice and cases, 3rd ed, Thomson Learning

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>AC506</b>		<b>Financial Accounting II</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

3 hours per week (2 hours lectures and 1 hour seminar per week)

Lectures: 44

Seminars: 21

Other self managed learning: 235

Total hours: 300

### Pre-requisites

Canterbury: AC300 Financial Accounting I<BR>Medway: AC300: Financial Accounting I, CB365: Economics for Business 1, CB363: Economics for Business 2 & CB362: Data Management for Business

### Method of Assessment

70% 3-hour written examination; 30% coursework (minimum of 3 assignments drawn from 4 computations/essays and an effective communication exercise)

### Synopsis

The conceptual framework of financial reporting; the financial reporting environment; the regulation of financial reporting; long-lived tangibles; long-term contracts; leases; capital instruments, provisions and contingencies; deferred tax; research and development; intangibles; group accounting; merger accounting; foreign activities; associates and joint ventures; off-balance sheet financing; reporting financial performance; earnings per share; the theory of capital and income; review of historical cost accounting; price-level accounting.

### Learning Outcomes

Intended subject specific learning outcomes:

Knowledge and understanding of the regulatory, commercial, professional and social environment within which financial statements are prepared, published and used, beyond that available from Financial Accounting I  
Knowledge and understanding of aspects of the economic, decision-theoretic and behavioural underpinning to financial reporting, beyond that available from Financial Accounting I  
Knowledge and understanding of the technical language and practices employed in recognition, measurement and disclosure in financial statements in the UK, beyond that available from Financial Accounting I  
Knowledge and understanding of alternative technical languages and practices proposed for use in recognition and measurement in financial statements, to reflect changes in prices, beyond that available from Financial Accounting I

Intended generic learning outcomes:

The intended generic learning outcomes

Ability to critically evaluate arguments and evidence

Ability to manipulate financial data

Ability to prepare financial statements

Ability to analyse the financial performance and position of a business and financial ratios

Ability to communicate effectively

### Preliminary Reading

Indicative Reading List:

Elliott, Barry, Elliott, Jamie: Financial accounting and reporting c2012

Alexander, David, Britton, Anne, Jorissen, Ann, Alexander, David: International financial reporting 2011

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

AC507	Management Accounting II					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

3 hours per week (2 hour lectures, 1 hour seminar)<BR>

<LI>Lectures: 44

<LI>Seminars: 21

<LI>Other Self-Managed Learning: 153

<LI>Coursework including Preparation: 42

<LI>Examination including revision: 40</LI>

<B>Total hours: 300</B>

### Pre-requisites

AC520 Management Accounting I

### Method of Assessment

70% examination; 30% coursework which consists of:

Multiple choice test - 10%

Group Presentation - 10%

Two Essays - 10%

### Synopsis

Management accounting is concerned with the provision of information for organisational decision-making and control. The module provides a sound understanding of the nature of costs and management accounting and the relevance of costing information for management. The module will develop and critically evaluate, within an economic and organisational context, the principles and techniques used to provide appropriate relevant information for managers to enable them to make better informed decisions.

### Learning Outcomes

Intended subject specific learning outcomes:

A more extensive knowledge and understanding of some of the contexts in which accounting operates than is provided in the core course.

A deeper knowledge of the conceptual underpinning of management accounting.

A more extensive knowledge and understanding of some of the developments in the technical language and practices of management accounting.

Knowledge and understanding of contemporary theories and evidence concerning aspects of the role and functioning of management accounting.

Intended generic learning outcomes:

Ability to critically evaluate arguments and evidence.

Ability to analyse and draw reasoned conclusions and make recommendations in relation to primarily unstructured problems.

A deeper knowledge and understanding of the uses and limitations of a range of quantitative techniques in solving management accounting problems.

Ability to prepare financial statements for management.

Ability to analyse the operations of business.

Ability to undertake financial analysis and prepare financial projections.

Ability to extract and analyse data from multiple sources.

Ability to work independently and manage their time effectively.

Ability to use communications and information technology in acquiring, analysing and communicating information.

Ability to communicate effectively.

Ability to work effectively in groups and apply other inter-personal skills.

### Preliminary Reading

Indicative Reading List:

Merchant, K. and W. Van der Stede (2011), Management Control Systems: Performance Measurement, Evaluation and Incentives, Prentice Hall.

Kaplan R., Atkinson A, Matsumura E. and Young S. (2011), Management Accounting: Information for Decision-Making and Strategy Execution, Prentice Hall.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

AC508	Principles of Finance					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

3 hours per week (2 hours of lectures, 1 hour seminar)

Lectures: 44

Seminars: 21

Other self management learning: 232

Examination: 3

Total hours: 300

### Pre-requisites

An Economics module, a Mathematics and Statistics module

### Method of Assessment

70% written examination; 30% coursework which consists of:

Two revision tests: 10%

Individual presentation: 10%

Timed test: 10%

There are four coursework components. The coursework assessment mark is the arithmetic average of the best three components marks, thus each carries an equal weighting of 10% for assessment purposes.

### Synopsis

This module is concerned with the principles which underlie the investment and financing decision making process. Before a rational decision can be made objectives need to be considered and models need to be built. Short-term decisions are dealt with first, together with relevant costs. One such cost is the time value of money. This leads to long term investment decisions which are examined using the economic theory of choice, first assuming perfect capital markets and certainty. These assumptions are then relaxed so that such problems as incorporating capital rationing and risk into the investment decision are fully considered. The module proceeds by looking at the financing decision. The financial system within which business organisations operate is examined, followed by the specific sources and costs of long and short-term capital, including the management of fixed and working capital.

### Learning Outcomes

Intended subject specific learning outcomes:

Knowledge and understanding of the business entity and the capital markets contexts in which finance operates.

Knowledge and understanding of the concepts and principles that underlie the investment and financing decision-making process, including the strengths and weaknesses of quantitative techniques. Thus providing a suitable base from which appropriate techniques can be developed.

Ability to identify the nature of a problem and selection of appropriate quantitative techniques. Recognition and measurement of relevant cost/benefit data and presentation via appropriate financial documents.

Ability to compare and contrast alternative approaches to investment appraisal and financing. Some of the alternative technical languages and practices of accounting.

Ability to structure develop and defend complex arguments as well as bring scholarly and critical insights from the social sciences to bear on the role, nature and context of finance.

Development of critical social scientific frameworks and understanding of finance concepts and theories and their application to a practical environment.

Identity, find, select, record, organise and manipulate knowledge and data relevant to issues and tasks within finance and to develop, analyse and synthesise complex material.

Ability to apply quantitative techniques for solving problems within a finance context.

Ability to record and summarise transactions and other economic events, including decision analysis, discounted cash-flow analysis and the analysis of financial risk.

Ability to prepare financial documents in appropriate formats.

Ability to analyse finance requirements and working capital management.

Intended generic learning outcomes:

Ability to structure and develop appropriate and effective communications, critically and self critically, orally and in writing.

Appropriate formats are selected for presentation of work, which includes the acknowledgement and references of sources.

Ability to plan, work independently and use relevant resources.

Ability to work in groups, listen, respond to different points of view and negotiate outcomes. Ability to receive and use criticism and advice.

### Preliminary Reading

Indicative Reading List:

McLaney, E J. (2011). Business Finance Theory and Practice. (9th Ed) Financial Times / Prentice Hall

Arnold, Glen (2008). Corporate Financial Management (4th Revised Ed), Financial Times / Prentice Hall,

Lumby, S. and Jones, C. (2011) Corporate Finance: Theory and Practice (8th Ed), Cengage Learning

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

AC520	Management Accounting 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

3 hours per week (2 hours of lectures, 1 hour seminar) plus 1 hour weekly Computer Applications seminar during the Autumn Term

Lectures: 22

Seminars: 21

Other self managed learning: 257

Total hours: 300

### Pre-requisites

Canterbury: An Economics module, a Mathematics and Statistics module.

Medway: AC300: Financial Accounting I, CB365: Economics for Business 1, CB363: Economics for Business 2 & CB362: Data Management for Business

### Method of Assessment

70% written examination; 30% coursework which consists of:

Presentations: 10%

In-class Test: 10%

Essay & Research Plan: 5%

2 x Virtual Learning Environment tests: 5%

### Synopsis

The historical context and development of management accounting; the impact of new manufacturing technology on pricing decisions. The decision making process. Principles and procedures of budgeting; the use of budgets for control, resource allocation, performance appraisal, and/or motivation; participation in the budgetary process. Principles of costing; analysis of cost behaviour patterns; applications of simple and multiple regression analysis and learning curves for cost estimation. The impact of technological change and innovation on costs. External costs and inter-dependencies in production and consumption. Contribution analysis and the maximisation of profit. The uses and limitations of C-V-P analysis. Comparison and reconciliation of the accountants' and economists' models. The concept of opportunity cost. Cost-plus pricing and its limitations pricing techniques. Pricing and output decisions with multiple products and scarce resources. Formulation of linear programming models and their solution using computer software. Additional short-term decisions: special order costing, make or buy decisions.

The flow principles of a cost accounting system. Job and process costing. Integrated accounting information systems. Absorption versus marginal costing. Allocation and apportionment of overheads. Costing in not-for-profit organisations. Standard costing and variance analysis for production and sales under absorption and marginal costing systems. The preparation of performance reports. Introduction to the concept of planning and operating variances. An introduction to divisional performance appraisal. Computer modelling of the above areas and application of computer based linear programming and regression analysis.

### Learning Outcomes

Intended subject specific learning outcomes:

Knowledge and understanding of some of the contexts in which management accounting operates.

Knowledge and understanding of the concepts which underpin management accounting.

Knowledge and understanding of the main current technical language and practices of management accounting.

Knowledge and understanding of some of the alternative technical languages and practices of management accounting.

Ability to critically evaluate arguments and evidence.

Ability to manipulate financial data.

Ability to record and summarise economic events through the preparation of reports for management that record and summarise of economic events as they affect the organisation.

Ability to prepare financial statements for internal management purposes.

Ability to analyse the operations of business and prepare financial projections.

Intended generic learning outcomes:

Ability to use communications and information technology.

Ability to communicate effectively and to work in groups and apply other inter-personal skills and, to undertake independent and self-managed learning.

### Preliminary Reading

<B>Recommended text: </B><BR>Seal, Garrison, Noreen: Managerial Accounting 4rd Edition McGraw-Hill (2012)

<BR>Bhamini, Horngren, Data, Rajan: Management and Cost Accounting 5th edition FT-Prentice Hall Hill (2012)<BR>Drury:

Management and Cost Accounting 8th Edition SOUTH-WESTERN CENGAGE Learning ISBN 978-1-84480-566-2 (2012)<BR>

Atkinson, Kaplan, Matsumura and Young: Management Accounting, PEARSON, Prentice Hall 2007

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB501 International Employment Relations and Human Resource Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

2 hours per week (1 hour lecture, 1 hour seminar, 44 hours total)

### Method of Assessment

70% written examination; 30% coursework (2 essays of 2,500 words+presentation)

### Synopsis

This module introduces students to comparative aspects of industrial relations and human resource management. It focuses on four European countries – Germany, Sweden, France and Italy – and also on the USA, which serves as an exemplar of the more decentralised and less regulated 'Anglo-Saxon' pattern. The first part of the module outlines the origins and the current working of the industrial relations system of each of the five countries in the sample. The second part draws on the knowledge acquired in the first term and addresses a number of themes in a directly comparative manner. These include management strategies, the effectiveness of trade unions, collective bargaining institutions, strikes, the role of the state, workers' participation in management, the multinational company, women in the labour market and the EU and the social chapter. The module is suitable for both social science students and those with a background in European Studies.

### Learning Outcomes

To develop an understanding of the relationship between the industrial relations systems and other aspects of economic performance of the five developed economies.

To develop an understanding of the relationships between the industrial relationships systems and other aspects of economic performance of the five developed economies.

