

Unit Code:	ACCT101	HOR Department:	Accounting
Unit Title:	Essentials of Accounting I	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Marwa Rabea		
Pre-requisite:	None		

Aims

This unit is designed to introduce students to financial accounting as the main source of financial information required for decision making process. It helps students to understand the basic concepts, principles, and fundamentals of the accounting cycle of services and merchandising businesses.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Identify the importance, and fundamentals of financial accounting, and its basic concepts and principles.
- 2- Recognize the elements of the financial statements.
- 3- Understand and apply the steps of the accounting cycle.
- 4- Prepare end of period adjusting entries and the financial statements of service and merchandising businesses.

Skills

On successful completion of this unit, the student will be able to:

- 5- Improve numerical and analytical skills.
- 6- Analyze record, post business transactions, and prepare trial balance, adjusting entries and financial statements.

Indicative Content

- Accounting as a business tool in the information age. Basic concepts, principles, and fundamentals of accounting.
- Analyzing and recording transactions.
- Adjusting accounts and preparing financial statements.
- Completing the accounting cycle.
- Accounting for merchandising operations.
- Accounting for property, plant and equipment (fixed assets).

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main concepts of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer. Tutorials will be used to solve problems to practice recording different phases of the accounting cycle. Students are expected to solve problems on a regular basis, as specified by the tutor. Some of these problems will be submitted as assignments either for formative or summative assessment.

A group project including all steps of accounting cycle will be submitted in the second half of the semester.

Written tests and unseen exams will be used to assess the students' understanding of the accounting conceptual framework and its practical application on accounting for a sole proprietorship.

Assessment Scheme

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting 100%	Intended Learning Outcomes – ILOs
2 written tests are used to assess students' understanding of core topics	Week 4 Week 11	20%	[Outcomes: 1, 4 and 6]
Written assignments based on problem solving	Week 2 Week 5 Week 10 Week 12	10%	[Outcomes: 1- 6]
Group project for the accounting cycle	Week 13	10%	[Outcomes: 5- 6]
An unseen mid-term exam of 90 minutes	Week 7	20%	[Outcomes: 1- 3]
an unseen final exam of 3 hours will require students to answer questions on core theoretical and practical issues	Week 14	40%	[Outcomes: 1 – 6]

Formative Components

- A written test is used to prepare the students for the unseen exams
- Tutorial exercises

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Wild, J., Shaw, K. & Chiappetta, B. (2018). *Fundamental accounting principles*. 24th edition. New York: McGraw Hill.

Edmonds, McNair & Olds. (2018). *Fundamental financial accounting concept*. 10th edition. McGraw Hill Education.

Keiso, D., Weygandt, J. & Kimmel, P. (2017). *Accounting principles*. 12th edition. New Jersey: Wiley & Son.

Warren, Carl S., et al. (2014). "Front Cover." *Accounting*, 25th ed., South-Western.

Needles, B. E., Powers, M., & Crosson, S. V. (2013). *Principles of accounting*. Cengage Learning

KIS Data

	Scheduled	Guided independent			Total
		Guided	Independent	Autonomous	
Hours	54	20	20	11	51
Percentage	51.5%	19%	19%	10.5%	48.5%

Unit Code:	ACCT202	HOR Department:	Accounting
Unit Title:	Essentials of Accounting II	Course Code:	----
Credit Hours:	3		
Unit Leader:	Dr. Wafaa Ramzy		
Pre-requisite:	ACCT101		

Aims

This unit is designed to introduce students to the accounting concepts, procedures, and problems associated with partnerships and corporations as complementary to ACCT101.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Identify the characteristics of partnerships, and corporations as major forms of business organizations.
- 2- Discuss the accounting for partnership formation, division of income or loss among the partners, admission & withdrawal of a partner, and partnership liquidation.
- 3- Discuss the accounting for corporations, issuance of shares, treasury stock and stock holders' equity section
- 4- Account for long term liabilities.

Skills

On successful completion of this unit, the student will be able to:

- 5- Prepare accounts for the formation of partnership.
- 6- Prepare accounts for the formation of a corporation.
- 7- Demonstrate numerical and analytical skills.
- 8- Prepare financial statements of partnerships and corporations.

Indicative Content

- Accounting for Partnerships' formation, operations, and liquidation.
- Accounting for corporations' formation, and financial statements. Issuance of preferred and common shares
- The corporate Income statement and the statement of Stockholder's Equity.
- Accounting for long term liabilities; bonds and mortgage payable.

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main concepts of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer tutorials will be used to solve problems to practice recording different accounting assumptions for each topic. Students are expected to solve assignments on a regular basis, as specified by the tutor.

Written tests and unseen exams will be used to assess the students' understanding of the accounting conceptual framework and its practical application on partnership and corporation.

Written assignments will be used to assess the continuous progress of each student.

Assessment Scheme

Coursework 40%

Unseen Exams 60%

Assessment Type	Date	Weighting 100%	Intended Learning Outcomes – ILOs
2 written tests are used to assess students' understanding of core topics	Week 4 Week 11	20%	[Outcomes: 1-7]
Written assignments based on problem solving	Week 2 Week 5 Week 13	20%	[Outcomes: 5, 6 and 7]
An unseen mid-term exam (%) of 90 minutes	Week 7	20%	[Outcomes: 1 – 7]
An unseen final exam of 3 hours will require students to answer questions on core theoretical and practical issues	Week 14	40%	[Outcomes: 1 – 7]

Formative Components

- A written test is used to prepare the students for the unseen exams
- Tutorial exercises

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Wild, J., Shaw, K. & Chiappetta, B. (2018). *Fundamental accounting principles*. 24th edition. New York: McGraw Hill.

Edmonds, McNair & Olds. (2018). *Fundamental financial accounting concept*. 10th edition. McGraw Hill Education.

Keiso, D., Weygandt, J. & Kimmel, P. (2017). *Accounting principles*. 12th edition. New Jersey: Wiley & Son.

Warren, Carl S., et al. (2014). "Front Cover." *Accounting*, 25th ed., South-Western.

Needles, B. E., Powers, M., & Crosson, S. V. (2013). *Principles of accounting*. Cengage Learning

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	ACCT211	HOR Department:	Accounting
Unit Title:	Cost Accounting I	Course Code:	----
Credit Hours:	3		
Unit Leader:	Dr. Mahmoud Ghazaly		
Pre-requisite:	ACCT101		

Aims

This unit is designed to apply cost accounting concepts and techniques on product costing in both manufacturing and service industries.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explore concepts, and principles in cost accounting.
- 2- Determine the cost of goods manufactured using different costing approaches.
- 3- Explain the different cost accounting systems: job order costing traditional versus ABC costing and process costing and determine the total product cost for different users.

Skills

On successful completion of this unit, the student will be able to:

- 4- Demonstrate the ability of communicating different costs for different purposes of different users.
- 5- Use CVP analysis technique to make different decisions.
- 6- Demonstrate numeric and communication skills.

Indicative Content

- The Management Accountant's Role in the Organization
- An Introduction to Cost Terms & Purposes
- Cost Volume Profit Analysis
- Job Order Costing
- Activity-Based costing and Activity-Based Management
- Process Costing

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to encourage students to explore the issues and ideas raised by the lecturer and interact with each other. Tutorials will be used to enable students to apply cost concepts. Students will be asked to submit specified written assignments where they will practice solving problems, case studies and answering short essays.

Assessment Scheme

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting 100%	Intended Learning Outcomes – ILOs
Assignments will mainly be problem solving to practice analyzing the given data and applying the different cost techniques	Week 2 Week 5 Week 13	20%	[[Outcomes: 4-6].
Written tests will be used to assess the students' understanding of the theoretical frameworks and their practical application.	Week 3 Week 12	20%	[Outcomes: 1-5].
An unseen mid-term exam	Week 7	20%	[Outcomes: 1 – 5]
An unseen final exam	Week 14	40%	[Outcomes: 1 – 5]

Formative Components

- Written tests are used to prepare the students for the unseen exams
- Tutorial exercises

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Hornigren, C., Datar, S. & Foster, G. (2017). *Cost accounting: A managerial emphasis*. 16th edition. New Jersey: Pearson Prentice Hall.

Garrison, R., Noreen, E. & Brewer, P. (2017). *Managerial accounting*. 16th edition. New York: McGraw Hill Irwin.

Raiborn, Cecily A., and Michael R. Kinney. (2013). *Cost Accounting: Foundations and Evolutions*, 9th ed., South-Western.

VanDerbeck, Edward J. (2013) "Front Cover." *Principles of Cost Accounting*, 16th ed., South-Western.

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	BUS102	HOR Department:	Marketing & International Business
Unit Title:	Introduction to Business	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Samia El Sheikh		
Pre-requisite:	None		

Aims

This unit aims to introduce students to basic business concepts, and the business environment. Moreover, it aims to communicate issues in the field of business and society and to develop the students' knowledge about globalization and various forms of entering international business. It also aims to build student awareness of corporate social responsibility and business ethics. Furthermore, it introduces students to basics of motivating employees and marketing a product or service and ways of raising short and long term finance for a business.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Basic business concepts
- 2- Different functional areas in a typical business
- 3- Ethical issues in business.
- 4- Aspects of the dynamic business environment
- 5- Various strategies for entering the global market.

Skills

On successful completion of this unit, the student will be able to:

- 6- Provide solutions for simple business ethical problems.
- 7- Write a review of an academic business article showing the ability to form an opinion on business related situation and present it.

Indicative Content

- The business environment
- How economics affects business
- Competing in global markets
- Demonstrating ethical behavior and social responsibility
- Choosing a form of business ownership
- Motivating employees and building self-managed teams
- Marketing: building customer relationship
- Financing: ways of raising short and long term financing

Learning, Teaching and Assessment Strategies

Formal, one and half hour lectures to present contextual material and ethical approaches essential in understanding the interaction of business with other aspects of modern society. Lectures are supported by power point presentations and discussions that enhance students' oral skills. Tutorials that handle work sheets to help the students grasp the basic material and consolidate knowledge. Furthermore, tutorial discussions which help students to enhance their ability to evaluate particular ethical cases and prepare them for essay writing

Assessment Scheme

Coursework 40%
Unseen Exams 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
In class activities as mini-cases and answering the related questions	On going	(10%)	[Outcomes: 1 -6].
Written tests are used to assess students understanding of core topics	Test 1: Week 3 Test 2: Week 5 Test 3: Week 11	(15%) (10% for MCQs & True or False and 5% for Essay questions). Students are provided with written and oral feedback on their tests	[Outcomes: 1-6].
Article review report and presentation covering any related business topic	Week 12	(10%)	[Outcomes: 7].
Online work sheet	Week 2 Week 4 Week 10	(5%)	[Outcomes: 1 - 6].
An unseen mid-term exam of 90 minutes will require students to answer questions (MCQ, essays and short notes) on core concepts and theoretical issues	Week 7&8	(20%)	[Outcomes: 1,3,4].
An unseen final exam of 3 hours will require students to answer questions (MCQ, essays and short notes) on core concepts and theoretical issues	Week 14+	(40%)	[Outcomes 1-6].

Reading List

- Nickels, G., McHugh, J. & McHugh S. (2019). *Understanding business*. 12th edition. New York: McGraw Hill Education.
- Nickels, W. G. (2017). *Understanding Business: The Core*. McGraw-Hill Education.
- Boone, Kurtz, and Berston's, (2015). *Contemporary Business*, 17th Edition, <https://app.kortext.com/read/141414/iv> Wiley

- Preston, D., Watson, G., & Fryer, M. (2013). *An Introduction to Business Studies*. Milton Keynes http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=620798&site=ehost-live&ebv=EB&ppid=pp_1 eBook Academic Collection (EBSCOhost)

Additional readings may be assigned to students from various sources:

Business Today – Cairo Times - Business Weekly – Business Monthly – Forbes – Fortune – The Harvard Business Review ... or others.

EBSCOHOST. Electronic library (Business Source Complete)

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	BUS302	HOR Department:	Marketing & International Business
Unit Title:	Public Administration	Course Code:	----
Credit Hours:	3		
Unit Leader:	Dr. Heba Samir		
Pre-requisite:	LAW 201, MGT 200		

Aims

This unit aims to introduce the students to the theory and practice of Public Administration. It provides students with the latest approaches to management in the public sector and nonprofit organizations and continues to pay special attention to the skills needed for administrators at all levels of government and in non-profit organizations. It also provides students with a solid knowledge on the interdependence between business and government, and to identify how their respective actions are shaped by the broader context of both the domestic and international environments, with emphasis on the changing role and pattern of public sector management in developing countries. Finally the unit also helps students to gain an appreciation of the spirit of public service.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- The difference between public administration and business administration fields of practice.
- 2- The rationales and dimensions of privatizations.
- 3- The main concepts of business ethics.
- 4- The governance framework principles.
- 5- The E-government Concepts.
- 6- The responsibilities of the ruling powers in Egypt.

Skills

On successful completion of this unit, the students will be able to:

- 7- Analyze selected Public Administration topics.
- 8- Assess the various dimensions of privatization and the governance framework principles in the public sector.
- 9- Evaluate the electronic government performance in developed and developing countries.

Indicative Content

- Introduction to Public Administration.
- Ethics of Public Service.
- Public/Private Relationships (Privatization).
- E-government and E-governance.
- The Central and Local Governments.
- Citizen Participation in Decision Making
- Ruling Powers in Egypt.
- The Future of the Public Service.

Learning, Teaching and assessment Strategies

The teaching techniques include structured lectures, informal discussion, group exercises, and individual exercise. Most of the techniques will attempt to engage student as an active, thinking participant in class, not a passive recipient of information. Part of class discussion will attempt to discovering inherent theories of management and to contrasting them with traditional and contemporary theories of public administration.

Assessment Scheme

Coursework:	40%
Unseen Exams:	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Group Project: students are expected to select one of the implemented public/private projects in Egypt and conduct an empirical and theoretical research study	Week 5 phase 1 and week 11 phase 2	40%	[Outcomes: 7 and 8]
Midterm Exam: 1 ½ hour exam; consisting of essay questions, application questions, or a case study.	Weeks 7-8	20%	[Outcomes 1, 2, 3 and 7]
Final exam: 3 hours exam that consists of essay questions and a case study.	Weeks 14+	40%	[Outcomes 4, 5, 6, 8 and 9]

Formative Assessment:

Flipped classes, case studies, videos...etc [Outcomes 7- 10].

Reading List

- Byrkjeflot, H., & Engelstad, F. (2018). *Introduction: Bureaucracy in Transition', Bureaucracy and Society in Transition (Comparative Social Research, Volume 33) (pp. 1-11)*. Emerald Publishing Limited.
- Evans, Gloria. (2017). *Implementing e-government: An executive report for civil servants and their advisors*. Abingdon, Oxon: Routledge.
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=507965&site=ehost-live>
- Hinna, Alessandro Gnan, Luca & Monteduro, Fabio. (2016). *Governance and performance in public and non-profit organizations*. 1st edition. Bingley, UK : Emerald Group Publishing Limited.
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1239354&site=ehost-live>
- Holzer, M. & Richard W. (2015). *Public administration: An introduction*. 2nd edition. Routledge.
- Denhardt, B., Denhardt, V. & Blanc T. (2014). *Public administration: An action orientation*. 7th edition. Arizona State University: Thomson Wadsworth.
- Gupta, Aarti. (2014). *Transparency in global environmental governance: Critical perspectives*. Cambridge. MA : The MIT Press.
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=815366&site=ehost-live>

KIS Data

	Scheduled	Guided independent				Total
		Guided		Autonomous	Total	
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	BUS303	HOR Department:	Management Information Systems
Unit Title:	Research Methodology	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Prof. El Sayed Nagy		
Pre-requisite:	ENG_201M, STAT 215		

Aims

The unit focuses on the analysis of business problems and the use of scientific research as a problem-solving tool. The unit is designed to introduce the student to the various aspects of business research methods and to apply the various techniques of research to the real world of business.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Distinguish between the different types of research
- 2- Discuss the research design and process
- 3- Outline the basic research methods
- 4- Explain the key items in a research report
- 5- Utilize a proper referencing systems

Skills

On successful completion of this unit, the student will be able to:

- 6- Locate problem areas in organizational settings, plan, organize, design, and conduct research to help solve the identified problems
- 7- Apply research methods on various problem areas in a report.
- 8- Contribute to group work
- 9- Present research findings

Indicative Content

- Introduction to research
- The research process
 - The broad problem area and defining the problem
 - Theoretical framework and hypotheses testing
 - Elements of research design
- Data collection methods
- Sampling techniques
- Measurement: scaling, reliability, and validity
- Data analysis
 - Qualitative data analysis
 - Quantitative data analysis: hypothesis testing
- Proper referencing systems
- The research report

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of Research Methodology to the students. Power point presentations and selected case studies are used to further enrich the students understanding of foundations of scientific research. The Lectures will utilize a student-centered learning approach.

In addition to the lectures, regular tutorials are devoted to follow up on the students research work.

The assessment of this unit includes a group project that will test the knowledge and skills of the students.

Assessment Scheme

Coursework:	50%
Unseen Examination:	50%

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Group Project – A group proposal of research project is to be submitted, describing your interest to certain topic in business management, such as finance, economics, human resources, operations, or strategy. The students are expected to submit and present their proposals	Week 13	(50%)	[Outcomes: 1-9].
Final Exam – Three hours exam that consists of essay questions and case study(ies)	Final Examination Schedule	(50%)	[Outcomes: 1, 2, 3, 4 and 5]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List:

Textbooks:

Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. 5th edition. UK: SAGE Publications Ltd.

Creswell, J.W. & Creswell, David J. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. 5th edition. UK: Sage publications Ltd.

Sekaran, U. & Bougie, R. (2016). *Research methods for business: A skill building approach*. 7th edition. New Jersey: John Wiley and Sons, Inc.

Mligo, E. S. (2016). *Introduction to Research Methods and Report Writing : A Practical Guide for Students and Researchers in Social Sciences and the Humanities*. Eugene, Oregon: Resource Publications.

Saunders, M. N. (2011). *Research methods for business students*. 5th edition. Pearson Education India.

Additional Readings:

Articles from the Egyptian Knowledge Bank (EKB) <https://www.ekb.eg/>

KIS Data

	Scheduled	Guided independent				Total
		Guided		Autonomous	Total	
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	BUS304	HOR Department:	Marketing & International Business
Unit Title:	Entrepreneurship and Small Businesses Management	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Nermeen Nazmy		
Pre-requisite:	FAC201, MGT200, MKT_201		

Aims

This unit aims to provide a solid background with practical application of the concepts of the fast-growing discipline of entrepreneurship and small businesses. Also it describes the characteristics of an entrepreneur and the importance of diversity in both the marketplace and the workplace. It also aims to articulate the differences between a small business manager and an entrepreneur and between the main forms of ownership and franchising. Moreover, it aims to identify the components of a business plan including: evaluation of potential start-ups, sources of business ideas, uses of financial records to a small business, sources of funding, laws and regulations that affect small business, and explain the process of developing a small business marketing strategy and business plan.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Characteristics, attitudes, and skills needed for entrepreneurship and management of a small business.
- 2- How to build a strategic plan and attain a competitive advantage for a small business.
- 3- The guerrilla marketing principles, strategies and plan.
- 4- How to develop a business plan as a tool to assess, create and communicate a business concept.
- 5- Entrepreneurial settings and role models through exposure to actual business settings and experiences.

Skills

On successful completion of this unit, the students will be able to:

- 6- Assess the feasibility of a business venture.
- 7- Prepare a business plan pinpointing the accounting records needed for a small business, financing needs of the business and where to look for sources of funding.

Indicative Content

- The Foundation of Entrepreneurship.
- Designing of competitive business model and building a solid strategic plan.
- Conducting a feasibility analysis and creating a winning business plan.
- Forms of business ownership.
- Franchising and the Entrepreneur.
- Building a powerful marketing plan (Guerrilla Marketing Plan).
- Creating a successful financial plan.
- Choosing the right location and layout.

Learning, Teaching and assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of Entrepreneurship & Small Business Management. PowerPoint presentation and selected case studies are used to further enrich the students' understanding of the entrepreneurship function and its vital role. Furthermore, real life examples are brought to the lectures to relate the theoretical framework to the practice. In addition to lectures, regular tutorials are devoted to generating ideas, brainstorming, problem solving and discussion of case studies, and giving feedback to students about their projects.

