

Doc. 300.1.2

Date: 08/07/2025

## Higher Education Institution's Response

- **Higher Education Institution:**  
UNIC Athens (Campus of the University of Nicosia)
- **Town:** Athens
- **Programme of study**  
**Name (Duration, ECTS, Cycle)**  
  
**In Greek:**  
Διοίκηση Επιχειρήσεων (1,5 έτη, 90 ECTS, Μάστερ)  
  
**In English:**  
Business Administration (1,5 years, 90 ECTS, Master)
- **Language(s) of instruction:** English / Greek
- **Programme's status:** New  
New programme of study at **UNIC Athens**
- **Concentrations (if any):**  
**In Greek:** Με τις ακόλουθες κατευθύνσεις:
  - Μάρκετινγκ
  - Χρηματοοικονομικά
  - Διοίκηση Ανθρώπινου Δυναμικού
  - Διαχείριση Πετρελαίου, Φυσικού Αερίου και Ενέργειας
  - Επιχειρηματικότητα και Επιχειρησιακός Μετασχηματισμός**In English:** With the following Concentrations:
  - Marketing
  - Finance
  - Human Resource Management
  - Energy, Oil and Natural Gas
  - Entrepreneurship and Business Transformation



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

*In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## Introduction

We would like to express our sincere appreciation to the members of the External Evaluation Committee (EEC) for the collegial and professional manner in which they conducted the evaluation of the MBA (Business Administration, Master). The constructive dialogue and thoughtful feedback offered during the review process are highly valued by our academic and administrative teams.

We are extremely pleased to note that **all assessment areas were rated as Compliant—the highest designation within the CYQAA framework**. This outcome is both encouraging and affirming of the efforts invested in the design, delivery, and continuous improvement of the programme.

We also welcome the Committee's positive observations across all key dimensions of the programme. The programme's structure is described as "well-defined," supported by "publicly accessible and easily navigable information" that enhances transparency and supports student engagement. The report highlights the implementation of "robust" internal quality assurance mechanisms, which incorporate stakeholder and student feedback for continuous improvement. We also value the recognition of the programme's alignment with institutional strategy and of the role external stakeholders play in "ensuring that the curriculum remains relevant to current industry needs and expectations."

The Committee also noted the use of diverse pedagogical methods that support an "inclusive learning environment" and "positive employability outcomes." These comments affirm our student-centred approach to teaching, learning, and assessment.

We are particularly pleased with the reference to the incoming Athens faculty as having "strong research profiles that are relevant to the programme curriculum" and experience in integrating research with teaching. The Committee further recognised the "rigorous regulations" governing student admission and progression, and the "well-developed and integrated" support systems that ensure students are assisted throughout their academic journey.

In the remainder of this response, we present the EEC's recommendations alongside our corresponding actions in the designated areas of the provided tables for each section of the report.

We trust that this structured reply will assist both the Committee and the Agency in following our ongoing quality-enhancement efforts and in confirming the programme's readiness for successful delivery at the UNIC Athens campus.

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The content of the programme can be even better aligned with the learning objectives (LOs). First, the LOs of creativity and critical thinking can fruitfully be developed in a thesis or research project, but this project is currently rather small and optional. It could be expanded and made mandatory. Second, the more practical LOs regarding skills, personal growth, and effective leadership could be more clearly addressed in the curriculum, as also demanded by both students and stakeholders.</p> <p>.</p>	<p>The MBA program has completed a comprehensive alignment between its Learning Goals (LGs) and Learning Objectives (LOs). A detailed mapping of courses supporting both LGs and LOs is provided in Attachment A. This alignment serves as the foundation for systematically monitoring student performance in relation to each learning objective, as outlined in Appendix A.</p> <p>Critical thinking and creativity are further fostered through either the thesis or research-oriented assignments embedded in required courses for students who opt not to complete a thesis. Relevant courses include MBAN-671, MBAN-672, and MBAN-720, with detailed syllabi available in Appendix B.</p> <p>Starting Fall 2025, the School of Business will pilot the <b>REGAIN</b> platform, which is an AI-driven system designed to embed soft skills and well-being development as optional components of our MBA programme. REGAIN monitors 57 core and over 150 adaptive skills alongside 22 clinically validated well-being metrics, offering real-time analytics and personalized interventions. REGAIN offers course-level analytics, transforms soft skills into measurable academic capital.</p> <p>The Thesis option is offered in order to best meet the needs of students. As the global business scenery and roles are rapidly changing, the electives option provide a unique opportunity to students to get knowledge in specific areas that will be useful or required for their work. All students are informed about the implications of selecting</p>	<p>Choose level of compliance:</p>

	<p>electives vs thesis, and their decision to follow one over the other option will be based on their individual needs.</p> <p>Although, the Thesis remains an optional component it carries a weight of 30 ECTS, accounting for one-third of the program's total credits. This structure allows for flexibility in addressing diverse career goals while ensuring that students who choose the thesis path engage deeply with research development.</p> <p>The MBA programme is in line with our national educational system, the European and CyQAA requirements regarding Thesis. It is also in line with the rules and regulations of the University of Nicosia and a practice followed by all universities in Cyprus which do offer Master's degrees with the Thesis as optional. The thesis or electives option is offered in order to best meet the needs of students. The electives option provides a unique opportunity to students to get knowledge in specific areas that will be useful or required for their work.</p> <p>Practical learning objectives—such as professional skills, personal development, and leadership—have been more explicitly integrated across the curriculum. These are particularly emphasized in courses like MBAN-720 Scholarship &amp; Research. Core modules now incorporate group projects, case studies, leadership exercises, and reflective activities, all designed to cultivate these competencies. Experiential Learning activities including simulations and group projects focused on leadership challenges, are incorporated into existing modules and reflective activities, all designed to cultivate these competencies.</p> <p>To further enhance experiential learning, students work extensively with simulation platforms such as</p>	
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	<p>ADONIS, Simul8, and Harvard Business Publishing simulations. These tools support the development of business models, the exploration of "what-if" scenarios, and competitive exercises that mirror real-world leadership challenges. This applied learning approach reinforces the program's commitment to developing well-rounded, practice-ready leaders, in alignment with our goal.</p>	
<p>Stakeholders give advice rather than participate in the design of programmes. Many of them have operate in Athens and have deep knowledge of the Greek context. There could be a more structured routine for the incorporation of stakeholder input, for example through the advisory board for the programme.</p>	<p>Stakeholder engagement has been enhanced through the ongoing formation of a formal International Business Advisory Board. The board includes representatives from key industries. An ongoing effort focuses on attracting stakeholders based in Greece who bring expertise relevant to the Greek business environment.</p> <p>The board will meet biannually to provide structured input on curriculum development, emerging industry trends, and strategies to enhance graduate employability. Their active involvement in program design is supported and guided by the University's official IPEP Policy, outlined in Chapter 3 of UNIC's Internal Regulations also included in Appendix C.</p>	<p>Choose level of compliance:</p>

## 2. Student – centred learning, teaching and assessment

### (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
The involvement of students in research activities could be more systematic and a mandatory thesis in a larger format would further contribute to engaging students in such activities.	<p>While the thesis remains optional; its substantial weighting of 30 ECTS—representing one-third of the program’s total credits—ensures that students who choose this pathway engage deeply in meaningful research.</p> <p>For those not pursuing a thesis, research skills are systematically embedded within the curriculum through research-driven assignments, projects, and case studies in core courses such as MBAN-671, MBAN-672, and MBAN-720. Detailed syllabi for these modules are included in Appendix B.</p> <p>MBA students are regularly encouraged to participate in funded research dissemination activities, providing them with exposure to academic and professional research environments. In parallel, distinguished researchers are frequently invited as guest lecturers, further enriching the academic experience and reinforcing the program’s research orientation.</p> <p>Overall, this dual-pathway approach supports the development of strong research competencies while offering the flexibility to align academic work with students’ individual career goals.</p>	Choose level of compliance:
To further support students’ learning, feedback on summative assessment of learning should be more substantive and while there is good practice of formative feedback, this should be more explicitly communicated on the programmers’ handbooks in a way that supports an	<p>Substantive feedback on summative assessments has been emphasized in faculty training sessions to ensure clear, actionable comments that guide student improvement.</p> <p>Additionally, the programme handbooks have been updated to explicitly outline the role of formative</p>	Choose level of compliance:



effective learning environment, develop students' skills and supports continuous improvement.	feedback in supporting learning and skill development. An exemplary named handbook is included as attachment. This ensures students are aware of how feedback processes contribute to continuous improvement.	
The programme could further integrate training in multicultural and practical transferable skills. Both students and external stakeholders would appreciate more emphasis in this area and the EEC fully supports such changes.	The curriculum has been enhanced to strengthen multicultural and transferable skills training. Key changes include: The course of Globalization and International Business Challenges focuses on multicultural competencies and the practical application of leadership in diverse contexts. Increased incorporation of case studies, group projects, and role-playing activities designed to develop teamwork, adaptability, and problem-solving skills in a multicultural setting. Guest lectures and workshops from industry professionals with international expertise to provide practical insights and help students develop adaptable, globally relevant skills.	Choose level of compliance:

### 3. Teaching staff

(ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
The EEC notes that there is an even split between full-time faculty and adjunct teaching staff. To ensure consistent student experience, we expect this to develop over the coming years in the direction of more full-time faculty.	The School of Business recognizes the essential role that a strong core of full-time faculty plays in ensuring consistency and high quality in the student learning experience. Strategic hiring efforts are in progress to gradually expand the full-time faculty, in line with the program's continued growth and the university's institutional priorities. Adjunct faculty with significant industry expertise will remain an integral part of the teaching team, contributing practical insights that complement academic depth. As of the time of this report, an additional full-time faculty member has been recruited for the UNIC-Athens campus, further strengthening the program's academic foundation.	Choose level of compliance:

<p>There is currently no confirmed visiting faculty to complement the full time and adjunct faculty in the delivery of the programme. The EEC expects the newly established Athens branch of the department to work on this in the future</p>	<p>The University recognizes the value of incorporating visiting faculty to enhance the programme's academic and practical dimensions. Efforts are underway to establish formal collaborations with renowned academics and industry professionals to serve as visiting faculty. These engagements will bring diverse expertise, enrich the learning experience, and strengthen the academic profile of the Athens branch.</p>	<p>Choose level of compliance:</p>
<p>Faculty are encouraged to incorporate their research into their teaching activities, but it is up to individual faculty if and how to do this. Hence, the outcome is not ensured and there is a need for following a more systematic approach for research-informed teaching, such as research-led, research-oriented, research-tutored, and research-based learning.</p>	<p>A systematic framework has been introduced to ensure consistent integration of research into teaching practices. Faculty are encouraged and supported to align their teaching with research-informed methodologies. Examples include: Incorporating their current research outputs into the additional readings list in the course outlines. Exemplary course outlines are included in Appendix D Designing modules that include research-oriented assignments, such as literature reviews and small-scale research projects, such as MBAN-720.</p> <p>Embedding research-tutored practices through mentoring opportunities, where students collaborate with faculty on academic projects. These steps promote a consistent, research-informed learning environment across the programme.</p>	<p>Choose level of compliance:</p>

#### 4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
The EEC is satisfied with the current status.	We appreciate the EEC's positive feedback and are pleased that the current status meets the committee's expectations. We remain committed to maintaining and continuously enhancing the high standards of the programme.	Choose level of compliance:

## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
The EEC encourages the department to consider moving to a more capable electronic learning portal such as Blackboard Ultra, due to more enhanced capabilities and support for inclusive learning. Also, the access to databases could be further expanded (e.g. with Orbis, Bloomberg, Sustainalytics, and other commonly used data sources).	We are pleased to inform the EEC that Blackboard has already been adopted as the learning management system for all programmes, and UNIC Athens will begin its activities fully utilizing Blackboard from the initiation of operations. This platform will enable enhanced capabilities, including improved support for inclusive and interactive learning. Regarding databases, we are evaluating the feasibility of expanding access to additional resources, including Bloomberg and Sustainalytics, to better support both teaching and research activities	Choose level of compliance:

## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p><b>Alignment Between Curriculum Content and Programme Learning Objectives (PLOs).</b></p> <p>The programme's curriculum would benefit from a more precise alignment with its stated learning objectives. In particular, the development of creativity and critical thinking skills—essential academic competencies—could be more effectively supported through a mandatory, more substantial thesis or research project. Currently, research projects are optional in the programmes, which may be insufficient for fostering these higher-order skills. Expanding and making this component compulsory would contribute significantly to academic depth and student engagement in research.</p>	<p>The Thesis option is offered in order to best meet the needs of students. As the global business scenery and roles are rapidly changing, the electives option provide a unique opportunity to students to get knowledge in specific areas that will be useful or required for their work. All students are informed about the implications of selecting electives vs thesis, and their decision to follow one over the other option will be based on their individual needs.</p> <p>Although, the Thesis remains an optional component it carries a weight of 30 ECTS, accounting for one-third of the program's total credits. This structure allows for flexibility in addressing diverse career goals while ensuring that students who choose the thesis path engage deeply with research development.</p> <p>The MBA programme is in line with our national educational system, the European and CyQAA requirements regarding Thesis. It is also in line with the rules and regulations of the University of Nicosia and a practice followed by all universities in Cyprus which do offer Master's degrees with the Thesis as optional. The thesis or electives option is offered in order to best meet the needs of students. The electives option provides a unique opportunity to students to get knowledge in specific areas that will be useful or required for their work.</p> <p>For those who select the non thesis option two mandatory modules were specifically designed with the aim to help students shape research skills. Development of creativity and critical</p>	<p>Choose level of compliance:</p>

	thinking skills are supported by the Research and Scholarship course as well as included in all MBA courses that require a research course assignment.	
<b>Practical and Personal Development Learning Objectives</b> Learning objectives related to practical competencies, personal growth, and leadership development require more explicit integration within the curriculum. Feedback from both students and external stakeholders highlights the need for clearer articulation and delivery of these outcomes, which are crucial for graduates' preparedness in the professional environment.	Practical and personal development objectives have been further embedded into the curriculum through the introduction of specific topics like leadership, in key MBA courses. Additionally, experiential learning activities, including workshops, case studies, and group projects, enhance practical skills and prepare graduates for professional environments.	Choose level of compliance:
<b>Systematic Student Involvement in Research</b> Student participation in research activities remains largely optional and informal. Introducing a structured and compulsory research component would enhance research literacy and foster a culture of scholarly inquiry. A larger-scale thesis or capstone project would serve as a valuable vehicle for achieving this objective.	While the thesis remains optional, its substantial weighting of 30 ECTS ensures significant research engagement for students who choose this route. For those opting not to undertake a thesis, research literacy is systematically developed through research-oriented assignments and projects integrated across core modules, fostering a strong culture of inquiry while accommodating diverse student career goals.	Choose level of compliance:
<b>Assessment Feedback and Learning Support</b> While formative assessment practices are in place and appear to be effective, their presence and function should be more explicitly documented in programme materials, such as handbooks. Summative assessment feedback should be made more substantive and detailed, enabling students to better understand their performance and areas for improvement. This would contribute to a more supportive and developmental learning environment.	The programme handbooks have been updated to explicitly document the role and importance of formative assessment in supporting learning. Faculty have been instructed to provide more detailed and actionable feedback on summative assessments, ensuring students can better understand their performance and areas for improvement.	Choose level of compliance:

<p><b>Transferable and Multicultural Skills Training</b></p> <p>The curriculum could be further strengthened by incorporating training in multicultural competencies and practical transferable skills. Both internal and external stakeholders have expressed a desire for more emphasis in these areas. The EEC strongly supports curricular enhancement in this regard, particularly in view of the increasingly globalized nature of the workforce.</p>	<p>New initiatives have been introduced to address transferable and multicultural skill development, such as the content updating of the "Globalization and International Business Challenges" course. These efforts are further reinforced through experiential learning activities, including group projects, case studies, and guest lectures by international industry professionals, aligning with the increasingly globalized nature of the workforce.</p>	<p>Choose level of compliance:</p>
<p><b>Faculty Composition and Development</b></p> <p>At present, the academic staff consists of an even distribution between full-time faculty members and adjunct instructors. For the purpose of ensuring pedagogical consistency and long-term institutional development, the EEC recommends a gradual shift toward a higher proportion of fulltime academic staff.</p>	<p>The University acknowledges the importance of increasing full-time faculty members to enhance pedagogical consistency. A strategic hiring plan has been initiated to gradually increase the proportion of full-time academic staff in alignment with programme needs and institutional goals, while continuing to benefit from the industry expertise brought by adjunct instructors.</p>	<p>Choose level of compliance:</p>
<p><b>Visiting Faculty Engagement</b></p> <p>Currently, there are no confirmed visiting faculty appointments. The EEC encourages the department to pursue strategic recruitment of visiting academics who can bring diverse expertise and contribute to the delivery of a dynamic and internationalized curriculum.</p>	<p>The University acknowledges the value of engaging visiting faculty to enrich the curriculum and provide diverse academic perspectives. Efforts have already begun to establish collaborations with distinguished academics and industry experts to join as visiting faculty, contributing to the delivery of a dynamic and globally oriented educational experience.</p>	<p>Choose level of compliance:</p>
<p><b>Research-Informed Teaching Practices</b></p> <p>Although faculty are encouraged to incorporate their research into teaching, the current approach is informal and left to individual discretion. To ensure consistency and quality, the department is advised to adopt a more systematic approach to research-informed teaching. This could include structured models such as research-led, research-oriented, research-tutored, and</p>	<p>Steps have been taken to formalize research-informed teaching practices. Faculty are now supported through guidelines and workshops to adopt structured approaches such as research-led and research-oriented learning. These initiatives ensure consistent integration of current research into module design, fostering an intellectually enriched educational experience for students</p>	<p>Choose level of compliance:</p>



research-based learning, thereby fostering a more intellectually enriched educational experience.		
<b>Technological Infrastructure and Resource Access</b> The department is encouraged to transition to a more advanced and inclusive learning management system (LMS). This would significantly benefit both teaching and research activities across the programme.	The University has already transitioned to Blackboard as its advanced learning management system. This platform fully supports inclusive and interactive learning and is now operational for all programmes, including those at UNIC Athens.	Choose level of compliance:





### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Angelika Kokkinaki	Dean / MBA Director	
Prof. Despo Ktoridou	Head – Department of Management	
Prof. Petros Lois	Head – Department of Accounting, Economics and Finance	

**Date:** July 8, 2025

## Appendix A:

### Alignment of Learning Objectives and Learning Goals of MBA Programme

#### Rationale

The MBA program aligns with the School's mission by fostering the development of effective leaders who can navigate and influence organizations amid accelerating technological change and impact societies in a sustainable manner. Through a comprehensive curriculum that emphasizes sustainable leadership, strategic decision-making, business transformation, and effective communication, the program equips students with crucial competencies. Courses are designed to integrate theoretical knowledge with practical application, allowing students to understand and implement sustainability principles, evaluate complex business environments, and leverage technological advancements for global business transformation. Additionally, the MBA program promotes critical thinking, ethical consideration, and strategic foresight, ensuring graduates are well-prepared to guide organizations towards sustainable success, ultimately impacting society positively and aligning with the mission of driving change in technology driven environments. By emphasizing group projects, advanced analytical tools, and digital collaboration platforms like Engageli®, the program also enhances communication and teamwork skills, vital for leadership in diverse and dynamic environments.

#### Stage 1: Competency/Learning Goals

LG1 Sustainable Leadership: Students will demonstrate knowledge of frameworks for sustainable leadership.

LG2 Strategic Decision-Making Abilities: Students will successfully apply and integrate the functional areas of business to improve strategic decision-making.

LG3 Business Transformation Abilities: Students will demonstrate an appreciation of technological change for business transformation in a global environment.

LG4 Effective Communication: Students will develop effective communication skills to synthesize complex business ideas.

#### Stage 2: Learning Objectives/Outcomes

##### LG1: Sustainable Leadership

**Students will demonstrate knowledge of frameworks for sustainable leadership.**

LO 1.1: Students will demonstrate that they are ready to act based upon knowledge of principles, operational guidelines, and sustainability.

LO 1.2: Students will be able to analyze organizational environments, understand and recommend actions that improve long-term organizational effectiveness.

## LG2: Strategic Decision-Making Abilities

**Students will successfully apply and integrate the functional areas of business to improve strategic decision making.**

LO 2.1: Students will be able to integrate a comprehensive knowledge of the business environment, theories and practices and develop recommendations for the strategy of an organization.

LO 2.2: Students will be able to make strategic decisions to create value in an environment that is impacted by accelerating technological change.

## LG3: Business Transformation Abilities

**Students will demonstrate an appreciation of technological change for business transformation in a global environment.**

LO3.1 Students will be able to use analytical frameworks and technological tools to evaluate the factors impacting organizations and the global economy.

LO3.2 Students will be able to apply knowledge of the global economy and international business to make informed business decisions.

## LG4: Effective Communication

**Students will develop effective communication skills to synthesize complex business ideas.**

LO4.1 Students will demonstrate the ability to convey and report complex business problems using quantitative and qualitative methods, statistical analyses, and information technology.

LO4.2 Students will be able to work and communicate effectively with diverse team members.

## Mapping of Courses with the Learning Outcomes

MBA Courses (Compulsory)	Learning Goals/Competencies & Objectives							
	LG1		LG2		LG3		LG4	
	LO 1.1	LO 1.2	LO 2.1	LO 2.2	LO 3.1	LO 3.2	LO 4.1	LO 4.2
MBAN-710 <i>Decision Making Methods and Tools</i>	✓		✓	✓	✓		✓	✓
MBAN-680 <i>HR Management and Organizational Effectiveness</i>	✓	✓	✓	✓				✓
MBAN-620 <i>Business Economics</i>	✓		✓			✓		✓
MBAN-630 <i>Financial and Managerial Accounting</i>		✓	✓					✓
MBAN-640 <i>Financial Management</i>		✓	✓	✓			✓	✓
MBAN-650 <i>Strategic Marketing</i>		✓	✓					✓
MBAN-671 <i>Business Processes and Systems</i>	✓	✓		✓	✓	✓	✓	✓
MBAN-672 <i>Globalization and International Business Challenges</i>			✓	✓	✓	✓	✓	✓
MBAN-660 <i>Corporate Strategy</i>	✓	✓	✓	✓	✓	✓	✓	✓
MBAN-7x0 <i>Thesis</i>	✓	✓	✓	✓	✓	✓	✓	

## Assessment Plan

Learning Goals / Competencies	Learning Objectives	How Assessed	Where Assessed	When Assessed
<b>Direct Measures</b>				
<b>LG1</b>	LO1.1	Group Project	MBAN-660 Corporate Strategy	<b>Each semester</b> beginning with Spring 2022
	LO1.2			
<b>LG2</b>	LO2.1	Group Project	MBAN-660 Corporate Strategy	<b>Each semester</b> beginning with Spring 2022
	LO2.2			
<b>LG3</b>	LO3.1	Group Project	MBAN-650 Strategic Marketing	<b>Each semester</b> beginning with Spring 2022
	LO3.2			
<b>LG4</b>	LO4.1	Group Project	MBAN-650 Strategic Marketing	<b>Each semester</b> beginning with Spring 2022
	LO4.2			

## Appendix B:

### Relevant Course Syllabi

#### MBAN 671 – Business Processes and Systems

Course title	Business Processes and Systems				
Course code	MBAN 671				
Course type	Required				
Level	2 <sup>nd</sup> Cycle				
Year / Semester	1 <sup>st</sup> or 2 <sup>nd</sup> / Fall, Spring				
Teacher's name	Christina Theodoraki				
ECTS	6	Lectures / week	1/week	Laboratories / week	N/A
Course purpose and objectives	<p><b>Evaluate</b> Business Process Analysis and Design</p> <p><b>Construct</b> Technology Support for Business Processes: Workflows &amp; BPMS</p> <p><b>Appraise</b> management of Processes; Metrics and Dashboards</p> <p><b>Formulate</b> Business Process Modeling Notation (BPMN)</p> <p><b>Generate</b> management of Process Innovation</p> <p><b>Critique and Manage</b> BPM Efforts</p> <p><b>Devise</b> simulation tools to model and optimize processes</p> <p><b>Assess</b> Process Management Maturity</p> <p><b>Understand and Promote</b> the need for continuous improvement and the methodologies for effecting change through projects and continuous improvement</p> <p><b>Create and Design</b> strategies for improving processes</p>				
Learning outcomes	<p><b>Demonstrate</b> a comprehensive understanding of the terms used to describe, analyze, and improve Business Processes in organizations</p> <p><b>Implement</b> BPMN process models effectively</p> <p><b>Design</b> and model processes in BPMN for subsequent implementation in Business Process Management Systems</p> <p><b>Evaluate</b> and identify weaknesses in a given process design and suggest improvements</p>				

	<p>for optimal organizational performance</p> <p><b>Utilise</b> improvement patterns and outside best practices to redesign a given process</p> <p><b>Perform</b> realistic system modeling into simulation model, running simulations and examining what-if scenarios</p>		
<b>Prerequisites</b>	None	<b>Required</b>	YES
<b>Course content</b>	<p><b>Week 1</b></p> <p><b>Introduction to Business Process Management</b></p> <p>Introduces the field of business processes management. Various examples are presented in order to discuss the characteristics and the strategic role of business processes.</p> <p><b>Week 2</b></p> <p><b>Business Process Identification</b></p> <p>Discusses the process identification, architecture and selection of processes. Specific examples are presented and discussed.</p> <p><b>Week 3</b></p> <p><b>Process Design</b></p> <p>Involves a discussion of the various elements of a transformation process and their selection / configuration in order to support a specific strategy.</p> <p><b>Week 4</b></p> <p><b>Essential Process Modelling</b></p> <p>Introduces the concept of BPMN, branching and merging of business processes. and business objects.</p> <p><b>Week 5</b></p> <p><b>Advanced Process Management</b></p> <p>Involves a thorough discussion of the importance of rework and repetition, handling events, handling exceptions, as well as process and business rules.</p> <p><b>Week 6</b></p> <p><b>Process Discovery</b></p> <p>Discusses the importance of process discovery: including process setting and process discovery, process discovery methods, process modeling method and process model quality assurance.</p> <p><b>Week 7</b></p> <p><b>Simulation I</b></p> <p>Introduction to the concepts of modelling and simulation.</p>		