To develop an understanding of the part played by the various factors – economic, political, legal, cultural – in the information and functioning of these systems

To develop the ability to analyse and evaluate conflicting interpretations of the reasons for both convergence and divergence among the sample countries

To develop the ability to undertake self-guided research into contemporary industrial relations issues and to present a coherent argument and analysis

To develop the ability to present a critically coherent argument and analysis

To improve and develop oral presentation skills

To develop the ability to undertake self-guided research

### Preliminary Reading

R.Hyman & A.Ferner (eds.) *Changing Industrial Relations in Europe*, Blackwell, 1998

R.Hyman *Understanding European Trade Unionism* Sage, 2001

J.Van Ruysseveldt & J.Visser (eds.) *Industrial Relations in Europe*, Sage, 1996

G.Bamber, R.Lansbury and N.Wailes (eds.) *International and Comparative Employment Relations*, 4th edn. Sage: London, 2004

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB513	Taxation					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

2 x 1-hour lectures and 1 hour seminar / workshop per week<BR>

<LI>Lectures: 44

<LI>Seminars: 22

<LI>Independent Study: 234</LI>

<B>Total hours: 300</B>

### Pre-requisites

AC506 Financial Accounting II

### Method of Assessment

70% written examination; 30% coursework

### Synopsis

This module introduces students to:

1. The UK tax system including the overall function and purpose of taxation in a modern economy, different types of taxes, principal sources of revenue law and practice, tax avoidance and tax evasion.
2. Income tax liabilities including the scope of income tax, income from employment and self-employment, property and investment income, the computation of taxable income and income tax liability, the use of exemptions and reliefs in deferring and minimising income tax liabilities.
3. Corporation tax liabilities including the scope of corporation tax, profits chargeable to corporation tax, the computation of corporation tax liability, the use of exemptions and reliefs in deferring and minimising corporation tax liabilities.
4. Chargeable gains including the scope of taxation of capital gains, the basic principles of computing gains and losses, gains and losses on the disposal of movable and immovable property, gains and losses on the disposal of shares and securities, the computation of capital gains tax payable by individuals, the use of exemptions and reliefs in deferring and minimising tax liabilities arising on the disposal of capital assets.
5. National insurance contributions including the scope of national insurance, class 1 and 1A contributions for employed persons, class 2 and 4 contributions for self- employed persons.
6. Value added tax including the scope of VAT, registration requirements, computation of VAT liabilities.
7. Inheritance tax and the use of exemptions and reliefs in deferring and minimising inheritance tax liabilities.
8. Introduction to international tax strategy, implementation, compliance and defence.
9. The obligations of taxpayers and/or their agents including the systems for self-assessment and the making of returns, the time limits for the submission of information, claims and payment of tax, the procedures relating to enquiries, appeals and disputes, penalties for non-compliance .
10. General introduction to ethics of business and taxation.

### Learning Outcomes

The module provides opportunities for students to develop and demonstrate:

Knowledge and understanding of the regulatory commercial, professional and social environment within taxes are levied, and tax computations are prepared and used.

Knowledge and understanding of aspects of the conceptual (economic decision theoretic and behavioural) underpinning to the tax legislation.

Knowledge and understanding of the technical language and practices employed in recognition and measurement of taxable income in the UK.

Ability to critically evaluate arguments and evidence.

Ability to analyse financial data in the context of liability for taxation.

Ability to evaluate financial data and prepare tax computations based on financial data.

Ability to analyse the operations of a business from a tax planning perspective.

### Preliminary Reading

Lymer A, and Oats L "Taxation: Policy and Practice." 17th (2010/11) Ed., Fiscal Publications

Tiley S. & Collison "UK Tax Guide" 2010 LexisNexis UK

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB514	Operations Management					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

2 x 1 hour lectures, and 1 hour bi-weekly tutorial<BR>  
<ul><LI>Lectures: 22</LI>  
<LI>Seminars: 4</LI>  
<LI>Private Study: 124</LI></ul>  
<B>Total hours: 150</B>

### Pre-requisites

None

### Method of Assessment

2-hour examination (70%); MCQ Test One (7.5%) and MCQ Test Two (22.5%)

### Synopsis

<B>A synopsis of the curriculum</B><BR>

Students will be expected to develop the ability to use appropriate techniques of analysis and enquiry within Operations Management and to learn how to evaluate alternatives and make recommendations. Topics include:<BR>

- <LI>Strategic role of operations and operations strategy</LI>
- <LI>Design of processes and the implications for layout and flow</LI>
- <LI>Design and management of supply networks</LI>
- <LI>Resource planning and management</LI>
- <LI>Lean systems</LI>
- <LI>Quality planning and managing improvement</LI></ul>

### Learning Outcomes

<B>The intended subject specific learning outcomes </B><BR>

- <LI>Be familiar with the field of operations management and understand how operations can more effectively contribute to the organisation's objectives.</LI>
- <LI>Know and apply a variety of techniques and analysis frameworks used by operations managers to help them make decisions in operations.</LI>
- <LI>Understand decision making in the operations management function and its application to process, capacity, supply, quality and workforce management.</LI>
- <LI>Utilise appropriate concepts and models for the analysis and evaluation of operations management problems.</LI>
- <LI>Through case study and exercise work, be able to investigate problems, evaluate solutions and present recommendations.</LI></ul>

<B>The intended generic learning outcomes</B><BR>

- <LI>Problem solving and decision taking skills.</LI>
- <LI>Communication and writing skills.</LI>
- <LI>The ability to work with complex material</LI>
- <LI>The ability to analyse problems and identify appropriate solutions.</LI>
- <LI>The ability to work and study independently and utilise resources effectively.</LI>
- <LI>Self-management skills.</LI></ul>

### Preliminary Reading

<B>Indicative Reading List </B><BR>

Slack, N. et al., (2010). Operations Management FT/Prentice Hall, 6th edition.<BR>Barnes, D., (2008). Operations Management, Thomson.<BR>Greasley, A., (2009). Operations Management, John Wiley and Sons.<BR>

<B>For the more technically minded: </B><BR>

Hopp, WJ. and Spearman, ML., (2000). Factory Physics: Foundation of Manufacturing Management, McGraw-Hill.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB520	Service Management					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Two one hour lectures, and bi-weekly one hour seminar<BR>

<LI>Lectures: 22

<LI>Seminars: 4

<LI>Independent study: 124</LI>

<B>Total hours: 150</B>

### Pre-requisites

Students will normally have taken CB514 Operations Management

### Method of Assessment

2-hour written examination (70%); Moodle Test One (7.5%) & Moodle Test Two (22.5%)

### Synopsis

This module follows CB514 Operations Management but its focus is on services. It deals with the management of service operations: that part of any organisation that produces and delivers services required by customers of the organisation. The module aims to provide a clearly structured qualitative treatment of service management that explores the design of service delivery systems and how customer service quality can be managed.<BR>

Students will be expected to develop the ability to use appropriate techniques of analysis and enquiry within Operations and Service Management and to learn how to evaluate the alternatives and make recommendations. Topics include:<BR>

<LI>The nature of services and service strategy

<LI>Service development and technology

<LI>Service quality and the service encounter

<LI>Project/Event management and control

<LI>Managing capacity and demand in services

<LI>Managing inventories

### Learning Outcomes

<B>The intended subject specific learning outcomes </B>

<LI>Be familiar with the nature of operations in services and understand how effective service design and delivery can contribute to the organisation's objectives.

<LI>Know and apply a variety of techniques and analysis frameworks used by service managers to help them make decisions.

<LI>Understand decision making in services and its application to managing: projects and events, capacity and demand, controlling and improving quality.

<LI>Utilise appropriate concepts and models for the analysis and evaluation of service management problems.

<LI>Through case study and exercise work, be able to investigate problems, evaluate solutions and present recommendation.</LI>

<B>The intended generic learning outcomes </B>

<LI>Problem solving and decision taking skills.

<LI>Communication and writing skills.

<LI>The ability to work with complex material.

<LI>The ability to analyse problems and identify appropriate solutions.

<LI>The ability to work and study independently and utilise resources effectively.

<LI>Self-management skills.

### Preliminary Reading

<B>Indicative Reading List </B><BR>

<I>Books</I>

<LI>Fitzsimmons, JA. and Fitzsimmons MJ., (2008). Service Management, 6th Edition, McGraw-Hill.

<LI>Johnston, R. and Clark, G., (2008). Service Operations Management, 3rd Edition, FT Prentice Hall.

<LI>Slack, N. et al., (2010). Operations Management 6th Edition, FT/Prentice Hall,.

<LI>Barnes, D., (2008). Operations Management, Thomson.</LI>

<I>Journals</I>

<LI>The International Journal of Operations and Production Management (online at Emerald Fulltext).

<LI>The International Journal of Service Industry Management (online at Emerald Fulltext).

<LI>Managing Service Quality (online at Emerald Fulltext).

<LI>The Journal of Operations Management. (Elsevier and online at Science Direct)</LI>

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB523 International Business</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

2 per week (1-hour lecture and 1-hour seminar)

### Pre-requisites

EC313 - Microeconomics for Business

### Method of Assessment

70% examination; 30% coursework

### Synopsis

The internationalisation of commerce and the world's capital markets has spurred a growing interest in impact and success of foreign business entities in the home country. Many business decisions are influenced by global events and constrained by international institutions, and naive thinking about international politics, economics, cultures, exchange rates and foreign competitors can quickly have an adverse effect on a firm. The module aims to provide an understanding of the complex environment in which international business takes place and the ways companies deal with these challenges. The module is taught in two parts. The first part examines the political, economic and cultural environments that affect business. It also explores the determinants of national competitive advantage, the role of government and trade regulations in conducting business, the impact of regional integration and of international organisations such as the IMF and the WTO, the motives and the impact of multinational enterprises. The second part is dedicated to analysing the ways in which international business performs main functions such as human resource management, marketing and finance in an international context. Furthermore, international negotiations issues, corporate social responsibility and the relevance of e-business to international business are discussed. Case studies are used throughout the module in order to link theory and practice.

### Learning Outcomes

Develop an awareness of the issues, concepts, theories and techniques associated with international business.

Develop an understanding of the complex environment in which international business takes place and of the ways in which international business meets these challenges.

Enhance the ability to plan work, study independently and use relevant resources.

Develop the ability to identify, find, select, record, organize manipulate and evaluate data and apply relevant techniques to determine a contextually relevant outcome.

The ability to structure and develop appropriate and effective communications, critically and self critically, orally and in writing.

The ability to structure, develop and defend a complex argument as well as to receive and use criticism and advice so as to learn from others.

Enhance the ability to produce work in appropriate formats, demonstrating an understanding of academic conventions.

### Preliminary Reading

Daniels & Radebaugh International Business: Environment and Operations, Pearson Education

Ball & McCulloch International Business: The Challenge of Global Competition, Irwin/McGraw Hill

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB542	Business/Management Project					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	85% Project, 15% Coursework	

### Contact Hours

<ul><LI>Lectures / Student Presentations: 15</li>  
<LI>Supervision: 15</li>  
<LI>Independent study: 270</li></ul>  
<B>Total hours: 300</B>

### Restrictions

May NOT be taken with any 30 credit project module. Students must obtain an overall average of 55% or more in Stage 2 to take this module in Stage 3.

### Method of Assessment

5% progress report (max 1,000 words), 10% 10 minute presentation, 85% final report (normally 8,000-12,000 words).

### Synopsis

<B>A synopsis of the curriculum</B><BR>  
<LI><LI>Introduction to Business/Management Projects</li>  
<LI>Research Methodologies</li>  
<LI>Literature search and Literature Review</li>  
<LI>Data collection and questionnaire</li>  
<LI>Structuring a Project Report</li>  
<LI>Data Analysis</li>  
<LI>Presentations</li></ul>

### Learning Outcomes

<B>The intended subject specific learning outcomes </B><BR>  
<ul><LI>To identify an appropriate Business topic on which to write the report.</li>  
<LI>To identify and apply appropriate tools and techniques to support the report.</li>  
<LI>To produce a report in the required format that integrates and communicates knowledge gained from the relevant programmes.</li>  
<LI>To have gained a deeper understanding of and competency in their individual project domains</li></ul>  
<B>The intended generic learning outcomes </B><BR>  
<ul><LI>Ability to identify, find, record, organise and manipulate and communicate knowledge relevant to the development and management of organisations.</li>  
<LI> Competence in time and project management.</li>  
<LI> Develop transferable skills of independent learning.</li></ul>

### Preliminary Reading

<B>Indicative Reading List </B><BR>  
Wilson, J., (2010). Essentials of Business Research, Sage London.<BR>Davies, M.B., (2007). Doing a Successful Student Research Project using Qualitative or Quantitative Methods, Basingstoke, Palgrave Macmillan.<BR>Kumar, R., (2005, 2011). Research Methodology, A Step-by-step Guide for Beginners, Sage London.<BR>Easterby-Smith, M. et al., (2008). Management Research, Sage London.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB544	International Marketing					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

**Contact Hours**

1 hour lecture and 1 hour seminar per week

**Pre-requisites**

Successful completion of CB680 and CB683

**Method of Assessment**

100% coursework: 4,000 - 6,000 word written report (80%) and group presentation (20%).