Assessment scheme

Coursework	50%
Unseen Exams	50%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Group project: Feasibility study and business plan development. Students are asked to select a small business venture and create a complete and persuasive business plan that, among other things, will effectively accomplish the goal of acquiring financing.	Phase 1: Week 3 Phase 2: Week 5 Phase 3: Week 9 Presentations: Week 11	50%	[Outcomes: 4-7]
Final exam: 3 hours exam that consists of essay questions and a case study or application questions	Week 14+	50%	[Outcomes: 1,2, 3, 6 and 7]

Reading List

- Cornwall & Scarborough, N. (2019). *Essentials of entrepreneurship and small business management*. 9th edition. New Jersey: Pearson Education.
- Megginson, L & Byrd, M.J. (2018). *Small Business Management: An Entrepreneur's Guidebook*. 8th Edition. New York: McGraw-Hill
- Jones, P., Maas, G., & Pittaway, L. (2017). *New Perspectives on Entrepreneurship Education: Contemporary Issues in Entrepreneurship Research, volume 7*. First edition. Bingley, UK : Emerald Publishing Limited.
- Bygrave, W.D. and Corbett, A.C. (2016). *Entrepreneurship*, 4th Edition.
- Bagheri, A., & Pihie, Z. A. L. (2014). *Factors shaping entrepreneurial intention*. Newcastle upon Tyne: Cambridge Scholars Publishing.
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=806567&site=ehost-live>
- Fred. K. (2009) *Creating entrepreneurs: Making miracles happen*. Singapore: World Scientific.
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=340547&site=ehost-live>

KIS Data

	Scheduled	Guided independent				Total
		Guided		Autonomous	Total	
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	BUS410	HOR Department:	Marketing &International Business
Unit Title:	International Business	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Zeinab Zaazou		
Pre-requisite:	MGT200 ,MKT_201		

Aims

The unit aims to enhance students' evaluation of strategies and organization structures that firms adopt to compete efficiently on the international level. Students will attain a deep comprehension of differences between nations in political economy and culture. Moreover, students will gain theoretical background in international trade theory, foreign direct investment, and the monetary frame work in the which international business transactions are conducted.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- The internationalization process and effects of globalization on multi-national enterprises.
- 2- The impact of economic, cultural, political and legal environments on international business.
- 3- Strategies and structure of international business.
- 4- International staffing and managing global operations.

Skills

On successful completion of this unit, the student will be able to:

- 5- Integrate foreign direct investment, regional integration, international monetary system, international production and logistics with business operations.
- 6- Analyze cases related to international business.
- 7- Write a report and present their findings.

Indicative Content

- Globalization.
- National differences in political Economy.
- International trade theory.
- Foreign direct investment.
- The political economy of foreign direct investment.
- The international monetary system.
- The strategies of international business.
- Strategic alliances and business operations.
- The process of exporting, importing, logistics, global production, outsourcing, and global human resource management

Learning, Teaching and Assessment Strategies

Formal, “one and half hour” lectures will introduce students to the main theoretical topics of the unit. Students are expected to respond to experiential-in-class-exercises that assigns individual’ and team tasks to encourage them to learn from direct experiences. Reflective analysis throughout the units designed to encourage students to critically evaluate international business operations. Students are expected to carry out an investigative study which includes an application project on a relevant international business topic. Office hours allow tutors to discuss additional questions.

Assessment Scheme

Coursework:	40%
Exam:	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Group investigative case study with theoretical frame and practical contact to investigate reality including written analysis of case incidents	Phase 1 in week 6 Phase 2 in week 10	40%	[Outcomes: 5, 6 and 7]
An unseen mid-term exam of 90 minutes will require students to answer questions on core theoretical issues	Weeks 7-8	20%	[Outcomes: 1 and 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues	Weeks 14+	40%	[Outcomes: 1, 2, 3 and 4]

Reading List

- Hill C. & Hult G. (2019). *International business: Competing in the global marketplace*. 12th edition. New York: McGraw Hill.
- Tulder, R. V., Verbeke, A., & Piscitello, L. (2019). *International Business in the Information and Digital Age* (Vol. First edition). Bingley, UK: Emerald Publishing Limited.
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1883909&site=ehost-live&ebv=EB&ppid=pp_1 eBook Academic Collection (EBSCOhost)
- Asgary, N. H., Samii, M., & Frutos-Bencze, D. (2016). *Foundations of Global Business : A Systems Approach*. Charlotte, NC: Information Age Publishing
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1065220&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)
- Ajami, R. A., & Goddard, G. J. (2015). *International Business : Theory and Practice* (Vol. Third edition). London: Routledge

http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=929355&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)

Recommended journal:

Journal of International Business

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%

Unit Code:	CS_100	HOR Department:	Management Information
Unit Title:	Introduction to Information Technology	Course Code:	Systems -----
Credit Hours:	4		
Unit Leader:	Dr. Omar Hussein		
Pre-requisite:	None		

Aims

This unit provides an introduction to computer and information technologies. It discusses the nature of computer hardware, software, and communication technologies. The theory is complemented and consolidated with practical examples aiming at helping the students gaining basic proficiency with different types of widely used application software. By the end of the unit, students will possess a solid understanding of how information technology and computer science impact the world today.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain key principles, terms, components, facts, and current advancements in computer science and information technology
- 2- Define the essential computer hardware components, as well as the basic functions, features, and categories of operating systems
- 3- Differentiate between the various types of application software packages to solve a wide variety of problems
- 4- Identify the fundamental concepts behind computer networks and data communication
- 5- Discuss cybercrimes, and methods to safeguard sensitive information including restricting access, encrypting data, anticipating disasters, and preventing data loss

Skills

On successful completion of this unit, the student will be able to:

- 6- Use the most appropriate software package for the task at hand
- 7- Utilize Internet communications, including e-mail, text messaging, instant messaging, social networking, blogs, micro blogs, webcasts, podcasts, and wikis
- 8- Make use of search tools, including both general and specialized search engines
- 9- Employ web utilities including plug-ins, filters, file transfer utilities, and internet security suites
- 10- Practice basic functions of Microsoft Windows operating system, word processors, spreadsheets, and presentation programs

Indicative Content

- Introduction to information technology
- The Internet, the web, and electronic commerce
- Basic Application Software
- System Software
- The System Unit
- Input and Output
- Communications and Networks
- Privacy, Security, and Ethics

Learning, Teaching and Assessment Strategies

Weekly lectures covering the “concepts” are complemented by various in-class examples, review problems, quizzes, and lab sessions. Class participation is essential to the educational process. Emphasis is placed on acquiring computer-related skills, including how to effectively use popular operating systems, application packages, and the Internet. Weekly computer labs are conducted to practically teach students usage of Windows operating system, word processors, spreadsheets, and presentation programs.

Assessment Scheme

Coursework	40 %
Unseen examination	60 %

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Class Participation	Weeks 1,3,5,11	(10%)	[Outcomes: 1, 2, 3, 4 and 5]
Review Problems	Weeks 2,4,9,10	(10%)	[Outcomes: 1, 2, 3, 4 and 5]
Quizzes	Weeks 6,12	(10%)	[Outcomes: 1, 2, 3, 4 and 5]
Lab Work	Weeks 1,3,5,11,13	(10%)	[Outcomes: 6, 7, 8, 9 and 10]
A midterm exam of 90 minutes that include several questions to assess the student knowledge and understanding	Midterm Examination Schedule	(20%)	[Outcomes: 1, 2, 3, 4 and 5]
A final exam of 180 minutes that include several questions to assess the student knowledge and understanding	Final Examination Schedule	(40%)	[Outcomes: 1, 2, 3, 4 and 5]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List:

O'Leary, T., O'Leary, L. & O'Leary, D. (2019). *Computing essentials 2017: Making IT work for you*. 27th edition. New York: McGraw Hill.

Williams, B. & Sawyer, S. (2015). *Using information technology: A practical introduction to computers & communications*. 11th edition. New York: McGraw Hill.

Wempen, F., Hattersley R., Millett R., and Shoup K. (2015). *Computing fundamentals: Introduction to computers*. 5th edition. International Student Systems. The United States: Wiley.

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	72	30	27	11	68	140
Percentage	51.4%	21.4%	19.2%	8%	48.6%	100%

Unit Code:	ECO101	HOR Department:	Economics
Unit Title:	Introduction to Macroeconomics	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Mai Yasser		
Pre-requisite:	None		

Aims

This unit aims at providing a basic introduction to macroeconomic principles and their application to both theoretical and real world situations. It also intends to identify appropriate techniques to analyse macroeconomic equilibrium and develop analytical skills using the different mathematical and graphical methods. Finally, the unit intends to give students the ability to communicate and report on findings, particularly through essays and exercises.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain core macroeconomics principles
- 2- Use analytical methods to apply model-based theory
- 3- Utilize verbal, graphical and mathematical representation of economic ideas to analyze the relationship between economic variables
- 4- Explain basic principles and mechanisms in national economy, and analyze the impacts of different policy decisions on the aggregate economy

Skills

On successful completion of this unit, the student will be able to:

- 5- Explore problems using logical thinking and provide solutions
- 6- Provide analysis and critical judgment to different economic issues
- 7- Select and apply appropriate techniques to solve problems
- 8- Use research techniques to survey economic problems

Indicative Content

- Economic problem, resource allocation and the production possibility frontier
- Demand, supply and price determination
- Objectives and instruments of macroeconomic policy
- Growth, unemployment and inflation
- Aggregate demand and supply
- National income accounts
- Theories of consumption and investment
- The Keynesian multiplier model and macroeconomic equilibrium
- Multipliers
- Money and the banking system

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the instructor. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to tests and assignments, students will submit an article review on one of the topics studied. They will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class discussions will involve the use of informal peer assessment.

Assessment Scheme

Coursework 40%
Unseen examinations 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Written tests are used to assess students' understanding of core topics	Weeks 4, 11 and 13	(15%)	[Outcomes: 1, 2, 3, 4, 5 and 7].
Problem solving assignments comprising quantitative and qualitative questions such as true and false, problems and essay questions	Weeks 3, 10 and 12	(15%)	[Outcomes: 5, 6 and 7].
An article review assignment on any of the topics covered in the unit	Week 9	(10%)	[Outcomes: 5, 6 and 8].
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2, 3, 4, 5 and 7].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2, 3, 4, 5 and 7].

Reading list

- OpenStax College. (2020). *Principles of macroeconomics*. 2nd edition. OpenStax CNX.
<https://openstax.org/details/books/principles-macroeconomics-ap-courses-2e>
- Parkin, M. (2016). *Economics*. 12th edition. Harlow, England: Pearson Addison Wesley.
- Baumol, W. & Blinder, A. (2016). *Economics: Principles and policy*. 13^y edition. Mason OH:South Western Cengage Learning.
- O'Sullivan, A., Sheffrin, S. & Perez, S. (2014). *Economics: Principles, applications and tools*. 8th edition. Boston: Pearson Prentice Hall.
- Samuelson, P. & Nordhaus, W. (2009). *Economics*. 19th edition. Boston: McGraw Hill.

Various economics publications retrieved from the following websites

www.erf.org.eg
www.eces.org.eg
www.oecd.org
www.worldbank.org
www.imf.org
www.economist.com
www.ft.com

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	ECO102	HOR Department:	Economics
Unit Title:	Introduction to Microeconomics	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Azza Kamal		
Pre-requisite:	None		

Aims

This unit aims to provide students with the fundamental concepts of choices made by individuals and businesses and the influence of government on those choices. It also aims to introduce some microeconomic analysis and problem solving techniques. Students will be encouraged to explore the basics on which consumers and producers choices are made under the influence of economic forces and to define and critically evaluate the most common market structures.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Demonstrate good knowledge and understanding of microeconomic concepts and principles
- 2- Use some microeconomic analysis for some theories and practices
- 3- Utilize verbal, graphical and mathematical representation of economic ideas to analyze the relationship between economic variables

Skills

On successful completion of this unit, the student will be able to:

- 4- Explore economic problems and apply knowledge to analyse the different alternatives
- 5- Calculate and interpret some microeconomic indicators
- 6- Demonstrate verbal presentation skills
- 7- Enhance individual initiative and research skills using library and web-based resources
- 8- Be self-evaluating in performance and in learning

Indicative Content

- Demand, supply and price determination
- Elasticities
- Elasticity and total revenue
- Utility and demand
- Possibilities, preferences and choices
- Indifference curves and the budget line
- Income effect and the substitution effect of a change in price
- Output, product schedules and product curves
- Analysis of costs and cost curves in the short run
- Market structures: perfectly competitive markets, monopoly, monopolistic competition and oligopoly

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the instructor. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to tests and assignments, students will submit an article review on one of the topics studied. They will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class discussions will involve the use of informal peer assessment.

Assessment Scheme

Coursework	40%
Examination	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Written tests are used to assess students' understanding of core topics	Weeks 4, 11 and 13	(15%)	[Outcomes: 1, 2, 3, 4 and 5].
Problem solving assignments comprising quantitative and qualitative questions such as true and false, problems and essay questions	Weeks 3, 10 and 12	(15%)	[Outcomes: 1, 2, 3, 4 and 5].
An article review assignment on any of the topics covered in the unit	Week 9	(10%)	[Outcomes: 6, 7 and 8].
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2, 3, 4 and 5].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2, 3, 4 and 5].

Reading list

OpenStax College. (2020). *Principles of microeconomics*. 2nd edition OpenStax CNX.

<https://openstax.org/details/books/principles-microeconomics-ap-courses-2e>

Parkin, M. (2016). *Economics*. 12th edition. Harlow, England: Pearson Addison Wesley.

Baumol, W. & Blinder, A. (2016). *Economics: Principles and policy*. 13th edition. Mason OH: South Western Cengage Learning.

O'Sullivan, A., Sheffrin, S. & Perez, S. (2014). *Economics: Principles, applications and tools*. 8th edition. Boston: Pearson Prentice Hall.

The Principles of Macroeconomics and Microeconomics (2014). Ipswich: Massachusetts

Samuelson, P. & Nordhaus, W. (2009). *Economics*. 19th edition. Boston: McGraw Hill.

Various economics publications retrieved from the following websites

www.erf.org.eg

www.eces.org.eg

www.oecd.org
www.worldbank.org
www.imf.org
www.economist.com
www.ft.com

KIS Data

	Scheduled	Guided independent			Total	Total
		Guided	Independent	Autonomous		
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	ECO408	HOR Department:	Economics
Unit Title:	Labor Economics	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Amr Edris		
Pre-requisite:	ECO 301I, ECO_302I		

Aims

This unit aims to provide students with the fundamental concepts of labor economics, labor supply and demand, labor quality, wage determination, choices for investing in human capital and the influence of government and labor unions on these choices. It also explores the basics on which labor policies are made under the influence of economic forces and to critically evaluate these policies with regard to wages, employment and mobility.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Evaluate labor economics concepts and principles
- 2- Integrate and apply labor economic concepts to real world problems and issues

Skills

On successful completion of this unit, the student will be able to:

- 3- Analyze how wages are determined
- 4- Critically review labor economic problems and suggest ways to solve it
- 5- Demonstrate verbal, graphical, mathematical and other presentation skills
- 6- Develop individual initiative and research skills through the use of library and web-based resources
- 7- Be self-evaluating in performance and in learning.

Indicative Content

- Introduction to labor Economics
- Labor Supply
- Labor Demand
- Labor market equilibrium
- Labor policy and wages
- Human capital theory and investment in education.
- Wage differential and wage structure
- Labor mobility
- Unemployment
- Discrimination and inequality
- Contemporary issues of labor economics.

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures. Students are expected to engage in further readings on topics specified by the instructor, critically evaluate them and present their findings to class [outcomes 4, 5, 6, 7]. They will also work for specified written assignments. Tutorials will address practical cases pertaining to the unit and applications in addition to guidance on further readings.

Assessment Scheme

Coursework 40%
Unseen examinations 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Book review and/or article reviews and presentation	Week 9	(40%)	[Outcomes: 4, 5, 6 and 7]
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2, 3 and 4].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2, 3 and 4].

Reading list

McConnell, C., Brue, S. & Macpherson, D. (2016). *Contemporary labour economics*. 11th edition. New York: McGraw-Hill Irwin.

Borjas, G. (2016). *Labor economics*. 7th edition. New York: McGraw-Hill.

Ehrenberg, R. & Smith, R. (2015). *Modern labour economics: Theory and public policy*. 12th edition. Harlow: Pearson Addison Wesley.

Cahuc, P., Zylberberg, A., & Carcillo, S. (2014). *Labor Economics*. 2nd edition. Cambridge, MA: The MIT Press. <http://web.b.ebscohost.com/ehost/detail/detail?vid=4&sid=8516c736-e97e-4004-bd1e-65abb0947fbb%40pdc-v-sessmgr04&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=826636&db=e020mww>

Boeri, T. & van Ours J. (2013). *The economics of imperfect labor markets*. Princeton University Press.

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%

Unit Code:	ENG_101M	HOR	Faculty of Languages
Unit Title:	English Language for Academic Purposes	Department:	
Credit Hours:	3	Course Code:	
Unit Leader:	Dr. Mirette Sobhy		
Pre-requisite:	None		

Aims

This unit aims at developing basic academic writing skills. The student will learn the techniques for writing an academic essay by writing an effective thesis statement as well learning how to cater for specific audiences. The student will be able to transfer these skills to all other subjects he/she is studying to produce effective academic essays. Most importantly, the student should be able to edit and proofread his/her papers.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Recognize the essential requirements to enhance academic writing skills.

Skills

On successful completion of this unit, the student will be able to:

- 2- Use and apply the academic writing skills in writing academic essays and maintain academic honesty standards.

Indicative Content

During the semester, the student will develop his/her academic writing skills through several methods.

Firstly, the unit broadens the ability to brainstorm ideas to effectively produce a cohesive piece of academic writing. These will be applicable to any rhetorical writing method.

Secondly, through learning the different methods of paraphrasing, the student will be able to produce a cohesive summary.

Lastly, students will be able to edit their writing by identifying common writing errors such as:

- Correcting run-on sentences,
- Avoiding fragments,
- Maintaining parallel structure and
- Keeping a consistent point of view.

Learning, Teaching and Assessment Strategies

This unit will be delivered by means of interactive classes that focus on all aspects related to academic essay writing. Students will apply these skills by writing in-class assignments to ensure authenticity. Students will be engaged in exercises that aim at enhancing academic writing in a variety of rhetorical methods. This unit particularly focuses on the development of the students' abilities in the following areas:

- **Enquiry** - The students are encouraged to learn through brainstorming ideas for a given topic to decide which ones would be suitable for an academic essay. They will apply all necessary knowledge to formulate an academic essay which will be written through two drafts. Through the exercises in class, they should be able to comprehend the components of the academic essay thoroughly.
- **Contextual Understanding** - In this unit, students will understand and be engaged with academic writing which raises their awareness of current issues.
- **Collaboration** - Students learn with and through peers, tutors and others, and online E-learning sites to create a suitable learning community. There is a zero tolerance for plagiarism.
- **Enterprise** - Creativity is encouraged through unseen essay topics where students have to revoke their previous knowledge to produce an academic writing piece.

Assessment Scheme

Coursework	40 %
Unseen Exams	60 %

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
On-going Portfolio assessments	Weeks 13	(40%)	[Outcomes: 1-2].
Midterm Exam (90 minutes)	Midterm Examination Schedule	(20%)	[Outcomes: 1-2].
Final Exam (3 hours)	Final Examination Schedule	(40%)	[Outcomes: 1-2].

Reading List:

Textbooks:

Langan, J. (2014). *College writing skills with readings*. 9th edition. Dapriom Africa: Mc Graw Hills Companies.

E-references:

http://novella.mhhe.com/sites/dl/free/1000000050/141802/CWSwR_preface.pdf

https://books.google.com.eg/books/about/Sentence_Skills.html?id=1s6rvexCq4sC&redir_esc=y

<http://trove.nla.gov.au/work/35318111?q&sort=holdings+desc&=1497644454365&versionId=84544346>

<https://en.islcollective.com/resources/printables/worksheets doc docx/paragraph coherence/paragraph-coherence-coherent/54598>

<http://www.helsinki.fi/kksc/language.services/AcadWrit.pdf>

<http://www.ed.ac.uk/files/atoms/files/grammar for academic writing ism.pdf>

https://www.epcc.edu/CollegeReadiness/Documents/Quik_Tips.pdf

<https://www.lamission.edu/learningcenter/docs/asc/worksheets/Grammar/Sentence%20Types.pdf>

<http://englishforeveryone.org/PDFs/Run%20on%20sentences.pdf>

<http://www.waynecc.edu/pdf/asc/english/SetenceFragmentRunon.pdf>

<file:///Users/Home/Downloads/Sentences,%20Run-Ons,%20Fragments%20practice3.pdf>

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	ENG_102M	HOR	Faculty of Languages
Unit Title:	English Language for Study	Department:	
Credit Hours:	Skills	Course Code:	
Unit Leader:	3		
Pre-requisite:	Dr. Mirette Sobhy ENG_101M		

Aims

This unit aims at developing the students' study skills and basic research writing. To communicate well as a speaker/writer, the student needs to know something about the topic, and something about the audience. What does the audience already know? How can the audience be led from what they don't know about a topic, to the point where they can see things they did not know before. This applies equally to academic writing and to academic presentations.

Although this is central to good academic writing, the knowledge and skills involved reach far beyond this unit: they lie at the heart of effective communication in any language, topic and situation.