	<p><b>Week 8</b></p> <p><b>Simulation II</b></p> <p>Validation and verification of modelling and simulation and redesign in case of errors. Run and analysis of what-if scenarios in simulation.</p> <p><b>Week 9</b></p> <p><b>Simulation III</b></p> <p>Modelling, simulation and decision making with regards to a real-life problem using the simulation package SIMUL8. KPI data collection, analysis and optimal decision- making.</p> <p><b>Week 10</b></p> <p><b>Quality Management</b></p> <p>Introduces the concept of quality in an operation and considers various definitions for it. Discusses its implications on customer satisfaction and examines various methods of measuring it. The fundamental elements of statistical process control, process variation and acceptance sampling are also discussed.</p> <p><b>Week 11</b></p> <p><b>Process Model Quality Assurance</b></p> <p>The need for continuously improving an operation is discussed along with syntactic quality and verification, semantic quality and validation, pragmatic quality and certifications and modeling guidelines and conventions. Quantitative and qualitative analysis methods.</p> <p><b>Week 12</b></p> <p><b>Process Redesign</b></p> <p>The key concepts and techniques of process redesign are discussed covering the essence of process redesign, activities for transactional and transformational methods. The challenges involved in successfully implementing process redesign are discussed along with a real-life feedback.</p>
<p><b>Teaching methodology</b></p>	<p>Faculty lectures</p> <p>Directed and background reading</p> <p>Case study analysis</p> <p>Simulation group project – modeling and simulation using SIMUL8 package</p> <p>Group discussions - Students discuss various topics related to the course in smaller groups, allowing for more interaction and exchange of ideas.</p> <p>Hands-on exercises - Students perform practical tasks related to the course content.</p>

	Expert guest lectures - Inviting industry experts or professionals to deliver lectures on specific topics can provide valuable insights for students
<b>Bibliography</b>	Fundamentals of Business Process Management, Dumas, M., La Rosa, M., Mendling, J., and Reijers, H. A. , Springer , 2018 , 9783662565084
<b>Assessment</b>	Final Exam Case Study Analysis Simulation Weekly Exercises
<b>Language</b>	English



## MBAN 672 – Globalization and International Business Challenges

Course title	Globalization and International Business Challenges				
Course code	MBAN 672				
Course type	Required				
Level	2 <sup>nd</sup> Cycle				
Year / Semester	1 <sup>st</sup> or 2 <sup>nd</sup> / Fall, Spring				
Teacher's name	Joanna Vasilopoulou				
ECTS	6	Lectures / week	1/week	Laboratories / week	N/A
Course purpose and objectives	<p><b>Provide</b> students with a comprehensive understanding of globalization and its influence on business operations.</p> <p><b>Analyze</b> the economic, political, cultural, and technological dimensions of the global business environment.</p> <p><b>Evaluate</b> key international trade theories, policies, and their impact on global markets.</p> <p><b>Examine</b> and apply global market entry strategies and cross-cultural management practices.</p> <p>Explore the complexities of global supply chains, financial management, and marketing strategies.</p> <p><b>Develop</b> an understanding of ethical considerations, corporate social responsibility, and sustainability in international business contexts.</p> <p><b>Identify</b> and leverage opportunities in emerging markets and global technological innovations.</p> <p><b>Anticipate</b> future trends and challenges in global business and develop strategies to address them.</p>				
Learning outcomes	<p><b>Explain and critique</b> the historical and current trends in globalization and their effects on international business.</p> <p><b>Assess and compare</b> the role of international institutions like the WTO, IMF, and World Bank in shaping global markets.</p>				

	<p><b>Apply and integrate</b> international trade theories and policies to analyze global business scenarios.</p> <p><b>Design and recommend</b> appropriate market entry strategies based on organizational goals and environmental factors.</p> <p><b>Demonstrate proficiency</b> in cross-cultural management by formulating strategies for effective communication and leadership in diverse teams.</p> <p><b>Analyze and optimize</b> global supply chain processes, considering challenges like risk management and efficiency.</p> <p><b>Evaluate</b> foreign exchange risks and utilize international financial instruments to support business decisions.</p> <p><b>Develop and adapt</b> global marketing strategies, including branding and positioning, for various international markets.</p> <p><b>Critically assess</b> ethical dilemmas and propose CSR strategies aligned with global business sustainability goals.</p> <p><b>Identify and seize</b> opportunities in emerging markets, leveraging their unique characteristics and growth potential.</p> <p><b>Incorporate</b> technological advancements and innovation strategies to enhance global business competitiveness.</p> <p><b>Forecast and strategize</b> around future trends and challenges in globalization, ensuring organizational preparedness.</p>		
<b>Prerequisites</b>	None	<b>Required</b>	YES
<b>Course content</b>	<p><b>Week 1</b></p> <p><b>Introduction to Globalization</b></p> <p>Definition and historical context of globalization</p> <p>Key drivers and trends in globalization</p> <p>Overview of the course structure and objectives</p> <p><b>Week 2</b></p> <p><b>The Global Business Environment</b></p> <p>Economic, political, and cultural dimensions</p> <p>The role of international institutions (e.g., WTO, IMF, World Bank)</p>		

**Week 3**

**International Trade Theories and Policies**

Classical and modern trade theories

Trade policies and their impact on global business

**Week 4**

**Global Market Entry Strategies**

Modes of entry (e.g., exporting, licensing, joint ventures)

Factors influencing entry strategy decisions

**Week 5**

**Cross-Cultural Management**

Understanding cultural differences

Strategies for effective cross-cultural communication and management

**Week 6**

**Global Supply Chain Management**

Components and challenges of global supply chains

Strategies for optimizing supply chain efficiency

**Week 7**

**International Financial Management**

Foreign exchange markets and risk management

International financial instruments and capital markets

**Week 8**

**Global Marketing Strategies**

Adapting marketing strategies for international markets

Branding and positioning in a global context

**Week 9**

**Ethical and Social Responsibility in International Business**

Ethical challenges in global business operations

	<p>Corporate social responsibility and sustainability</p> <p><b>Week 10</b></p> <p><b>Emerging Markets and Global Business</b></p> <p>Characteristics and opportunities in emerging markets</p> <p>Strategies for entering and succeeding in emerging markets</p> <p><b>Week 11</b></p> <p><b>Technology and Innovation in Global Business</b></p> <p>The impact of technology on global business operations</p> <p>Innovation strategies for competitive advantage</p> <p><b>Week 12</b></p> <p><b>Future Trends and Challenges in Global Business</b></p> <p>Anticipating future trends in globalization</p>
<b>Teaching methodology</b>	<p>Lectures,</p> <p>Class Discussion</p> <p>Practical Exercises</p> <p>Group Activities</p> <p>Cases</p> <p>Research and Writing</p>
<b>Bibliography</b>	<p>International Business, Global Edition, 17th Edition, John D. Daniels, Lee Radebaugh, Daniel P. Sullivan, Pearson, 2021 , 9780136708216</p> <p>International Business: The New Realities, Global Edition, 5th Edition., S. Tamer Cavusgil, Gary Knight, John Riesenberger, Pearson, 2020, 9781292303246</p> <p>Globalization: Past, Present and Future, Manfred B. Steger., Oakland, California: University of California Press, 2023, eBook</p> <p>Globalization: Economic, Political and Social Issues, Gonzalez, Bernadette., Inc., Hauppauge, N.Y.: Nova Science Publishers, 2016, eBook</p>
<b>Assessment</b>	<p>Attendance and Participation</p> <p>Portfolio Assessment</p> <p>Final Exam</p>
<b>Language</b>	<p>English</p>

## MBAN 720 – Scholarship and Research

Course title	Scholarship and Research				
Course code	MBAN 720				
Course type	Required				
Level	2 <sup>nd</sup> Cycle				
Year / Semester	1 <sup>st</sup> or 2 <sup>nd</sup> / Fall, Spring				
Teacher's name	Christina Theodoraki				
ECTS	6	Lectures / week	1/week	Laboratories / week	N/A
Course purpose and objectives	<p><b>Integrate</b> knowledge and understanding of academic practice and research.</p> <p><b>Evaluate</b> the research process and its applications within business contexts.</p> <p><b>Design</b> research frameworks that address academic practice and research in business and management.</p> <p><b>Assess</b> the critical importance of ethical issues in conducting and presenting research.</p>				
Learning outcomes	<p><b>Articulate</b> a clear and logical academic writing style, utilizing critical thinking skills.</p> <p><b>Apply</b> the principles and practice of academic referencing systems, including Harvard style.</p> <p><b>Analyze</b> relevant literature for specific business research topics.</p> <p><b>Critique</b> the philosophical and methodological foundations of key academic and research approaches.</p> <p><b>Implement</b> a variety of research methods (qualitative and quantitative) tailored to specific research questions, goals, or objectives.</p> <p><b>Illustrate</b> an understanding of research principles in practical contexts.</p> <p><b>Formulate</b> comprehensive business research proposals, identifying necessary concepts and components.</p>				
Prerequisites	None	Required	YES		

<p><b>Course content</b></p>	<p><b>Week 1</b></p> <p><b>Foundations of Scholarship</b></p> <p>Introduction to the principles and purpose of academic scholarship in the business sector.</p> <p><b>Week 2</b></p> <p><b>Academic Reading and Writing</b></p> <p>Exploration of academic reading strategies and techniques for producing coherent, scholarly writing.</p> <p><b>Week 3</b></p> <p><b>Critical Thinking and Analysis</b></p> <p>Development of critical thinking skills and their application in business research contexts.</p> <p><b>Week 4</b></p> <p><b>Offering and Reflecting on Peer Feedback</b></p> <p>Methods for providing and receiving constructive feedback within academic settings.</p> <p><b>Week 5</b></p> <p><b>Identifying a Research Topic</b></p> <p>Techniques for selecting and refining research topics relevant to business studies.</p> <p><b>Week 6</b></p> <p><b>Research Design</b></p> <p>Examination of research design principles and the creation of research frameworks.</p> <p><b>Week 7</b></p> <p><b>Qualitative and Quantitative Methodology</b></p> <p>Comparative study of qualitative and quantitative research methodologies.</p> <p><b>Week 8</b></p> <p><b>Conducting Literature Review</b></p> <p>Strategies for conducting comprehensive and critical reviews of existing literature.</p> <p><b>Week 9</b></p>
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	<p><b>Application of Research Methods</b></p> <p>Practical exercises in applying various research methods to academic inquiries.</p> <p><b>Week 10</b></p> <p><b>Sampling Techniques</b></p> <p>Understanding various sampling methods and their implications for research validity.</p> <p><b>Week 11</b></p> <p><b>Fieldwork and Data Collection</b></p> <p>Approaches to organizing and conducting fieldwork, along with systematic data collection.</p> <p><b>Week 12</b></p> <p><b>Writing and Ethical Considerations</b></p> <p>Guidance on the research writing process, focusing on ethics, consent, confidentiality, and obtaining ethics approval.</p>
<p><b>Teaching methodology</b></p>	<p><b>Learning Activities</b></p> <p>WebEx lectures and discussions</p> <p>Interactive seminars to facilitate active student participation</p> <p>Case study applications</p> <p>Video analysis</p> <p>Workshops for skill development in specific research methodologies</p> <p>Academic paper reading and discussion</p> <p>Student research and writing</p> <p>Formative group projects to enhance peer-learning</p> <p><b>Teaching Methods</b></p> <p>Lectures</p> <p>Interactive discussions</p> <p>Flipped classroom approach, where students engage with materials before class</p> <p>Case study analyses</p> <p>Hands-on workshops</p>

	<p>Guest lectures from industry experts</p> <p>Panel discussions on emerging research trends</p>
<b>Bibliography</b>	<p>Research Methods for Business Students, Saunders, M., Lewis, P., &amp; Thornhill, A., Pearson, 2019 8<sup>th</sup> Edition, 9781292208787</p>
<b>Assessment</b>	<p>Main Assignment</p> <p>Weekly assessed assignments</p> <p>Final exam</p> <p>Peer assessment for collaborative work</p> <p>Class participation</p> <p>Research proposal presentation</p> <p>Portfolio assessment documenting learning progression</p> <p>Oral examinations to test understanding and articulation</p> <p>Reflection essays on key learning moments during the course</p>
<b>Language</b>	<p>English</p>



## **Appendix C:**

### **Policy for Ongoing Monitoring and Periodic Review of Programmes**

#### **3.0.1. Preamble**

Ongoing monitoring and periodic review of programmes are pivotal to ensure that they achieve the objectives that were set, and respond to the needs of students and society, leading to continuous improvement of the programme.

Regular monitoring, review, and revision of study programmes aim to ensure that the provision remains appropriate and create a supportive and effective learning environment for students.

The evaluation should be spherical and include: the content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of procedures for assessment of students; the student expectations, needs and satisfaction in relation to the programme; the learning environment and support services and their fitness for purpose for the programme. (ESG, 2015).