**Synopsis**

This module is about marketing across the national frontier. Students will acquire the ability to identify and analyse market opportunities in foreign markets and write a marketing plan to effect entry to selected markets. This module comprises a weekly lecture on the theories and practice of international marketing, seminars and group discussions to solve practical business problems in the marketing of products and/or services to foreign markets.

**Learning Outcomes**

To analyse the business environment in a foreign country at both the micro and macro levels

To develop appropriate market entry strategies for different international markets

To develop appropriate international marketing plans

To understand the importance of international marketing in international businesses

To identify opportunities in international markets

**Preliminary Reading**

Hollenson, S. (2007) *Global Marketing: A decision orientated approach* (4th edn.) Prentice Hall

CB545	Marketing Research					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

**Contact Hours**

1 hour lecture and 1 hour seminar per week

**Pre-requisites**

Successful completion of CB680 and CB683

**Method of Assessment**

100% coursework: 4,000 - 6,000 word written report (80%) and group presentation (20%).

**Synopsis**

This module aims to provide students with understanding and experience of the theory and practice of marketing research. During this module students will gain experience in the design and implementation of practical marketing research tasks. Weekly lectures are supported with supervised group practical work. This module will provide a good grounding for any students wishing to pursue a career in marketing or marketing research.

**Learning Outcomes**

Develop functional competency in marketing research through a programme of practical work using "real world" situations

To develop a practical understanding of key analytical techniques in marketing research

Understanding marketing theory and concepts in marketing research and be able to apply these to designated practical assignments

To develop a understanding of the practical issues involved in conducting market research.

Ability to apply theory and to develop analytical and decision-making skills in marketing research

**Preliminary Reading**

McDaniel, C. & Gates, R. *Marketing Research Essentials* (7th edn.), John Wiley (2008)

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB546</b>		<b>Marketing Communications</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### **Contact Hours**

1 hour lecture, 1 hour seminar per week

### **Pre-requisites**

Successful completion CB680 and CB683

### **Method of Assessment**

100% coursework: 4,500 - 5,000 word project (90%) and group presentation (10%).

### **Synopsis**

Case studies, and group practical exercises will be used, focusing on applying theory to functional and strategic decisions. Students will work in teams, but will prepare and write an individual marketing communications plan to a specific "real world" brief.

Key topics covered are: The communication process; Strategy and planning; Image and brand management; Advertising; Media planning; Direct marketing; Electronic media; Public relations; Exhibitions, trade shows, product replacement and sponsorship; Sales promotions, merchandising and point of sale; Personal selling and sales management.

### **Learning Outcomes**

Understanding of marketing communications theory and concepts and their application to designated practical assignments  
Integration of theory-based marketing decisions with budget management, operational planning, group management and decision-making

Development of functional competency in marketing communications applications through a programme of practical work using "real world" situations

Work individually to write a Marketing Communications Plan which integrates the advertisement into a comprehensive new-product launch campaign

Development of skills in communicating results and recommendations in verbal and written form

Work in groups to design and create an advertisement to launch a new product to the market based on a "live" brief

### **Preliminary Reading**

Fill, C. (2009) *Marketing Communications: Interactivity, Communities and Content* (5th ed.), Harlow: New York, Financial Times Prentice Hall

Pickton, D. & Broderick, A. (2004) *Integrated Marketing Communications*, (2nd ed.), London, Prentice Hall

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB547</b>		<b>Strategic Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	

### Contact Hours

3 hours per week (1 hour lecture and 2 hour seminar every alternative week for each seminar group).

### Method of Assessment

60% written examination, 3 - hour, unseen, closed book; 40% Coursework: 13% autumn test (deadline: week 12), 13% presentation (deadline: week 16), 14% case report (deadline: week 20)

### Synopsis

Strategic Management aims to provide an understanding of strategic analysis, strategic decision-making and strategic processes within and between organisations. The module introduces key concepts, frameworks and approaches that are used in the formulation, implementation and evaluation of strategies as well as contemporary issues that influence organisational strategic direction and decision-making. Case Studies and exercises, which are used throughout the module, provide a vehicle for exploring the relationship between theory and practice in organisations.

### Learning Outcomes

Develop an understanding, at appropriate levels, of the impact of structure, culture, control and information systems on the strategic management process within organisations

Develop an appreciation of the relationship between the external context of an organisation and its internal context and their impact on its strategies

Encourage an appreciation of organisational complexity

Enhanced skills of strategic analysis through applied work on case material

An ability to work with others effectively and efficiently to analyse and evaluate case materials

An ability to utilise theories, concepts and frameworks from strategic management to make sense of organisational decision-making and contribute effectively to it.

Develop an appreciation of the role of strategic management within organisations and an awareness of the process issues and problems associated with the strategic management of organisations

An ability to organise and present an analysis as a considered viewpoint.

An ability to communicate effectively within a group and organisational context

An ability to find, select, organise and synthesise complex information

An ability to contribute effectively to organisational decision-making

Interpersonal skills required for interacting within groups and small teams

Team presentation skills

### Preliminary Reading

Haberberg, A. & Rieple, A. 2008 *The Strategic Management: Theory & Application*. Oxford: OUP

Thompson, J. & Martin, F. 2012, *Strategic Management: Awareness and Change* (6th ed.) London: South-Western Cengage Learning

Campbell, D., Edgar, D. & G. Stonehouse, G. 2011, *Business Strategy, an introduction*, 3rd edition, Palgrave Macmillan

Johnson, G. Whittington, R. & Scholes, K. 2011, *Exploring Strategy: Text and Cases*, 9th edition, Harlow: Financial Times Prentice Hall

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB587</b>		<b>E-Commerce and Business</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

### Contact Hours

11 hours lectures; 11 hours seminars

### Method of Assessment

1. 80% Individual Project involving the evaluation of a website (and the related e-commerce operation). The web sites will be readily accessible, such as e-tailers, portals, banks, content providers, etc. This report has a maximum length of 4,000 words.

2. 20% Group Presentation on a module topic allocated by the Lecturer

### Synopsis

Enabling technologies for e-commerce, The Internet and World Wide Web, Social Media and Web 2.0; Databases and data warehouses, Web site design and management; The process view of the organisation - key e-processes in services and manufacturing; Pure e-commerce business models; E-commerce support to existing businesses; The evaluation of e-businesses, including web site evaluation for a business perspective; E-markets; E supply chain management. In a rapidly changing area it is important not to be too specific, or the course might risk failing to reflect current trends in the area.

### Learning Outcomes

Plan and study independently in the subject area using relevant resources.

Understand how the Internet supports e-commerce.

Understand the main "pure e-commerce" business models.

Understand the ways in which e-commerce supports other businesses.

Develop group working skills, including listening, responding to different points of view, negotiating outcomes and evaluating the work of other students.

### Preliminary Reading

Zott, C and Amit, R. (2010) Business Model Design: An Activity System Perspective. Long Range Planning, 43 (2-3). pp. 216-226.

Barnes, S., & Vidgen, R., (2001) An evaluation of cyber-bookshops: the WebQual method. International Journal of Electronic Commerce, 6(1), 11-30

Laffey, d. (2009) Click Trading: A Case Study Of Money.net. The Journal of Strategic Information Systems, 18 (1). pp. 56-64.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB602	E-Marketing					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Contact Hours

11 hours of lectures, 11 hours of seminars

Lectures: 11  
Seminars: 10  
General Reading: 45  
Group Presentation: 20  
Seminar Presentation: 22  
Project: 42  
Total hours: 150

### Pre-requisites

CB680 Introduction to Marketing and CB683 Marketing Strategy

### Restrictions

Not available as a 'wild' module, and subject to a Quota of 80 students

### Method of Assessment

100% coursework: 20% Group Presentation, 80% from an individual project report which critically appraises a topics from the module agreed with the module convenor.

### Synopsis

The E-Marketing environment  
Enabling technologies for E-Marketing  
Legacy systems, Technology Infrastructures, The Internet, Mobile Technologies  
Customers in the Internet age: knowing, reaching & retaining the customer  
Internet marketing strategy  
Disintermediation and channel integration  
Loyalty, Customer Relationship Management and Data Mining  
Data protection and legal issues  
E-Marketing campaigns  
Measurement of e-marketing  
Brands in the Internet age

In a rapidly changing area it is important not to be too specific, or the course might risk failing to reflect current trends in the area.

### Learning Outcomes

Intended subject specific learning outcomes:

Plan work and study independently in the subject area using relevant resources.  
Understand how the Internet and other electronic technologies support marketing.  
Understand the role of the Internet and other technologies in marketing in the modern multi-channel organisation, i.e. an organisation which operates through the high street, telephone and Internet, both in the business-to-consumer (B2C) and business-to-business (B2B) contexts.  
Develop group working skills, including listening, responding to different points of view, negotiating outcomes and evaluating the work of other students.

Intended generic learning outcomes:

An ability to organise and present an analysis as a considered viewpoint.  
An ability to communicate effectively within a group and organisational context.  
An ability to find, select, organise and synthesise complex information.  
An ability to contribute effectively to organisational decision-making.  
Interpersonal skills required for interacting within groups and small teams.  
Team presentation skills.

### Preliminary Reading

Laffey, D. (2009) Click Trading: A Case Study of Moneynet. *The Journal of Strategic Information Systems*, 18 (1) pp. 56-64.  
Laffey, D. and Hunka, C. and Sharp, J.A. et al. (2009) Estimating Advertisers' Values for Paid Search Clickthroughs, *Journal of the Operational Research Society*, 60 (3). pp. 411-418.  
Laffey, D. and Gandy, A. (2009) Applying Stabell and Fjeldstad's value configurations to E-commerce: A cross-case analysis of UK comparison websites, *Journal of Strategic Information Systems*, 18 (4), 192-204.  
Laffey, D. and Sharp, J.A. (2008) Paid Search Wars, *Communications of the Association for Information Systems*, The Association for Information Systems, 32.  
Laffey, D. (2007) Paid search: the innovation that changed the Web, *Business Horizons*, 50 (3), 211-218.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB605	European Business					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	

### Contact Hours

2 hours per week (1 hour lecture and 1 hour seminar)<BR>

<LI>Lectures: 22

<LI>Seminars: 21

<LI>Independent study: 257</LI>

<B>Total hours: 300</B>

### Restrictions

Available to International Business students only at Canterbury; optional for Business & Management, Accounting & Management and Business & Management (Tourism) students at Medway.

### Method of Assessment

3-hour written examination ; Coursework( 40%) comprising Essay Topic Presentation (10%); 3000 Word Essay (15%) & 3000 Word Individual Analytical Report (15%)

### Synopsis

The curriculum is organised into two parts.

Part I: Understanding the European Business Environment (Autumn)

The European Business Environment (PESTEL), History and Development of the EU, Political and Institutional Framework of the EU. Impact of EU policies on business operations: from Single Market to Single Currency, EU Competition and Social Policies, Regional Policy and Industrial Policy, EU Trade Policy.

Part II: Doing Business in the 'New' Europe (Spring)

Formulating a European Business Strategy, Identifying Market Opportunities and Evaluating Modes of Entry. Understanding the impact on business of cultural diversity. Management within a European environment. Finance, Marketing and HRM issues for European Business.

### Learning Outcomes

Intended subject specific learning outcomes:

Understand the nature and characteristics of the European business environment; specifically the size and structure of European business and the dynamic PESTEL environment  
Examine the historical development of the European Union and analyse its political and institutional framework; specifically the scope and power of the governing institutions.  
Identify, analyse and evaluate the impact of EU policies on the operations of European businesses; specifically the Single Market and Single Currency, EU Competition and Social Policies, External Trade Policy, Regional and Industrial Policies.  
Analyse and evaluate alternative business strategies used to identify and access EU markets; specifically the use of market intelligence, screening and mode of entry selection.  
Examine different European business cultures and analyse alternative management styles; specifically the managing of cultural diversity and management practice within a European business environment.