These truly are basic research and study transferable skills for life: everyone has to persuade others in person, in print, and online. This unit then helps train the student to be a more effective user of English

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Define the concepts of critical thinking and reading, basic research writing and study skills and how to communicate information through oral presentations.

Skills

On successful completion of this unit, the student will be able to:

- 2- Use and apply these skills and abilities to interpret texts, integrate sources into academic writing and maintain academic honesty standards.

Indicative Content

During the semester, the student will develop his/her study skills, critical thinking and reading skills and the team teaching them will consider ways to improve the effect of the written and spoken word in academic contexts.

- Searching for reliable sources online
- Skimming and Scanning
- Subjectivity and objectivity
- Means of persuasion - Ethos, Pathos and Logos
- Brainstorming, Planning and Sequencing

- Summarizing, paraphrasing and integration of sources
- Prioritizing information: general to specific
- Presentation pitfalls, tricks and techniques
- Articles for Reading
- Critical Reading/ Thinking Exercises
- Study Skills Exercises
- Annotation /Taking Notes exercises
- Process of Writing Exercises/ Material
- PowerPoint presentations

Learning, Teaching and Assessment Strategies

The unit will be delivered by means of interactive classes that focus on introducing major concepts related to study skills and basic academic reading and writing skills. The student will be invited to participate in class discussions and debates based on authentic, topical reading material. This will involve the application of different critical reading and debating skills. In class, you will also have the chance to experience activities that will enhancing your global reading and writing skills, oral presentation of information and the role played by academic integrity. This unit particularly focuses on the development of the students' abilities in the following areas:

- **Enquiry** - In this unit, the student will practice critical thinking and reading skills as well as basic research writing and presentation skills.
- **Contextual understanding** - In this unit, the student will understand and be engaged with critical reading and writing concepts. You will produce academic essays and abide by academic honesty criteria.
- **Enterprise** - The unit gives the student the chance to apply your acquired reading and writing skills on writing documented essays. The student will also practice how to prepare and deliver oral presentations.

Assessment Scheme

Coursework	40 %
Unseen Exams	60 %

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
On-going Portfolio assessments	Weeks 13	(40%)	[Outcomes: 1-2].
Midterm Exam (90 minutes)	Midterm Examination Schedule	(20%)	[Outcomes: 1-2].
Final Exam (3 hours)	Final Examination Schedule	(40%)	[Outcomes: 1-2].

Reading List:

Compiled material and authentic reading articles uploaded on the E-Learning site of the unit. For guided essays, recent articles from journals. Material is regularly updated.

Allington, R. L. (2012). *What really matters for struggling readers: Designing research-based programs*. 3rd edition. Boston: Allyn and Bacon.

Bean, John C. 2011. *Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom*. 2nd edition. San Francisco: Jossey-Bass.

Bookfield, S. D. (2012). *Teaching for critically thinking: Tools and techniques to help students question their assumptions*. San Fransico: Jossey-Bass.

Burns, T. & Sinfield, S. (2012). *Essential study skills: The complete guide to success at university*. London: Sage.

Chittooran, M. M. (2015). Reading and Writing for Critical Reflective Thinking. *New directions for teaching and learning*, 2015 (143), 79-95. doi:10.1002/tl.20137.

Facione, P. A. (2013). *Critical thinking: What it is and why it counts*. Retrieved from http://www.insightassessment.com/pdf_files/what&why2006.pdf

Fisher, D. & Frey, N. (2014). *Close reading and writing from sources*. Newark, DE: International Reading Association.

Horning, A. S., Kraemer, E. W., & WAC Clearinghouse, (Firm). (2013). *Reconnecting reading and writing*. Anderson, S.C.: Parlor Press and the WAC Clearinghouse.

Lansford, L, Lockwood, R, Cavage, C. (2017) *Prism level 3, student's book with online workbook*.

Pecorari, D. (2013). *Teaching to avoid plagiarism: How to promote good source use*. Maidenhead, Berkshire, England: McGraw-Hill Education.

Strongman, L. (2013). *Academic writing*. Newcastle upon Tyne: Cambridge Scholars Publishing.

Wallace, M. (2004). *Study skills in English*. London: Cambridge University Press.

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	ENG_201M	HOR Department:	Faculty of Languages
Unit Title:	English Language for Research	Course Code:	
Credit Hours:	Purposes		
Unit Leader:	3		
Pre-requisite:	Prof. Soha Rafaat		
	ENG_102M		

Aims

Clear, reasoned expression lies at the heart of academic writing. This unit builds on ENG_102M and develops student knowledge of planning and writing with different purposes to an academic readership. The unit also considers ways to compare and contrast texts and to address different perspectives of a given topic as well as the process of research writing.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

1. Demonstrate sound knowledge and understanding of academic writing and the process of objective writing and academic integrity.

Skills

After completing this unit, students will be able to:

2. Undertake effective research, recognize different perspectives and construct coherent arguments

Indicative Content

- Scholarly sources on a variety of topics.
- Exercises on source evaluation, evidence quality and reasoning gaps will be used.
- The steps of writing academic essays and research will also be available.
Power Point Presentations

Learning, Teaching and Assessment Strategies

The unit will be delivered by means of interactive classes that familiarize students with advanced research and writing. Debates and different types of scholarly sources will be used in class. Class time is designed to train students on evaluation and synthesizing sources as well as providing opportunities for discussions, debates, group work and handling multiple perspectives on a variety of topics. In their independent practice time, students will be asked to write research essays and an academic paper. This unit particularly focuses on the development of the students' abilities in the following areas:

- **Enquiry** - In this unit you will be required to practise analysis and evaluate the strength of competing arguments and the positions taken on issues related to the selected topic and practice different stages and techniques of writing. You will develop skills for documented essay and research writing following academic honesty criteria.

- **Contextual understanding** - This unit contributes to student awareness of ethical issues. It offers to develop their research and critical thinking skills as well as observing academic honesty rules in the process of production and consumption of knowledge adding to a culture of professionalism.
- **Collaboration** - Group work is expected in classroom setting to unpack a (given) topic's perspective and collect relevant sources.
- **Enterprise** - The unit enriches the learner profile of a graduate with attributes of professionalism, quality of production and focused writing.

Assessment Scheme

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
On-going Portfolio assessments	Weeks 13	(40%)	[Outcomes: 1-2].
Midterm Exam (90 minutes)	Midterm Examination Schedule	(20%)	[Outcomes: 1-2].
Final Exam (3 hours)	Final Examination Schedule	(40%)	[Outcomes: 1-2].

Reading List:

Compiled material and authentic reading articles uploaded on the E-Learning site of the unit. For guided essays, recent articles from journals. Material is regularly updated.

Badke, W. (2004). *Research strategies: Finding your way through the information fog*. Iuniverse.

Gramer, M.F. & Ward, Colin, S. (2011). *Q: Skills for success reading and writing*. Oxford University Press.

Lester, J.D. (2015). *Writing research papers: A complete guide*. 15th edition. Pearson.

Wallwork, A. (2011). *English for writing research papers*. Springer.

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	FIN201	HOR Department:	Finance and Investment Management
Unit Title:	Financial Management I	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Amal Soliman		
Pre-requisite:	ACCT 101		

Aims

This unit aims to enable students to understand and apply financial management concepts, techniques and approaches with the emphasis on decision-oriented approaches to problems. The unit introduces the foundational concepts of financial management, such as financial statement analysis, time value of money, stock and bond valuation, and capital budgeting techniques.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Financial statements types, components and the logic of their construction, special emphasis on financial statement analysis techniques and methods.
- 2- Cash budgets, cash flow statements, and the free cash flow statement.
- 3- The fundamental concepts of time value of money.
- 4- Valuation of equity and bonds.

Skills

On successful completion of this unit, the student will be able to:

- 5- Interpret financial statements and derive conclusions to evaluate the performance of the company using different analysis methods.
- 6- Prepare financial projections for the company's expected performance, based on the data attained from the analysis.
- 7- Apply time value of money in different financial perspectives.
- 8- Demonstrate team working ability.

Indicative Content

- Financial statement analysis
- Cash budgeting
- Pro-forma financial statements
- Free cash flows
- Time value of money
- Equity valuation
- Bond valuation

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical and practical topics in managerial finance. In-class discussions will be used to extend the scope of the lectures. Students will be asked to prepare a valuation report for a company to practice the concepts introduced in the unit. Tutorials will address practical cases pertaining to the unit and applications, in addition to problem solving.

Assessment Weighting

Coursework 40%
Unseen Exams 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Written tests are used to prepare the students for the unseen exams	Weeks 5 and 12	10%	Outcomes: 1 -4.
Group project: Financial analysis report	Week 4	10%	Outcomes: 1, 5, 6 and 8
Problem solving	Weeks 3 and 10	20%	Outcomes: 1 - 5.
An unseen 90 minutes mid-term exam	Midterm examination schedule	20%	Outcomes: 1, 2, 3, 4 and 5
An unseen final exam of 3 hours will require students to answer questions (Multiple choice, and essays answers) on core theoretical issues [Outcomes: 1 - 5].	Final examination schedule	40%	Outcomes: 1, 2, 3, 4 and 5

Reading List

Block, S., Hirt, G. & Danielsen, B. (2018). *Foundations of financial management*. 17th edition. New York: McGraw Hill Education.

Gitman, L. (2018). *Principles of managerial finance*. 15th edition. New York: Addison Wesley, Besely.

Ronald W. Melicher & Edgar A. Norton, (2016). *Introduction to finance*. 16th edition. New York, Wiley.

<https://0810e8t1h-1106-y-https-onlinelibrary-wiley-com.mplbci.ekb.eg/doi/pdf/10.1002/9781119208372>

<https://app.kortext.com/read/141402/422>

Vernimmen, P., Quiry, P., Dallochio, M., Le Fur, Y., & Salvi, A. (2014). Corporate finance: theory and practice. John Wiley & Sons.

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	FIN202	HOR Department:	Finance and Investment Management
Unit Title:	Financial Management II	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Amal Soliman		
Pre-requisite:	FIN201		

Aims

This unit provides students with the advanced knowledge and application of financial management. The unit evaluates the use of funds to meet the firm's objectives. The unit acquaints students with information on financial management activities, identifying business' strengths and weaknesses, evaluating investment opportunities, forecasting future funding needs and making investment decisions.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- The basics of risk and return and the different methods of acquisition of funds.
- 2- Cost of capital components and determinants, basics of capital budgeting techniques, dividend policies and operating and financial leverage.

Skills

On successful completion of this unit, the student will be able to:

- 3- Demonstrate ability to quantify risk and return.
- 4- Apply the process of decision making based on quantitative analysis of financial issues.
- 5- Experiment different financing options.
- 6- Calculate cost of capital.
- 7- Determine the suitable dividend policy.
- 8- Applying analytical skills.

Indicative Content

- Risk and return
- Cost of Equity
- Cost of Debt
- Weighted average cost of capital
- Leverage and capital structure
- Dividend policy
- Hybrid and derivatives securities

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the concepts raised by the lecturer. Tutorials will be used to enable students to apply concepts to real world situations. Students are expected to do additional reading and research on specific topics. Student will do an analysis of a case study.

Assessment Weighting

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Case studies: Each student will be asked to apply the concepts acquired in the unit on existing companies	Weeks 5 and 12	(10%)	[Outcomes: 1 -5]
A class test in the computer lap	Week 4	(10%)	[Outcomes:1 -3]
Problem Solving computer lap	Weeks 3 and 10	(20%)	[Outcomes: 3, 4, 5, 6, 7 and 8]
An unseen 90 minutes mid-term exam	Midterm examination schedule	(20%)	[Outcomes: 1 - 3]
An unseen final exam of 3 hours will require students to answer questions.	Final term examination schedule	(40%)	[Outcomes: 1 - 3]

Reading list

Block, S., Hirt, G. & Danielsen, B. (2018). *Foundations of financial management*. 17th edition. New York: McGraw Hill Education.

Gitman, L.& Zutter, C. (2018). *Principles of managerial finance*. 15th edition. New York: Addison Wesley, Besely.

Ronald W. Melicher & Edgar A. Norton, (2016). *Introduction to finance*. 16th edition. New York, Wiley.

<https://0810e8t1h-1106-y-https-onlinelibrary-wiley-com.mplbci.ekb.eg/doi/pdf/10.1002/9781119208372>

<https://app.kortext.com/read/141402/422>

Vernimmen, P., Quiry, P., Dallochio, M., Le Fur, Y., & Salvi, A. (2014). Corporate finance: theory and practice. John Wiley & Sons.

KIS Data

	Scheduled	Guided independent			Total	Total
		Guided	Independent	Autonomous		
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	FIN303	HOR Department:	Finance and Investment Management
Unit Title:	Corporate Finance	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Mai Yasser		
Pre-requisite:	ACCT 202, FIN 202		

Aims

The unit provides students with the necessary tools to make financial decisions concerning capital raising, valuation, mergers, acquisitions and corporate finance. The unit explores the various techniques to maximize corporate value while reducing the firm's financial risk. The unit compares between a number of the new inventions and alternative approaches in finance such as lease, merger & acquisition, factoring and securitization.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Techniques for determining available corporate financing, different sources for raising Equity capital and the various techniques to finance through debts
- 2- Alternative finance sources (leasing, merger and acquisition) and the most basic risk management techniques

Skills

On successful completion of this unit, the student will be able to:

- 3- Analyze the interaction between the capital structure and the company value
- 4- Evaluate various corporate financing sources
- 5- Calculate cost of capital and evaluate the mechanism of changes in capital structure
- 6- Choose between different financing options
- 7- Enhance teamwork skills

Indicative Content

- Financial Decision-Making Process
- The Price of Risk
- Financing Decision Rules
- Capital Structure
- Financial risk management
- Merger and acquisition
- Leasing

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical and practical topics of the unit. In-class discussions will be used to extend the scope of the lectures. Tutorials will address practical cases pertaining the unit and applications, in addition to further readings.

Assessment Weighting

Coursework 40%
Unseen Exams 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Students are expected to form groups to prepare a literature review research regarding one of the basic concepts in the unit.	Week 5	(20%)	[Outcomes: 2, 3, 4, 6 and 7]
Students will search and present a practical case study of a successful capital raising process and by the end of the project they will prepare a presentation to summarize their work	Week 11	(20%)	[Outcomes: 2, 3, 4, 6 and 7]
Mid-term exam: one hour and a half that consists of testing the theoretical and practical elements of the unit	Midterm examination schedule	(20%)	[Outcome: 1].
Final Exam: three hours that consists of testing the theoretical and practical elements of the unit	Final examination schedule	(40%)	[Outcomes: 1, 2, 5 and 6].

Reading List

Ross & Modigliani, P. (2018). *Fundamentals of corporate finance*. 12th edition. New York: McGraw Hill Education.

Berk & DeMarzo, P. (2018). *Corporate finance*. 4rd edition. New York: Addison Wesley Publishing Company.

Jiang, W., Harris, M., Raviv, A., Moran, P., Chava, S., Nanda, V. & Xiao, S. C. (2017). *Review of corporate finance studies*.

Damodaran, A. (2016). *Damodaran on valuation: Security analysis for investment and corporate finance*. New York: John Wiley & Sons.

Frank J. Fabozzi & Pamela Peterson Drake, (2011), *Finance: Capital Markets, Financial Management, and Investment Management*, John Wiley & Sons
<https://onlinelibrary.wiley.com/doi/book/10.1002/9781118266984>

Geddes, R. (2011). *An introduction to corporate finance: Transactions and techniques* (Vol. 25). John Wiley & Sons.

KIS Data

	Scheduled	Guided independent				Total
		Guided		Autonomous	Total	
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	FIN 407	HOR Department:	Finance and Investment Management -
Unit Title:	Risk Management	Course Code:	----
Credit Hours:	3		
Unit Leader:	Dr. Hosny Ibrahim		
Pre-requisite:	FIN 303		

Aims

The unit aims provide students with the necessary insights that are instrumental to manage financial risk to highlights the theory and practice of financial risk management. Students should be able to identify, measure, and control financial risk. The unit will cover the theoretical and practical aspects of risk management with emphasis on real cases using futures, options and other financial derivatives to control market risk exposure.

Learning outcomes

Knowledge

By the end of this unit students should be able to show knowledge and comprehension of:

- Risk management issues facing investors and corporations (1)
- Instruments that can be employed to hedge the financial risks faced by investors and corporations and the alternative hedging instruments (2)
- Risk management strategies, risk in portfolio management and risk modelling (3)

Skills

On completion of this unit, the successful student will be able to:

- Design a general risk management strategy (4)
- Differentiate and describe major risks and associated risk factors in the financial market (5)
- Judge the suitable position of alternative investment hedging instrument and options (6)
- Compare between financial risk models and their uses to quantify financial risks based on real world practices (7)
- Enhance team work skills (8)

Indicative Content

- Risk Management
- Hedging Forwards and Futures
- Basics of Credit default derivatives and Swaps
- Option Trading Strategies
- Option Risks, Hedging Options
- Different types of risk
- Modelling of risk and volatility

Learning and Teaching

Lectures will be used to introduce students to the main theoretical and practical topics of the unit. In-class discussions will be used to extend the scope of the lectures. Tutorials will address practical cases pertaining the unit and applications, in addition to further reading.

Assessment Weighting

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Students are expected to form groups to prepare a report regarding one of basic concepts in the unit and it will be finally prepared and presented using one of the IT programs.	Week 4	(20%)	[outcomes: 2, 3 and 8]
Students will be asked to solve two practical cases	Week 5 and 8	(20%)	[outcomes: 4 to 7]
An unseen mid-term exam of 90 minutes	Midterm examination schedule	(20%)	[Outcome: 1,2,3].
unseen final exam of 3 hours (40%) will require students to answer questions on core theoretical issues and attained skills	Final term examination schedule	(40%)	[Outcomes: 1, 2, 3].

Reading List

- Rejda & McNamara, (2017). Principles of Risk Management and Insurance, 14th edition, Pearson
- Skoglund, J., & Chen, W. (2015). Financial Risk Management: Applications in Market, Credit, Asset and Liability Management and Firmwide Risk. John Wiley & Sons.
- Laycock, M. (2014). Risk management at the top: a guide to risk and its governance in financial institutions. John Wiley & Sons <https://0810e7poq-1104-y-https-onlinelibrary-wiley-com.mplbci.ekb.eg/doi/book/10.1002/9781118497449>
- Tarantino, A. (2010). Essentials of risk management in finance (Vol. 53). John Wiley & Sons.
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KIS Data

	Scheduled	Guided independent			Total	Total
		Guided	Independent	Autonomous		
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%

Unit Code:	HRM 301	HOR Department:	Human Resources
Unit Title:	Manpower Planning		Management
Credit Hours:	3	Course Code:	-----
Unit Leader:	Dr. Heba Samir		
Pre-requisite:	MGT 300		

Aims

This unit aims to provide students with the essential skills, techniques and tools of efficient Manpower Planning and development, and to allow better understanding of proper utilization of the workforce. It also aims to enlighten students on how Manpower Planning can help to save money, and support the organizations to achieve their goals. Moreover, it aims to investigate and evaluate a range of approaches in job design, recruitment and selection together with strategies to retain talent by considering a range of established processes and techniques.

Learning Outcomes:

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and detailed knowledge of:

- The theory and concepts of manpower planning to ensure the maximization of the use of resources (1)
- The key drivers to inspirational motivation (2)
- Workforce structure, and sustained capability needed to achieve company's strategic objectives (3)

Skills

On successful completion of this unit, the student will be able to:

- Apply models and methods for manpower forecasting and interpret results (4)
- Integrate human resources information system in manpower planning (5)
- Prepare appropriate job analysis design for selected jobs (6)
- Develop a succession plans for key positions within the organization and recommend an action plan to deliver improvements in manpower planning, recruitment and retention (7)

Indicative Content

- Concepts and objectives of manpower planning and development
- Manpower planning process and models
- Strategic human resources planning
- Forecasting labour supply and demand
- Environmental influences on human resources management
- Technology and structural change: Implications for human resources development
- Restructuring and downsizing
- Mergers and acquisitions
- Outsourcing
- Labor market monitoring and succession management

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of man power planning. Power-point presentations and selected case studies are used to further enrich the students' understanding of man power planning techniques and functions and their vital role in boosting performance and production. Real life examples are brought to the lectures; regular tutorials are devoted to generate ideas, brainstorm, enhance problem solving, discuss case studies, and provide feedback to students about their projects.