Programmes are reviewed and revised regularly involving students and other stakeholders and according to the detailed IPEP process described below in 3.2.2.

Revised programme specifications have to be approved by all academic bodies at the University (Department, School and Senate), and those changes are communicated to the National Agency for Quality Assurance (CyQAA).

#### **3.0.2. The Internal Programme Evaluation Process (IPEP)**

The Internal Programme Evaluation Process (IPEP) is conducted in the following steps:

1. 18 months post accreditation (42 months to re-accreditation): IPEP is initiated 1.5 years (18 months) after the accreditation of a programme by the Cyprus Quality Assurance and Accreditation Agency (DIPAE). It is a 2-year process and is completed 1.5 years (18 months) before the 5-year DIPAE accreditation of the program expires, which is within the timeframe for submitting the programme for re-accreditation..
2. 19 months post accreditation i.e. 1 month after Step 1 (41 months to re-accreditation): The Department to which the programme belongs will appoint the Internal Team of Reviewers (ITR) and the External Team of Reviewers (ETR):
3. 2 senior TRF from the programme (excluding the co-ordinator); one is appointed as chair1 student from the programme
4. 1 faculty member from another University who is an expert in the programme area, **1 industry expert (where applicable)**

5. 20 months post accreditation i.e. 1 month after Step 2 (40 months to re-accreditation): Each Programme coordinator will complete DIPAE's relevant form(s) (those submitted for programme accreditation) and will send them to ITR and ETR.
6. 24 months post accreditation i.e. 4 months after Step 3 (36 months to re-accreditation):
7. ITR will solicit feedback for the programme from faculty, students, alumni and industry experts and will examine relevant documents, course syllabi, learning and assessment material, human and physical infrastructure, etc.
8. Each member of ETR will evaluate independently the programme and complete DIPAE's External Programme Evaluation form(s) and send it/them to the chair of ITR.
9. 26 months post accreditation i.e. 2 months after Step 4 (34 months to re-accreditation): ITR will evaluate the programme and complete DIPAE's External Programme Evaluation form(s) incorporating and clearly indicating ETR's comments/evaluation and send the form(s) to the Programme coordinator
10. 30 months post accreditation i.e. 4 months after Step 5 (30 months to re-accreditation): The Programme coordinator will prepare a report based on the ITR's form(s) and present it to the Department Council and the Dean.
11. 36 months post accreditation i.e. 6 months after Step 6 (24 months to re-accreditation): Changes to the programme curriculum, requested budget for the programme, hiring (if any) of new faculty members will take place, subject to the approval of the Department, School, Senate and Council. The programme coordinator will amend DIPAE's relevant form(s) (completed as per point 3), under the instructions/in consultation with the Head of Department/Dean and submit it/them to the University Internal Quality Assurance Committee (UIQAC).
12. 38 months post accreditation i.e. 2 months after Step 7 (22 months to re-accreditation):
13. UIQAC will provide feedback to the programme coordinator. 41 months post accreditation i.e. 3 months after Step 8 (19 months to re-accreditation):
14. The programme coordinator will prepare the final form(s) for submission to DIPAE.
15. 42 months post accreditation i.e. 1 month after Step 9 (18 months to re-accreditation):
16. Submission of the final forms to DIPAE.

**Appendix D:**  
**Handbook**



UNIVERSITY *of* NICOSIA

**Master in Business Administration (MBA)**  
**Student Handbook**

**June 2025**



## Dear MBA Students,

On behalf of the academic and research staff, I welcome you to the University of Nicosia's MBA programme and invite you to discover how we can support you in achieving the success you deserve.

The accelerated 18-month MBA programme is designed to develop effective business leaders and professionals who add value and prestige to their organisations and to society. We are all here to help you realise your full potential.

### Commitment to Excellence

The University of Nicosia MBA is characterised by the academic rigour and thoroughness expected of a top-tier programme. Through bilateral agreements with selected universities in the EU and strong ties to business communities both in Cyprus and abroad, our MBA combines academic excellence with outstanding networking opportunities. Supported by our Career and Industry Liaison Officers, who assist you in charting your professional path, this MBA provides you with both the tools and connections to enhance your employability.

### International Reach

With faculty and classmates from over 30 countries, graduates of the University of Nicosia MBA not only complete an outstanding programme in Cyprus but also become members of a tightly knit global network of like-minded professionals.

### Rich Learning Experience

By blending solid theoretical approaches with carefully chosen case studies, business information systems, simulations, business games and close collaboration with industry and the public sector, our MBA delivers a rich, practice-oriented learning experience.

### Unmatched Flexibility

We offer nine specialisations with over 50 elective courses, admit students twice a year, and provide exchange opportunities in more than 20 countries. Such flexibility ensures you can tailor the MBA to your priorities and goals.

### Strong Return on Investment

The accelerated format saves both tuition and time out of the workforce. Given our graduates' 20 % average salary increase in the international market, the University of Nicosia MBA offers significant returns with minimal opportunity cost.

## Funding Options

An MBA delivers lifelong dividends, professionally and personally. Our MBA Financial Aid Office can assist you in planning for your studies through savings, loans, scholarships or research assistant positions.

## Inspiring and Supportive Faculty

Our MBA faculty possess international professional experience and strong research profiles. They serve on corporate boards, university evaluation committees, charitable organisations, and as consultants in Cyprus and abroad. They hold endowed chairs funded by institutions and organisations. These activities allow them to share timely expertise in teaching, research and applied business practice. More importantly, they are committed to inspiring you to achieve your goals and to providing the support you need in your daily learning and professional endeavours.

## Powerful Alumni Network

With nearly 800 alumni from over 30 countries—many of whom are senior executives or successful entrepreneurs—our alumni network serves as your primary international business network.

## Work Hard, Play Hard, Go Far

During your studies, you will engage in active learning and career building alongside Erasmus and international students from Europe, the USA, Asia and Africa. You may participate in local and international competitions, joint projects, business missions and trips to Mediterranean countries, EU member states, India and China—partners of the University of Nicosia. These experiences will prepare you to advance your career anywhere in the world.

**“A life-defining experience.”**

Nearly all our alumni say so—and we’ve heard it for almost 20 years!

**Dr Angeliki Kokkinaki**



**Dean, School of Business Administration**

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## Institutional Framework of the Programme

The Master of Business Administration (MBA) offered by the School is governed by the University of Nicosia Regulation and Code of Practice. These documents have been drafted in accordance with the academic statutes of European universities, the Bologna Process, and the guidelines of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) as established by its expert committees for the evaluation of postgraduate programmes. The structure, organisation and operation of the postgraduate programmes are regulated by the Internal Regulation for Postgraduate Studies.

The Regulation and Code of Practice comprise of five parts:

- \* General provisions applicable to all Master's and Doctoral programmes, covering study organisation, admission procedures and criteria, and requirements for supervision.
- \* Specific provisions for the operation of Master's programmes.
- \* Specific provisions for Doctoral programmes.
- \* University of Nicosia provisions for the organisation and operation of postgraduate programmes, including student obligations, research ethics, and quality-assurance indicators for admission, supervision, skill development, research output, evaluation and feedback.
- \* Bibliographical sources used in drafting the Regulation and Code of Practice.

## MBA Programme Overview

A globally recognised and accredited postgraduate programme designed for the next generation of strategic leaders, grounded in academic integrity and high international business engagement.

Through collaborative learning and varied business exposure, our MBA prepares you for the opportunities and challenges you will face as a strategic leader. You will deepen your understanding of decision-making and strategic thinking, achieving success through strategic leadership in a dynamic environment, managing the complexity of global challenges, and mastering concepts and tools in strategic marketing, operations, accounting and finance. You will gain unique insight into how international economies and markets operate, challenge existing business models, and develop innovative strategies for competitive advantage.

## Strategic Pillars

**Strategic Leadership** - Expand your horizons on global complexity, apply innovative strategic thinking, develop leadership skills, and assume responsibility for managing natural, social and economic capital.

**Personal Professional Development** - Take charge of your skill development and future career, extending your professional reach.

**Lifelong Connectivity** - Strengthen your professional networks, cultivate cultural sensitivity, engage with faculty who care about your goals, and join a community of ambitious professionals.

## Academic Profile of the MBA Program

The MBA program at our university is distinguished by its strong emphasis on the practical application of business management theory within an international context. Its goal is to prepare executives who will excel in senior management roles and contribute strategically to the success of their organizations.

### Foundational Theories:

- Strategic Management
- Organizational Behavior
- Finance
- Marketing
- Human Resource Management

### Skill Development:

- Leadership
- Strategic Thinking
- Crisis Management
- Innovation and Creativity
- Data Analysis
- Decision-Making

**Academic Topics:** Emphasizes research, case studies, and a strong theoretical foundation.

### Program Orientation

The MBA program is structured to provide a comprehensive overview of key business management areas, such as strategic management, finance, marketing, human resource management, and innovation. It also offers specializations in fields like entrepreneurship, international business strategy, and business analytics.

**Market Orientation:** The program aligns with the needs of the modern job market.

### Specialization:



- Options for specializations (e.g., finance, digital marketing, strategy, innovation management, etc.).
- Development of specialized knowledge to address specific business needs.

**Practical Approach:**

- Internships in real business settings.
- Collaborations with businesses.
- Case studies to apply theoretical knowledge in practice.

**Management and Leadership:**

- Development of leadership and management skills.
- Emphasis on strategic capabilities to manage large organizations.

**Change and Innovation Management:** Focuses on adapting to new technologies and business models.

**Additional Features**

- Connection to the Global Business Environment: Programs with an international dimension, often involving collaborations or student exchanges with foreign universities.
- Networking and Community: Building a robust network of professionals and alumni.
- Mentorship by Professors and Experts: Support from leading academics and professionals in their fields.

**Research Focus**

Students are encouraged to participate in research addressing contemporary business problems and solutions. The program supports research that contributes to improving business management practices and enhances academic publications and conference presentations.

**Scientific Objectives**

- Develop an understanding of the complex nature of organizations and their environmental contexts.
- Broaden analytical and decision-making skills at the strategic and operational levels.
- Guide students in conducting original research and developing innovative solutions that integrate best practices.

**Learning Outcomes**

MBA graduates are expected to:

- Understand and analyze complex economic data and use it to make strategic decisions.
- Develop and implement business strategies that respond to market trends and changes in the business environment.
- Communicate effectively and collaborate professionally with multicultural teams and stakeholders.
- Apply ethical principles and business responsibility in their decision-making.

## Purpose and Objectives of the Programme

The University of Nicosia MBA aims to equip students with a solid foundation in business education, preparing them to become effective managers and leaders in today's dynamic global environment. Closely linked to real-world business practices, the programme focuses on developing managerial and leadership skills essential for multicultural settings and rapid socio-political and economic changes.

### Key Objectives

1. Provide core decision-making skills, attitudes and tools for successful business leadership.
2. Enhance students' ability to tackle modern challenges in competitive markets.
3. Develop both theoretical knowledge and practical skills for effective business administration.
4. Promote intellectual growth and maturity for advanced professional roles.
5. Encourage critical analysis, research and application of new knowledge and skills in business.
6. Ensure in-depth exploration of each topic, balancing theory with practice.
7. Prepare students for specialised roles through a strong knowledge base and independent thinking.
8. Offer insights into modern organisations and career opportunities in a competitive landscape.
9. Equip students with strategic skills for informed short- and long-term decision-making.
10. Provide an international perspective in management education for global success.
11. Integrate European and international business viewpoints to broaden students' understanding of global practices.

### Expected Learning Outcomes

- \* Upon successful completion, graduates will be able to:
- \* Demonstrate advanced leadership and managerial capabilities with cultural awareness and a global outlook.
- \* Exhibit academic autonomy and integrate professional expertise to address complex career-related issues.
- \* Conduct comprehensive academic research, contributing new insights to business administration.
- \* Apply specialised knowledge in practical settings through a capstone thesis addressing real challenges.
- \* Utilize analytical tools to perform industry and competitor analyses, forecast behaviour, and evaluate strategies for competitive advantage.

- \* Design and manage high-performance organisations, implementing strategies for superior results.
- \* Oversee human resources functions and inspire teams to achieve strategic objectives.
- \* Critically assess organisational market position and formulate marketing and management strategies to strengthen competitiveness.
- \* Navigate and optimize complex processes in product development, manufacturing and service delivery.
- \* Integrate academic research with business practice to drive innovation and decision-making.
- \* Evaluate complex investment opportunities, set financial policies, and enhance negotiation skills in organisational contexts.

## Teaching and Learning Methods

The MBA employs modern methods to deliver a comprehensive learning experience:

### 1. Lectures & Blended Learning

**Interactive tools:** (polls, apps) for immediate student engagement.

**Blended delivery:** combining face-to-face and online activities for flexibility.

### 2. Technology & Innovative Platforms

**Learning Management System (LMS)** for centralized resources and progress tracking.

**Simulations and gamification** for experiential learning and real-time feedback.

### 3. Group Work & Industry Collaboration

**Multicultural teams** to foster diverse perspectives.

**Live projects** commissioned by businesses to apply theory.

### 4. Assessment Methods

**Holistic evaluation** through assignments, presentations, group projects and exams.

**Continuous feedback** to support ongoing skill development.

## Policy and Procedures for MBA-Level Assessment

### Introduction:

The following assessment policy and procedures are applicable to all courses within the MBA program. This policy has been designed to ensure consistent, fair, and rigorous evaluation of student performance while maintaining the high academic standards of the University of Nicosia. It is communicated to all students at the start of their studies and aims to provide clarity regarding the assessment process, expectations, and academic integrity.