Intended generic learning outcomes:

Research and present a formal seminar paper, as part of a small team, inclusive of visual aids and supporting hand-outs  
Solve business-related problems within a case-study framework.  
Research and write a formal report on a European business development topic.

### Preliminary Reading

<B>Indicative Reading List </B><BR>

<LI>Main Text</LI>

<LI>Senior Nello, S. (2012), The European Union: Economics, Policies and History. 3rd. Ed. McGraw Hill. </LI>

<LI>Supplementary Texts </LI>

<LI>Daniels, J., Radebaugh, L. & Sullivan, D. (2012), International Business, Environments and Operations. 14th. Ed. Prentice Hall.

<LI>Deresky, H. (2010), International Management: Managing across borders and cultures, 7th. Ed. Pearson.

<LI>El-Agraa, A. (2011), The European Union, Economics and Policies. 9th. Ed. Cambridge University Press.

<LI>Johnson, D. & Turner, C. (2006) European Business. 2nd. Ed. Routledge (ISBN 9780415351355)

<LI>Johnson, G., Scholes, K. & Whittington, R. (2010), Exploring Corporate Strategy. 9th. Ed. Prentice Hall.

<LI>Kotler, P., Armstrong, G., Saunders, J., & Wong, V., (2010) Principles of Marketing, 6th. Edition. Prentice Hall.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB610</b>		<b>The Psychology of the Workplace</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

1 hour lecture & 1 hour seminar per week

Lectures: 22

Seminars: 21

Independent study: 257

Total hours: 300

### Pre-requisites

CB312 (Introduction to Management)

### Method of Assessment

70% 3-hour written examination; 30% Coursework comprising of:

One essay 2500 words: 15%

Group presentation - term 1: 5%

Group presentation - term 2: 10%

### Synopsis

This module presents an overview of what work psychology is and its relevance and usefulness in improving our understanding and management of people (including ourselves) at work. Many work places have in place, sophisticated and expensive systems for assessing the costs and benefits of everything, except their management of people. It is hoped that this module will be able to introduce key areas of contemporary work psychology to the students and hope that the relevance will be clear by the end of the module.

Main themes covered by this module will include:

Origins of work psychology and perspectives on work organisations and cultures

Research in organisations – necessary so that students can not only evaluate the studies they read about, but also evaluate data of their own

Personnel selection - measuring abilities through procedures such as interviews, psychometric tests and assessment centres.

Minorities at the workplace (including women, ethnic minorities, the disabled) and managing diversity at work

Learning and Training -assessment of learning needs, methods of instruction, evaluation and effectiveness of training.

Leadership - theories of leadership and examination of what makes an effective leader.

Individual differences and perceptions.

Work-related stress and psychological well-being - the nature and management of work-related stress.

The changing organisation – Management of change at the workplace, and managing across cultures; possible introduction of Complexity theory.

### Learning Outcomes

Intended subject specific learning outcomes:

Plan work and study independently in the subject area using relevant resources.

Understand and analyse the behavioural and managerial issues of people management at the workplace.

Understand and apply the best methods/practices to make the workplace a more satisfying and efficient place to be in.

Understand the relevance of psychology in organisations and at the workplace.

Understand and analyse the key factors shaping and changing the contemporary work environment.

Intended generic learning outcomes:

Develop the ability to communicate information and opinions clearly, critically and effectively, both orally and in writing.

Develop the ability to structure and express complex arguments, using relevant social science concepts and theories.

Demonstrate an understanding of the relevant skills and techniques of various aspects of management and of their applicability and how psychological theories of the workplace relate well and are relevant to management theories.

Develop the ability to analyse and understand the current issues concerning work psychology and its relevance to both employees and employers within this country and on the global standing.

### Preliminary Reading

Indicative Reading List:

Woods, S.A. & West, M.A. (2010). The Psychology of Work and Organizations. Cengage Learning EMEA: UK (PWO)

\*Arnold, J and Randall, R et al (2010). Work Psychology: Understanding Human Behaviour in the Workplace (5th Edition). FT Prentice-Hall: UK (WP5)

<b>CB611</b>		<b>Futures and Options Markets</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

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### Contact Hours

44 one-hour lectures followed by one-hour small group workshops

Lectures: 44

Workshops: 21

Independent study: 235

Total hours: 300

### Pre-requisites

AC508 Principles of Finance

### Method of Assessment

70% examination (3 hours); 30% Coursework (two Moodle assessments and two timed essay/computational questions - all equally weighted)

The coursework assessment represents 30% of the final grade. There are four coursework components. The coursework assessment mark is the arithmetic average of the best three components marks, thus each carries an equal weighting of 10% for assessment purposes. Students must therefore submit a minimum of 3 pieces of coursework

### Synopsis

This module is concerned with International Investment Banks' products and strategies that involve the description and analyses of the characteristics of more commonly used financial derivative instruments such as forward and future contracts, swaps, and options involving commodities, interest, and equities markets. Modern financial techniques are used to value financial derivatives. The main emphasis of the module is on how International Investment Banks value, replicate, and arbitrage the financial instruments and how they encourage their clients to use derivative products to implement risk management strategies in the context of corporate applications.

In particular, students will first cover the topics related to forward, futures and swap contracts. They will then be introduced to options and various strategies thereof. Valuing options using Black-Scholes model and binomial trees is also an important part of the module. The important finance concepts of no-arbitrage and risk-neutral valuation and their implications for pricing financial derivatives are also covered in the module. This will help students to learn the techniques used in valuing financial derivatives and hedging risk exposure.

Successful completion of the module will provide a solid base for the student wishing to pursue a career in International Investment Banking and Treasury Management. The students will have the knowledge of essential techniques of risk management and financial derivative trading.

### Learning Outcomes

Intended subject specific learning outcomes:

Knowledge and understanding of various financial derivative instruments and risk management techniques in the context of International Investment Banking

Knowledge and understanding of the application of appropriate financial techniques that are used to value financial derivatives

Knowledge and understanding of concepts and principles under which financial derivative instruments are traded

Ability to use subject knowledge to analyse the problem and provide a reasoned response to that problem in the context of risk management

Ability to compare and contrast alternative risk management strategies

Ability to prepare appropriate diagrams to reflect various trading strategies, binomial trees, etc

Ability to analyse risk management techniques using financial derivative instruments

Ability to use financial derivative instruments to implement risk management strategies

Intended generic learning outcomes:

Apply numeracy skills to solve numerical problem

Develop and define complex argument and provide critical insights on the use of financial instruments and risk management

Read and summarise transactions and economic events related to financial management and derivative securities

Locate, extract, and analyse data from different sources, e.g. newspapers, library, internet, etc. to be presented in an appropriate format

Plan and work independently using various learning resources

Plan and work within groups, share ideas with each other and discuss the relevant issues/results by positively responding to constructive criticism

Use information technology to acquire, analyse, and communicate effectively

### Preliminary Reading

Essential readings:

1. Fundamentals of Futures and Options Markets, 7th Edition, by Hull, J., Pearson Education, London.
2. Principles of Corporate Finance (Global Edition), 9th Edition-2008, by Brealey, Myers, and Allen. Chapters 20, 21, 27, and 28, McGraw Hill.

Supplementary reading:

1. An Introduction to Derivatives and Risk Management, Chance, Don, M., 2005, Sixth Edition, South Western.
2. Derivatives, Dubofsky, D. A. and Miller, T. W., 2003, Oxford University Press, New York.
3. Fundamentals of Derivatives Markets, McDonald, Robert, L., 2009, International Edition, Pearson, London.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB612	New Enterprise Startup					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

### Contact Hours

11 x 2 hour workshops<BR>  
<LI>Workshops:16  
<LI>Students to present business ideas to peers as part of seminar activities:4  
<LI>Independent Study: 130</LI>  
<B>Total hours: 150</B>

### Pre-requisites

None

### Method of Assessment

100% coursework: Comprehensive Business Plan (4000 words)

### Synopsis

<B>A synopsis of the curriculum</B><BR></LI>  
The curriculum is based on the Small Firms Enterprise Development Initiative (National Standards-setting body for small business) Standards for Business Start-up, but has been expanded to include contemporary issues such as Intellectual Property and recent legislation. It will include the following areas of study:<BR>  
<LI>Why firms become insolvent – economic financial and operational reasons for business failure, risks & liabilities, skills requirements for business ownership, self-development planning, sources of advice and support for businesses  
<LI>The new business planning process and format, developing & evaluating the business idea, producing a business plan for potential lenders.  
<LI>Financial aspects – budgetary planning & control, cash-flow and working capital, understanding financial accounting and key financial documents, break-even analysis, credit control and debt recovery, understanding PAYE & VAT.  
<LI>Market research, competition and barriers to market entry, identifying customers, market segmentation, planning the sales & marketing processes, customer perceptions & customer care, developing quality standards for the business  
<LI>Legal issues: reporting requirements, UK & EU law relevant to small businesses, business formats & trading status and their respective risks and liabilities, insurance, insolvency; patents, copyrights and IPR.  
<LI>Planning & employing staff, planning and obtaining premises, physical & financial resources; phased implementation of the business plan.</LI>

### Learning Outcomes

<B>The intended subject specific learning outcomes </B><BR>  
<LI>Understand the financial processes relevant to a new business venture including budgetary planning & control, cash-flow forecasting, VAT, break-even analysis, personal survival budgets, book-keeping, financial accounts, and credit control.  
<LI>Understand the legal implications of developing a new business including trading status, risks and liabilities, relevant UK and EU legislation, insurance, and insolvency.  
<LI>Understand the planning processes for implementing the proposed venture in terms of planning self-development, planning and obtaining physical resources, planning staff resources, identifying financial resource requirements, and planning the phased implementation of the proposals.  
<LI>Understand the marketing processes including researching the potential market and competitors, identifying market segments, preparing a marketing plan, ensuring quality of products and / or services, and understanding customer relationships.  
<LI>Prepare a viable Business Plan for a new venture that is capable of being presented to a potential lender or financial institution without modification.</LI>  
<B>The intended generic learning outcomes </B><BR>  
<LI>Understand the specific skills required to successfully establish and operate a new small business, including a range of financial, marketing, customer care, resource-planning, and negotiation skills.  
<LI>Understand the ways in which those skills can be combined in the establishment and management of a new business venture.  
<LI>Cooperate with others in the acquisition and application of useful information.  
<LI>Communicate effectively using appropriate media.  
<LI>Organise their own time and effort so as to use available resources efficiently.</LI>

### Preliminary Reading

<B>Indicative Reading List</B></LI><BR>  
Bridge, S. and O'Neill, K. 2012: Understanding Enterprise, Entrepreneurship and Small Business, 4th Edition. Basingstoke: Palgrave Macmillan. ISBN-13 978-0230308091<BR>Butler D, 2006: Enterprise Planning & Development – small business start-up, survival & growth. London: Elsevier, ISBN 0750680644<BR>Carter, S. and Jones-Evans, D. 2012: Enterprise and Small Business; Principles, Practice and Policy. Essex: Pearson Education Ltd. ISBN-13 978-0-273-70267-2<BR>Down, S. 2010: Enterprise, Entrepreneurship and Small Business. London: Sage ISBN 978-1-4129-1012-5

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB613	Enterprise					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

1-hour lecture and 1-hour seminar per week <BR>

<LI>Lectures: 11

<LI>Seminars: 10

<LI>Independent study: 129</LI>

<B>Total hours: 150</B>

### Method of Assessment

60% two-hour examination; 40% coursework comprising group seminar presentation (20%) and 2000 word essay (20%)

### Synopsis

<B>A synopsis of the curriculum</B><BR>

The curriculum will include the following areas of study:

<LI>Factors that have influenced the growth of the enterprise culture in the UK

<LI>The role and relevance of SMEs in the UK economy, varying definitions of SMEs, statistical information. Government policies, initiatives, & support agencies.

<LI>Are entrepreneurs made or born? Can enterprise skills be taught or learned? Are entrepreneurs different from other managers? Characteristics of an entrepreneur - case study examples.

<LI>Enterprise and innovation development in organisations, and the role of graduates in innovation. Protecting ideas & intellectual capital.