Assessment Scheme

Coursework 40%
Unseen Exams 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes - ILOs
Individual assignments that cover: - Conduct of HR supply forecasting and succession analysis; collect workforce data; design manpower planning templates (smart sheets); utilize job analysis forms; and write job descriptions. - Construct, defend, and evaluate manpower planning frameworks, anticipating the use relevant evidence, and giving reasons for conclusions.	Weeks 4, 5 Weeks 9,10	The individual assignments account for (40%) of the total grade	[Outcomes: 4, 5, 6, 7].
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues and to apply methods and integrate human resource information.	Final Examination Schedule	(40%)	[Outcomes: 3, 4 and 5]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Electronic Textbooks:

- Knox, T. (2018). *International Human Resource Management: Policy and Practice*. New Orleans, LA, US: White Press Academics. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2268022&site=ehost-live>
- Lester, R. A. (2015). *Manpower Planning in a Free Society*. Princeton: Princeton University Press (Princeton Legacy Library). Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=946740&site=ehost-live>
- Thomas, D. C., & Lazarova, M. B. (2014). *Essentials of international human resource management: Managing people globally*. Sage Publications. Available at:
<http://08113mv43.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/essentials-of-international-human-resource-management?fromsearch=true>
- O'Meara, B. and Petzall, S. B. (2013). *Handbook of Strategic Recruitment and Selection: A Systems Approach*. United Kingdom: Emerald Group Publishing Limited. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=683413&site=ehost-live>
- Branine, M. (2011). *Managing across cultures: Concepts, policies and practices*. Sage.
<http://08113mv3n.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/managing-across-cultures?fromsearch=true>
- Elearn Limited (Great Britain). (2009). *Recruitment and Selection Revised Edition*. Amsterdam: Routledge (Management Extra). Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=297919&site=ehost-live>
- Bechet, T. P. (2002). *Strategic Staffing: A Practical Toolkit for Workforce Planning*. New York: AMACOM. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=72953&site=ehost-live>

Textbooks:

- Tarique, I., Briscoe, D. R., & Schuler, R. S. (2015). *International human resource management: Policies and practices for multinational enterprises*. Routledge.
- Basu, K., Horn, H., Roman, L., & Shapiro, J. (Eds.). (2008). *International labor standards: history, theory, and policy options*. John Wiley & Sons.
- Bechet, T. P. (2008). *Strategic staffing: A comprehensive system for effective workforce planning*. New York: AMACOM Div American Mgmt Assn.

Journal Articles:

- Bhaumik, A., Law, K. A., & Fang, J. (2020). Influence of Globalization and Its Impact on Performance: Research on Network Ability. *International Journal of Psychosocial Rehabilitation*, 24(4), 245–253. Available at:
<https://doi.org/10.37200/ijpr/v24i4/pr201005>

- Kim, C., Chung, C., & Brewster, C. (2019). Beyond nationality: international experience as a key dimension for subsidiary staffing choices in MNEs. *Journal of Global Mobility*, 7(3). Available at: DOI: <https://0810bmfzv-1105-y-https-doi-org.mplbci.ekb.eg/10.1108/JGM-09-2018-0050> ISSN: 2049-8799
- Rees, C., & Smith, C. (2017). Applying critical realism to the MNC: Exploring new realities in staffing and expatriation. *Multinational corporations and organization theory: Post millennium perspectives*, 49, 265-293.
- Karikari, A. F., Boateng, P. A., & Ocansey, E. O. (2015). The role of human resource information system in the process of manpower activities. *American Journal of Industrial and Business Management*, 5(06), 424. Available at: Emerald Publishing Limited <https://doi.org/10.1108/S0733-558X20160000049009>
- Nagendra, A., & Deshpande, M. (2014). Human Resource Information Systems (HRIS) in HR planning and development in mid to large sized organizations. *Procedia-Social and Behavioral Sciences*, 133, 61-67.
- Khera, S. N., & Gulati, K. (2012). Human resource information system and its impact on human resource planning: A perceptual analysis of information technology companies. *Journal of Business and Management*, 3(6), 6-13.

Journals:

- The International Journal of Human Resource Management
<https://www.tandfonline.com/loi/rijh20>
- Global Policy: Special issue-resourcing International Organizations
<https://0810emndl-1105-y-https-onlinelibrary-wiley-com.mplbci.ekb.eg/toc/17585899/2017/8/S5>

KIS Data

	Scheduled	Guided independent			Total	Total
		Guided		Autonomous		
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	HRM 302	HOR Department:	Human Resources
Unit Title:	Training and Development		Management
Credit Hours:	3	Course Code:	-----
Unit Leader:	Prof. El Sayed Nagy		
Pre-requisite:	MGT 300		

Aims:

This Course aims to provide students with the skills required to assess employee training needs, to design and administer employee training and development programs, and evaluate both the efficiency and effectiveness of these programs. It also aims to enlighten the students with a clear understanding of the learning principles; and techniques adopted for assessing development efforts, at individual as well as organizational level.

Learning Outcomes:

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and detailed knowledge of:

- The HR's role in training and developing employees including training and development programs' design and delivery (1)
- The methods used in need assessment, task analysis processes, and the processes of developing competency models (2)
- Various training methods with advantages and disadvantages of each method, including OJT, self-directed learning Units, behavior modeling, presentations, and team training. (3)
- The policies for managing diversity and careers while creating ethical and socially responsible employment environments (4)

Skills

On successful completion of this unit, the student will be able to:

- Evaluate training and development programs and report on recommendations (5)
- Determine the cost of training initiatives and the Return on Training Investment (ROTI) (6)
- Prepare a work oriented report in a professional perspective (7)
- Assess need for training in different department of the firm (TNA), and training and development supports for locals and for expatriates (8)

Indicative Content

- Introduction to human resource development
- Training and development and learning styles
- Organizational strategy and training and development strategies
- Training as a competitive advantage
- Need assessment and SWOT analysis
- The design; development; implementation; and evaluation of training programs
- The Return on Training Investment (ROTI)
- Special challenges and the future of training and development

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of training and development. Power-point presentations and selected case studies are used to further enrich the students' understanding of the training and development techniques and functions, and their vital role in boosting performance and production. Real life examples are brought to the lectures; regular tutorials are devoted to generate ideas, brainstorm, enhance problem solving, discuss case studies, and provide feedback to students about their projects.

Assessment Scheme

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes - ILOs
A Technical Report (group work) to assess students' ability to apply the elements of an effective employee training program.	Week 10	(40%)	[Outcomes: 5, 6, 7, 8]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues and attained skills.	Final Examination Schedule	(40%)	[Outcomes: 3, 4, 5, 6]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Electronic Textbooks:

- Armstrong, M. (2016). *Armstrong's Handbook of Management and Leadership for HR: Developing Effective People Skills for Better Leadership and Management*. Philadelphia, PA: Kogan Page.
Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1406071&site=ehost-live>
- Parsloe, E. and Leedham, M. (2016). *Coaching and Mentoring: Practical Techniques for Developing Learning and Performance*. New York, NY: Kogan Page. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1430278&site=ehost-live>
- Wentland, D. M. (2007). *Strategic Training: Putting Employees First*. Amherst, Mass: HRD Press.
Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=388924&site=ehost-live>

- Grieves, J. (2003). *Strategic human resource development*. Sage. Available at:
<http://08113mv3n.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/strategic-human-resource-development?fromsearch=true>

Textbooks:

- Tarique, I., Briscoe, D. R., & Schuler, R. S. (2015). *International human resource management: Policies and practices for multinational enterprises*. Routledge.
- Arulmani, G., Bakshi, A. J., Leong, F. T., & Watts, A. G. (2014). *Handbook of career development. International Perspectives*. New York: Springer.
- Tarique, I. (2014). *Seven trends in corporate training and development: Strategies to align goals with employee needs*. Upper Saddle River, NJ: Pearson Education.
- Chanlat, J. F., Davel, E., & Dupuis, J. P. (Eds.). (2013). *Cross-cultural management: culture and management across the world*. Routledge.
- Noe, R. A. (2013). *Employee training and development* (6th ed.). New York, NY: The McGraw-Hill Companies, Inc.
- Saks, A., & Haccoun, R. (2013). *Managing performance through training and development* (6th ed.). Toronto, ON: Nelson Education
- Martin, J. (2010). *Key concepts in human resource management*. Sage Publications.
- Simmonds, D. 2004. *Designing and Delivering Training*. CIPD Publishing, London.
- McGoldrick, J., Stewart, J., & Watson, S. (Eds.). (2003). *Understanding human resource development: a research-based approach*. Routledge, London.
- DeSimone, R. L., Werner, J. M., & Harris, D. M. (2002). *Human Resource Development*. Mason. OH: South-Western.

Journals:

- International Journal of Training and Development
<https://onlinelibrary.wiley.com/journal/14682419>
- Career Development International
<https://www.emerald.com/insight/publication/issn/1362-0436>
- International Journal of Human Resources Development and Management
<https://www.inderscience.com/jhome.php?jcode=ijhrdm>
- Journal of Management Development
<https://www.emerald.com/insight/publication/issn/0262-1711>

KIS Data

	Scheduled	Guided independent			Total	Total
		Guided		Autonomous		
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	HRM 303	HOR Department:	Human Resources
Unit Title:	Compensation Management		Management
Credit Hours:	3	Course Code:	-----
Unit Leader:	Prof. El Sayed Nagy		
Pre-requisite:	MGT 300		

Aims

This unit aims to provide detailed knowledge and critical understanding of the main theories of compensation management and employee benefit programs. The unit also helps students figure out different compensation approaches, strategies, determinants, components, and challenges of compensation.

Learning Outcomes

Knowledge and Understanding

On successful completion of this unit, the student will be able to demonstrate systematic understanding and detailed knowledge of:

- How compensation is viewed differently by society, stakeholders, managers and employees (1)
- Characteristics of effective and efficient compensation systems and models of compensation management (2)
- How different strategies of compensation management and benefit are implemented in corporate business (3)

Skills

On successful completion of this unit, the student will be able to:

- Differentiate between direct and indirect compensation in multinational and local enterprises (4)
- Differentiate between various compensation packages (5)
- Engage in group work to analyze and report information on HR compensation practices in business organizations (6)

Indicative Content

- Strategic compensation planning
- Compensation approaches
- Determinants and components of compensation
- Development of base pay system
- Theories of compensation management
- Compensation as a retention strategy
- Employee benefit programs
- Challenges of compensation

Learning, Teaching and Assessment Strategies

Formal lectures will introduce students to the main theoretical topics of the unit. Students are expected to respond to experiential-in-class-exercises that assign individual and group tasks to encourage them to learn from direct experiences. Students are expected to carry out independent study which includes an application project on relevant compensation strategies, supported by means of regular tutorials with feedback component.

Assessment Scheme

Coursework: 40%

Unseen Exams: 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes - ILOs
Group project with theoretical framework and practical part to bridge the academia with practice regarding compensation management.	Week 11	(40%)	[Outcomes: 3, 4, 5, 6]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues and attained skills.	Final Examination Schedule	(40%)	[Outcomes: 3, 4, 5]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Electronic Textbooks:

- Anderson, J. (2017). *Employee Reward Structures*. London, United Kingdom: Spiramus Press. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1554626&site=ehost-live>
- Bussin, M. and Diez, F. (2017). *The Remuneration Handbook: A Practical and Informative Handbook for Managing Reward and Recognition*. Randburg: KR Publishing. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1516636&site=ehost-live>
- Gerhart, B. A. and Rynes, S. (2003). *Compensation: Theory, Evidence, and Strategic Implications*. Thousand Oaks, CA: SAGE Publications, Inc (Foundations for Organizational Science). Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=474206&site=ehost-live>

Textbooks:

- Milkovich, G., Newman, J., and Gerhart, B. (2017). *Compensation* (12 e). McGraw-Hill, Higher-ED.

- DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of human resource management*. John Wiley & Sons.
- Tarique, I., Briscoe, D. R., & Schuler, R. S. (2015). *International human resource management: Policies and practices for multinational enterprises*. Routledge.
- World at Work. (2015). *The World at work Handbook of Compensation, Benefits and Total Rewards: A Comprehensive Guide for HR Professionals*. Wiley
- Martocchio, J. J. (2011). *Employee benefits: A primer for human resource professionals*. New York: McGraw-Hill Irwin.
- Henderson, R. I. (2003). *Compensation management in a knowledge-based world* (pp. 388-393). Upper Saddle River, NJ: Prentice Hall.

Journals:

- The International Journal of Human Resource Management
<https://www.tandfonline.com/loi/rijh20>

KIS Data

	Scheduled	Guided independent			Total	Total
		Guided		Autonomous		
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	HRM 401	HOR Department:	Human Resources
Unit Title:	Employee Relations & Labour Law	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Ola Emara		
Pre-requisite:	LAW301 & MGT 300		

Aims:

This unit aims to present Human Resource Management students (HRM) to employee relations, So that they become acquainted with employment legislation, and aspects of collective labour relations, collective bargaining, managing the collective agreement, and dispute resolution, as features of managing human resources in a union environment. Moreover, it explains to students what can be expected during the actual bargaining sessions, and how to handle grievances. Furthermore this unit provides a frame for international labour association and rights and duties of employees in the Egyptian labour law.

Learning Outcomes

Knowledge:

On successful completion of this unit, the student will be able to demonstrate systematic understanding and detailed knowledge of:

- The employee relations environment and strategies, union structure and actions, and employment legislation (1)
- Types of labour contracts, individual and collective (2)
- Collective bargaining, the collective agreement, and dispute resolution (3)
- International labour relations (4)
- Egyptian labour law (5)

Skills:

On successful completion of this unit, the student will be able to:

- Apply articles of Egyptian labour law to different employment law cases (6)
- Suggest proposals on enhancing the role of unions, and review the dispute resolution processes and debate findings (7)

Indicative Content

- Labor and employment laws: labor law and conventions, social insurance law, and taxation law
- Employment relationship
- Health and safety laws
- Protecting individual rights
- Human resources in a union environment: Collective labor relations: general provisions, collective negotiations, collective labor, agreements, collective labor disputes, strikes
- Union membership, structure and actions
- International labour relations and International Labor Organization (ILO)

Learning, teaching, and assessment strategies:

The unit will be delivered by means of interactive lectures “one-and-half-hours” that focus on introducing the subject theoretical framework. Students will be required to review “law articles”, “law cases”, and “supporting reading material” for class discussions, in addition to exploring relevant concepts in specialized web sites. During lectures, students will be engaged in academic debates that aim at enhancing students’ conceptual, comprehending, and analytical skills. The unit complementary practical activities will cover data collection and presentation of findings that follow academic honesty standards, of an investigative project on relevant labour law and labour relations’ perspectives. Unit activities will be supported by means of regular tutorials, which will provide students with feedback and direction, allowing learning style and learning outcome enhancement.

Assessment Scheme

Coursework: 40%

Unseen Exams: 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Individual written analysis of given case studies on international labour standards, and articles under Egypt’s Labour Law.	Weeks 2, 5, 9, 12	The case studies analysis account for (40%) of the total grade	[Outcomes: 5, 6, 7]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2, 3]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues and apply methods acquired.	Final Examination Schedule	(40%)	[Outcomes: 4, 5, 6]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Electronic Textbooks:

- Armstrong, M. (2016). *Armstrong’s Handbook of Strategic Human Resource Management*. London, United Kingdom: Kogan Page. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1193777&site=ehost-live>
- Lewin, D. et al. (2016). *Employee Voice in Emerging Economies*. Bingley: Emerald Group Publishing Limited (Advances in Industrial and Labor Relations). Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1423617&site=ehost-live>

Textbooks:

- Heintz, J. (2019). Global labor standards: Their impact and implementation. In *the Handbook of Globalisation, Third Edition*. Edward Elgar Publishing.
- Elliott, K. A. (2017). Labor standards. In *Handbook of Globalisation and Development*. Edward Elgar Publishing.
- Tarique, I., Briscoe, D. R., & Schuler, R. S. (2015). *International human resource management: Policies and practices for multinational enterprises*. Routledge.
- Sims, R. R., & Sauser Jr, W. I. (Eds.). (2014). *Legal and Regulatory Issues in Human Resources Management*. IAP.
- Locke, R. M. (2013). *The promise and limits of private power: Promoting labor standards in a global economy*. Cambridge University Press.
- Dessler, G., Al Ariss, A. (2013). *Human resource management*, 13 e. Gate, Harlow: Pearson Education Limited.
- Martin, J. (2009). Employee relations and representation. In *SAGE Course Companions: Knowledge and Skills for Success: Human resource management* (pp. 79-89). London: SAGE Publications Ltd

Recommended for the students to review the following websites:

- International Labour Organization ILO
<http://www.ilo.org/global/lang--en/index.htm>
- Egypt's Government Services Portal - Laws and Constitution
<http://www.egypt.gov.eg/english/laws/labour/>
- Book one: Definitions and General Provisions
<http://www.egypt.gov.eg/english/laws/pdf/Book1.pdf>
- Book two: Individual Labour Relationships
<http://www.egypt.gov.eg/english/laws/pdf/Book2.pdf>
- Book three: Vocational Guidance and Training
<http://www.egypt.gov.eg/english/laws/pdf/Book3.pdf>
- Book Four: Collective Labour Relationships
<http://www.egypt.gov.eg/english/laws/pdf/Book4.pdf>
- Book Five: Vocational Safety and Ensuring Labour Environment Security
<http://www.egypt.gov.eg/english/laws/pdf/Book5.pdf>

Journals:

- Labor Law Journal
<https://www.questia.com/library/p62029/labor-law-journal>
- International Labour Review
<http://www.ilo.org/public/english/revue/>
- Bulletin of Comparative Labour Relations
<https://www.abebooks.com/servlet/SearchResults?tn=Bulletin+comparative+labour+relations>

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%

Unit Code:	HRM 402	HOR Department:	Human Resources
Unit Title:	Contemporary Issues in Human Resource Management	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Heba Adel		
Pre-requisite:	Senior Standing (95 Credit Hours) – MGT 300		

Aims:

This unit aims to guide students' attention through an assortment of human resource relevant contemporary issues and to help weigh them up to the impact of globalization and demographic changes, and how they contribute to the increase in interest in managing diversity of workers in nowadays complex context. This unit also helps the students to develop shared understanding of the significance of values, moral behavior, and ethical decision-making and consider the concept and practices of talent management and the ability of business organizations to initiate and settle high performance work systems (HPWS). Moreover, this unit also enables students to point at the integration of environmental measures into HRM and synthesizes the thinking of sustainability and HR practices.

Learning Outcomes

Knowledge:

On successful completion of this unit, the student will be able to demonstrate systematic understanding and detailed knowledge of:

- The impact of gender, age, culture, and generation on workplace diversity, and how to managing a diversified workforce (1)
- Talent management definition and process, and programs for high potentials (2)
- Characteristics, components, and practices of high performance work systems (HPWS) (3)
- HR management commitment to environmental sustainability (Green HR) (4)

Skills:

On successful completion of this unit, the student will be able to:

- Analyze cases where prejudice and ignorance result in discrimination and unfair practice, and set parameters of managing by values in HRM (5)
- Present a logical construct of the findings of pervious research and advise recommendations (6)
- Integrate HR functions in homogenous construct applying talent management concepts (7)

Indicative Content

- Managing diversity and global implications of HRM
- Ethics and morality
- Talent management
- High performance work systems

- HR sustainable practices: Approaching sustainability through HR (Green HR)

Learning, teaching, and assessment strategies:

Formal, one and half hour lectures will introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer. Seminars will be used to enable students to apply HR concepts to practical situations through the use of case studies. Students are expected to carry out independent study which includes an application project on a selected topic of their choice. When students undertake project work, they will be supported by means of regular tutorials which will provide them with feedback on work in progress.