### Assessment Objectives:

- Evaluate students' understanding and application of theoretical knowledge and practical skills.
- Promote critical thinking, problem-solving, and analytical abilities.
- Support students' personal and professional development.

### Assessment Components:

- **Coursework:** Assignments and case studies that encourage practical application and deeper understanding of course material.
- **Examinations:** Midterm and final exams designed to test students' comprehension and critical analysis.
- **Participation:** Classroom participation and contributions to discussions foster engagement and collaborative learning.
- **Group Work:** Group projects assess students' ability to work effectively in teams, promoting teamwork and leadership skills.
- **Presentations:** Oral presentations develop effective communication and presentation abilities.

This policy ensures a comprehensive assessment framework that enhances students' academic and professional growth while adhering to the highest academic standards.

### Career Prospects

MBA graduates from the University of Nicosia excel in competitive markets thanks to a comprehensive skill set and practical knowledge. Emphasis on strategic thinking, leadership and global business insight prepares students for roles from senior management to entrepreneurship. Key sectors include finance, technology, healthcare, marketing, consulting and general management. Strong industry links and exposure to current trends enhance graduates' readiness for complex challenges and drive innovation in organisations.

### Achievement of Learning Outcomes

The learning objectives and outcomes of the MBA program are clearly defined and specify the knowledge and skills students are expected to acquire by the end of each course or the program as a whole. These outcomes include measurable success indicators (e.g., exam success rates, project scores, individual and group assignments). The objectives are realistic and achievable, considering the resources and time available to students. They also align with the needs of the labor market and business professionals, ensuring that graduates are well-prepared to compete in the job market immediately upon completing their studies. The learning outcomes are time-bound, with specific timelines for achievement, and are regularly assessed to ensure students' progress remains on track.

The evaluation of the achievement of learning outcomes in the MBA program is conducted through a combination of diverse methods designed to assess students' ability to understand, analyze, and apply the acquired knowledge. These methods include:

- Written exams
- Case studies
- Group projects
- Strategic plans and presentations
- Data analysis
- Reports
- Class participation
- Independent research and assignments
- Dissertation/Thesis submission

**Purpose:**

1. To evaluate students' understanding of theory and concepts in various areas (e.g., strategy, finance, organizational behavior, etc.).
2. To assess their ability to analyze real-world business problems and propose solutions.
3. To measure their teamwork skills and the application of theoretical knowledge in practical scenarios.
4. To evaluate their ability to design strategies and present them with clarity and reasoning.
5. To assess their capacity to process and analyze data for business decision-making.
6. To evaluate their written expression and ability to analyze and present results in a business context.
7. To assess their participation, contribution to discussions, and analytical thinking.
8. To measure their ability to conduct academic research and produce well-documented scientific texts.
9. To assess their ability to synthesize knowledge gained throughout the program and apply it to specific problems or situations.

Students receive feedback on their progress through written evaluations, meetings, and guidance to help them better understand theoretical concepts, develop practical skills, and ensure they can tackle complex problems and develop strategic solutions.

**Programme Duration**

- Minimum completion: 16 months

- Maximum completion: 4 years

### Programme Language

- Offered in English and Greek.
- Students select their language of instruction at admission and must take courses in that language only.

### Teaching Hours

- Each 6-ECTS course entails 3 lecture hours per week per semester (50-minute hours).
- Academic year: two 13-week teaching semesters + two exam weeks each.

### Degree Awarded

Master of Business Administration (MBA), upon completion of at least 90 ECTS.

### Admission Requirements for the MBA Program at the University of Nicosia

- To be admitted to the MBA program at the University of Nicosia, applicants must meet the following requirements:
- Academic Qualifications:
- Possession of a Bachelor's degree from a recognized institution (American, European, or equivalent).
- Standardized Test Scores:
- Submission of GMAT (Graduate Management Admission Test) scores with a minimum score of 400. Applicants with a cumulative GPA (COA) of 2.5 or higher on a 4.0 scale, 2.2 according to UK standards, or three years of professional experience are exempt from the GMAT requirement.

\*Applicants without GMAT scores may receive conditional acceptance to take preparatory courses but must submit the required GMAT scores, as stated above, for full admission to the MBA program.

- Curriculum Vitae (CV):

Submission of a detailed CV, including educational background, academic and professional experiences, publications, awards, and other relevant achievements.

- Recommendation Letters:

Two letters of recommendation from individuals familiar with the applicant's academic or professional background.

- Personal Statement:

Submission of a comprehensive personal statement outlining personal skills, strengths, and how the program aligns with professional goals and personal development aspirations.

- **Language Proficiency:**

For programs offered in Greek, proof of Greek language proficiency is required.

For programs offered in English, proof of English proficiency is necessary unless the applicant's first degree was taught in English. Acceptable evidence includes:

TOEFL score of 550 or higher (213 for Computer-based, 79-80 for Internet-based).

GCSE/GCE English Language "O" Level with a grade of "C" or higher.

IELTS score of 6.5 or higher.

- Cambridge First Certificate with a grade of "B" or higher.

#### **Credit Transfer:**

Transfer credits may be granted for courses equivalent to those in the MBA program, provided they were completed at an accredited institution with admission standards acceptable for postgraduate students at the University of Nicosia. Conditions for credit transfer include:

- a) Master-level courses.
- b) Courses completed with a grade of "C" or higher.
- c) Courses with at least 80% content equivalence to those within the MBA program at the University of Nicosia.

#### **Academic Regulations**

The MBA adheres to regulations ensuring quality education, academic integrity and student success. Regulations cover staff and student obligations, scholarship policies, attendance, failure, deferment, withdrawal, deregistration and discipline.

#### **Staff Obligations:**

1. Deliver high-quality teaching, prepare thoroughly, and stay current.
2. Provide guidance via office hours and feedback.
3. Conduct fair evaluations and uphold integrity.

### **Student Obligations:**

1. Attend classes, participate, and submit work on time.
2. Adhere to academic honesty and plagiarism policies.

### **Scholarships:**

1. Merit-based and need-based awards per university policy.

### **Attendance & Failure Policies:**

1. Notify instructors in advance of absences.
2. Retake failed exams (65 € fee) and courses (50 % tuition).

### **Deferment & Withdrawal:**

1. Requests for valid reasons, approved by Programme Director.

### **Deregistration:**

1. For academic failure or serious misconduct.

### **Discipline:**

1. Code of conduct enforced; sanctions range from warnings to expulsion.

## **Grading System**

- Assignments and exams are graded on a scale from A (excellent) to F (fail).
- Each assessment component has a specific weighting, which is clearly outlined in the course syllabus.

Student evaluation follows the general assessment guidelines adopted by the University. The details of these rules are as follows:

### **Grading Scale:**

Percentage Grade %	Letter Grade	Grade Points
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93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
0-59	F	0.0

Minimum passing grade per course: 60 %. Minimum programme GPA: 2.0/4.0.

### Feedback

- Constructive feedback is provided for every assessment component, highlighting strengths and opportunities for improvement.
- Feedback aims to guide students in their learning journey and enhance their performance in future evaluations.

### Late Submission Policy

- Penalties for late submission of coursework are defined in the course syllabus, and exceptions are considered on a case-by-case basis for extenuating circumstances.
- Students are required to inform the course instructor in advance of any anticipated delays.

### Academic Integrity

- All assessments must adhere to the highest standards of academic integrity. Plagiarism, cheating, and other forms of academic misconduct are strictly prohibited.

- Violations of academic integrity are subject to disciplinary measures, as outlined in the University's Academic Misconduct Policy.

### Appeals Process

- Students who believe their assessments were graded unfairly may appeal their grades. The appeal process is detailed in the student handbook, and appeals must be submitted in writing to the course instructor within a specific timeframe.

### Continuous Improvement

- The assessment policy is subject to periodic review to ensure its effectiveness and relevance. Student and faculty feedback forms an integral part of this review process.

### Master's Dissertation

The master's dissertation may be theoretical, applied, or experimental, and is presented as a written report along with any essential appendices.

- **Timeline:** The minimum submission time for a dissertation is 4 months, and the maximum is 8 months. Extensions are granted only in exceptional circumstances where external factors hinder significant progress.
- **Submission and Defense:** Upon completion, students submit a copy to the Review Committee, and a date is set for the presentation and defense. After successful acceptance, a final revised copy is submitted electronically and in print to the University.
- **Ownership:** Dissertations are the property of the University, which reserves the right to use and reproduce them for academic and research purposes.
- **Regulations:** Dissertations must follow MBA program guidelines and the dissertation handbook.

### Dissertation Supervisors

Students are guided by a Research Supervisor, who helps finalize the topic and oversees the dissertation's progress, suggesting improvements and approaches to address key academic challenges.

- **Defense Process:** Once the dissertation is complete, a three-member Examination Committee is appointed. The defense lasts approximately 20 minutes, followed by questions and feedback from the reviewers. Revisions may be required, with only one resubmission allowed.
- **Grading:** If the three reviewers disagree, the highest of their scores is used, and the final grade is the average of all three.

### Appeals for the Dissertation Grade

- Students may appeal their dissertation grade within 40 days of the defense by submitting a written request to the Dean, who forwards it to the Department for review.

## Graduation Process

- The Master's degree is awarded at the end of the academic term during which the finalized dissertation is submitted. The official degree conferment occurs during the graduation ceremony.

These regulations ensure that the MBA program at the University of Nicosia operates within a fair, supportive, and academically rigorous environment. Both students and staff are encouraged to familiarize themselves with these policies to ensure mutual respect and success throughout the academic journey.

## Additional General Information

The University of Nicosia's MBA Program is structured based on the European Credit Transfer System (ECTS). The curriculum covers a broad range of academic content. The program offers two intakes per year, starting in early October and early February. Students may enroll in up to 30 ECTS during the Fall and Spring semesters and up to 15 ECTS during the Summer session for the duration of their studies. Students have the option to pause their studies after successfully completing a course by submitting a formal request to the Program Academic Coordinator.

The minimum duration for completing the MBA program is 16 months, and the maximum is 4 years. Students may register for a maximum of five courses per semester (Fall and Spring).

To earn the MBA degree, students must successfully complete 15 courses or 10 courses plus a dissertation. Specifically, students must complete six core courses and either nine specialization courses or four specialization courses plus a dissertation.

## Graduate Student Guidance

Upon admission to the program, each student is assigned an Academic Advisor who acts as their mentor on all academic matters, including course registration and addressing any challenges encountered during the program.

## University Email, Online Portal, and Library Access

Students are provided access to the University's e-Learning Platform, where all practical and procedural information on the MBA program is available. This platform includes program goals, teaching and assessment content, study schedules, and submission deadlines for written assignments.

During registration, the University creates a dedicated email address, username, and password for each student. These credentials allow access to the University's email and online portal. All official communication regarding the student's studies occurs exclusively via this email account. It is the student's responsibility to check their email regularly.

Additionally, students gain access to the University Library's digital and physical collections, as well as resources from partner university and organization libraries. Use of the library is governed by the University's Library Usage Regulations, which all students agree to follow.

This structure ensures that students are supported with well-organized academic and logistical resources necessary for successful completion of the MBA program.

### **Student Support Mechanisms for Monitoring and Assisting Student Success**

The University of Nicosia is committed to providing comprehensive student support services that ensure the well-being and success of its students in both conventional and distance-learning programs. This commitment to educational excellence is reflected in a strong framework that fosters an inclusive, student-centered learning environment. Students are encouraged to actively engage in learning opportunities that develop lifelong skills with the support of various departments dedicated to their well-being.

#### **University Welfare System**

At the University of Nicosia, student welfare is a priority, and comprehensive support mechanisms address the diverse needs of undergraduate and postgraduate students. Key services include the Center for Research and Counseling Services (KESY), the Office of Student Affairs, Academic Advising and Support Departments, and the Student Success Centre, all of which play a role in monitoring and enhancing student support.

#### **Center for Research and Counseling Services (KESY)**

KESY provides personalized psychological support to students facing personal challenges such as academic difficulties, interpersonal issues, anxiety, stress, and more. Support is offered through confidential individual or group sessions, aimed at developing coping skills. In necessary cases, and with the student's consent, information may be shared with academic departments to ensure appropriate support is provided.

#### **Academic Guidance**

All students benefit from personalized academic guidance from academic advisors, department heads, and program coordinators. This support is essential for helping students select courses, understand academic expectations, and connect with other university resources as needed. The goal is to empower students to take responsibility for their learning while receiving strong academic support throughout their journey.

#### **Student Success Centre**

The Student Success Centre focuses on assisting students in reaching their academic goals through workshops and tutoring services. Specifically designed for first-year students, the Centre offers a transition-to-university

program, academic skills training, and peer tutoring services in areas such as mathematics and written communication, ensuring personalized attention for overcoming academic challenges.