<LI>The planning process for starting a new venture – risks & liabilities, problems & pitfalls, potential profit & success.

Business plan format and content, information required by potential lenders

<LI>Funding the new enterprise, venture capital, exit strategies..

<LI>Surviving the early stages of business development. Failure rates in new and small enterprises. Barriers to growth & development.

<LI>Differences in attitudes, objectives, skill requirements and business strategies between small and large firms. Does the management process impede entrepreneurial flair?

<LI>Growth strategy options. The culture shift from operational to strategic thinking.

<LI>Political & ethical dilemmas – the conflict between government aspirations for employment growth and the burden of red tape and legislation.

<LI>Corporate enterprise – creating enterprise cultures in larger organisations and the public sector</LI>

<B>NB: </B>This module is closely linked with Network612, a small business, graduate entrepreneurship and business support services forum, which meets monthly.

### Learning Outcomes

<B>The intended subject specific learning outcomes </B><BR>

<LI>To recognise of the importance of new and growing businesses to the economy.

<LI>To understand the entrepreneurial culture, and the factors that influence the growth and development of enterprises.

<LI>To understand the barriers to business growth and success, and the strategic decisions necessary to ensure the stable growth of firms.

<LI>To recognise the stages of entrepreneurial processes facing the entrepreneur.</LI>

<B>The intended generic learning outcomes </B><BR>

<LI>Work in interdisciplinary areas relating theories from different subjects.

<LI>Self-manage their learning.

<LI>Communicate effectively through oral presentations and written documents.

<LI>Work with others efficiently and effectively.

<LI>Apply numeracy and IT skills appropriately.</LI>

### Preliminary Reading

<B>Indicative Reading List </B><BR>

<I>Main texts:</I>

Stokes D and Wilson N, Small Business Management and Entrepreneurship, Cengage, (2010) 6th edition. ISBN 978-1-4080-1799-9<BR>Stokes D, Wilson N and Mador M Entrepreneurship, Cengage (2010)<BR>

<I>Additional texts:</I>

Aldrich, H.E. and Ruef, M. (2006) Organizations evolving, London: Sage. <BR>Bragg A and Bragg M (2005) Developing New Business Ideas, Prentice Hall<BR>Osterwalder A and Pigneur Y (2010) Business Model Generation, John Wiley.<BR>Mullins J. (2003) The New Business Road Test, Prentice Hall <BR>Burns B, Entrepreneurship and small business Palgrave (2011) 3rd ed

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB617	Financial Statement Analysis					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	
2	Canterbury	Autumn and Spring	H	30 (15)		

### Contact Hours

2 one-hour lectures and a one-hour seminar per week (2 hours lectures and 1 hour seminar per week)

Lectures: 44

Seminars: 21

Other Self-Learning Hours: 235

Total hours: 300

### Pre-requisites

AC506 Financial Accounting II

### Method of Assessment

70% written examination (3 hours); 30% Coursework comprising of:

Project Report: 15%

Group Presentation: 7.5%

One Hour Class Test: 7.5%

### Synopsis

This module deals with the interpretation of financial statements, valuation models and implications of market based accounting research. A brief summary of topics under interpretation of financial statements includes: foundations of financial statement analysis, economic and sector performance, the financial reporting model, critique of financial statements, standardising financial statement information, ratio analysis.

A brief summary of topics under valuation models includes: economics of valuation, dividend based model, income based model, asset based model, cash flow based model, abnormal earnings, risk.

A brief summary of topics under implications of market-based accounting research includes: market efficiency, value relevance, agency theory, clean surplus, governance, evaluation of managerial performance, bankruptcy.

### Learning Outcomes

Intended subject specific learning outcomes:

Knowledge and understanding of the technical, economic and social environment within which corporate financial statements are analysed and used, particularly in the context of company valuation.

Knowledge and understanding of company valuation models and the role of corporate financial statements in company valuation.

Knowledge and understanding of the technical language and practices employed in the analysis of financial statements.

Knowledge and understanding of alternative technical languages and practices proposed for use in the analysis of financial statements.

Knowledge and understanding of the implications of market-based accounting research for financial statement analysis.

Ability to critically evaluate arguments and evidence.

Ability to analyse corporate financial statements.

Ability to perform company valuations using corporate financial statements and other data.

Ability to locate, extract and analyse corporate accounting and financial data from multiple sources.

Intended generic learning outcomes:

Use communication and information technology in acquiring, analysing and communicating information.

Communicate effectively.

Work in groups and apply other inter-personal skills.

In addition, the module supports opportunities available elsewhere for students to develop and demonstrate ability to undertake independent and self-managed learning.

### Preliminary Reading

Palepu, K.G, Healey, P.M. and Peek. E. (2010), Business Analysis and Valuation Text and Cases. 3rd Edn, IFRS Edn. London: Thompson

White, G.I. (2003). The analysis and use of financial statements. 3rd edn. New Jersey: Wiley.

Subramanyam, K.R. (2009). Financial Statement Analysis. 10th edn. London: McGraw-Hill Irwin

Penman, S.H. (2010). Financial Statement Analysis and Security Valuation. 4th edn. London: McGraw-Hill

Solomon, J. (2013). Corporate Governance and Accountability. 4th edn. New Jersey: Wiley

Rankin, M. (2012). Contemporary Issues in Accounting. Australia: John Wiley & Sons.

Barker, R. (2001). Determining Value, Harlow: Pearson Education

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB658	Diversity in Organisations					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

2 hours per week: 1 x 1 hour lecture and 1 x 1 hour seminar.

Lectures: 11

Seminars: 10

Independent Study: 129

Total hours: 150

### Pre-requisites

CB682 - Managing People

### Restrictions

Not available as a 'wild' module. Available only to Business students

### Method of Assessment

60% examination; 40% coursework comprising 10% oral presentation, 5% seminar participation, 25% essay 2500 words

### Synopsis

This module presents an overview of what workforce diversity is and its relevance and usefulness in improving our understanding and management of people (including ourselves) at work. The demographics of the population and the workplace are changing drastically because of a number of factors, such as an increasing number of ethnic minorities and women in the workforce and in management. Accordingly, there is a need to effectively understand and manage workforce diversity not only to increase organisational business outcomes but also to create an inclusive workplace in a socially responsible manner.

The module will examine issues confronting managers of a diverse workforce. In particular issues such as ethnicity, race, language, ageing, disability, gender, and intersectional identities will be discussed. Two key approaches towards managing diversity will be explained, i.e. the social equity case of managing diversity, and the business benefits case of managing diversity. The module will explore a range of diversity related concepts and topics, such as social identity, stereotyping, discrimination, intergroup conflict, structural integration, and organisational change.

Main themes covered by this module will include:

Origins of diversity and equal opportunity in the workplace context;  
Social and psychological perspectives on workplace diversity;  
The UK and European diversity contexts;  
Business benefits case and social equity case of managing diversity;  
The legal framework for diversity;  
Organisational approaches to diversity;  
Contemporary issues central to the experiences of diverse individuals in the UK and in organisations across a range of diversity dimensions;  
Diversity management in an international context

### Learning Outcomes

Intended subject specific learning outcomes:

Analyse how their own cultural diversity influences interactions with other individuals in the workplace.  
Recognise and respect individual differences.  
Assess how attitudes and practices influence equity and opportunity in organisations.  
Distinguish between individual, organisational, and societal dimensions of issues and interventions.  
Identify organisational factors that hinder and those that promote managing diversity.  
Question the Western-centric conceptualization of diversity management as a gender and race neutral approach based on organizational rationality and meritocracy.

Intended generic learning outcomes:

Develop the ability to communicate information and opinions clearly, critically and effectively, both orally and in writing.  
Develop the ability to structure and express complex arguments, using relevant social science concepts and theories.  
Demonstrate an understanding of the relevant skills and techniques of various aspects of management and of their applicability and how diversity theories are relevant to management theories.  
Develop the ability to critically analyse and understand the current issues concerning diversity management and its relevance to both employees and employers within this country and on the global standing.

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### Preliminary Reading

Kirton, G. & Greene, A-M. (2005) *The Dynamics of Managing Diversity: A Critical Approach*. (2nd Edition). Oxford: Elsevier. (This will be the core textbook.)  
Kramar, R. & Syed, J. (Eds) (2012). *Human Resource Management in a Global Context: a critical approach*. Basingstoke: Palgrave MacMillan.  
Blaine, B. E. (2007) *Understanding the Psychology of Diversity*. London: Sage.  
Harvey, C. & Allard, M.J. (Eds.) (2005) *Understanding and Managing Diversity: Readings, Cases, and Exercises*. (3rd Edition). New York: Prentice Hall.

<b>CB667 Simulation Modelling</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Contact Hours

1 hour lecture and 2 hour computing session per week

Lectures: 11  
Terminals: 22  
Independent study: 117  
Total hours: 150

### Method of Assessment

100% coursework comprising of:

Final Project - 2500-3000 words: 60%  
In class test: 30%  
Queuing Theory Exercises: 10%

### Synopsis

The broad areas will be as defined as shown below. However, regular references are made to advances in the field, hence the module will be subject to continual refinement.

Queuing terminology  
Modelling queuing processes  
Kendall-Lee notation  
Calculation of queuing performance measures  
Finite customer populations and limited system capacity  
Queuing networks, Jackson's theorem  
Priority Queuing models  
Monte Carlo Simulation Modelling  
Computer simulation models  
Discrete-event simulation.  
Conceptual Modelling  
Model verification and validation.  
Input and output analysis.  
Random numbers and distributions.

### Learning Outcomes

Intended subject specific learning outcomes:

Determine when a realistic problem is in non-standard form and represent it quantitatively using a computer.  
Appreciate the difference between deterministic and stochastic models.  
Understand the basis of queuing theory.  
Understand the limitations of mathematical queuing-theory models and how these may be overcome by the use of simulation.  
Understand the theoretical basis of discrete-event simulation models.  
Build a discrete-event simulation model using standard software, analyse the input data for the model, verify and validate the model, and analyse the model output.

Intended generic learning outcomes:

Communicate technical results effectively to both technical experts and non-specialist managers.  
Write a project report based on the use of computer tools to solve a realistic management problem, incorporating suitable presentational and graphical devices.  
Use computer tools to solve practical problems of direct relevance to management.

### Preliminary Reading

M Winston, W.L. (2004) *Operations Research: Applications and Algorithms*, 4th Ed. Duxbury Press.  
Pidd, M. (2004) *Computer Simulation in Management Science*. John Wiley & Sons, Ltd  
Robinson, S. (2004) *Simulation: The Practice of Model Development and Use*. John Wiley & Sons, Ltd

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB673	Business in Emerging Markets					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

11 x 1 hour lectures; 10 x 1 hour seminars.

Lectures: 11

Seminars: 10

Group Presentation Preparation: 17

Research and Group Project Preparation: 17

Seminar Preparation: 30

Independent Study: 40

Examination Preparation: 25

Total hours: 150

### Pre-requisites

CB343 Global Business Environment

### Method of Assessment

The module will be assessed 40% through coursework and 60% through examination. The coursework will involve an individual written 2,500 words report 20% - on a pre-selected topic, supported by an in-class group-project presentation 20% during seminar time.

### Synopsis

The module will include:

The consequence of the entry of formerly closed economies onto the world trading stage;

The motives and impact of systemic changes (privatization, liberalization of trade policies, etc.) on the environment of business in emerging markets;

Trends in emerging markets, especially relating to internal country specific policy reforms;

Distinguishing features of emerging market economies and associated risks in doing business;

Comparative analysis of the similarities and differences between emerging and developing market economies;

Strategic alliances and international business networks in emerging economies;

The challenges of developing flexible and adaptable corporate strategies in emerging markets;

Collaborative arrangements and control strategies in modes of entry and network creation;

Country-specific challenges in enhancing the value proposition from entering and dealing with the select emerging market countries;

Explore the shifting dynamic: Emerging challengers from emerging markets -a case of the 'new' multinational.

### Learning Outcomes

Subject Specific Learning Outcomes:

Explain what is unique about the business concept of emerging markets and identify the opportunities and threats in operating in these markets.

Develop familiarity with a number of key developments, which determine the business environments (such as trade barriers, political and social) emerging markets.

Enhance their awareness of the local public perception of private (foreign) business in these markets.