Assessment Scheme

- Individual essays (40%) [Outcome: 6, 7]
- An unseen mid-term exam of 90 minutes (20%), and an unseen final exam of 3 hours (40%) [Outcomes: 1, 2, 3, 4, 5]

Assessment Weighting

Coursework: 40%

Unseen Exams: 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes - ILOs
Individual essays to assess students understanding of core topics of the unit and related articles from literature.	Weeks 3, 5, 9, 11	The individual essays account for (40%) of the total grade	[Outcomes: 6, 7]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues and acquired skills.	Final Examination Schedule	(40%)	[Outcomes: 3, 4, 5]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Electronic Textbooks:

- Dirani, K., Nafukho, F. M. and Irby, B. J. (2018). *Global Issues and Talent Development: Perspectives from Countries Around the World*. Charlotte, NC: Information Age Publishing (International Higher Education). Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1892647&site=ehost-live>

- Ledimo, O. and Martins, N. (2018). *Employee Assistance Programmes: Theory and Practical Applications*. Randberg, South Africa: KR Publishing. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1856087&site=ehost-live>
- Scandura, T. A. and Mouriño, E. (2017). *Leading Diversity in the 21st Century*. Charlotte: Information Age Publishing. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1535627&site=ehost-live>
- Lawler, E. E. (2017). *Reinventing Talent Management: Principles and Practices for the New World of Work*. Oakland: Berrett-Koehler Publishers. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1457718&site=ehost-live>
- Sims, R. R. (2017). *A Contemporary Look at Business Ethics*. Cahrlotte: Information Age Publishing (Contemporary Human Resources Management: Issues, Challenges, and Opportunities). Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1554874&site=ehost-live>
- Frost, S. and Kalman, D. (2016). *Inclusive Talent Management: How Business Can Thrive in an Age of Diversity*. London: Kogan Page. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1271878&site=ehost-live>
- Branine, M. (2011). *Managing across cultures: Concepts, policies and practices*. Sage. Available at: <http://08113mv3n.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/managing-across-cultures?fromsearch=true>
- Boudreau, J. W., Watson, T. and Jesuthasan, R. (2011). *Transformative HR: How Great Companies Use Evidence-Based Change for Sustainable Advantage*. San Francisco, CA: Jossey-Bass. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=391427&site=ehost-live>
- Schein, E. H. (2010). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass (The Jossey-Bass Business & Management Series). Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=335269&site=ehost-live>

Textbooks:

- Lawler III, E. E., & Boudreau, J. W. (2018). *Human resource excellence: An assessment of strategies and trends*. Stanford University Press.
- Zheng, C. (2016). *International human resource management: trends, practices and future directions*. Nova Publishers.
- Schultz, C., & Van der Walt, H. (2015). *Reinventing HR: Strategic and organisational relevance of the human resources function*. Knowres Publishing.
- Betchoo, N. K. (2015). *Managing workplace diversity: A contemporary context*. Bookboon, Available at: bookboon.com <http://bookboon.com/>
- Dermol, V., & Rakowska, A. (Eds). (2014). *Strategic approaches to human resources management practice*. Bangkok: ToKnow Press Monographs
- Marlevede, P. (2014). *Talent Management: A Focus on Excellence-managing human resources in a knowledge economy*. Available at: bookboon.com <http://bookboon.com/>
- WittenKamp, C. (2014). *Building Bridges across Cultural Differences: Why don't I follow your norms?* Available at: bookboon.com <http://bookboon.com/>

- Armstrong, M. (2011). *Armstrong's handbook of strategic human resource management*. London: Kogan Page Limited.
- Košir, S. (2014). Role of Ethics, Morality and Assertive Behavior in Interpersonal Communication in the Organization. In Valerij Dermol & Anna Rakowska (Eds), *Strategic approaches to human resources management practice*, (pp. 125-148). Bangkok: ToKnow Press Monographs
- Rakowska, A. (2014). Managing Diverse Human Potential: Challenges or Benefits for Organizations? In Valerij Dermol & Anna Rakowska (Eds), *Strategic approaches to human resources management practice*, (pp. 9-25). Bangkok: ToKnow Press Monograph
- Briscoe, D. R., & Schuler, R. S. (2004). *International human resource management: Policy and practice for the global enterprise* (Vol. 5). Psychology Press.

Journal Articles:

- Sudin, S. (2011, June). Strategic Green HRM: A proposed model that supports corporate environmental citizenship. In *International Conference on Sociality and Economics Development, IPEDR, Vol. 10*, pp. 79-83.
- Cappelli, P. (2008). Talent management for the twenty-first century. *Harvard business review*, 86 (3), 74.
- Renwick, D., Redman, T., & Maguire, S. (2008). Green HRM: A review, process model, and research agenda. *University of Sheffield Management School Discussion Paper, (1)*, 1-46.

Journals:

- International Journal of Management Reviews
<https://onlinelibrary.wiley.com/toc/14682370/2020/22/2>
- Human Resources Management International Digest
<https://www.emerald.com/insight/publication/issn/0967-0734>

KIS Data

	Scheduled	Guided independent			Total
		Guided	Independent	Autonomous	
Hours	54	10	10	31	105
Percentage	51.5%	9.5	9.5	29.5%	100%

Unit Code:	HRM 403	HOR Department:	Human Resources
Unit Title:	Performance Management		Management
Credit Hours:	3	Course Code:	-----
Unit Leader:	Dr. Heba Adel		
Pre-requisite:	MGT 300		

Aims

This unit aims to provide detailed knowledge about the characteristics, concerns, and guiding principles of performance management, and help students to understand the nature of the performance management (PM) systems implemented in the Egyptian and international organizations. It also aims to trace the PM process and methods help students to investigate the design of performance management tools, with sample PM system evaluation and reviews.

Learning Outcomes

Knowledge and Understanding

On successful completion of this unit, the student will be able to demonstrate systematic understanding and detailed knowledge of:

- Methods of performance management, performance evaluation and review and the contemporary trends of performance management (1)
- Views on performance management and the challenges associated with performance management decision that enables companies to use PM as a source of competitive advantage (2)

Skills

On successful completion of this unit, the student will be able to:

- Compare between the different methods used in PM (3)
- Evaluate the steps of the performance management process carried out in the Egyptian companies (4)
- Design sample competency model for performance evaluation and prepare a sample rating form within group-work plus conclusion and recommendations (5)
- Work in a group bearing the difficulties of group work (6)
- Present and defend their report (7)

Indicative content

- The basis and process of performance management
- Successful practices of performance management
- Reviewing employees' performance
- Assessing and improving performance
- Aligning performance management to HR practices
- Performance management and reward
- Performance management roles
- Evaluating the process of performance management

Learning, teaching, and assessment strategies

Interactive formal lectures are conducted to introduce learners to the main theoretical topics of the unit. Active learners are expected to respond to in-class activities that assign individual and group tasks to encourage them to construct their own knowledge while interacting with their peers. Learners are expected to carry out independent study, which includes an application project on relevant performance management approaches, supported by means of tutorials, which will provide them with timely feedback on summative and formative assessment tasks to enhance their learning gains.

Assessment Scheme

Coursework: 40%

Unseen Exams: 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes - ILOs
- Group assignment on developing a competency model, setting standards, and designing a sample rating form for performance evaluation; and group presentation with conceptual framework, designed to bridge the academia with practice regarding performance management approaches applied in Egyptian companies.	Week 11	The group assignment and presentation account for (40%) of the total grade	[Outcomes: 4, 5, 6, 7]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues and to apply methods and integrate human resource information.	Final Examination Schedule	(40%)	[Outcomes: 3, 4]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Electronic Textbooks:

- Armstrong, M. (2017). *Armstrong on Reinventing Performance Management: Building a Culture of Continuous Improvement*. London: Kogan Page. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1444689&site=ehost-live>
- Venkateswara Rao, T. (2016). *Performance Management: Toward Organizational Excellence*. Thousand Oaks: Sage Publications Pvt. Ltd. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1234051&site=ehost-live>
- Arthur, D. and American Management Association. (2008). *Performance Appraisals: Strategies for Success*. New York: AMA Self-Study. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=387649&site=ehost-live>
- Deeproose, D. (2006). *How to Recognize & Reward Employees: 150 Ways to Inspire Peak Performance*. New York: AMACOM (WorkSmart). Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=164974&site=ehost-live>

Textbooks:

- Bussin, M. (2017). *Performance Management REBOOT: Fresh perspectives for the changing world of work*. KR Publishing.
- Cardy, R., & Leonard, B. (2014). *Performance Management: Concepts, Skills and Exercises: Concepts, Skills and Exercises*. Routledge.
- Cokins, G. (2009). *Performance management: Integrating strategy execution, methodologies, risk, and analytics* (Vol. 21). John Wiley & Sons.
- Armstrong, M. (2006). *Performance management: Key strategies and practical guidelines*, 3rd Ed., London: Kogan-Page.
- Pulakos, E. D. (2004). *Performance Management: A roadmap for developing, implementing and evaluating performance management systems*. Society for Human Resource Management, SHRM Foundation. Available at:
<https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/Performance-Management.pdf>
- Briscoe, D. R., & Schuler, R. S. (2004). *International human resource management: Policy and practice for the global enterprise* (Vol. 5). Psychology Press.

Journals:

- International Journal of Productivity and Performance Management
<https://www.emerald.com/insight/publication/issn/1741-0401>
- International Journal of Business Performance Management
<https://www.inderscience.com/jhome.php?jcode=ijbpm>

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%

Unit Code:	HRM 420I & 420II	HOR Department:	Human Resources
Unit Title:	Graduation Project I & II		Management
Credit Hours:	3	Course Code:	-----
Unit Leader:	Dr. Ola Emara		
Pre-requisite:	Senior Standing (95 Credit Hours) BUS303 – MGT300		

Aims

This unit aims to stretch the student's knowledge and skills to the fullest potential in order to carry out a research project in a chosen Human Resource Management (HRM) related area. The research could take the form of a Human Resource (HR) field study, or an HR empirical study. The unit is divided into two parts (Part I and Part II), and will be covered in the last two semesters of the final year that build on and synthesize all previous acquired knowledge.

Learning Outcomes

Knowledge

On successful completion of these Units, the student will be able to demonstrate systematic understanding and detailed knowledge of:

- Research methods, techniques and stages of carrying out a research project (1)

Skills

On successful completion of this unit, the student will be able to:

- Acquire the ability to read analytically and critically select relevant up to date literature to the topic of choice (2)
- Define the research problem and research objectives then develop research hypotheses (3)
- Choose an appropriate research methodology and the suitable research instruments (data collection method) (4)
- Undertake data collection activities and conduct data entry tabulation and analysis using computerized SPSS (Statistical Package for Social Sciences) and analyse findings (5)
- Provide recommendations and suggestions for further research (6)
- Engage in teamwork and present and defend their work (7)
- Reflect on personal contribution and development (8)

Indicative content

Part (I):

- Research methods- Orientation Sessions
- Selection of the research area and title (project)
- Exploratory field study
- Review of literature and related readings
- Setting up the research problem, and objectives
- Setting the research hypotheses
- Determining the research variables, data required and measurements
- Presenting the research report

Part (II):

- Selecting data collection method(s)
- Preparing first draft of data collection method
- Testing and finalizing the data collection method
- Determining the research population and sampling process
- Carrying out data collection process
- Carrying out data Entry and verification process
- Analyzing the results
- Preparing and submitting the final report and conducting oral presentation (defense)

Learning, Teaching and Assessment Strategies

- Orientation Sessions.
- Review and discussion sessions.
- Individual and team work.
- Team projects.
- Field research
- Presentations.

Assessment Scheme

- Formative feedback is provided to the students on their work during the tutorials and on their project work both during lecture time and office hours.
- Assessment consists of a number of components that are chosen in order to ensure that the students demonstrate their understanding of the concepts and techniques discussed in the lectures and tutorials.

Assessment Weighting

Graduation project (I) 50%

Graduation project (II) 50%

Part (I): 3 Credit Hours

- Students are divided into groups of 3 or 4 students per group.
- Each student will submit a report about his/her contribution (individual).
- Each group will submit a research proposal by the end of the first semester.
- Each student will be evaluated according to his/her individual performance in addition to the evaluation of each group overall performance and outcome. (50% of the total mark is allocated to this stage).
- (Detailed contents and deadlines will be distributed in the first session of the term).

Assessment Type	Date	Weighting	Intended Learning Outcomes - ILOs
<p>A Research Proposal</p> <ul style="list-style-type: none"> • Students are divided into groups of 3 or 4 students per group. • Each student will submit a report about his/her contribution (individual). • Each group will submit a research proposal by the end of the first semester. • Each student will be evaluated according to his/her individual performance in addition to the evaluation of each group overall performance and outcome. • (Detailed contents and deadlines will be distributed in the first session of the term). 	Week 13	50% of the total mark is allocated to this stage	[Outcomes: 1, 2, 3, 7, 8]

Part (II): 3 Credit Hours

- Field research is required to help in conducting the projects, students are required to visit the related organization(s), and to carry out personal interviews in addition to approaching secondary sources of data.
- Each group will submit the final dissertation by the end of the second semester.
- Each group will present their research findings one week after the submission date to a committee composed of one external examiner and the internal examiner.
- 50% of the total mark is allocated to this stage. Each student as well as each group performance and contribution will be evaluated.
- (Detailed contents and deadline will be distributed in the first session).

Assessment Type	Date	Weighting	Intended Learning Outcomes - ILOs
Field Research; Research Findings; and Final Dissertation <ul style="list-style-type: none"> • Field research is required to help in conducting the projects, students are required to visit the related organization(s), and to carry out personal interviews in addition to approaching secondary sources of data. • Each group will submit the final dissertation by the end of the second semester. • Each group will present their research findings one week after the submission date to a committee composed of one external examiner and the internal examiner. • Each student as well as each group performance and contribution will be evaluated. • (Detailed contents and deadline will be distributed in the first session). 	Week 13	50% of the total mark is allocated to this stage	[Outcomes: 4, 5, 6, 7, 8]

Recommended for the students to review/use:

- Secondary data, e.g. the company's records, handbooks and manuals, statistics, researches, articles from international journals, books, etc.... - to be determined according to each project.
- Primary sources of data (field work) are essential to carry out the project.
- Computerized SPSS (Statistical Package for Social Sciences)

Reading List

Electronic Textbooks:

- Cassell, C., Cunliffe, A. L., & Grandy, G. (Eds.). (2018). *The SAGE Handbook of Qualitative Business and Management Research Methods*. Sage. Available at: <https://08113my5n-1105-y-https-sk-sagepub-com.mplbci.ekb.eg/reference/the-sage-handbook-of-qualitative-business-and-management-research-methods?fromsearch=true>
- Godwill, E. A. (2015) *Fundamentals of Research Methodology: A Holistic Guide for Research Completion, Management, Validation and Ethics*. New York: Nova Science Publishers, Inc (Education in a Competitive and Globalizing World). Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1023403&site=ehost-live>

Textbooks:

- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*, 5th edition. UK: SAGE Publications Ltd.

- Iphofen, R., & Tolich, M. (Eds.). (2018). *The SAGE handbook of qualitative research ethics*. Sage.
- Stahl, G. K., Björkman, I., & Morris, S. (Eds.). (2012). *Handbook of research in international human resource management*. Edward Elgar Publishing.
- Collis, J., & Hussey, R. (2013). *Business research: A practical guide for undergraduate and postgraduate students*. Palgrave Macmillan.

Journals:

- Research in Personnel and Human Resources Management (Res Person Hum Resour Manag)
https://www.researchgate.net/journal/0742-7301_Research_in_Personnel_and_Human_Resources_Management
- The International Journal of Human Resource Management
<https://www.tandfonline.com/loi/rjih20>
- The International Journal of Human Resource Management (INT J HUM RESOUR MAN)
https://www.researchgate.net/journal/0958-5192_The_International_Journal_of_Human_Resource_Management
- Human Resource Management Journal
<https://onlinelibrary.wiley.com/journal/17488583>
- Journal of Human Resource Management
<http://www.sciencepublishinggroup.com/journal/index?journalid=176>
- Journal of Human Resources Management and Labour Studies
<http://jhrmls.com>

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	108	20	20	61	102	210
Percentage	51.5%	9.5%	9.5%	29.5%	48.5%	100%

Unit Code:	LAW201	HOR Department:	Miscellaneous
Unit Title:	Introduction to Law	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Amir Taha		
Pre-requisite:	BUS102		

Aims

The aim of this module is to give the students an introduction to the legal systems. It also aims to provide them with a broad and critical understanding of the function of law and legal rules within society, which helps them understand the importance of the law in general and its importance in relation to their field of work in the future as well as identify the branches of law, how to choose the law that applies to each transaction according to its nature and the role of contracts in civil and commercial life.

Learning Outcomes

Knowledge

On successful completion of this module, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- The main foundations and features of the common law legal system and the civil law legal system.
- 2- The authorities within the state and its types.
- 3- The importance of legal rules and its characteristics.
- 4- The source of law, the hierarchy of legislation and its types.
- 5- The types of legal person, legal personhood and legal capacity.
- 6- The importance of the contracts in our life, in the civil and commercial transaction.

Skills

On successful completion of this module, the student will be able to:

- 7- Acquisition of legal terminology.
- 8- Develop legal research and writing skills.

Indicative Content

- Introduction to the module
- Foundation of law and branches of law
- Concepts of law and branch of law
- Legal rules
- Sources of law
- Legal person
- Contract theory

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of Business Law to the students. Power point presentations and selected case studies are used to further enrich the students understanding of the law and its vital role in the society. Furthermore, practical examples are brought to the lectures to try to relate the theories of law to the practice.

Assessment Scheme Coursework: 40% Unseen exams: 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Two written in class tests are used to assess students' understanding of core topics	Test 1: Week 3 Test 2: Week 10	(15%)	[Outcomes: 1, 2, 3 and 4].
Two individual case studies	Case study 1: Week 5 Case study 2: Week 11	(15%)	[Outcomes: 1, 2, 3, 5, 6 and 8].
Group project on Law drafting “The law issuing process”	Draft 1: Week 4 Final submission: Week 12	(10%) Students will be provided with written and oral feedback on drafts of the project.	[Outcomes: 1,2,5,6,7 and 8]
An unseen 90 minutes mid-term exam	Week 7,8	(20%)	[Outcomes: 1, 2 and 3].
An unseen final exam of 180 minutes that include essay questions to assess the student knowledge and understanding	Week 14+	(40%)	[Outcomes: 1, 2, 3, 4, 5 and 8].

Reading List

- Goldman, A.J. & William D. Sigismond. (2020). *Business law: Principles and practices*. 9th edition. Boston, Cengage learning.
- Marson, J. (2011). *Business Law* (Vol. Second edition).
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=678119&site=ehost-live>
- Berthed. (2009). *Introduction to law*. 5th edition. New York: Delmar Cengage Learning.

E-references

- <https://www.thecompleteuniversityguide.co.uk> › units › history-of-law
- <https://guides.law.sc.edu> › c.php
- <https://baripedia.org> › wiki › The_different_branches_of_law
- <https://www.americanbar.org> › resources › Dispute Resolution Processes ›
- <https://www.mediate.com> › articles › grant
- <https://www.sis.gov.eg/egyptinf/politics/cabinet/html/index.htm>
- <https://www.parliament.gov.eg>
- <https://www.findlaw.com>
- <https://www.shoura.gov.eg>
- <https://www.law.cornell.edu> › Wex

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	LAW301	HOR Department:	Miscellaneous
Unit Title:	Commercial Law	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Amir Taha		
Pre-requisite:	LAW201		

Aims

This module aims to introduce a wide range of concepts in commercial law. In addition, it allows the student to exercise significant judgment across business formation and different types of commercial contracts.

Learning Outcomes

Knowledge

On successful completion of this module, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Key concepts and principles in different areas of commercial law.
- 2- The legal and practical implications of setting up businesses.
- 3- The role of different types of contracts in the business life.

Skills

On successful completion of this module, the student will be able to:

- 4- Detect legal problems using real-life case studies.
- 5- Analyze and apply the law to resolve legal problems arising within the corporate structure and in the business world.
- 6- Draft, form, and present different types of commercial contracts.

Indicative Content

- Introduction to the module
- Agency (principal and agent)
- Sole proprietorship and partnerships organizations
- Corporations property
- Intellectual property
- Negotiable instruments
- The issue and transfer of negotiable instruments
- Checks and banking system

Learning, Teaching and Assessment Strategies

The module is taught using a mixture of lectures, to introduce students to the theoretical material, in-class discussion, and presentations, and to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer and to develop the critical analysis through case studies.

Students are assessed in a variety of ways that will test their knowledge and skills. The students are expected to produce a case analysis through group role playing at the end of the semester that would be suitable for presentation. The group is divided into two parties: defendants and plaintiffs, and the judges.

This case will require students to develop a critically informed case study for application besides the theoretical exploration of any particular concept in Commercial Law.

When students undertake cases, they will be supported by means of regular tutorials, which will provide them with feedback on work in progress, and in-class presentations will involve the use of informal peer assessment. Also, class participation, material discussion and interaction in lecture and tutorial are assessed. In addition to that, field trips help them understand the practical side of the studied topics through visiting the courts and attending commercial circuits and economical court sessions that will give them deep understand of the commercial life in Egypt.

Assessment Scheme

Coursework:	40%
Unseen Exams:	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Four Case studies - students are expected to work individually to analyze an actual case examined in courts or arbitration centers.	Case1: Week 3 Case 2: Week 5 Case3: Week 10 Case 4: Week 12	(40%)	[Outcomes: 4 and 5].
An unseen 90 minutes mid-term exam	Week 7,8	(20%)	[Outcomes: 1, 2, 3, 4, 5 and 8].
An unseen final exam of 180 minutes that include several questions to assess the student knowledge and understanding.	Week 14+	(40%)	[Outcomes: 1, 2, 4 and 5].

Formative assessment is provided to the students on their work during the tutorials and on their work both during lecture time and office hours.

Reading List

- Goldman, A.J. & William D. Sigismond. (2020). *Business law: Principles and practices*. 9th edition. Boston, Cengage learning.
- Languardt, A., Barns, J., prenkert, J.D., Mccrary, M.A. and Perry, J. (2019). *Business Law: The ethical, Global and ecommerce environment*. 17th edition, McGraw Hill international.
- Mallor, Jane P. and others. "Business Law the Ethical, Global, and E-Commerce Environment" 13th edition, McGraw-Hill International Edition – 2007.