### **Student Counseling and Support**

The Office of Student Affairs enhances the university experience by promoting vibrant student life, offering services such as housing assistance, roommate matching, and support for newcomers. A variety of events, activities, and student clubs encourage social interaction and leadership development. Additionally, career counseling services guide students in exploring career opportunities and polishing skills necessary for professional success, supported by an extensive employer network and events like the Annual Career Fair.

By offering these coordinated services, the University of Nicosia ensures that students have access to the resources needed to thrive both personally and academically.

### **MBA Program Structure**

The MBA program at the University of Nicosia features a structure that includes preparatory courses, core courses, and specialization courses. Students can follow one of five specializations: Marketing, Finance, Oil, Gas, and Energy Management, Human Resources Management, or Entrepreneurship and Business Transformation. Depending on the chosen specialization, students may complete the program with or without a dissertation.

The curriculum covers diverse fields such as business management, financial marketing, human resource management, digital technologies, and energy strategy. Core courses include topics such as strategic management, finance, marketing, and organizational dynamics. Each specialization offers courses focusing on advanced topics, equipping students with tools to address modern business challenges while meeting both theoretical and practical student needs.

## MBA Path

Course Code	Course Title	ECTS
<b>Foundation Courses*</b>		<b>0</b>
MBAN-540*	Foundations in Economics*	0
MBAN-550*	Foundations in Accounting*	0
MBAN-560*	Foundations in Statistics and Research*	0
MBAN-570*	Foundations in AI and Business*	0
<b>Compulsory Courses</b>		<b>36</b>
		6
MBAN-680	HR Mgt and Organizational Effectiveness	
MBAN-620	Business Economics	6
MBAN-630	Financial and Managerial Accounting	6
MBAN-640	Financial Management	6
MBAN-650	Strategic Marketing	6
MBAN-660	Corporate Strategy	6

\*For Students with no relevant Academic background on the field

## Concentration Courses

Required ECTS 54

### MARKETING

MBAN-645	Global and International Marketing	6
MBAN-646	Corporate Social Responsibility and Sustainable Marketing	6
MBAN-647(R)	Digital Marketing	6
MBAN-671(R)**	Business Process Management**	6
MBAN-672(R)**	Globalization and International Business Challenges**	6
MBAN-710(R)	Decision Making Methods and Tools	6
MBAN-720(R)	Scholarship and Research	6
MBAN-740(R)***	Thesis in Marketing***	30
MBAN-748(R)	Consumer Behavior	6
MBAN-749	Marketing of Services	6
MBAN-752	Marketing Communications	6

(R) Required Course; \*\*Required for Non - Thesis Option; \*\*\*Required for Thesis Option

## Concentration Courses

Required ECTS 54

### FINANCE

MBAN-658	Fintech and Digital Finance	6
MBAN-659	Corporate Finance and Sustainable Investing	6
MBAN-671(R)**	Business Process Management**	6
MBAN-672(R)**	Globalization and International Business Challenges**	6
MBAN-710(R)	Decision Making Methods & Tools	6
MBAN-720(R)	Scholarship and Research	6
MBAN-750(R)***	Thesis in Finance***	30
MBAN-754(R)	Portfolio Analysis	6
MBAN-755(R)	Financial Markets and Institutions	6
MBAN-756	Financial Risk Management	6
MBAN-757	Global Financial Strategies	6

(R) Required Course; \*\*Required for Non - Thesis Option; \*\*\*Required for Thesis Option



## Concentration Courses

Required ECTS 54

### ENERGY, OIL AND NATURAL GAS

MBAN-671(R)**	Business Process Management**	6
MBAN-672(R)**	Globalization and International Business Challenges**	6
MBAN-710(R)	Decision Making Methods and Tools	6
MBAN-720(R)	Scholarship and Research	6
MBAN-760(R)***	Thesis in Energy, Oil and Natural Gas***	30
MBAN-761	Hydrocarbon (HCB) Markets and Economics	6
MBAN-762	EU Energy Strategy	6
MBAN-763	Energy Safety and Risk Management in the HCB industry	6
MBAN-764(R)	Environmental Impact Assessment in the HCB Industry	6
MBAN-765(R)	LNG Systems and Markets	6
MBAN-766	Energy and Geopolitics	6

(R) Required Course; \*\*Required for Non - Thesis Option; \*\*\*Required for Thesis Option

## Concentration Courses

Required ECTS 54

### HUMAN RESOURCE MANAGEMENT

MBAN-604	Transformational Leadership	6
MBAN-606	Diversity, Equity and Inclusion	6
MBAN-607 (R)	Performance Management and Compensation Systems	6
MBAN-608 (R)	Employee Resourcing and Employee Development	6
MBAN-671(R)**	Business Process Management**	6
MBAN-672(R)**	Globalization and International Business Challenges**	6
MBAN-701	Organizational Behavior	6
MBAN-702	Integrity in Organizations	6
MBAN-710(R)	Decision Making Methods and Tools	6
MBAN-720(R)	Scholarship and Research	6
MBAN-770(R)***	Thesis in HRM***	30

(R) Required Course; \*\*Required for Non - Thesis Option; \*\*\*Required for Thesis Option

## Concentration Courses

Required ECTS 54

### ENTREPRENEURSHIP AND BUSINESS TRANSFORMATION

MBAN-671(R)**	Business Process Management**	6
MBAN-672(R)**	Globalization and International Business Challenges**	6
MBAN-689	E commerce Development Process	6
MBAN-690(R)***	Thesis in Entrepreneurship and Business Transformation***	30
MBAN-691(R)	Digital Transformation Management	6
MBAN-710(R)	Decision Making Methods and Tools	6
MBAN-720(R)	Scholarship and Research	6
MBAN-788(R)	Entrepreneurship and Startup Management	6
MBAN-789	Management of Technological Innovation	6
MBAN-790	Managing SMEs and Family Businesses	6
MBAN-799	Project Management	6

(R) Required Course; \*\*Required for Non - Thesis Option; \*\*\*Required for Thesis Option

## COURSE DISTRIBUTION PER SEMESTER

### Thesis Option MBA Degree Example

A/A	Course type	Course title	Course code	Periods per week	Period duration	Number of weeks/ Semester	Total periods/ Semester	Number of ECTS
<b>A' Semester</b>								
1.	Compulsory	HR Mgt and Organizational Effectiveness	MBAN 680	2,5	56 minutes	14	35	6
2.	Compulsory	Business Economics	MBAN 620	2,5	56 minutes	14	35	6
3.	Compulsory	Financial and Managerial Accounting	MBAN 630	2,5	56 minutes	14	35	6
4.	Required	Scholarship and Research	MBAN 720	2,5	56 minutes	14	35	6
5.	Concentration Required	Performance Management and Compensation Systems*	MBAN 607	2,5	56 minutes	14	35	6
<b>*Representative Concentration Course from the HR Concentration – 4 more available concentrations</b>								
<b>B' Semester</b>								
6.	Compulsory	Financial Management	MBAN 640	2,5	56 minutes	14	35	6
7.	Compulsory	Strategic Marketing	MBAN 650	2,5	56 minutes	14	35	6
8.	Compulsory	Corporate Strategy	MBAN 660	2,5	56 minutes	14	35	6
9.	Required	Decision Making Methods and Tools	MBAN 710	2,5	56 minutes	14	35	6
10.	Concentration Required	Employee Resourcing and Employee Development*	MBAN 608	2,5	56 minutes	14	35	6
<b>*Representative Concentration Course from the HR Concentration – 4 more available concentrations</b>								
<b>C' Semester</b>								
11.	Required	Thesis	MBAN 770	N/A	N/A	N/A	N/A	30

### Non-Thesis Option MBA Degree Example

A/A	Course type	Course title	Course code	Periods per week	Period duration	Number of weeks/ Semester	Total periods/ Semester	Number of ECTS
<b>A' Semester</b>								
1.	Compulsory	HR Mgt and Organizational Effectiveness	MBAN 680	2,5	56 minutes	14	35	6
2.	Compulsory	Financial and Managerial Accounting	MBAN 630	2,5	56 minutes	14	35	6
3.	Required	Scholarship and Research	MBAN 720	2,5	56 minutes	14	35	6
4.	Concentration Required	Performance Management and Compensation Systems*	MBAN 607	2,5	56 minutes	14	35	6
5.	Concentration Elective	Organizational Behavior*	MBAN 701	2,5	56 minutes	14	35	6
<b>*Representative Concentration Course from the HR Concentration – 4 more available concentrations</b>								
<b>B' Semester</b>								
6.	Compulsory	Strategic Marketing	MBAN 650	2,5	56 minutes	14	35	6
7.	Compulsory	Corporate Strategy	MBAN 660	2,5	56 minutes	14	35	6
8.	Required	Decision Making Methods and Tools	MBAN 710	2,5	56 minutes	14	35	6
9.	Concentration Required	Employee Resourcing and Employee Development*	MBAN 608	2,5	56 minutes	14	35	6
10.	Concentration Elective	Transformational Leadership*	MBAN 604	2,5	56 minutes	14	35	6
<b>*Representative Concentration Course from the HR Concentration – 4 more available concentrations</b>								
<b>C' Semester</b>								
11.	Compulsory	Business Economics	MBAN 620	2,5	56 minutes	14	35	6
12.	Compulsory	Financial Management	MBAN 640	2,5	56 minutes	14	35	6
13.	Required	Business Processes and Systems	MBAN 671	2,5	56 minutes	14	35	6
14.	Required	Globalization and International Business	MBAN 672	2,5	56 minutes	14	35	6

15.	Concentration Elective	Diversity, Equity and Inclusion*	MBAN 606	2,5	56 minutes	14	35	6
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\*Representative Concentration Course from the HR Concentration – 4 more available concentrations

## Course Short Descriptions

### *Preparatory Courses*

#### **MBAN-540G Economics**

Prepares students for postgraduate economics and business courses. Introduces fundamental principles of micro- and macroeconomics, market mechanisms, supply and demand, and price determination.

#### **MBAN-550G Accounting**

Develops understanding of the accounting cycle and double-entry system. Covers chart of accounts, journal and ledger entries, cash versus accrual accounting, trial balances and preparation of financial statements for service and trading firms, including inventory valuation.

#### **MBAN-560G Statistics & Research**

Introduces basic statistical concepts and quantitative methods for business. Provides tools for data analysis, probability theory, hypothesis testing and prepares students for MBAN-710G (Decision Methods & Tools).

#### **MBAN-570G Artificial Intelligence in Business**

Offers a comprehensive introduction to AI in business contexts. Topics include machine learning, deep learning, natural language processing, computer vision, and applications in healthcare, finance, transport and other sectors. Addresses ethical issues (privacy, bias) and emerging AI trends.

### *Core Courses*

#### **MBAN-680G Human Resource Management & Organisational Effectiveness (6 ECTS):**

Equips students with strategies for talent attraction and selection, training design, performance appraisal, change management and employee relations. Reviews occupational health and safety and legal frameworks.

#### **MBAN-620G Business Economics (6 ECTS):**

Examines the firm's role in the economy, price mechanisms, market structures, organisational objectives, and the impact of macroeconomic variables and government policies on business decisions.

#### **MBAN-630G Financial & Managerial Accounting (6 ECTS):**

Covers accounting principles, preparation and analysis of financial statements, cost concepts and managerial accounting techniques for decision-making.

#### **MBAN-640G Financial Management (6 ECTS):**

Deepens knowledge of corporate finance techniques, capital budgeting, resource allocation and internal control of financial resources.

#### **MBAN-650G Strategic Marketing (6 ECTS):**

Reviews marketing theory and strategy, market research methods, opportunity evaluation, industry marketing issues and the influence of macro- and micro-environmental factors on consumer behaviour.

#### **MBAN-660G Corporate Strategy (6 ECTS):**

Critically examines strategic management theories, develops skills to identify strategic issues, creatively apply or adapt theories, and foster a flexible, analytical mindset.

#### ***Compulsory Courses***

#### **MBAN-671G Business Processes & Systems (6 ECTS):**

Analyses production and operations management, supply chain design, quality control, performance measurement and simulation modeling (e.g., Simul8) to support continuous improvement.

#### **MBAN-672G Globalisation & International Business Challenges (6 ECTS):**

Compares theories of state-market interaction, evaluates the globalization process and MNE strategies, and assesses modern state roles in investment, regulation and global trade.

#### **MBAN-710G Methods & Decision Tools (6 ECTS):**

Applies statistical and quantitative methods to business problem-solving and decision-making, covering forecasting, optimization and scientific approaches to managerial decisions.

#### **MBAN-720G Principles of Academic Research (6 ECTS):**

Develops academic integrity and research skills through research-based learning, preparing students for dissertation design, data collection, analysis and scholarly writing.

#### ***Concentration Marketing***

#### **MBAN-647G Digital Marketing (6 ECTS):**

Teaches digital campaign design, social media management, SEO, content creation, analytics and advanced topics such as Metaverse marketing, digital ethics and legal issues.