Develop an in-depth understanding of the fundamental shift in international economic and business development focus to emerging markets, especially relating to Brazil, Russia, India and China (BRICs).

Relate to and understand the distinguishing features and challenges posed by operating in emerging market economies.

Intended Generic Learning Outcomes:

Develop problem-solving and decision-making skills using relevant qualitative and quantitative skills;

Build on concepts, theories and techniques introduced in the first year of the BA in International Business programme;

Develop critical thinking skills and competencies through the use of contemporary International Business literature available in core texts and other relevant sources to aid the development of knowledge and understanding;

Plan work, study independently and in groups using relevant learning resources;

Develop the ability to structure and develop appropriate and effective communication, critically and self-critically, orally and in writing.

### Preliminary Reading

Cavusgil, S. T., Ghauri, P. N. & Akcal, A. A. (2013) *Doing Business in Emerging Markets*, 2nd edition, Sage

Recommended Supplementary Textbooks:

Enderwick, P. *Understanding Emerging Markets: China and India*. Routledge, Taylor and Francis Group.

Jansson, H. *International Business Strategy in Emerging Country Markets: The Institutional Network Approach*, Edward Elgar Publishing Limited, Cheltenham.

Khanna, P (2008) *The Second World: Empires and Influence in the New World Order*, Random House.

Merchant, Hemant (2008) *Competing in Emerging Markets: Cases and Readings*, Routledge.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB674	International Business: A Strategic Perspective					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

### Contact Hours

2 hours per week (1 hour Lecture, 1 hour Seminar)

Lectures: 22

Seminars: 21

Group presentation preparation: 40

Research and group project preparation: 40

Seminar preparation: 63

Independent study: 70

Examination preparation: 44

Total hours: 300

### Pre-requisites

CB523 - International Business and CB343 - Global Business Environment

### Method of Assessment

70% examination, 30% coursework comprising of:

Group Presentation: 15%

Narrative on Presentations (2000): 15%

\*The examination is of three hours duration, closed book and unseen except for a case study that is issued at the end of the spring term and is the basis of compulsory questions in the exam.

### Synopsis

The module will include:

Essential tools for strategic analysis.

Differences between international strategy and global strategy.

National, sectoral and organizational drivers for global strategy.

Influence of the political, economic, social and technological business environment on global and international business strategy.

Importance of industry evolution in the context of the global business environment.

Stakeholder analysis.

Views on corporate social responsibility and their business implications.

Significance of the internal environment and core competencies for the strategies of multinational firms.

Value-chain and value-system analysis.

Theories underpinning the internationalization process.

Importance of international strategic alliances.

Difference between the different types of international strategic alliances.

Motives for international strategic alliances.

Global sourcing strategies.

Advantages and disadvantages for diversification strategies.

Contingency factors that determine the structure of multinational organizations.

Various stances multinationals adopt to balance the need for global integration against the pressure for local responsiveness.

Issues relating to the global management of change.

Strategic control systems global organizations use.

Role of culture in deciding on the relevant control structure and difficulties in designing management systems used in a global context.

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### Learning Outcomes

Intended subject specific learning outcomes:

Examine advanced theories, tools and concepts in strategic management, international business, internationalization and international strategic alliances.

Develop the ability to engage the theoretical and practical issues in the formulation of international business strategy in an uncertain global environment.

Design and create an international strategy for a product to be launched in a market of choice based on a brief provided.

Write a strategic plan which integrates the product into a comprehensive corporate market expansion strategy for the chosen organization.

Integrate the theory-based product strategic plan within the context of business functions such as finance, production, marketing, supply-chain, global sourcing, sales and information technology.

Apply the theory to develop analytical and business skills in developing an internationalization strategy.

Develop a written report supported by an oral presentation on the development of the international strategy.

Intended generic learning outcomes:

The module will continue to bring scholarly and critical insights of the social sciences to bear on international business strategy. Development of the analytical skills in the context of an international enterprise's economic, social and technological context and the implications of the context on the development of international business and strategies.

Help students build upon concepts, theories and techniques introduced in the first and second year of the BA in International Business programme and applying them to the evaluation and management of international business.

Developing critical thinking skills and competencies through the use of contemporary management literature available in core texts and other relevant sources to aid the development of knowledge and understanding.

Use the student's ability to plan work, study independently and in groups using relevant learning resources.

Continue to develop the ability to structure and develop appropriate and effective communications, critically and self-critically, orally and in writing.

Communicate to different audiences using appropriate media, frameworks and style.

### Preliminary Reading

Mellahi, K., Frynas J.G., Finlay, P. (2010) *Global Strategic Management*, Oxford (Second Edition)

Lassarre, P (2007) *Global Strategic Management*, Palgrave – Macmillan.

Nancy Adler (2008) *International dimensions of organizational behaviour*, 5/e, Thomson Learning Center (Cengage Learning Center)

Rugman, A.M. and Brewer, L. (eds.) (2003) *The Oxford Handbook of International Business*, Oxford University Press, Oxford

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB676	Strategy Analysis and Tools					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

1 hour lecture, 1 hour workshop per week<BR>

<LI>Lectures: 11

<LI>Seminars: 10

<LI>Preparation for Moodle Tasks: 30

<LI>Independent study: 99</LI>

<B>Total hours: 150

### Pre-requisites

None

### Restrictions

Not available as a 'wild' module. Available only to Business students

### Method of Assessment

70% examination; 10% first Moodle task; 20% second Moodle task;

### Synopsis

The module provides a broad, basic understanding of strategy and strategic management, on which further strategic analysis and exploration of strategic issues can be built. It introduces students to the key vocabulary, concepts and frameworks of strategic management and establishes criteria for assessing whether or not a strategy can be successful. It introduces students to frameworks for analysing the external and internal environments and to different theories of how these relate and of their impact on strategy formulation and implementation. <BR>

Students will learn how to identify strategic issues, develop strategic options to address them and decide which option(s) to recommend. Through theoretical readings and case studies, students will develop an appreciation of strategy in different contexts and from different perspectives and of the complexity of strategic decision-making. Students will enhance their ability to read business articles from a strategic perspective and to present strategic arguments in a structured manner

### Learning Outcomes

<B>The intended subject specific learning outcomes</B><BR>

<LI>Read business press articles and interpret them from a strategic perspective.

<LI> Use a range of well-established tools and frameworks to analyse and assess an organisation's strategy.

<LI> Evaluate critically the results of strategic analysis to identify and prioritise strategic issues facing an organisation.

<LI> Use the same analysis to propose and assess strategic options to address strategic issues.

<LI> Compare and critique different theoretical approaches to strategic management.

<LI> Appreciate the complexity of strategic decision making and the limitations of the analytical skills developed in this module in fully addressing that complexity.</LI>

<B>The intended generic learning outcomes </B><BR>

<LI> Select, organise and synthesise complex information.

<LI>Draw on concepts, theories and frameworks to construct complex arguments.

<LI>Organise and present orally and in writing an analysis as a considered viewpoint.

<LI>Discuss and debate ideas from an informed perspective thereby contributing to (organisational) decision-making.

<LI>Propose solutions to problems based on analysis and discussion/debate.</LI>

### Preliminary Reading

<B>Indicative Reading List </B><BR>

Witcher, B.J. and V.S. Chau (2010), Strategic Management: Principles and Practice, South-Western Cengage Learning  
Publisher: Andover.<BR>

Other texts providing an introduction to strategy and strategic thinking which you may wish to browse include:

A. Haberberg & A. Rieple, 2008, Strategic Management: Theory and Application, Oxford: Oxford University Press. \_

G. Johnson, K. Scholes & R. Whittington, 2008, Exploring Corporate Strategy, 8th edition, Harlow: Financial Times Prentice Hall

R. Lynch, 2009, Corporate Strategy, 5th edition, London: Financial Times Prentice Hall.

J. McGee, H. Thomas & D. Wilson, 2005, Strategy Analysis and Practice, Maidenhead: McGraw Hill Education \_

J. Thompson & F. Martin, 2010, Strategic Management: Awareness and Change, 5th edition, London: Thomson Learning.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>CB677 Accounting for Management Control and Decision Making</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Project	

### Contact Hours

2 hours lecture, 1 hour seminar per week

Lectures: 22

Seminars: 10

Independent Study: 118

Total hours: 150

### Pre-requisites

CB675 Financial Accounting, Reporting and Analysis

### Restrictions

Not available as a 'wild' module. Available only to Business students

### Method of Assessment

Project 40%

Two In-Class tests 40%

Two Virtual tests 10%

Seminar Participation 10%

### Synopsis

The module introduces students to the role of the accountant in the management information system as well as to a range of accounting techniques and methods which will play a role in the organisational decision-making process and control of the business.

The role of the accountant in the management information system.

The classification of costs, manufacturing and service sector accounts.

Accounting for overhead costs - absorption and activity based approaches.

Cost, volume profit analysis and its use in decision making.

Profit planning and the role of budgeting. Flexible budgets. Producing functional and summary budgets.

Standard costing and variance analysis.

Pricing: target costing, full cost pricing, pricing in service companies.

Performance measurement, management control, governance and ethics.

Capital investment decisions.

### Learning Outcomes

Intended subject specific learning outcomes:

Be aware of the link between financial and management accounting;

Be aware of some of the business and organisational contexts in which management accounting operates;

Demonstrate an understanding of the concepts which underpin management accounting;

Understand the main current technical language and practices of management accounting;

Be able to manipulate financial data and record and summarise economic events as they affect the organisation through the preparation of reports for management;

Be able to prepare financial statements for internal management purposes;

Be able to analyse the operations of business and prepare financial projections;

Appreciate the importance of business and professional ethics;

Be aware of the role of management accounting in accounting for the environment and sustainability

Intended generic learning outcomes:

Students' oral communication skills will be developed and enhanced.

Students' ability to write coherently about management issues will be developed.

Plan work, management time and study independently.

Retrieve information from a variety of sources.

### Preliminary Reading

Recommended Text:

SEAL: Management Accounting for Business Decisions 1st Edition 2011

Supplementary Text:

Atrill and McLaney: Management accounting for decision makers 6th edition FT Prentice Hall 2012.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB678	Contemporary Management Challenges					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

1 hour lecture, 1 hour seminar per week

Lectures: 11

Seminars: 10

Independent study: 129

Total hours: 150

### Pre-requisites

CB312 Introduction to Management

### Restrictions

Not available as a 'wild' module

### Method of Assessment

60% examination, 40% coursework comprising of:

Timed essay - minimum 800 words: 20%

Group presentation: 20%

### Synopsis

This module will explore more advanced management and organizational theory to facilitate students' examination of contemporary management challenges. As well as considering these challenges from a mainstream managerial perspective, the module will also draw on the perspective of critical management studies as a means of providing an alternative viewpoint on contemporary management issues. Indicative topic areas may include:

Globalization and anti-globalization  
The character of ownership – foreign versus national ownership  
Social and environmental sustainability  
Corporate social responsibility and corporate criminality  
Corporate governance  
Organizational misbehaviour and resistance  
Organizational identity and identity work  
Masculinisation and Feminisation of Management  
New forms of work such as emotional labour and aesthetic labour  
New organizational forms

### Learning Outcomes

Intended subject specific learning outcomes:

Understand advanced theories of management;  
Critically evaluate contemporary management practices and organization structures;  
Critically assess managerial responses to contemporary organizational challenges such as globalisation and sustainable development;  
Understand the relevance of critical management studies to our knowledge of management and organizations;  
Explore the power of contemporary managers and the organizations they run

Intended generic learning outcomes:

The module will facilitate the development of students' critical abilities to assess and evaluate the impact of contemporary phenomena such as globalization or environmental concerns on management and organizations.  
The analytical skills of students will be developed by connecting advanced theories of management to contemporary management situations and concerns throughout the module.  
Students' oral communication skills will be developed and enhanced.  
Students' ability to write coherently and critically will be developed and enhanced.  
The ability to draw on social science concepts and theories and to articulate complex arguments will be developed and enhanced.  
Operate and communicate effectively within a group working on a complex issue and contribute to group decision-making.

### Preliminary Reading

Grey, C. 2009: A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Organizations, Second Edition. London: Sage.