- Cheeseman, H.R., (2015). Contemporary Business Law. 8th Edition. New Jersey: Pearson.
- Combe, M. M., & Cabrelli, D. A. (2013). Commercial Law (Vol. 2nd edition)
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=753493&site=ehost-live>
- Marson, J. (2011). Business Law (Vol. Second edition).
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=678119&site=ehost-live>
- Goldman, Arnold J. & William D. Sigismund. "Business Law Principles and Practices" 7th edition, Houghton Mifflin Company – 2007.
- Barnes, A. J., Dworkin, T. M., & Richards, E. L. (2007). Law for business. Irwin Professional

E-references

- <https://www.investopedia.com › terms › principal-agent-relationship>
- <https://www.shsu.edu › klett › agency et al>
- <https://www.bizfilings.com › research-topics › business-startup-incorporating>
- <https://www.allbusiness.com › Finance › Legal>
- <https://www.wipo.int>
- <https://www.upcounsel.com › intellectual-property-protection>
- <https://www.investopedia.com › terms › negotiable-instrument>
- <https://www.toppr.com › guides › bills-of-exchange-and-promissory-notes>
- <https://kalyan-city.blogspot.com › 2011/02 › what-is-cheque-definition>
- <https://www.paisabazaar.com › Banking>

KIS Data

	Scheduled	Guided independent			Total	
		Guided	Autonomous	Total		
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	MGT200	HOR Department:	Management Information Systems
Unit Title:	Introductory Management	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Emad Elwy		
Pre-requisite:	None		

Aims

This introductory unit provides students with a solid grounding of the core concepts, schools, and approaches of management. It also offers a board perspective on modern management of a typical business be it private, public or voluntary sectors, and examines key issues likely to face management in the near future.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Describe the basic roles, functions, and skills of a typical manager.
- 2- Relate the contribution of the different schools of management to the development of the sciences of management.
- 3- Explain the decision making process.
- 4- Distinguish between the traditional and the contemporary organization structures.
- 5- Discuss the strategic management process.

Skills

On successful completion of this unit, the student will be able to:

- 6- Recognize how the different managerial functions, roles, and skills are applied in today's business context.
- 7- Examine the different types of problems and decision making modes.
- 8- Apply SWOT analysis to an organization.
- 9- Differentiate between different leadership styles.
- 10- Practice working as a team to present research work.

Indicative Content

- Basic managerial functions: planning, organizing, leading and controlling
- Different approaches to management: past and present.
- Managing in a global environment.
- The business environment
- Organization strategies through the use of SWOT analysis.
- The manager as a decision maker.
- Being an effective leader.

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer. Tutorials will be used to enable students to apply management concepts to real world situations. Students are expected to carry out independent study on a regular basis, as specified by the tutor. This might include further readings; it might also require work for specified written assignments. When students undertake project work, they will be supported by means of regular tutorials which will provide them with feedback on work in progress: and class presentations will involve the use of informal peer assessment.

Assessment Scheme

Coursework	40%
Unseen exams	60%

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Written tests are used to assess students' understanding of core topics	Weeks 5, 11	(20%)	[Outcomes: 1 -5].
Group project based on selected management topics and how they are applied in today's business	Week 13	(10%) (7% for report and 3% for presentation).	[Outcomes: 6-10].
Worksheets discussed during the tutorials	Weeks 2,4,9,12	(10%)	[Outcomes: 1 - 5].
A midterm exam of 90 minutes that include several questions to assess the student knowledge and understanding	Midterm Examination Schedule	(20%)	[Outcomes: 1, 2, 3, 4 and 5].
An unseen final exam of 3 hours will require students to answer questions (Multiple choice, and essays answers) on core theoretical issues	Final Examination Schedule	(40%)	[Outcomes: 1 - 5].

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Gareth, R. & George, M. (2018). *Contemporary management*. 8th edition. New York: McGraw Hill.

Robbins, S. & Couler, M. (2018). *Management*. 14th edition. New Jersey: Prentice Hall.

Schermerhorn, J. R., & Bachrach, D. G. (2015). *Introduction to Management*. 13th Edition. International Student Version. Wiley Publications International.

Schermerhorn, John R. (2014). *Management*. 13th edition. New Jersey: John Wiley & Sons.

Daft, R. L., & Marcic, D. (2013). *Front Cover. In Management: The New Workplace*. 8th International edition. Mason, OH: South-Western.

University Web-site including: tutorial activities, review questions, lecture notes and slides

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	MGT300N	HOR Department:	Management Information Systems
Unit Title:	Human Resources Management	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Ola Emara		
Pre-requisite:	MGT 200		

Aims

This unit aims at informing the students of the different human resources key related activities and functions, which include recruitment, selection, performance appraisal, training and compensation plans, that are performed by modern organizations. It also aims at allowing the students to relate theory to practice.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Illustrate the key concepts in effective Human Resources Management
- 2- Demonstrate an understanding of the interview process
- 3- Discuss the different recruitment and selection techniques
- 4- Summarize the various performance appraisal methods
- 5- Distinguish between the different training and compensation programs.

Skills

On successful completion of this unit, the student will be able to:

- 6- Differentiate between the various types of interviews
- 7- Design job description and job specification forms
- 8- Contribute to group work

Indicative Content

- Globalization trends and effect on human resource managements
- Job Analysis; job description and job specification
- Personnel Planning and Recruiting
- Employee Testing and Selection
- Interviewing Candidates
- Training and Developing Employees
- Performance Management and Appraisal
- Establishing a framework compensation
- International staffing

Learning, teaching, and assessment strategies:

Formal, lectures will introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer. Tutorials will be used to enable students to apply HR concepts to practical situations through the use of case studies. Students are expected to carry out independent study which includes an application project on a selected topic of their choice. When students undertake project work, they will be supported by means of regular tutorials which will provide them with feedback on work in progress.

Assessment Scheme:

Coursework: 50%
Unseen Exams: 50%

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Group research project	Week 12	(50%)	[Outcomes: 4 - 8].
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues	Final Examination Schedule	(50%)	[Outcomes: 1 - 5]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Textbooks:

Noe, R., Mollenbeck, J., Gerhart, B. & Wright, P. (2020). *Human resources management*. 8th edition. Boston: McGraw-Hill Trade.

Dessler, G. (2017). *Human resource management*. 15th edition. New York: Prentice Hall.

Snell, S., Morris, S. & Bohlander, G.W. (2016). *Managing human resources*. 17th edition. Boston: Cengage.

DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of human resource management*. 12th edition. John Wiley & Sons.

Putti, J. M. (2015). *Human Resource Management: A Dynamic Approach*. Laxmi Publications

Electronic Textbooks:

Joseph M. Putti (2015) *Human resource management: A dynamic approach*. Laxmi Publications Pvt Ltd.

Available at:

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1223947&site=ehost-live>

Arthur, D. (2015) *Fundamentals of human resources management: A practical guide for today's hr professional*. AMA Self-Study. Available at:

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1520882&site=ehost-live>

Luthans, F., Luthans, K. W. and Luthans, B. C. (2015) *Organizational behavior: An evidence-based approach*. Charlotte, North Carolina: Information Age Publishing. Available at:

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=999823&site=ehost-live>

Journals:

Management Review

Human Resources Management International Digest

KIS Data

	Scheduled	Guided independent				Total
		Guided		Autonomous	Total	
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	MGT301	HOR Department:	Management Information Systems
Unit Title:	Organizational Behavior	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Ola Emara		
Pre-requisite:	MGT 200, MKT_201		

Aims

This unit aims to demonstrate the importance of monitoring employees' behavior and attitudes in an organizational setting, and how employees' satisfaction or dissatisfaction with their jobs impacts an organization's performance and productivity. The unit also aims to provide students with understanding of the importance of OB, and how the application of this study can lead to enhance individual and organizational behavior.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Distinguish between the determinants of job satisfaction, perception and motivation at work, and the role of group dynamics and leadership
- 2- Discuss key aspects in relation to communication, conflict management and culture within a typical organizational context
- 3- Relate the importance of continuous development to both people and organizations

Skills

On successful completion of this unit, the student will be able to:

- 4- Develop both interpersonal and communication skills
- 5- Analyze situations and problems that can arise in organizations and find possible solutions
- 6- Apply personality models to analyze different personality types and recommend corresponding job positions
- 7- Develop the ability to work in groups

Indicative Content

- Foundations of individual behavior.
- Attitudes and job satisfaction.
- Personality and values.
- Perception and individual decision making.
- Applying motivation concepts.
- Communication within organizations.
- Contemporary issues in leadership.
- Organizational culture.
- Conflict management.

Learning, teaching, and assessment strategies:

Formal, lectures will introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer. Tutorials will be used to enable students to apply OB concepts to practical situations. Students are expected to carry out independent study on a regular basis, as specified by the tutor, this might include further readings; it might also require work for specified written assignments. When students undertake project work, they will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class presentations will involve the use of informal peer assessment. Videos are played in class for students to be exposed to real world cases related to the topics explained in class.

Assessment Scheme

Coursework: 40%
Examination: 60%

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Group research project	Week 13	(40%)	[Outcomes: 4, 5 and 7].
An unseen mid-term exam of 90 minutes that will require students to answer questions on core theoretical issues	Midterm Examination Schedule	(20%)	[Outcomes: 1, 2, 3 and 6].
An unseen final exam of 3 hours that will require students to answer questions on core theoretical issues	Final Examination Schedule	(40%)	[Outcomes: 1, 2, 3 and 6].

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Textbooks:

Robbins, Stephen P. & Judge, Timothy A. (2019). *Organizational behavior*. 18th edition. New Jersey: Prentice Hall.

McShane, Steven & Gliniew, Mary Von. (2019). *M: organizational behavior*. 4th edition. New York: McGraw Hill Education.

Elsbach, Kimberly D., Kayes, Anna & Kayes, D. Chris. (2016). *Contemporary organizational behavior: From ideas to action*. New York: Prentice Hall.

French. R. et al., (2016). *Organizational behavior*. 3rd edition. UK: Wiley.

Uhl-Bien, M., Schermerhorn, J. R., & Osborn, R. N. (2013). *Organizational behavior*. 13th Edition. The United States: Wiley.

Journals:

Journal of Business Strategy

KIS Data

	Scheduled	Guided independent			Total	
		Guided		Autonomous		
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	MGT 302	HOR Department:	Human Resources
Unit Title:	Sustainability/Corporate Social Responsibility	Course Code:	Management -----
Credit Hours:	3		
Unit Leader:	Dr. Amr Idris		
Pre-requisite:	MGT 200		

Aims

This unit aims to provide detailed knowledge about the extent to which an organization can strive to improve the overall welfare of the society and helps students to understand how corporate social responsibility (CSR) has emerged as an important component of management practice in different institutions. It also aims to realize how management practices especially those related to HRM incorporate environment-friendly functions/activities for sustainable use of resources that can result in more efficiency, less waste, improved job related attitude, better work life, lower costs, and enhanced employee performance.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and detailed knowledge of:

- Contemporary CSR concepts and theories and how CSR can be used as a way for corporations to achieve a balance among its economic, social, and environmental responsibilities, so as to address shareholder and other stakeholder expectations (1)
- How CSR can act as a source of competitive advantage to companies (2)
- The contemporary trends of sustainable/environmental HRM practices (3)

Skills

On successful completion of this unit, the student will be able to:

- Debate the pros and cons of corporate social responsibility in Egyptian companies (4)
- Analyze the organizational performance of a company addressed in a case study regarding maintaining sustainable HRM practices (5)
- Propose ideas for work innovation, development and improvement that help to maintain sustainable HRM practices (6)
- Search intelligently for relevant academic articles and use proper academic writing skills to write an article review (7)

Indicative Content

- Concepts of Corporate Social Responsibility (CSR)
- Principles of CSR and sustainability
- Issues concerning CSR
- The pros and cons of corporate social responsibility in business
- Sustainable/green human resources
- Sustainable HRM practices
- Challenges of applying sustainable/environmental HRM practices
- HR role in going green

Learning, teaching, and assessment strategies

Different learning activities are used in this level 3 Unit (e.g., case studies about successful multinational companies discussed in the form of group/pair work) to:

(i) Engage students with the content and enhance their understanding; (ii) link each session's theoretical concepts to practice with the aid of giving real life examples and through open discussions; and (iii) facilitate learners' construction of their own new knowledge based on their old knowledge and interaction with their peers.

This unit is designed using constructive alignment approach. The intended learning outcomes (ILOs) are aligned with relevant teaching and learning activities (TLAs) suitable to the level of students as well as with relevant assessment tasks (ATs). Aims of each lecture as well as its learning outcomes are communicated clearly. Interactive formal lectures are conducted to introduce learners to the main theoretical topics of the unit. Active learners are expected to respond to in-class activities that assign individual and group tasks to encourage them to construct their own knowledge while interacting with their peers. Learners are expected to carry out independent study, which includes an application project on relevant Corporate Social Responsibility (CSR) practices supported by means of tutorials, which will provide them with timely feedback on summative and formative assessment tasks to enhance their learning gains.

Assessment Scheme

Coursework: 40%

Unseen Exams: 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes - ILOs
- Pair work article reviews on CSR and green applications.	Week 4	The pair-work article reviews accounts for (20%) of the total grade	[Outcomes: 6, 7]
- Case study with conceptual framework (run in groups) to bridge the academia with practice regarding CSR approaches applied in Egyptian and multinational companies.	Week 11	The group work case analysis account for (20%) of the total grade	[Outcomes: 4, 5,6]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues and to apply methods and reflect on human resource practices.	Final Examination Schedule	(40%)	[Outcomes: 3, 5]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Electronic Textbooks:

- Weber, J. and Wasieleski, D. M. (2018) *Corporate Social Responsibility*. Vol First edition: Emerald Publishing Limited (Business and Society 360). Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1695381&site=ehost-live>
- Dorobantu, S. *et al.* (2018) *Sustainability, Stakeholder Governance, and Corporate Social Responsibility*. Bingley, UK: Emerald Publishing Limited (Advances in Strategic Management). Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1813764&site=ehost-live>
- Dyck, R. G. and Mulej, M. (2014) *Social Responsibility: Sustainability, Education and Management*. Sharjah, U.A.E.: Bentham Science Publishers (Social Responsibility Beyond Neoliberalism and Charity). Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=818863&site=ehost-live>
- Kuei, C. and Madu, C. N. (2012) *Handbook of Sustainability Management*. Singapore: World Scientific. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=457236&site=ehost-live>

Textbooks:

- Crowther, D. and Aras, G. (2008). *Corporate Social Responsibility*, Bookboon. Available at: bookboon.com <http://bookboon.com/>
- Avlonas, N., & Nassos, G. P. (2013). *Practical sustainability strategies: how to gain a competitive advantage*. John Wiley & Sons.

Academic Articles:

- Gessner, J., & Bortree, D. (2019). Corporate Social Responsibility, Sustainability, and Ethical Public Relations: Strengthening Synergies with Human Resources. *Journal of Public Relations Education*, 5(2), 167-171.
- Arulrajah, A.A., Opatha, H.H., and Nawaratne, N.J. (2016). "Green human resource management practices: A review." *Sri Lankan Journal of Human Resource Management*, 5(1).
- Carmona-Moreno, E., Céspedes-Lorente, J., & Martínez-del-Río, J. (2012). Environmental human resource management and competitive advantage. *Management Research: Journal of the Iberoamerican Academy of Management*, 10(2), 125-142.
- Kramar, R. (2014). Beyond strategic human resource management: is sustainable human resource management the next approach? *The International Journal of Human Resource Management*, 25(8), 1069-1089.
- Mandip, G. (2012). Green HRM: People management commitment to environmental sustainability. *Research Journal of Recent Sciences*, ISSN, 2277, 2502.
- Renwick, D., Redman, T., & Maguire, S. (2008). Green HRM: A review, process model, and research agenda. *University of Sheffield Management School Discussion Paper, 2008 (1)*, 1-46.
- Sudin, S. (2011, June). Strategic Green HRM: A proposed model that supports corporate environmental citizenship. *In International Conference on Sociality and Economics Development, IPEDR (Vol. 10, pp. 79-83)*.

Journals:

- International Journal of Corporate Social Responsibility

<https://www.springerprofessional.de/en/international-journal-of-corporate-social-responsibility-1-2019/16414516>

- Journal of Business and Management
<http://jbm.nccu.edu.tw/index.php>

KIS Data

	Scheduled	Guided independent				Total
		Guided		Autonomous	Total	
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	MGT310	HOR Department:	Management Information Systems
Unit Title:	Quantitative Approach to Management	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Hosny Ibrahim		
Pre-requisite:	MGT 200, MTH_113 STAT 215		

Aims

This unit aims to equip students with the important tools and techniques of quantitative methods and to help them apply these techniques to a variety of applications in different managerial areas. It also aims at exposing the students to real life problems that a typical company might face and at finding the optimal solutions to solve such problems.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain the quantitative approach of management and its techniques.
- 2- Show the importance of using quantitative tools in management.
- 3- Examine the usage of quantitative techniques in cost and benefits analysis

Skills

On successful completion of this unit, the student will be able to:

- 4- Select and apply the suitable mathematical model and/or quantitative technique to solve managerial problems.
- 5- Appraise the different quantitative techniques.
- 6- Recommend the optimal solutions to solve different business problems to managers.
- 7- Use computer applications to solve decision making problems.

Indicative Content

- The Quantitative Analysis Process
- Linear Programming: The Graphical Method and applications.
- Linear Programming: Solving the linear programming problems including more than two variables using computer
- Transportation and Assignment.
- Network Models (Shortest route, Minimal spanning tree and maximal flows)
- Queuing Theory and Waiting Line Models
- Decision Analysis

Learning, Teaching and Assessment Strategies

The unit is taught using lectures and tutorials which introduce students to core topics. Each lecture will begin with testing the knowledge of the students about what was last taken, interaction and open discussion around what was explained during that session is very essential to assure understanding of students. Students are required to participate in these discussions. In tutorials, students discuss the problems that they faced in solving problem and emphasize their comments and their points of view. Written exams assess students' acquisition of factual.

All the algorithmic steps will be performed using the software package "Management Scientist" that to offer students more concentration in the managerial tasks containing analysis and formulation of managerial cases and also making cost and benefit analysis to select the right decision and give managerial recommendations.

Knowledge; the written assignments will assess students' abilities to understand and apply their knowledge of every topic separately thus ensuring that learning is closely related to assessment.

Assessment Scheme

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Problem Solving – To test the knowledge and gained skilled for every technique separately	Weeks 2, 4,9,11	(10%)	[Outcomes: 3, 5 and 6].
IT Applications	Weeks 3,5,10,13	(10%)	[Outcomes: 3, 5 and 6].
Case Studies – To test the	Weeks 6, 12	(20%)	[Outcomes: 1, 4, 5 and 7].

Course work 40%

Unseen Exams 60%

ability of analyzing managerial cases and selecting the appropriate technique to solve each and reporting a managerial decisions and recommendations			
An unseen mid-term exam of 90 minutes that consists of problems solving, essay questions, and a case study	Midterm Examination Schedule	(20%)	[Outcomes: 1, 2, 3, 6 and 7].
An unseen final exam of 3 hours consists of problems solving, essay questions, and case studies	Final Examination Schedule	(40%)	[Outcomes: 1, 3, 4 and 6].

Formative Assessment: Students will be provided with problems, essay questions and case study during the tutorials and lectures time [Outcomes: 4, 5, 6 and 7].

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List:

Textbooks:

Taylor, Bernard W. (2019). *Introduction to management sciences*. 13th edition. New Jersey: Prentice Hall.

Anderson, D., Sweeney, D., Williams, T., Wisniewski, M. & Pierron, X. (2017). *An introduction to management sciences: Quantitative approaches to decision making*. 3rd edition. New York: Cengage Learning US.

Taha, Hamdy A. (2017). *Operations research: An introduction*. 10th edition. New York: Prentice Hall.

Render, B., & Stair Jr, R. M. (2016). *Quantitative analysis for management*. 12th edition. Pearson Education India.

Electronic Textbooks:

Kleinman, G., & Lawrence, K. D. (2018). *Applications of management science*. Emerald Edition.

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=948292&site=ehost-live>

Sharma, J. K. (2016). *Operations research: theory and applications*. Trinity Press, an imprint of Laxmi Publications Pvt. Limited.

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1950625&site=ehost-live>

KIS Data

	Scheduled	Guided independent			Total	
		Guided		Autonomous		
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	MGT320	HOR Department:	Management Information Systems
Unit Title:	Production and Operations Management	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Heba Adel		
Pre-requisite:	MGT 200		

Aims

Leading Organizations today are leaner and more agile than in the past .To maintain this competitive advantage, these organizations rely on their operations functions to be dependable and efficient .The successful organization will meet global competition with quality inputs-outstanding customer service and effective control of costs .This unit will introduce students to various operations topics both in services and manufacturing .The unit will help gain an understanding of what operations management involves, types of problems faced by operations managers along with common tools employed to solve these problems

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Discuss the key concepts in effective operations management.
- 2- Summarize how companies gain a competitive advantage through its operations function.
- 3- Examine the interaction of the operations functions with the core functions in an organization.