**MBAN-748G Consumer Behavior (6 ECTS):**

Explores psychological factors—perception, learning, motivation—in consumer decision-making, the evaluation of alternatives, and application to market research.

**MBAN-749G Services Marketing (6 ECTS):**

Analyses the unique characteristics of services, service quality, “moments of truth,” and the service marketing mix.

**MBAN-646G CSR & Sustainable Marketing (6 ECTS):**

Examines integration of corporate social responsibility and sustainability in marketing strategies, stakeholder management, green marketing, UN SDGs, greenwashing, and ethical practices.

**MBAN-752G Marketing Communications (6 ECTS):**

Focuses on value-proposition messaging, integrated marketing communications mix and building profitable customer relationships.

**MBAN-645G Global Marketing (6 ECTS):**

Provides tools and methods for developing and executing international marketing plans, addressing cross-cultural challenges and global market entry strategies.

***Concentration Finance***

**MBAN-754G Portfolio Analysis (6 ECTS):**

Covers equity and bond valuation, portfolio risk-return management, efficient market hypothesis, performance metrics, modern financial products and crisis analysis.

**MBAN-755G Financial Markets & Institutions (6 ECTS):**

Examines banking operations, money creation, interbank and FX markets, central bank policies, risk types, anti-money-laundering and regulatory compliance.

**MBAN-756G Financial Risk Management (6 ECTS):**

Analyses credit, market, operational, currency, country and liquidity risks, hedge funds, and crisis management in financial institutions.

**MBAN-757G Global Financial Strategies (6 ECTS):**

Explores derivatives, global financial institutions, modern investment products and strategic responses to financial crises.

**MBAN-658G FinTech & Digital Finance (6 ECTS):**

Investigates digital payments, blockchain, cryptocurrencies, AI, robo-advisors, online lending, InsurTech, and regulatory, ethical and cybersecurity issues.

**MBAN-659G Corporate Finance & Sustainable Investments (6 ECTS):**

Focuses on working capital, capital structure, ESG factors, green finance, M&A, corporate restructuring and real-options analysis.

***Concentration Oil, Gas and Energy Management***

**MBAN-761G Hydrocarbon Markets & Economics (6 ECTS):**

Compares reserve types, exploration and development costs, tax and financing parameters, contract structures and pricing dynamics in global and regional markets.

**MBAN-762G EU Energy Strategy (6 ECTS):**

Evaluates EU institutional roles, energy policy evolution, security-competition-climate trade-offs, and the EU's external and climate policy objectives.

**MBAN-763G Risk & Safety Management in Hydrocarbons (6 ECTS):**

Analyses safety and risk management practices onshore and offshore, operational hazards, crisis prevention and regulatory comparisons (US vs. EU).

**MBAN-764G Environmental Impact Assessment (6 ECTS):**

Covers EIA and SEA methodologies, impact prediction, mitigation, monitoring and regulatory frameworks, with case studies in offshore hydrocarbon projects.

**MBAN-765G LNG Systems & Markets (6 ECTS):**

Reviews liquefaction, storage and regasification technologies, value-chain economics, contract models and environmental and safety considerations.

**MBAN-766G Energy & Geopolitics (6 ECTS):**

Examines energy security definitions, geopolitical influences on oil and gas markets, and the role of energy in great-power competition and regional stability.

### ***Concentration Human Resource Management***

#### **MBAN-702G Business Ethics (6 ECTS):**

Introduces ethical theories, cultural influences on ethics, and the design of corporate codes of conduct.

#### **MBAN-701G Organisational Behavior (6 ECTS):**

Studies individual values, personality, emotions, attitudes, group dynamics, leadership styles, conflict and stress management through case studies and simulations.

#### **MBAN-607G Performance Management & Rewards (6 ECTS):**

Examines design and implementation of performance appraisal systems and compensation aligned with organizational strategy, including legal and ethical considerations.

#### **MBAN-608G Staffing & Employee Development (6 ECTS):**

Focuses on recruitment, talent acquisition, workforce planning, leadership development, diversity initiatives and training programmes using real-world cases.

#### **MBAN-604G Transformational Leadership (6 ECTS):**

Explores leadership theories, emotional intelligence, innovation, change management and ethical leadership through role-plays and case analyses.

#### **MBAN-606G Diversity, Equity & Inclusion (6 ECTS):**

Covers DEI concepts, unconscious bias, cultural intelligence and inclusive leadership strategies via workshops and case discussions.

### ***Concentration Entrepreneurship and Business Transformation***

#### **MBAN-788G Entrepreneurship & New Ventures (6 ECTS):**

Develops entrepreneurial mindset and skills for ideation, business model design, value proposition and launch of knowledge-intensive start-ups.

#### **MBAN-789G Technology Innovation Management (6 ECTS):**

Teaches evaluation of industry technology dynamics, formulation of innovation strategy and application of strategic tools for technological change.

**MBAN-790G Family & SME Management (6 ECTS):**

Analyses strategic decision-making in family-owned and small-to-medium enterprises across marketing, finance, human and information resources.

**MBAN-691G Digital Transformation Management (6 ECTS):**

Examines digital strategies and technologies (AI, big data, cybersecurity) and change-leadership practices via case studies and practical exercises.

**MBAN-689G e-Commerce Development (6 ECTS):**

Covers web marketing fundamentals, customer-centered website design (LAMP/cPanel), analytics (Google Analytics), SEO/SEM and webmaster tools.

**MBAN-799G Project Management (6 ECTS):**

Studies IS project lifecycle, conceptual design, planning, execution, PMBOK standards, documentation and team roles in information systems projects

## Appendix D:

### Indicative Course Outlines



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#### MBAN 671 - Course Outline

<b>Course Code</b> MBAN-671DE	<b>Course Title</b> Business Processes and Systems	<b>ECTS Credits</b> 6
<b>Prerequisites</b> None	<b>Department</b> School of Business	<b>Semester</b> Fall, Spring
<b>Type of Course</b> Required	<b>Field</b> Business	<b>Language of Instruction</b> English
<b>Level of Course</b> 2 <sup>nd</sup> Cycle	<b>Lecturer(s)</b> Professor Angelika Kokkinaki	<b>Year of Study</b> 1 <sup>st</sup> or 2 <sup>nd</sup>
<b>Mode of Delivery</b> Distance Learning	<b>Work Placement</b> N/A	<b>Contact Phones</b> +357 22 841 610 +357 99 449 620

#### Course Description:

This course centers around the robust examination, design, execution, streamlining and evaluation of business operations. Elucidating on the Business Process Management (BPM) life cycle, the memoranda navigates through substantial determinants of an organization's performance - its process, techniques to overhaul processes, creation and implementation of workflows within BPM systems, modeling and testing new process designs, and developing process analysis tools using dashboards. This meticulous study culminates in the strengthened comprehension of workflows within process-aware information systems. The students will refine their capability to assess an organization's value, execute process enhancement initiatives and

recognize the significance of technology in supporting corporate processes on the completion of this course.

### Objectives of the Course:

• The main objectives of this course are to:

- **Devise** simulation tools to model and optimize processes
- **Evaluate** Business Process Analysis and Design
- **Assess** Process Management Maturity
- **Construct** Technology Support for Business Processes; Workflows & BPMS
- **Understand and Promote** the need for continuous improvement and the methodologies for
- **Appraise** management of Processes; Metrics and Dashboards
- **Implement** change through projects and continuous improvement
- **Formulate** Business Process Modeling Notation (BPMN)
- **Create and Design** strategies for improving processes
- **Generate** management of Process Innovation

### Learning Outcomes:

After completion of this course students are expected to be able to:

1. **Demonstrate** a comprehensive understanding of the terms used to describe, analyze, and improve Business Processes in organizations
2. **Implement** BPMN process models effectively
3. **Design** and model processes in BPMN for subsequent implementation in Business Process Management Systems
4. **Evaluate** and identify weaknesses in a given process design and suggest improvements for optimal organizational performance
5. **Utilise** improvement patterns and outside best practices to redesign a given process
6. **Perform** realistic system modeling into simulation model, running simulations and examining what-if scenarios
7. **Manage** process development with an implementation and integration strategy that leverages organization and technical capabilities of an organization
8. **Communicate** advanced BPM concepts both in oral presentations and written reports.

### Course Contents:

1. **Introduction to Business Process Management:** Introduces the field of business processes management. Various examples are presented in order to discuss the characteristics and the strategic role of business processes.
  2. **Business Process Identification:** Discusses the process identification, architecture and selection of processes. Specific examples are presented and discussed.
  3. **Process Design:** Involves a discussion of the various elements of a transformation process and their selection / configuration in order to support a specific strategy.
  4. **Essential Process Modelling:** Introduces the concept of BPMN, branching and merging of business processes. and business objects.
  5. **Advanced Process Management:** Involves a thorough discussion of the importance of rework and repetition, handling events, handling exceptions, as well as process and business rules.
6. **Process Discovery:** Discusses the importance of process discovery: including process setting and process discovery, process discovery methods, process modeling method and process model quality assurance.
  7. **Simulation I:** Introduction to the concepts of modelling and simulation.
  8. **Simulation II:** Validation and verification of modelling and simulation and redesign in case of errors. Run and analysis of what-if scenarios in simulation.
  9. **Simulation III:** Modelling, simulation and decision making with regards to areal-life problem using the simulation package SIMUL8. KPI data collection, analysis and optimal decision-making.
  10. **Quality Management:** Introduces the concept of quality in an operation and considers various definitions for it. Discusses its implications on customer satisfaction and examines various methods of measuring it. The fundamental elements of statistical process control, process variation and acceptance sampling are also discussed.
  11. **Process Model Quality Assurance:** The need for continuously improving an operation is discussed along with syntactic quality and verification, semantic quality and validation, pragmatic quality and certifications and modeling guidelines and conventions. Quantitative and qualitative analysis methods.
  12. **Process Redesign:** The key concepts and techniques of process redesign are discussed covering the essence of process redesign, activities for transactional and transformational methods. The challenges involved in successfully implementing process redesign are discussed along with a real-life feedback.

### Learning Activities and Teaching Methods:

- Faculty lectures
- Directed and background reading
- Case study analysis
- Simulation group project – modeling and simulation using SIMUL8 package
- Group discussions - Students discuss various topics related to the course in smaller groups, allowing for more interaction and exchange of ideas.
- Hands-on exercises - Students perform practical tasks related to the course content.
- Expert guest lectures - Inviting industry experts or professionals to deliver lectures on specific topics can provide valuable insights for students.

#### Assessment Methods:

- Final Exam: 60%
- Case Study Analysis: 10%
- Simulation: 25%
- Weekly Exercises: 5%

#### Required Textbooks/Reading:

Title	Author(s)	Publisher	Year	ISBN
Fundamentals of Business Process Management	Dumas, M., La Rosa, M., Mendling, J., and Reijers, H. A. ,	Springer	2018	978-3-662-56508-4

#### Recommended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
SIMUL8 Manual	SIMUL8©	Online		



Simulation Model Structure of Business Processes for a Product based on Auralization Technology ( <a href="https://csitjournal.khmn.edu.ua/index.php/csit/article/download/197/123">https://csitjournal.khmn.edu.ua/index.php/csit/article/download/197/123</a> )	Khrystyna Lipianina-Honcharenko, A. Sachenko, Vitaliy Kulyk, and others		2022	
Simulation of Discrete Event Systems	Byoung Kyu Choi, Dong Hun Kang Muller, and M. Modelling	John Wiley & Sons	2014 (5 <sup>th</sup> Edition)	ASIN: B00HZ3B2TS
Development of the concept for determining the level of critical business processes security ( <a href="http://journals.khnu.km.ua/vestnik/wp-content/uploads/2023/05/2023-316-41.pdf">http://journals.khnu.km.ua/vestnik/wp-content/uploads/2023/05/2023-316-41.pdf</a> )	S. Yevseiev, O. Milov, Nataliia Zviertseva, and others		2023	
Forecasting Business Processes in the Management System of the Corporation ( <a href="https://ph.pollub.pl/index.php/iapgos/article/download/3249/3002">https://ph.pollub.pl/index.php/iapgos/article/download/3249/3002</a> )	Svitlana Yaremko, E. Kuzmina, N. Savina, and others		2022	

## Recommended Academic Journals:

1. Journal of Business Process Management
2. International Journal of Business Process Integration and Management
3. Business Process Management Journal
4. Journal of Operations Management
5. Journal of Management Information Systems
6. MIS Quarterly
7. Journal of Information Technology
8. Journal of the Association for Information Systems

## Additional Bibliography:

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Nerur, S., Mahapatra, R. and Mangalaraj, G. (2005), “Challenges of migrating to agile methodologies”, Communications of the ACM, Vol. 48 No. 5, pp. 72-78.

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Perin de Souza, A. and Rabelo, R.J. (2010), “An approach for a more agile BPM-SOA integration supported by dynamic services discovery”, 14th IEEE International Enterprise Distributed Object Computing Conference Workshops, pp. 186-195.

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von Rosing, M., von Scheel, J. and Gill, A.Q. (2015), “Applying agile principles to BPM”, in von Rosing, M., von Scheel, H. and Scheer, A.W. (Eds), The Complete Business Process Handbook: Body of Knowledge from Process Modeling to BPM, Morgan Kaufmann, pp. 553-577.