Other useful background texts (these are the latest editions available - copies in the library, and references to them, may relate to earlier editions) include:

Casey, C. 1995: Work, Self and Society: After Industrialism. London: Routledge

Cunliffe, A.L 2009: A Very Short, Fairly Interesting and Reasonably Cheap Book about Management. London: Sage.

Knights, D. & Willmott, H. (eds.) 2007: Introducing Organizational Behaviour and Management. London: Thomson Learning

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB679 Corporate and Business Strategy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

### Contact Hours

1 hour lecture, 1 hour workshop per week<BR>  
<LI>Lectures: 11 hours  
<LI>Seminars: 10 hours  
<LI>Private study to read and assimilate lecture material: 37 hours  
<LI>Preparation for seminars: 22 hours  
<LI>Preparation for group work: 35 hours  
<LI>Preparation for individual work: 35 hours </LI>  
<B>TOTAL 150 hours</B>

### Pre-requisites

CB676 Strategy Analysis Tools

### Restrictions

Stage 3 Only

### Method of Assessment

100% coursework: individual summary of contribution to report (33%), group poster (33%) and individual in-class exercise (34%)

### Synopsis

This module will extend students' knowledge and understanding of strategic management and strategic issues. It will introduce a range of contemporary issues associated with the formulation and implementation of corporate and business strategies with an emphasis on identifying and implementing strategic change within the organisation, building dynamic capabilities and developing coherent strategies. Issues might include strategies for a recession, global strategies, knowledge-based strategies, firms and industries, strategies where profit is of secondary (or no) importance. The module will also extend students' theoretical knowledge by presenting contemporary debates and issues in strategic thinking. The module will use a project in which students identify and suggest possible strategic solutions to a strategic issue in a real organisation to develop students' ability to link theory and practice in real-life situations.

### Learning Outcomes

<B>The intended subject specific learning outcomes </B><BR>

This module aims to build on the foundations of the Level I module Strategy Analysis and Tools (CB676). It will draw on contemporary issues in strategic management highlighted in the business and academic press and developments in theory and theoretical perspectives to develop students understanding and appreciation of the complexity of strategic decision making in organisations. It aims to develop: a deeper understanding of the challenges facing managers in making strategic choices and in implementing strategies at both corporate and business levels; an awareness of perspectives on best practice in implementing strategies effectively; an awareness and understanding of current contextual issues influencing strategic choice and affecting the potential success of strategies; a better appreciation and deeper understanding of strategic management theory; an understanding of the processes and difficulties involved in achieving strategic change and developing and maintaining dynamic capabilities. The module will make use of case studies and a group project to develop these skills.<BR>

<I>On completion of this module, students should be able to:</I><BR>

<LI>Understand the implications of different organisational and environmental contexts for the successful implementation of strategy

<LI>Use an extended range of tools and frameworks to conduct a full strategic analysis of a real-life organisation/business

<LI>Propose a future strategy for the organisation/business and provide an implementation plan

<LI>Appreciate the effects of complexity and uncertainty on strategy formation / implementation

<LI>Assess alternative theories and incorporate theoretical developments into strategic analysis, thereby linking theory and practice

<LI>Work with others effectively and efficiently to analyse and evaluate pertinent company, business and environmental data to produce a strategic report</LI>

<B>The intended generic learning outcomes </B><BR>

The module aims to increase the ability of students to contribute and participate in an organisation and to increase their suitability for post-graduate employment and enrolment in post-graduate training and education.

<I>On completion of this module students should be able to:</I><BR>

<LI> Plan and work to a schedule and deliver output in a timely fashion

<LI> Select, organise and synthesise complex information from a variety of sources, including company data

<LI>Draw on concepts, theories and frameworks from a range of contexts to analyse situations, identify problems and formulate solutions

<LI>Communicate effectively within a group and organisational context and contribute to group and organisational decision-making

<LI>Demonstrate interpersonal skills for interacting in groups and small teams

<LI>Write coherently and effectively / persuasively

<LI> Communicate to different audiences using appropriate media and style</LI>

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Preliminary Reading

<B>Indicative Reading List</B><BR>

J. B. Barney & W. S. Hesterly, 2008, Strategic Management and Competitive Advantage, Upper Saddle River, NJ: Pearson Prentice Hall<BR>R. Grant, 2010, Contemporary Strategy Analysis, 7th edition, Oxford: Blackwell<BR>A. Haberberg & A. Rieple, 2008, Strategic Management: Theory and Application, Oxford: Oxford University Press<BR>C. Helfat, S. Finkelstein, W. Mitchell, M. Peteraf, H. Singh, D. Teece & S. Winter, 2007, Dynamic Capabilities, Oxford: Blackwell Publishing<BR>G. Johnson, K. Scholes & R. Whittington, 2008, Exploring Corporate Strategy, 8th edition, Harlow: FT Prentice Hall<BR>J. McGee, H. Thomas & D. Wilson, 2005, Strategy Analysis and Practice, Maidenhead: McGraw Hill Education <BR>J. Thompson & F. Martin, 2010, Strategic Management: Awareness and Change, 6th edition, Andover: South-Western Cengage Learning <BR>D. Williamson, W. Jenkins, P. Cooke & K.M. Moreton, 2004, Strategic Management and Business Analysis, Oxford: Elsevier<BR>

Students are also expected to read the business press and to be familiar with a range of business and strategy journals e.g., Harvard Business Review, British Journal of Management, Strategic Management Journal, Long Range Planning

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CB681	Managing Human Resources in Contemporary Organisations					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

2 hours per week (1 hour lecture, 1 hour seminar)<BR>

<LI>Lectures: 11

<LI>Seminars: 10

<LI>Independent study: 129</LI>

<B>Total hours: 150</B>

### Pre-requisites

CB312 Introduction to Management; CB366 Managing People (formerly CB312 Introduction to Management at Medway) or CB302 Managers and Organisations

### Restrictions

Not available as a 'wild' module. Available only to Business students

### Method of Assessment

60% examination; 40% coursework comprising timed essay (20%) and group presentation (20%)

### Synopsis

<B>A synopsis of the curriculum</B><BR>

This module will introduce students to the key concepts of managing people, involving an examination of organisational, human resource management and industrial relations theory. This will be achieved through relating relevant theory to practical people and organisational management issues.<BR>

The main topics of study are as follows:<BR>

<LI>The theory of HRM

<LI>Corporate Social Responsibility & HRM

<LI>Human Resource Planning

<LI>Recruitment & Selection

<LI>Training & Development

<LI>Performance Management & Appraisal

<LI>Reward Management

<LI>Employment Involvement & Participation

<LI>International & Comparative HRM</LI>

### Learning Outcomes

<B>The intended subject specific learning outcomes</B><BR>

<LI>Assess the origins and growth of HRM and Industrial Relations and its links with organisational theory and people management.

<LI>Appreciate the strategic importance of human resource management.

<LI>Assess the role of employee resourcing in the management of human resources.

<LI>Understand the contribution of pay and reward systems to the management of human resources.

<LI>Explain the role of training and development in the management of human resources.

<LI>Assess the significance of employee participation and involvement to the management of human resources.

<LI>Understand HRM in its international context.</LI>

<B>The intended generic learning outcomes </B><BR>

<LI>Set the management of human resources in the wider context of general organisational management.

<LI> Facilitate the development of students' abilities to assess and evaluate the impact of human resource management & industrial relations theory on management and organisations.

<LI>Facilitate and develop the analytical skills of students by linking theoretical perspectives to contemporary organizational situations throughout the course of the module.

<LI>Encourage students to plan work and study independently.

<LI>Facilitate the enhancement of group working skills.

<LI>Develop students' oral communication skills.

<LI>Develop students' ability to write coherently and to begin to write critically.</LI>

### Preliminary Reading

<B>Indicative Reading List</B><BR>

Kramer, R. & Syed, J. (Eds) (2012). Human Resource Management in a Global Context: a critical approach. Basingstoke:

Palgrave MacMillan<BR>Beardwell J. and Clydon T. (2007) Human Resource Management: A contemporary approach,

London: FT Prentice Hall<BR>Bratton & Gold (2007) Human Resource Management: Theory & Practice, Palgrave Macmillan:

Basingstoke<BR>Leopold J., Harris L. & Watson T. (2004) The Strategic Management of Human Resources, London:

FT/Prentice Hall<BR>S. Pilbeam & M. Corbridge People Resourcing: HRM in PracticeT.<BR>Redman T. & A. Wilkinson (2006)

Contemporary Human Resource Management: Text and Cases, London: FT Prentice Hall<BR>Storey J. (2007) Human

Resource Management: A Critical Text, London: Thomson<BR>Torrington D., Hall, L. and Taylor S. (2008) Human Resource

Management, Harlow: FT Prentice Hall

Truss, C. Mankin, D. and Kelliher, C. (2012) Strategic Human Resource Management. Oxford: Oxford University Press

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CB682	Managing People					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

### Contact Hours

2 hours per week - 1 hour lecture, 1 hour seminar per week<BR>

<ul><LI>Lectures: 11</li>

<LI>Seminars: 10</li>

<LI>Independent study: 129</LI></ul>

<B>Total hours: 150</B>

### Pre-requisites

CB312 Introduction to Management; CB366 Managing People (formerly CB312 Introduction to Management at Medway) or CB302 Managers and Organisations

### Restrictions

Not available as a 'wild' module. Available only to Business students

### Method of Assessment

100% Coursework comprising of 40% individual essay (1500 words), 20% group presentation, 35% timed essay, 5% attendance

### Synopsis

<B>A synopsis of the curriculum</B><BR>

This module will introduce students to the key concepts of managing people, involving an examination of organisational, human resource management and industrial relations theory. This will be achieved through relating relevant theory to practical people and organisational management issues.<BR>

The main topics of study are as follows:<BR>

<ul><LI>Managing human resources</li>

<LI>Organisational culture</li>

<LI>Groups and team working</li>

<LI>Motivation and job design</li>

<LI>Flexible working practices</li>

<LI>Equal opportunities and diversity management</li>

<LI>Managing learning</li>

<LI>Performance management</li>

<LI>Managing the employment relationship</li>

<LI>Power, control, resistance and the employment relationship</LI></ul>

### Learning Outcomes

<B>The intended subject specific learning outcomes </B><BR>

<ul><LI>Apply behavioural science to the understanding of the process of management and behaviour of people at work.</li>

<LI> Apply an integrated view linking organisational theory with practical people- management issues.</li>

<LI>Observe and reflect on the origins and growth of HRM and Industrial Relations as an occupation and profession, its ethical implications and links with organisational theory.</li>

<LI> Begin to analyse the practice of HRM and Industrial Relations as a line management and specialist function and its contribution to the process of management and behaviour of people at work.</LI></UL>

<B>The intended generic learning outcomes </B><BR>

<ul><LI>Encourage students to plan work and to study independently.</li>

<LI> Facilitate the enhancement of group working skills</li>

<LI> Students' oral communication skills will be developed.</li>

<LI> Students' ability to write coherently and to begin to write critically will be developed.</li>

<LI> The skills needed to draw on social science concepts and theories and to build appropriate arguments will be developed.</li>

<LI>Facilitate the development of students' abilities to assess and evaluate the impact of organisational theory on management and organizations.</li>

<LI>The analytical skills of students will be facilitated and developed by linking theoretical perspectives to contemporary organizational situations throughout the course of the module.</li></ul>

### Preliminary Reading

Indicative Reading List:

Kramar, R. & Syed, J. (Eds) (2012). Human Resource Management in a Global Context: a critical approach. Basingstoke: Palgrave MacMillan. (This will be the core text book)

Other useful background texts are as follows:

Clegg, S. Kornberger, M. and Pitsis, T. (2008) Managing People and Organizations: An Introduction to Theory and Practice. London: Sage.