Skills

On successful completion of this unit, the student will be able to:

- 4- Apply the different models, methods, and techniques discussed to solve business problems
- 5- Evaluate key factors that pertain to the decision making process to guide managers to the optimal solution to their problem.
- 6- Recommend courses of action to top management.
- 7- Assess new trends in the field of operations management.
- 8- Present a range of views on current operations management issues.

Indicative Content

Part I. Introduction to Operations Management

Operations and Productivity

Forecasting

Part II. Designing Operations

Design of Goods and Services

Capacity and Constraint Management

Location Strategies

Part III. Managing Operations

Supply Chain Management

Inventory Management

Aggregate Planning

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of Operations Management to the students. Power point presentations, videos, and selected case studies are used to further enrich the students understanding of the operations function and its vital role inside the organization. Furthermore, real life examples are brought to the lectures to relate the theory of operations management to practice.

In addition to the lectures, regular tutorials are devoted to problem solving, and discussion of case studies.

The assessment of this unit includes a number of components that will test the knowledge and skills of the students. The students will be asked to solve problems and present their findings and recommendations to clarify their understanding of the use of tools and techniques discussed during the lectures, write a report about pertinent topics in the field of Operations Management, and sit for written exams.

Feedback is provided to the students on their work during tutorials and office hours.

Assessment consists of a number of components that are chosen in order to ensure that the students demonstrate their understanding of the concepts and techniques discussed in the lectures and tutorials.

Assessment Scheme

Coursework:	40%
Unseen Exams:	60%

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Group Project and presentation	Week 12	(20%)	[Outcomes: 4 - 8].
Individual Problem solving tests	Week 6,13	(20%)	[Outcomes: 4,5 and 8].
An unseen mid-term exam of 90 minutes that consists of problem solving and essay questions.	Midterm Examination Schedule	(20%)	[Outcomes: 1,2 and 3].
An unseen final exam of 3 hours that consists of problem solving and essay questions along with case studies	Final Examination Schedule	(40%)	[Outcomes: 4 - 7].

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List:

Textbooks:

Stevenson, W. (2018). *Operations management*. 13th edition. New York:McGraw Hill/Irwin.

Heizer, J., Render, B. & Munson, C. (2017). *Operations management: Sustainability and supply chain management*. 12th edition. New Jersey: Prentice Hall.

Russell, R. and Taylor, B. (2016). *Operations and supply chain management*. 9th edition. The United States: Wiley.

Meredith, J. and Shafer, S. (2014). *Operations management: international student version*. 5th edition. Singapore: Wiley.

Reid, R. and Sanders, B. (2014). *Operations management: an integrated approach. international student version*. 5th edition. Singapore: Wiley

Kumar, S., Anil, and Suresh, N. (2009). *Production and operations management, with skills development, caselets and cases*. 2nd Edition, New Age International Ltd. (EBSCOhost)

Journals:

International Journal of Operations and Production Management.

International Journal of Advanced Manufacturing Technology.

Integrated Manufacturing Systems.

KIS Data

	Scheduled	Guided independent				Total
		Guided		Autonomous	Total	
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	MGT400	HOR Department:	Management
Unit Title:	Human Resource Management II		Information Systems
Credit Hours:	3	Course Code:	----
Unit Leader:	Dr. Ola Emará		
Pre-requisite:	MGT 300N		

Aims

This unit helps students to figure out the different human resources strategic aspects, context, and change of human resource role, from being transactional, technical, and administrative in nature; to becoming essentially “strategic” and to provide detailed knowledge and understanding of the principal concepts of Strategic Human Resource Management (SHRM), and apply theory to the critical analysis of organizations’ human resource strategies, policies, and values. It also aims to assist students in discovering the configuration of human resource practices in composite social and economic environment and the alignment of human resource strategies with business strategies. To signify the far-reaching alteration needed to initiate and implement creative solutions for business problems. Moreover, this unit pursues the apprehension of the broader human resources notion for being more strategic in response to global networks that includes suppliers, manufacturers, service providers, distributors and final customer.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- Strategic human resource management concept, process and models (1)
- The link between business strategy and human resource management (HRM) (2)
- International and comparative HRM (3)

Skills

On successful completion of this unit, the student will be able to:

- Judge the alignment between HR practices and the internal and external organizational context and recommend improvements (4)
- Apply HR strategy models in business context (5)
- Engage in collaborative group work to gather, sort, analyze and report information on strategic HR practices (6)
- Present and defend their work and recommendations to their peers (7)

Indicative Content

- The framework of strategic human resources management
- Strategic human resource management and context: models, aims, characteristics, concepts, and process
- Human resources strategies: types, and criteria for effective strategy
- Formulating and implementing HR strategies
- Linking HR strategy to business strategy
- Roles in strategic HRM
- International HRM perspectives

Learning, teaching, and assessment strategies:

Formal, “one and half hour” lectures will introduce students to the main theoretical topics of the unit. Students are expected to respond to experiential-in-class-exercises that assigns individual’ and team tasks to encourage them to learn from direct experiences. Reflective analysis throughout the unit is designed to encourage students to critically evaluate strategic HR professional situations. Students are expected to carry out an analytical case study to apply different HR strategies, supported by means of regular tutorials, which will provide them with feedback on work in progress.

Assessment Scheme:

Coursework: 40%

Unseen Exams: 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Group investigative case study with theoretical frame and practical contact to investigate strategic HR reality, and apply different HR strategies including a detailed written case analysis.	Week 10	(40%)	[Outcomes: 4, 5, 6 and 7]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues and to apply methods and integrate strategic human resource information and methods.	Final Examination Schedule	(40%)	[Outcomes: 3, 4]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Electronic Textbooks:

- Armstrong, M. (2016). *Armstrong's Handbook of Strategic Human Resource Management*. London, United Kingdom: Kogan Page. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1193777&site=ehost-live>
- Schultz, C. and Walt, H. van der. (2015). *Reinventing HR: Strategic and Organisational Relevance of the Human Resources Function*. Randburg, South Africa: KR Publishing. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1124508&site=ehost-live>
- Thomas, D. C., & Lazarova, M. B. (2014). *Essentials of international human resource management: Managing people globally*. Sage Publications. Available at:
<http://08113mv43.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/essentials-of-international-human-resource-management?fromsearch=true>
- Grieves, J. (2003). *Strategic human resource development*. Sage. Available at:
<http://08113mv3n.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/strategic-human-resource-development?fromsearch=true>

Textbooks:

- Armstrong, M. & Taylor, S. (2017). *Armstrong's handbook of human resource management practice*. 14th edition. London: Kogan Page Publishers.
- Wilkinson, A., Redman, T., & Dundon, T. (Eds.). (2017). *Contemporary human resource management: text and cases*. London: Pearson.
- Sparrow, P., Brewster, C., & Chung, C. (2016). *Globalizing human resource management*. Routledge.
- Brewster, C., Sparrow, P., Vernon, G., & Houldsworth, E. (2016). *International human resource management*. Kogan Page Publishers.
- Tarique, I., Briscoe, D. R., & Schuler, R. S. (2015). *International human resource management: Policies and practices for multinational enterprises*. Routledge.
- Eiichi, K. (2015). *Practical strategic management: how to apply strategic thinking in business*. World Scientific.
- Phillips, J. M., & Gully, S. M. (2014). Front Cover. In *Human Resource Management*. Mason, OH: South-Western.
- Boselie, P. (2014). *Strategic human resource management: A balanced approach*. 2nd edition. London: McGraw-Hill Education.
- Dermol, V. & Rakowska, A. (Eds). (2014). *Strategic approaches to human resources management practice*. Bangkok: ToKnow Press Monographs.
- Ulrich, D. (2014). *Strategic human resource development: A journey in eight stages*. Berlin: Springer Science & Business Media.
- Boxall, P., & Purcell, J. (2011). *Strategy and human resource management*. Macmillan International Higher Education.

- Sparrow, P. (2010). *Handbook of international human resource management: Integrating people, process, and context* (Vol. 9). John Wiley & Sons.
- Harzing, A. W., & Pinnington, A. (Eds.). (2010). *International human resource management*. Sage.
- York, K. M. (2009). *Applied human resource management: Strategic issues and experiential exercises*. Sage Publications.
- Perkins, S. J., & Shortland, S. M. (2006). *Strategic international human resource management: Choices and consequences in multinational people management*. Kogan Page Publishers.
- Cooke, W. N. (Ed.). (2003). *Multinational companies and global human resource strategies*. Greenwood Publishing Group.

Journals:

- International Journal of Management Reviews
<https://onlinelibrary.wiley.com/toc/14682370/2020/22/2>
- Human Resources Management International Digest
<https://www.emerald.com/insight/publication/issn/0967-0734>
- Procedia- Social and Behavioral Sciences
<https://www.sciencedirect.com/journal/procedia-social-and-behavioral-sciences/vol/238/suppl/C>

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%

Unit Code:	MGT401N	HOR Department:	Management Information Systems
Unit Title:	Strategic Management	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Ghada Aly		
Pre-requisite:	Senior standing – 95 credit hours		

Aims

Competition in the 21st century's global economy will be complex, challenging, and filled with competitive opportunities and threats. Effective strategic leadership practices can help firms enhance performance while competing in turbulent and unpredictable environments.

This capstone unit deals with the craft of strategy, that is: how to identify and choose a superior competitive position, how to analyze a strategic situation, and finally how to align the organizational context to make the chosen strategy successful. As such, the objectives of this unit are twofold: 1) to explore conceptual frameworks and models which will assist you to analyse competitive situation and strategic dilemmas and gain insight into strategic management; 2) to help you acquire practical experience in dealing with strategic issues.

In addition to that, this unit is one that is both integrative and interdisciplinary as it draws together and builds on all the ideas, concepts, and theories from previously studied functional Units such as Accounting, Economics, Finance, Marketing, Organizational Behaviour, and Statistics.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Illustrate integrative role of strategic management, its differing and often conflicting theories, approaches and views, which reflect the richness of debate in the field research.
- 2- Investigate contemporary applied theories, alternative perspectives ,and styles in strategy and strategic management.
- 3- Relate organization structure and design, culture, and working environment to effective strategic management and the importance it holds.
- 4- Examine how the resources and capabilities of the firm in terms of their ability to develop sustainable competitive advantage.

Skills

On successful completion of this unit, the student will be able to:

- 5- Apply the different models of, and approaches to, strategic management, and interpret these as bases of strategic choice.
- 6- Analyze an organization's competitive environment, evaluate competitive positions, and identify core competences.
- 7- Assess strategic choices through the application of appropriate strategic models.
- 8- Create evaluation processes to strategic decisions.
- 9- Evaluate issues arising from setting strategy into action.
- 10- Present and defend strategic analyses based on case material, desk research and research in the marketplace.

Indicative Content

- Outline, introduction and basic concepts
The Strategic Context: the internal and external environment; configuration; purpose and preferences
Dynamic Capabilities and Innovation
- Corporate Strategy and diversification, internationalization and entry strategies
- Business Strategy and Competitive Advantage;
- Functional strategy and the sourcing decision
- Strategy Implementation
- Business failure and strategies for turnaround
- Strategy evaluation and control
- Corporate Responsibility and Sustainability
- Current and future trends on strategic management

Learning, Teaching and Assessment Strategies

Interactive formal lectures are used to introduce the students to key concepts, and models. The lectures focus on specific examples that are used to clarify the different topics in Strategic Management with emphasis placed on certain Egyptian industries and firms. The tutorials are led by students in which they apply the different phases of the Strategic Management Process through real life examples. The students also debate the position of certain companies in a particular industry, and analyze situations which will be used to develop strategic alternatives. The students will make both formal and informal presentations of their work. There will also be mini-cases that the students will discuss among themselves and with the tutor.

Feedback is provided to the students on their work during the tutorials and on their project work both during lecture time and office hours.

Assessment Scheme

Coursework: 50%
Unseen Exams: 50%

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
A group project – Strategic Audit where the students apply all the tools and techniques that they have studied to a real life company. The students have to present their work to the rest of the class.	Week 13	(50%)	[Outcomes: 4 - 10].
Final Exam – Three hours exam that consists of essay questions, applications, and case study	Final Examination Schedule	(50%)	[Outcomes: 1 - 6].

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List:

Textbooks:

David, Fred R. & David Forest R. (2020). *Strategic management: A competitive advantages approach, concepts and cases*. 17th edition. New York: Prentice Hall.

Wheelen, Thomas L., Hunger, J. David, Hoffman, Alan N., Bamford & Charlo E. (2019). *Concepts in strategic management and business policy: Globalization, innovation, and sustainability*. 15th edition. New York: Prentice Hall.

Barney, J.B. & Hesterly, William S. (2019). *Strategic management and competitive advantages: Concepts and cases*. 6th edition. New York: Prentice Hall.

David, Fred R. & David Forest R. (2017). *Strategic management: A competitive advantages approach, concepts and cases*. 17th edition. New York: Prentice Hall.

Eiichi, K. (2015). *Practical strategic management: how to apply strategic thinking in business*. World Scientific.

Journals:

Articles from Academic Journals to be provided by the Instructor namely from, available on Egyptian Knowledge Bank - EKB:

- Strategic Management Journal
- Strategic Direction
- Business Strategy Series

Electronic Resources on MSA E-learning Website

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%

Unit Code:	MGT 403	HOR Department:	Human Resources
Unit Title:	Organizational Development		Management
Credit Hours:	3	Course Code:	-----
Unit Leader:	Dr. Zeinab Zaazou		
Pre-requisite:	MGT 300		

Aims:

This unit aims to provide students with the knowledge, research tools, and analysis strategies for organizational development, using the theories and techniques of applied behavioral science. It also aims to present the phases of strategies, intervention decisions and actions, multiple roles, skills, phases of internal and external consultants, ethical dilemmas and guidelines, and the implementation of action research. Moreover, it prepares students to become agents for change, improve organizational effectiveness and human resources, and increase performance and productivity.

Learning Outcomes:

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and detailed knowledge of:

- The concepts types and models of organizational development and how it is distinguished from other change methods(1)
- The dynamics and the difficulties of change as applied to organizational culture and human behavior (2)

Skills

On successful completion of this unit, the student will be able to:

- Evaluate organizational effectiveness of the company in question (3)
- Design and suggest for selected organizational development interventions (4)
- Integrate strategies related to employee participation in O.D and enhancing ethical behavior (5)
- Combine research findings; extract results; and advise recommendations (6)
- Communicate findings (7)

Indicative Content

- Introduction to organizational development
- Major types of organizational development interventions.
- The change process
- Organizational change and human resource management
- Organizational assessment
- Assessment tools and techniques
- Organizational interventions
- Human resource management interventions
- Human resource metrics

Learning and Teaching:

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of organizational development. Power-point presentation and selected case studies are used to further enrich the students' understanding of the organizational development techniques and functions, and its vital role in boosting performance and production. Furthermore, real life examples are brought to the lectures; regular tutorials are devoted to generating ideas, brainstorming, problem solving, discussion of case studies, and giving feedback to students about their projects.

Assessment Scheme:

Coursework 40%
Unseen examinations 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
-A Group Project to assess students' gained knowledge and acquired skills. Each group of students will be involved in analyzing a case of an organization development strategy with its planning and implementation phase real life, the use of analytical tools and implementing action research in organizational development are core parts of the project document. This project will have three deliverables: An ungraded proposal, a project document, and a presentation.	Week 10	(40%)	[Outcomes: 3, 4, 6 and 7]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues and to apply methods and attained skills.	Final Examination Schedule	(40%)	[Outcomes: 4, 5]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Electronic Textbooks:

- Arney, E. (2017). *Learning for Organizational Development: How to Design, Deliver and Evaluate Effective L&D*. New York: Kogan Page. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1791453&site=ehost-live>

- Godwill, E. A. (2015). *Fundamentals of Research Methodology: A Holistic Guide for Research Completion, Management, Validation and Ethics*. New York: Nova Science Publishers, Inc (Education in a Competitive and Globalizing World). Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1023403&site=ehost-live>
- Anderson, D. L. (Ed.). (2012). *Cases and Exercises in Organization Development & Change*. Sage Publications. Available at:
<http://08113mv43.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/cases-and-exercises-in-organization-development-and-change?fromsearch=true>

Textbooks:

- Noumair, D. A. and Shani, A. B. (Rami). (2018). *Research in Organizational Change and Development*. Bingley, UK: Emerald Publishing Limited (Research in Organizational Change and Development).
- Noumair, D. A., & Shani, A. B. (Rami). (2016). *Research in Organizational Change and Development* (Vol. First edition). Bingley, UK: Emerald Group Publishing Limited.
- Schein, E. H. (2015). *Dialogic organization development: The theory and practice of transformational change*. Berrett-Koehler Publishers.
- Cummings, T. G., & Worley, C. G. (2008). *Organization development and change* (9th Edition), Canada: South-Western Cengage Learning, Nelson Education, Ltd.
- Gallos, J. V. (editor). (2006). *Organization Development*. A Jossey-Bass Reader, San Francisco, CA: Jossey-Bass.
- Briscoe, D. R., & Schuler, R. S. (2004). *International human resource management: Policy and practice for the global enterprise* (Vol. 5). Psychology Press.

Journals:

- Leadership & Organization Development Journal
<https://www.emerald.com/insight/publication/issn/0143-7739/vol/41/iss/1>
- International Journal of Organizational Analysis
<https://www.emeraldgroupublishing.com/ijoa.htm>

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%

Unit Code:	MGT441	HOR Department:	Management Information Systems
Unit Title:	Supply Chain Management	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Heba Adel		
Pre-requisite:	MGT 310, MKT_201		

Aims

In this unit, students will be introduced to the main Supply Chain Management (SCM) concepts, theories, practices and approaches. Moreover, this unit critically discusses different SCM models that represent various experiences in applying successful SCM practices to both manufacturing and service sectors. Such SCM models are from different countries and developed in various profit and non-profit organizations. At the end of this unit, students will be able to apply different SCM practices to various organizations operating in Egypt, which are expected to sustain an active participation in promoting the required innovation in the Egyptian society.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Examine the difference between manufacturing supply chain and service supply chain.
- 2- Summarize the distinguishing attributes between lean, agile and leagile supply.
- 3- Illustrate effective and efficient SCM practices.
- 4- Identify the impact of SCM principles on improving organizational performance, through sustaining organizations' competitive advantages.

Skills

On successful completion of this unit, the student will be able to:

- 5- Apply various SCM practices to manufacturing and service organizations.
- 6- Recommend the BSC approach as a comprehensive framework in measuring Supply Chain Performance (SCP).
- 7- Argue the shift from lean and agile paradigms to the leagile supply chains.
- 8- Assess different implementation problems to effective and efficient SCM.

Indicative Content

- Introduction to Supply Chain Management (SCM)
- Basic SCM concepts and definitions
- The impact of effective supply chain management on sustaining organizations' competitiveness in a globalized environment
- The evolution of supply chain management
 - Lean supply chains
 - Agile supply chains
 - Leagile supply chains encapsulating both lean and agile features
- The difference between manufacturing supply chain and service supply chain

- Main supply chain drivers and metrics
- Road blocks to effective and efficient SCM
- Collaborative POM functions (e.g., collaborative forecasting, capacity planning, demand management and scheduling) in SCs
- Using BSC performance measurement approach as a comprehensive framework in measuring supply chain performance (SCP)

Learning, Teaching and Assessment Strategies

This unit is planned to be delivered based on Learner-centered teaching practices (LCT). The teaching techniques include semi-structured lectures (e.g., main power point presentation slides, flip chart diagrams, and roll-up stands), case studies' analyses, group discussions and critical debates (e.g., videos, and guest speaker), and group exercises (formative assessment). An individual project, and/or supply chain performance evaluation report will subject students to the practical professional world, and bridge the SCM theory with the practice. Moreover, it will enhance student's analytical skills, and creativity in problem solving.

Most of these techniques will attempt to engage each student as an active, thinking participant in class, not a passive recipient of information, in an interactive synergistic environment.

Assessment scheme

Coursework:	40%
Unseen Exams:	60%

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Group project, and/or Supply chain performance group evaluation report	Week 12	(40%)	[Outcomes: 5,6,7 and 8].
An unseen mid-term exam of 90 minutes	Midterm Examination Schedule	(20%)	[Outcomes: 1, 2 and 3].
An unseen final exam of 3 hours	Final Examination Schedule	(40%)	[Outcomes: 4,5,6 and 8].

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List:

Textbooks:

Chopra, S. (2019). *Supply Chain Management: Strategy, Planning and Operation*. 5th edition. New Jersey: Prentice Hall.

Bozarth, Cecil B. & Handfield Robert B. (2019). *Introduction to operations and supply chain management*. 5th edition. New York: Prentice Hall.

Habib, M. (2016). *Supply chain management: applications for manufacturing and service industry*. Nova Science Publishers, Inc. (EBSCOhost)

Russell, R. and Taylor, B. (2016). *Operations and supply chain management*. 9th edition. The United States: Wiley.