Weißbach, R., Kirchner, K., Reher, F. and Heinrich, R. (2016), “Challenges in business processes modeling – is agile BPM a solution?”, in Dumas, M. and Fantinato, M. (Eds), Business Process Management Workshops. BPM 2016. Lecture Notes in Business Information Processing, Vol. 281, Springer, Cham, pp. 157-167.

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## MBAN-720 Scholarship and Research

<b>Course Code</b> MBAN-720	<b>Course Title</b> Scholarship and Research	<b>ECTS Credits</b> 6
<b>Prerequisites</b> None	<b>Department</b> School of Business	<b>Semester</b> Fall, Spring, Summer
<b>Type of Course</b> Required	<b>Field</b> Business	<b>Language of Instruction</b> English
<b>Level of Course</b> 2 <sup>nd</sup> Cycle	<b>Lecturer</b> Dr. Leonidas Efthymiou	<b>Year of Study</b> 1 <sup>st</sup> or 2 <sup>nd</sup>
<b>Mode of Delivery</b> Face-to-Face	<b>Work Placement</b> N/A	<b>Co-requisites</b> None

## Objectives of the Course

‘Scholarship and Research’, is based on the assumption that postgraduate scholarship provides skills fundamental for achieving competence in the other courses of the master’s programmes, as well as for undertaking the MBA Thesis. The objectives of this course are:

- To provide knowledge and understanding of academic practice and research
- Provide the research process and its applications within business contexts.
- To demonstrate an understanding of aspects appropriate to academic practice and research in business and management

To demonstrate the importance of ethical issues in conducting research

## Learning Outcomes

After studying this course, students should be able to:

1. Write in a clear and logical academic style while applying critical thinking skills
2. Apply the principles and practice of academic referencing systems
3. Identify appropriate areas of literature for a specific business research topic;
4. Understand the philosophical and methodological basis of key approaches to academia and academic research
5. Apply a wide range of research methods (qualitative and quantitative) as appropriate to specific research questions, goals and/or objectives
6. Demonstrate an understanding of research principles and research ethics  
Identify the concepts to be addressed and the components to be included in a business research proposal

## Course Content

### Foundations of Scholarship

- Introduction to the principles and purpose of academic scholarship in the business sector.

### Academic Reading and Writing

- Exploration of academic reading strategies and techniques for producing coherent, scholarly writing.

### Critical Thinking and Analysis

- Development of critical thinking skills and their application in business research contexts.

### Offering and Reflecting on Peer Feedback

- Methods for providing and receiving constructive feedback within academic settings.

### Identifying a Research Topic

- Techniques for selecting and refining research topics relevant to business studies.

### Research Design

- Examination of research design principles and the creation of research frameworks.

### Qualitative and Quantitative Methodology

### Conducting Literature Review

- Strategies for conducting comprehensive and critical reviews of existing literature.

### Application of Research Methods

- Practical exercises in applying various research methods to academic inquiries.

### Sampling Techniques

- Understanding various sampling methods and their implications for research.

### Fieldwork and Data Collection

- Approaches to organizing and conducting fieldwork, along with systematic data collection.

### Writing and Ethical Considerations

- Guidance on the research writing process, focusing on ethics, consent, confidentiality, and obtaining ethics approval.

## Learning Activities and Teaching methods

Weekly lectures and discussions, case studies, in-class formative tasks, academic reading/writing, student research and writing, academic paper reading and discussion, formative group projects to enhance peer-learning/ collaborative work, guest lectures from industry experts

## Assessment Methods

- Main Assignment (Summative Assessment)
- Weekly assessed assignments (Continuous Assessment documenting learning progression; systematic feedback)
- Final exam (Summative and Reflective)

## Required Textbook/Reading

Authors	Title	Publisher	Year	ISBN
Saunders M., Lewis P. and Thornhill A.	Research methods for business students, 9th edition	Pearson	2024	9781292737621
This is the required text book, which is available freely through the university's library digital page.				

## Recommended Reading

(The following articles, published by the module's instructor and others, are utilized to facilitate learning throughout the semester. While reading the articles, try to evaluate their quality in terms of Journal and Editorial Standards (e.g. indexing: ABS, Scopus, PubMed et cetera), relevance (e.g. year of publication); accessibility (e.g. open-access); research-design (e.g. methodologies, methods, empiricisms; sample; implications to theory/ practice; limitations).

**1. This article discusses the pedagogy and learning strategies that align with those used in our module (ABS 2)**  
Efthymiou, L. and Zarifis, A. (2021) Modelling students' voice for enhanced quality in online management education, The International Journal of Management Education, Volume 19, Issue 2, 2021, 100464, ISSN 1472-8117, <https://doi.org/10.1016/j.ijme.2021.100464>.

**2. In this article, while the author uses a small number of interviews, he justifies this decision with the so called 'data saturation'; also note the year of publication – is this article still relevant? (ABS 3)**  
Efthymiou, L. (2018) Worker body-art in upper-market hotels: Neither accepted, nor prohibited, International Journal of Hospitality Management, 74, 99-108, <https://doi.org/10.1016/j.ijhm.2018.02.012>

**3. In this article, the authors present a critical literature review. The findings of the Literature Review are then**



**utilized to develop a figure that charts technology adoption in a specific industry and its practical implications (ABS 2)**

Buhalis, D., Efthymiou, L., Uzunboylu, N. and Thrassou, A. (2024), "Charting the progress of technology adoption in tourism and hospitality in the era of industry 4.0", EuroMed Journal of Business, Vol. 19 No. 1, pp. 1-20.

<https://doi.org/10.1108/EMJB-11-2023-0310>

**4. In this article, the author applies the mixed method approach while bringing together two different studies (ABS 4)**

Timming, A. R. (2017). Body art as branded labour: At the intersection of employee selection and relationship marketing. Human Relations, 70(9), 1041-1063. <https://doi.org/10.1177/0018726716681654>

**5. In this article, the authors conduct an ethnographic study, which is comprised of participant observation and informal ethnographic interviews with documentary analysis. Note how the authors conceptualise their study by discussing distinct theoretical categories, prior to presenting their fieldwork's design and findings. Through the conceptualization we understand that the current article is part of a more critical body of literature, away from the usual orthodox business publications. Also, could this article be a classic piece of work regardless of publication year? – food for thought (ABS 4)**

McCabe, D., Ciuk, S., & Gilbert, M. (2019). 'There is a crack in everything': An ethnographic study of pragmatic resistance in a manufacturing organization. Human Relations, 73(7), 953-980.

<https://doi.org/10.1177/0018726719847268>

## Grading Scale

Letter Grade	Meaning	Numerical Grades	Grade Points
		0 - 100	0 - 4
A	Excellent	93-100	4.0
A-		90-92	3.7
B+	Very Good	87-89	3.3
B		83-86	3.0
B-		80-82	2.7
C+	Good	77-79	2.3
C		73-76	2.0
C-		70-72	1.7
D+	Poor but Acceptable	67-69	1.3
D		63-66	1.0
D-		60-62	0.7
F	Failure	0-59	0.0



## Main Assignment (30% towards the final grade)

### Summary

For the requirements of the module, you are expected to develop a 3000-word research proposal, which forms the basis for developing your MBA Thesis, or, other Business Research Projects.

In your proposal, demonstrate that you:

- Have chosen a clear and specific research question/ aim/ hypothesis for your research;
  - Have contextualised your research question/ aim within the academic literature;
  - Understand the philosophical and methodological bases for your research;
  - Have a sound method to address the research question/ aim/ hypothesis.
2. Use Harvard style in-text citation and referencing.
  3. Do not copy any materials you use word for word unless you identify these sections clearly as quotations.
  4. If you paraphrase any materials, you must identify sources through in-text referencing.
  5. This is an individual assignment so you are not expected to work closely with anyone else.
  6. Write 3000 words (+ or – 10%) excluding the header sheet, cover page, contents page, reference list, footnotes and appendices.

The following rubric outlines the marks awarded to certain criteria, as well as the Goals and Ros achieved:

Goals	
-	To provide an overview of the research process
-	To demonstrate an understanding of aspects appropriate to academic practice and research in business and management
-	To demonstrate the importance of ethical issues in conducting research
Learning Objectives/ Outcomes	
1.	Write in a clear and logical academic style applying critical thinking skills, reflection and reflectivity
2.	Understand the importance and application of referencing (i.e, Harvard)
3.	Identify appropriate areas of literature for a specific business research topic
4.	Understand the philosophical and methodological basis of key approaches to academia and academic research
5.	Apply a wide range of research methods (qualitative and quantitative) as appropriate to specific research questions, goals and/or objectives
6.	Demonstrate an understanding of research principles

## 7. Identify the concepts to be addressed and the components to be included in a business research proposal

Criterion	Missing or Unacceptable (0-59%)	Developing (60-79%)	Accomplished (80-89%)	Exemplary (90-100%)
Title and Introduction (10)	Title or introduction were missing or inappropriate given the problem, research questions, and method.	Title or Introduction lacks relevance or fails to offer appropriate details about the proposed study or is too lengthy.	Title and Introduction are relevant and of required size, offering details about the proposed study.	Title and Introduction are concise, informative, and clearly indicate the relevant details of the proposed study.
Background/ Literature Review (30)	Underdeveloped Literature Review. Descriptive, without being grounded in relevant literature and in-text references.	Some review of literature, may prone to description, or lack systematic review; often relies on a single sources to promote an argument.	Some attempt to construct a coherent literature review, but at some points, it may suffer loss of focus or consistency or critical review (differing viewpoints and debates).	Comprehensive Literature Review, excellent evidence of critical thought, presenting main differing viewpoints, being grounded in relevant sources.
Research methodology/ questions/ hypothesis (20)	Research methodology, question(s), definitions, assumptions and limitations were omitted or inappropriate given the context, purpose or methods of the study.	Elements are poorly formed, ambiguous, or not logically connected to the description of the problem, purpose or research methods.	Research methodology, questions/ hypothesis are stated clearly and are connected to the research topic.	Articulates clear, reasonable, and succinct methodology, research questions/ hypothesis, which are fresh, interesting and significant.
Research design and Methods (20)	The research design and selected methods are erroneous for the hypothesis or has not been identified and or described using standard terminology. Limitations are omitted.	The research design and methods are confusing or incomplete given the research questions. Important limitations and assumptions have not been identified.	The research design has been identified and described in sufficiently detailed terms, along with the intended research methods. Some limitations have been identified.	The questions, and design are mutually supportive and coherent. Appropriate selection of research methods. Important limitations are clearly stated.
Significance, Organization and Referencing (20)	The length of the narrative exceeds the suggested limit as indicated in the solicitation. The ideas are presented in a random manner with no focus. No discussion on the significance of the proposed research. Descriptive analysis that lacks in-text references.	The content and length of the proposal are inadequate (i.e. there is some logic in the narrative part, but the ideas lack of clear focus) Poor discussion on the significance of the proposed research. Weak use of secondary sources/ poor essay writing.	Proper format. Some discussion about the significance, without identifying a clear research gap. Very good use of referencing. In some parts, a wider range of sources could result to a more detailed analysis.	Appropriate length; ideas presented in a clear structural manner. Clear discussion on the significance of the proposed research. Excellent use of secondary sources and proper referencing throughout.

The proposal can be structured in the following way:

### 1. Introduction (~200 words)

Explain the issue you are examining and why it is significant.

- Describe the general area to be studied
- Explain why this area is important to the general area under study (e.g., psychology of language, second language acquisition, teaching methods)

## **2. Background/Review of the Literature (~1000 words)**

A description of what has already known about this area and short discussion of why the background studies are not sufficient.

- Summarise what is already known about the field. Include a summary of the basic background information on the topic gleaned from your literature review
- Discuss several critical studies that have already been done in this area (cite according to Harvard style).
- Point out why these background studies are insufficient. In other words, what question(s) do they leave unresolved that you would like to study?

## **3. Research Methodology/ Questions/ Hypothesis (~500 words)**

A contextualisation and description of the questions you are examining and an exploration of the claims.

- Outline the methodological position you will take (ontology and epistemology)
- Outline the overarching research aim, questions or hypothesis that you will explore.
- List the specific question(s) that you are exploring.
- Explain how these research questions are related to the larger issues raised in the introduction.

## **4. Method and Design (~900 words)**

A description of how you would go about collecting data and test the questions your are exploring. (You are not required to come up with a new or original method!).

- Describe the general method you choose for your study, in order to explore your research objective or test your hypothesis(es).
- Explain why this method is the best for your purposes.
- Explain any potential difficulties in collecting data and how these will be overcome
- Explain the design features that ensure acceptability for ethical purposes
- Describe the participants (if any) and explain how you selected the sample
- Explain how you will present the collected data and how it will be able to be analysed the results to explore the research aim or to test the research hypothesis

## 5. Significance and Conclusion (~400 words)

Discuss, in general, how your proposed research would lead to a significant improvement over the original studies, and how it would benefit the field. (In other words, why should someone care?)

## 6. References (not in word count)

Include all references in Harvard style.

**Deadline: Week 11**

**Weight: 30% towards the final grade**