Bloisi W. (2007), Management & Organisational Behaviour, 2nd Edition, London: McGraw Hill

Bratton J. & Gold, J. (2007), Human Resource Management: Theory & Practice, 4th edition, Palgrave Macmillan: Basingstoke

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CB683	Marketing Strategy					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

### Contact Hours

1 hour lecture, 1 hour seminar per week<BR>

<ul><LI>Lectures: 11</li>

<LI>Seminars: 10</li>

<LI>Independent study: 129</LI></ul>

<B>Total hours: 150</B>

### Pre-requisites

CB680 Introduction to Marketing (Canterbury) or CB714 Marketing Principles (Medway)

### Restrictions

Not available as a 'wild' module. Available only to Business students

### Method of Assessment

100% coursework: Two Online Multiple Choice Tests (50%); Individual Essay (25%) and Group Project (25%)

### Synopsis

<B>A synopsis of the curriculum</B><BR>

<ul><LI>Overview of the marketing planning process</li>

<LI>The relationship between corporate & marketing goals</li>

<LI>Marketing audit & SWOT analysis</li>

<LI>Marketing trends</li>

<LI>Marketing objectives</li>

<LI>Marketing mix strategies & tactics</li>

<LI>Controls and performance indicators</LI></ul>

### Learning Outcomes

<B>The intended subject specific learning outcomes</B><BR>

<ul><LI>Understand the boundaries of marketing strategy and its integration with other management functions.</li>

<LI>Understand the various aspects of 'newness' when innovating in existing product markets.</li>

<LI>Apply the principles of marketing strategy to a specific market context.</li>

<LI>Identify and evaluate marketing opportunities for 'new' products and brands.</li>

<LI>Use the range of marketing tools to synthesise a marketing plan for a new product/brand in a focused market.</LI></ul>

<B>The intended generic learning outcomes</B><BR>

<ul><LI>The evaluative skills of students will be developed by linking theoretical perspectives to practical situations.</li>

<LI>Students' oral communication skills will be developed and enhanced.</li>

<LI>Students' ability to write coherently and critically will be developed and enhanced.</li>

<LI>Students' ability to work both independently and as a team will be enhanced.</li>

<LI>Students' critical analysis of appropriate data and information will be developed.</LI></ul>

### Preliminary Reading

<B>Indicative Reading List</B><BR>

Ferrell, O. C., and Hartline, M. D. (2011), Marketing Management Strategies, 5th edition<BR>

<B>Other Recommended Readings</B><BR>

Hooley, G., Piercy, F., and Nicolaud, B. (2012) Marketing Strategy and Competitive Positioning 5th Edition Prentice Hall ISBN 0

-273-74093-3<BR>Kotler, P., and Keller, K. L. (2006), Marketing Management, 12th Edition, Pearson: Upper Saddle River, NJ.

ISBN: 0-131-45757-8. (Note earlier versions of this book are by Kotler).<BR>Hartley, Robert (2009), Marketing Mistakes and

Successes, 11th edition, Wiley: Chichester, New York. ISBN: 0-470-16981-0.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB684	Strategic Human Resource Management					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	

### Contact Hours

2 hours per week (1 hour lecture, 1 hour seminar)<BR>

<LI>Lectures: 11

<LI>Seminars: 10

<LI>Independent study: 129</LI>

<B>Total hours: 150</B>

### Pre-requisites

CB681 Managing Human Resources in Contemporary Organisations

### Method of Assessment

100% coursework: 80% individual project (3500 words), 20% group presentation.

### Synopsis

This module will introduce students to the key concepts of managing people, involving an examination of organisational, human resource management and industrial relations theory. This will be achieved through relating relevant theory to practical people and organisational management issues. <BR>

The main topics of study are as follows:<BR>

<LI>The theory of strategic HRM

<LI>Strategic HRM and Business Strategy

<LI>Strategic HRM and Organisational Performance

<LI>Strategic employee involvement and participation

<LI>HRM in the public sector

<LI>HRM in Small and Medium Enterprises

<LI>HRM in the voluntary sector

<LI>Strategic HRM in the international context

### Learning Outcomes

<B>The intended subject specific learning outcomes</B></LI><BR>

<LI>Critically evaluate the theory of HRM and its links with organisational theory.

<LI> Critically evaluate the strategic importance of human resource management.

<LI>Understand the links between strategic human resource management and business strategy.

<LI>Critically assess the role of strategic HRM in the performance of organisations.

<LI>Understand performance outcomes associated with different forms of strategic HRM.

<LI>Assess the strategic contribution of employee participation and involvement to strategic HRM and organisational performance.

<LI> Evaluate the process of HRM in relation to size and sectoral contexts.</LI>

<B>The intended generic learning outcomes </B><BR>

<LI>Set the management of human resources in the wider context of general organisational management.

<LI>The development of students' abilities to critically assess and evaluate the impact of strategic human resource management theory on management and the performance of organisations.

<LI>The development of students' analytical skills by linking theoretical perspectives to contemporary organisational situations throughout the course of the module.

<LI>Encourage students to plan work, working independently, and in groups.

<LI>Develop students' oral communication skills.

<LI>Develop students' ability to write coherently and write critically.

### Preliminary Reading

<B>Indicative Reading List </B><UL><LI>Strategic Human Resource Management by Catherine Truss, David Mankin, Clare Kelliher, published by Oxford University Press 2012. <LI>Beardwell, J. and Claydon, T. (2010) Human Resource Management: A Contemporary Approach 6th Edition London: FT Prentice-Hall<LI>Kramar, R. and Syed, J. (2012) Human Resource Management in a Global Context. Basingstoke: Palgrave MacMillan.<LI>Bratton, J. and Gold, J. (2012) Human Resource Management: Theory and Practice. Basingstoke: Palgrave MacMillan

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<b>CB698 Business Placement Report</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	

### Contact Hours

A series of Placement Activity workshops in stages 1 and 2. These are designed to provide support for students, with key focuses on development of employability skills and preparation for placement applications. At least one progress call and one placement visit. Email and other online support from the placement team.

### Pre-requisites

Successful completion of Stage 2 of a KBS degree with a year in industry

### Restrictions

Restricted to KBS degrees with a year in industry

### Method of Assessment

The module is assessed by the completion of a Placement Business report. The report includes an analysis of the integration of theory and practice within the specific work-based context. In addition, it draws on the portfolio of evidence (CB699) to allow an analysis of skills development throughout the placement period. The report also requires a self-assessment of the learning achieved and how that might influence the individual's final year of study and subsequent career.

### Synopsis

The placement provides you with a structured opportunity to combine work experience with academic study. It allows you to develop and reflect on managerial and/or professional practice in real and often complex situations, and to integrate this with the study of the relevant subject(s) of your main degree programme. Where relevant, you develop, reinforce and apply professional and/or technical expertise in an employment context. The placement report requires you to integrate theory and practice, and to show how you have developed as an independent learner able to reflect effectively on what you are doing.

### Learning Outcomes

Knowledge and understanding of aspects of the main degree programme in the setting of the placement within a particular managed organisation.

Knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, using the placement context.

Ability to apply some of the intellectual skills specified for the main degree programme in practice.

Ability to analyse and draw reasoned conclusions about management problems and relatively complex situations working in an organisational setting.

Ability to apply some of the subject-specific skills specified for the required core of the degree in practice.

Ability to identify, formulate and analyse problems considering options and using appropriate subject tools.

Ability to communicate effectively, orally and in writing, about business, management and/or professional / technical matters

### Preliminary Reading

Seely J (2002) Writing Reports Oxford University Press

Brennan, J. & Little, B. (2002) A Review of Work-Based Learning in Higher Education, Prentice Hall

Little, B. (1998) Developing Key Skills Through Work Placement, Council for Industry & HE

Sharp, J.A., Peters, J. & Howard, K. (2002) The Management of a Student Research Project (3rd edn.), Gower

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<b>CB699 Business Placement Experience</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	90 (45)	Pass/Fail Only	

### Contact Hours

A series of Placement Activity workshops in stages 1 and 2. These are designed to provide support for students, with key focuses on development of employability skills and preparation for placement applications. At least one progress call and one placement visit. Email and other online support from the placement team.

### Pre-requisites

Successful completion of Stage 2 of a KBS degree with a year in industry.

### Restrictions

Restricted to KBS degrees with a year in industry

### Method of Assessment

Assessed on a Pass/Fail basis. A Placement Portfolio and reports of performance must be passed. The Placement Portfolio facilitates documentation of the placement experience as well as relevant supporting evidence. The performance reports include the placement visit report and an employer report.

### Synopsis

The placement experience provides you with a structured opportunity to combine work experience with academic study. It allows you to develop and reflect on managerial and/or professional practice in real and often complex situations, and to integrate this with the study of the relevant subject(s) of your main degree programme. Where relevant, you develop, reinforce and apply professional and/or technical expertise in an employment context. The placement portfolio requires you to document your experiences in relation to both your university studies as well as to a wide range of employability skills. In addition, the portfolio allows demonstration of professional development through the collection and presentation of relevant evidence.

### Learning Outcomes

Knowledge and understanding of aspects of the main degree programme in the setting of the placement within a particular managed organisation.

Knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, using the placement context.

Ability to apply some of the intellectual skills specified for the main degree programme in practice.

Ability to analyse and draw reasoned conclusions about management problems and relatively complex situations working in an organisational setting.

Ability to apply some of the subject-specific skills specified for the required core of the degree in practice.

Ability to identify, formulate and analyse problems considering options and using appropriate subject tools.

Ability to communicate effectively, orally and in writing, about business, management and/or professional / technical matters.

### Preliminary Reading

Brennan, J. & Little, B. (2002) *A Review of Work-based Learning in Higher Education*, Prentice Hall

Little, B. (1998) *Developing Key Skills Through Work Placement*, Council for Industry and HE

Sharp, J.A., Peters, J. & Howard, K. (2002) *The Management of a Student Research Project* (3rd edn.) Gower

Fanthome, C. (2004) *Work Placements: A Survival Guide for Students* Palgrave Macmillan

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CB710	Entrepreneurial Marketing					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

### Contact Hours

Lectures x 11, Seminars x 10

Lectures: 11

Seminars: 10

Independent study: 129

Total hours: 150

### Pre-requisites

Pre-requisites CB680 Introduction to Marketing and CB683 Marketing Strategy.

### Method of Assessment

100% Coursework:

Group Marketing plan/Case study discussion (2000-4000 words): 55%

Three Online/Paper Mini Quizzes: 45%

### Synopsis

Introduction to Entrepreneurial Marketing

The nature of the small and medium sized business

The skill of taking the right decision when available resources are limited

Learning how to identify marketing opportunities within an SME context

The role of structured marketing information in SME decision making

Value propositions: how to build SMEs offer, based on Ries and Trout's positioning theory

Pricing and Distribution decisions: how to set competition based prices and manage distribution strategies within low distribution capacity environments

Building strong brands in strong SMEs

The importance of supply chain relationships management with the SME stakeholders

Growth strategies within an SME context

Note on module distinctiveness: SMEs are characterised by constraints in their resources. These constraints hamper SMEs marketing activity, which is often described being haphazard. This module will teach students some main challenges SMEs face in their relationship with marketing as a concept and with marketing management in practice. The principles of marketing learnt in CB680 Introduction to Marketing and CB683 Marketing Strategy, will be revisited within an SME context.

### Learning Outcomes

Intended subject specific learning outcomes:

Demonstrate knowledge and understanding of the nature of small and medium sized enterprises (SMEs) and their marketing practices.

Understand the contributions on how entrepreneurial marketing concepts can contribute to add value to SMEs marketing activity.

Understand the contributions that both entrepreneurial marketing and value chain concepts can make to organisational performance enhancement in respect of understanding and optimising marketing practices within an SME context.

Understand the applicability of appropriate soft skill techniques to critically influence organisational performance in respect of establishing marketing practices suited to SMEs and cultivating a value-added culture within the SME.

Demonstrate critical awareness of the available tools and techniques to add value to an SME value proposition.

Intended generic learning outcomes:

Self-manage learning

Work with others efficiently and effectively.

Work in interdisciplinary areas relating theories from different subjects.

Address problems in a logical and structure way.

Communicate effectively through oral communications and written documents.

### Preliminary Reading

Text book:

Crane (2010), Marketing for Entrepreneurs, Sage (Paperback ISBN 9781412953474, Hardcover ISBN 9781412953467)

Further Recommended Books:

Lodish, Morgan, Archambeau (2007), Marketing that works: how entrepreneurial marketing can add sustainable value to any sized company, 1st Edition, Wharton School Publishing (ISBN-10: 0132390752, ISBN-13: 978-0132390750)

Lodish, Morgan, Kallianpur (2001), Entrepreneurial Marketing: Lessons from Whartons' Pioneering MBA course, 1st Edition, Wiley (ISBN-10: 0471382442, ISBN-13: 978-0471382447)