Mangan, J., & Lalwani, C. L. (2016). *Global logistics and supply chain management*. 3rd edition. John Wiley & Sons.

Coyle, J. J., Langley, C. J., Jr., Novack, R. A., & Gibson, B. J. (2013). *Front Cover. In Managing Supply Chains: A logistics approach*. 9th International edition. Mason, OH: South-Western.

Blanchard, D. (2010). *Supply chain management: Best practices*. 2nd edition. New York: John Wiley & Sons.

Journals:

- International Journal of Production Research
- International Journal of Production Economics
- International Journal of Logistics: Research and Applications

KIS Data

Activity	Hours	Overall Percentage of Total
Scheduled Lectures	3 x 12= 36	30%
Scheduled Tutorials	1.5x 12= 18	15%
Guided Independent Study	66	55%
Total	120	100%

Unit Code:	MIS101	HOR Department:	Management Information Systems
Unit Title:	Introduction to Management Information Systems	Courses Codes:	-----
Credit Hours:	4		
Unit Leader:	Dr. Ashraf Soliman		
Pre-requisite:	CS_100		

Aims

This introductory unit aims to provide students with a solid understanding in management information systems as a growth area and its role in supporting a typical business gain a better competitive position in the market. It also aims at fostering students' knowledge of the different management information systems and their role in supporting the different managerial levels and functional areas across the organization. This unit plays a pivotal role in shaping students' view of the MIS Course.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain the basic concepts of information systems (IS) and how to manage them.
- 2- Identify key business applications – e.g. Enterprise Resource Planning (ERP), Management Information Systems (MIS), Enterprise Application Integration (EAI), Decision Support Systems (DSS) and other systems for cross-organizational cooperation.
- 3- Describe the required Information Technology (IT) infrastructure to support the various business areas.
- 4- Outline the basics of database management systems.

Skills

On successful completion of this unit, the student will be able to:

- 5- Distinguish between different types of information systems along with their functional areas and components.
- 6- Distinguish between data, information and knowledge processed by an IS.
- 7- Explain how the use of information systems contributes to solving different business problems.
- 8- Design a typical databases system using both logical and relational approaches.

Indicative Content

- Why Information Systems?
- What are Information Systems?
- IS, Organization, Management & Strategy
- Data, Information & Knowledge
- IS for Decision Support
- Information Technology for IS
- Internet & IT Infrastructure
- E-Business

- Information Systems Research
- The Manager's Toolkit for IS
- Ethical & Social Issues

Learning, Teaching and Assessment Strategies

Students are expected to take an active part in the learning process through participation in classroom/group discussion, and group learning activities are strongly encouraged.

The tutorials will assure that the content of the lecture is well understood by attendees. Students will reflect and discuss the issues raised in relation to cases from the textbook and/or to their own investigations.

Group work assignments are to be presented in the lectures.

Assessment

Coursework	40%
Unseen examinations	60%

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Assignments that discusses the students understanding of the classes	Weeks 2,4,9,11	(15%)	[Outcomes: 1, 2, 3, 4 and 5]
Tests that assess students' knowledge of the core theoretical concepts	Weeks 6, 12	(10%)	[Outcomes: 1, 2, 3, 4 and 5]
Lab Exercises	Weeks 1,3,5,10,13	(15%)	[Outcomes: 6, 7, 8, 9 and 10]
A midterm exam of 90 minutes	Midterm Examination Schedule	(20%)	[Outcomes: 1, 2, 3, 4 and 5]
A final exam of 180 minutes	Final Examination Schedule	(40%)	[Outcomes: 1, 2, 3, 4 and 5]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List:

Laudon, Kenneth C. & Laudon, Jared P. (2019). *Essentials of MIS*. 13th edition. New York: Prentice-Hall.

Mckinney Jr., Earl H. & Kroenke, David M. (2019). *Processes, systems, and information: An introduction to MIS*. 3rd edition. New York: Prentice-Hall.

Rainer, K., Prince B., and Watson, H. (2017). *Management Information Systems: Moving business forward*. 9th edition. The United States: Wiley.

O'Leary, K. and Laudon, J. (2014). *Management information systems: Managing the digital firm*. 13th edition. Boston: Prentice Hall.

Pearson, K., and Saunders C. (2014). *Strategic management of information systems*. 5th Edition. International Student Systems. The United States: Wiley.

Lecture presentations on Moodle (MSA eLearning Platform).

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	72	30	27	11	68	140
Percentage	51.4%	21.4%	19.2%	8%	48.6%	100%

Unit Code:	MIS314	HOR Department:	Management Information Systems
Unit Title:	Database Management Systems	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Ashraf Soliman		
Pre-requisite:	MIS101		

Aims

This unit aims to provide the students with an introduction to the core concepts in data and information management. It is centered around the core skills of identifying organizational information requirements, modeling them using conceptual data modelling techniques, converting the conceptual data models into relational data models and verifying its structural characteristics with normalization techniques, and implementing and utilizing a relational database using a database management system. The student will finally learn how to define and manipulate a database using Structured Query Language (SQL).

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain the basic approaches to data modeling techniques and be able to provide a comparison between these techniques.
- 2- Illustrate the usage of conceptual data modeling technique (such as entity relationship modeling) to capture information requirements for an enterprise domain.
- 3- Explain the syntax and use of the elements of SQL.
- 4- Illustrate the concepts and models of OLTP.
- 5- Discuss the use of OLTP model to different business processes.

Skills

On successful completion of this unit, the student will be able to:

- 6- Design high-quality relational databases.
- 7- Implement a relational database design using a database management system, including the principles of data type selection and indexing.
- 8- Use the data definition, data manipulation, and data control language components of SQL in the context of one widely use implementation of the language.
- 9- Apply a system development life cycle in realistic business processes.
- 10- Contribute effectively to team work and present research work.

Indicative Content

- Database Approach and Database Management Systems.
- Conceptual Data Model.
- Logical and relational data models.
- Database Languages – SQL.
- The basics of online transaction processing (OLTP).
- Database design.

Learning, Teaching and Assessment Strategies

Weekly lectures introduce the basic concepts of the unit subjects. Weekly tutorials, in which, the student is given a set of weekly assignments to solve problems on data modeling, mapping, and writing queries to be submitted and discussed during the tutorials. Emphasis is given to allowing the student to solve as much problems as possible to gain experience in the basic skills presented in this unit and required in most of the following Units.

Weekly computer laboratory are used to enable the students to learn the use of a DBMS system and use it to build a small application.

Team Projects: the student will work as a member of project team of 2-3 to build a small business application. Project defense: each group will present their project in a formal presentation to enhance their presentation skills.

Assessment Scheme

Coursework	40 %
Unseen examination	60 %

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Project defense - The project is mandatory to pass the unit although the student might have passed in other forms of assessment	Week 13	(20%)	[Outcomes: 1-10]
Weekly lab sessions to assess the progressive performance of the students	Weeks 2,4,6,9,11	(20%)	[Outcomes: 2,3,6,7 and 8]
A midterm exam of 90 minutes composed of a case study and several questions and/or SQL problems to assess the student knowledge and understanding	Midterm Examination Schedule	(20%)	[Outcomes: 1,2,3,4,5,8 and 9].
A final exam of 180 minutes composed of a case study and several questions and/or SQL problems to assess the student knowledge and understanding	Final Examination Schedule	(40%)	[Outcomes: 1,2,3,4,5,8 and 9].

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List:

Hoffer, J., Venkataraman, R. & Topi, H. (2019). *Modern database management*. 13th edition. New Jersey: Prentice Hall.

Elmasri, Ramez & Navathe, Shamkant B. (2016). *Fundamentals of databases systems*. 7th edition. New York: Prentice Hall.

FitzGerald, J., and Dennis A., Durcikova, A. (2015). *Business data communications and networking*. 12th edition. The United States: Wiley.

Rob, P. & Carlos C. (2007). *Database systems: Design, implementation, and management*. 8th edition. Course Technology.

KIS Data

	Scheduled	Guided independent				Total
		Guided		Autonomous	Total	
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	MIS 383	HOR Department:	Human Resources
Unit Title:	Human Resources Information System		Management
Credit Hours:	3	Course Code:	----
Unit Leader:	Dr. Omar Hussein		
Pre-requisite:	MGT 300, MIS 101		

Aims:

This unit aims to present the need for organizations to invest in technology for all aspects of human resources management and the data base concepts and applications of Human Resource Information System (HRIS). It also helps students in becoming acquainted with the current use of technology in organizations and the system implementations of HRIS and direct students' attention to the need for a HRIS for decision situations in order to adapt to the ever-changing conditions of the business world.

Learning Outcomes

Knowledge:

On successful completion of this unit, the student will be able to demonstrate systematic understanding and detailed knowledge of:

- HRIS as a backbone of modern HR (1)
- Current use of technology in organizations and the system implementations of HRIS (2).

Skills:

On successful completion of this unit, the student will be able to:

- Explain system life cycle and HRIS need analysis (3)
- Depict HR problematic situations and propose solutions (4)
- Calculate cost and justify HRIS investment (5)
- Operate training and development and HRIS applications, and manage compensation, benefits and payroll (EHRM) systems (6)
- Communicate findings and display results (7)

Indicative Content

- Data base concepts and applications in HRIS
- System considerations in the design of a HRIS: Planning for implementation
- The systems development life cycle and HRIS need analysis
- HR metrics and workforce analysis
- HR privacy and security
- Emerging trends in HRIS and Information Technology (IT)

Learning, teaching, and assessment strategies:

Weekly lectures will be used to introduce the basic concepts of the unit subjects. Tests will take place during the lectures as formative assessment with feedback. Weekly seminars will be mainly for analysing business cases and discussing the application of the proper technology to support HRM. Weekly computer laboratory will investigate computerized models used in the design phase of the decision process.

Business cases: Students will be assigned business cases for detailed analysis and solution design. Emphasis will be given to using a specific set of technologies to deal with each case.

Group Project: Gathering and presenting the result of applying HRIS to support decision making.

Assessment Scheme:

Coursework: 40%

Unseen Exams: 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes - ILOs
Business cases and review questions (summative with feedback)	Weeks 5, 10	(20%)	[Outcome: 1, 2, 3, 5]
Lab assignments (20%)	Weeks 2, 4, 9, 11	(20%)	[Outcomes: 4, 5, 6, 7]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam a final exam of three hours that includes a business case to evaluate applied skills, and several questions to check student knowledge and understanding.	Final Examination Schedule	(40%)	[Outcomes: 3, 4, 5]

Learning Materials

Human Resources Software:

- KRONOS Workforce Ready
- SAGE payroll
- ULtiPro

Reading List

Electronic Textbooks:

- Reed, S. M. (2017). *A Guide to the Human Resource Body of Knowledge (HRBoK)*. John Wiley & Sons. Available at:
<https://0810emy32-1105-y-https-onlinelibrary-wiley-com.mplbci.ekb.eg/doi/book/10.1002/9781119374930>
- McDonald, K., Fisher, S., & Connelly, C. E. (2017). e-HRM systems in support of “smart” workforce management: An exploratory case study of system success. *Electronic HRM in the smart era*, 87-108. Available at:
<https://0810bmy3d-1105-y-https-www-emerald-com.mplbci.ekb.eg/insight/content/doi/10.1108/978-1-78714-315-920161004/full/html>
- Ruël, H., Magalhães, R., Charles, C., & Chiemeke, C. C. (2011). Human Resource Information Systems: An Integrated Research Agenda. *Electronic HRM in Theory and Practice (Advanced Series in Management, Volume 8) Emerald Group Publishing Limited*, 21-39. Available at:
<https://0810bmv45-1105-y-https-www-emerald-com.mplbci.ekb.eg/insight/search?q=HRIS+BOOK&showAll=true>
- Edwards, J. E., Scott, J. C., & Raju, N. S. (Eds.). (2003). *The human resources program-evaluation handbook*. SAGE Publications, Incorporated. Available at:
<http://08113mv3f.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/reference/the-human-resources-program-evaluation-handbook/n23.xml?fromsearch=true>

Textbooks:

- Bondarouk, T., Ruël, H., & Parry, E. (2017). *Electronic HRM in the smart era*. Emerald Publishing.
- Kavanagh, M. J., & Johnson, R. D. (Eds.). (2017). *Human resource information systems: Basics, applications, and future directions*. California, LA: Sage Publications.
- O'Leary, K. and Laudon, J. (2014). *Management Information Systems: Managing the Digital Firm*. 13th edition. Boston: Prentice Hall.
- Monk, E. and Wagner, B. (2013). *Concepts in Enterprise Resource Planning*. 4th edition. New York: Cengage Learning.

Journal Articles:

- Caughlin, D. E., & Bauer, T. N. (2019). Data Visualizations and Human Resource Management: The State of Science and Practice'. *M. Ronald Buckley Anthony R. Wheeler John E. Baur Jonathon RB Halbesleben (ed.) Research in Personnel and Human Resources Management, 37, Emerald Publishing Limited*, 89-132.
- Florkowski, G. W. (2018). HR technology systems: an evidence-based approach to construct measurement. *Research in Personnel and Human Resources Management, 36*, 197-239.
- Nagendra, A., & Deshpande, M. (2014). Human Resource Information Systems (HRIS) in HR planning and development in mid to large sized organizations. *Procedia-Social and Behavioral Sciences, 133*, 61-67.
- Al-Dmour, R. H., & Zu'bi, M. F. (2014). Factors motivating and inhibiting the practice of HRIS in business organizations: An empirical analysis. *International Business Research, 7(7)*, 139.
- Jahan, S. S. (2014). Human resources information system (HRIS): A theoretical perspective. *Journal of Human Resource and Sustainability Studies, 2(02)*, 33.
- Ramayah, T., & Kurnia, S. (2012). Antecedents and outcomes of human resource information system (HRIS) use. *International Journal of Productivity and Performance Management*.
- Chauhan, A., Sharma, S. K., & Tyagi, T. (2011). Role of HRIS in improving modern HR operations. *Review of Management, 1(2)*, 58-70.

- Troshani, I., Jerram, C., & Hill, S. R. (2011). Exploring the public sector adoption of HRIS. *Industrial Management & Data Systems*.
- Delorme, M., & Arcand, M. (2010). HRIS implementation and deployment: a conceptual framework of the new roles, responsibilities and competences for HR professionals. *International journal of Business information systems*, 5(2), 148-161.
- Krishnan, S. K., & Singh, M. (2007). Issues and concerns in the implementation and maintenance of HRIS. *Management and Labour Studies*, 32(4), 522-540.
- Delorme, M., & Arcand, M. (2010). HRIS implementation and deployment: a conceptual framework of the new roles, responsibilities and competences for HR professionals. *International journal of Business information systems*, 5(2), 148-161.
- Lippert, S. K., & Michael Swiercz, P. (2005). Human resource information systems (HRIS) and technology trust. *Journal of information science*, 31(5), 340-353.
- Sadri, J., & Chatterjee, V. (2003). Building organisational character through HRIS. *International Journal of Human Resources Development and Management*, 3(1), 84-98.

Journals:

- Journal of Management Information Systems (JMIS)
<https://www.jstor.org/journal/jmanainfosyst>
- Journal of information science
<https://journals.sagepub.com/home/jis>
- The International Journal of Human Resource Management
<https://www.tandfonline.com/loi/rjih20>
- Human Resource Management International Digest
<https://www.emerald.com/insight/publication/issn/0967-0734>
- Research in Personnel and Human Resources Management (Res Person Hum Resour Manag)
https://www.researchgate.net/journal/0742-7301_Research_in_Personnel_and_Human_Resources_Management

KIS Data

	Scheduled	Guided independent			Total	
		Guided	Autonomous	Total		
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	MKT_201	HOR Department:	Marketing &
Unit Title:	Principles of Marketing		International Business
Credit Hours:	3	Course Code:	-----
Unit Leader:	Dr. Samia El Sheikh		
Pre-requisite:	BUS 102		

Aims

This unit aims at providing students in their second year with the fundamentals of marketing, as a first step to pursue other advanced marketing units. This unit introduces students to the marketing process which starts with understanding marketplace and customers' needs and wants. Then, the process flows by designing a customer driven marketing strategy that begins with segmentation, targeting and positioning, then extends to the process of designing and implementing marketing mix (4Ps) that deals with the creation and delivering of customer value and the way to build long lasting relationships with customers.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- The major forces of macro and micro environment that influence marketing mix strategies.
- 2- Consumer buying behavior and various types of products (convenience, shopping, specialty and unsought).
- 3- Elements of the marketing mix including:
 - Product: marketing strategies in the stages of product life cycle and type of product.
 - Price: the various strategies of pricing and the context of their applicability.
 - Place: the various forms of distribution channels and their use along product types and lifecycle.
 - Promotion: introduces the elements of promotional mix and the concept of integrated marketing communication (IMC).

Skills

On successful completion of this unit, the student will be able to:

- 4- Apply the basic marketing concepts on simple real life mini-cases.
- 5- Investigate the macro and micro Egyptian environment of an existing or imaginary product/ service of a specific company and apply various marketing concepts on it in a group project.
- 6- Give an oral presentation.

Indicative Content

- Introduction to marketing: introduces basic marketing definitions and concepts and the development of marketing oriented practices.
- The marketing environment: identify the major forces that influence marketing mix and strategies.
- Marketing Research.
- The process of designing customer driven marketing strategy: includes market segmentation, targeting and positioning.

- Introduction to consumer buying behavior.
- Elements of the marketing mix including;
- Product: introduces the differences between goods and services, in addition to discussing marketing strategies in the stages of product life cycle.
- Price: various strategies of pricing.
- Place: various forms of distribution channels.
- Promotion: introduces the elements of promotional mix and the concept of integrated marketing communication (IMC).
- Marketing: Creating and Capturing Customer Value.
- Analyzing the Marketing Environment.
- Marketing Research.
- Consumer Behavior.
- Customer-Driven Marketing Strategy: Segmentation, Targeting, and Positioning.
- Products, Services, and Brands: Building Customer Value.
- New-Product Development and Product Life-Cycle Strategies.
- Pricing.
- Communicating Customer Value: Integrated Marketing Communications Strategy.
- Promotion Mix Strategies: Advertising and Public Relations.
- Managing Marketing Channels.

Learning, Teaching and Assessment Strategies

- This unit will be taught through lectures and class discussions which allow studying cases on companies in real contexts. This enhances the understanding of marketing practices and relating them to reality [Outcomes: 1, 2, 3, 4 and 5].
- Online tests will be delivered through the semester to examine understanding of marketing concepts and their applicability in various contexts [Outcomes: 1, 2, 3, 4 and 5].
- A group application project will be assigned to students, concluded by a class presentation [Outcomes: 4, 5 and 6].

Assessment Scheme

Course work	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
In class activities, mini cases(ongoing) and worksheets	Week 6 and 13	(15%)	1, 2, 3 and 4
Written tests are used to assess students understanding of core topics	Week 3 Week 11	(10%)	1, 2, 3, 4 and 5
A group application report and presentation	First phase for feedback in week 5 Final phase week 12	(15%)	4, 5 and 6
An unseen 90 minutes mid-term exam	Week 7 & 8	(20%)	1, 2, and 5
An unseen final exam of 3 hours	Week 14+	(40%)	1, 2, 3, 4 and 5

Reading list

- Kotler, P. & Armstrong, G. (2017). *Principles of Marketing*. 17th edition. New Jersey: Pearson Prentice Hall.
- Porral C. & Stanton J. (2018). *Principles of Marketing*. ESIC.
- Ordhielm, Christie L./Dapena-Baron, Marta (2015). *Marketing Management: The Big Picture* <https://app.kortext.com/read/43271/xxi> Wiley
- Blythe, J. (2009). *Key concepts in marketing* London: SAGE Publications <http://081137v16.1104.y.http.sk.sagepub.com.mplbci.ekb.eg/books/key-concepts-in-marketing?fromsearch=true> SAGE Publications

Journal

- European Journal of Marketing
- Journal of Marketing

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	MKT_202	HOR Department:	Marketing & International Business
Unit Title:	Marketing Analysis & Planning	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Samia El Sheikh		
Pre-requisite:	MKT_201		

Aims

This unit aims to increase the students' knowledge about competition and its crucial effects on products' survival in the market. It also aims to teach the student how to formulate a marketing plan and analyze the current market situation including analysis of: competition, company, customers, and country, and to establish marketing objectives, choosing the suitable marketing strategies and the suitable marketing mix.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Companywide marketing planning
- 2- The steps of preparing a marketing plan.
- 3- Direct and indirect competitors
- 4- The various segmentation, targeting and positioning strategies for products/services.
- 5- The BCG matrix, product life cycle stages and the different marketing strategies that suit the products in each stage.

Skills

On successful completion of this unit, the student will be able to:

- 6- Formulate a marketing plan.
- 7- Work in a team.
- 8- Present their work verbally.

Indicative Content

- Overview of marketing planning.
- Differentiating between the direct and indirect competitors.
- Understanding the elements of industry analysis.
- Analyzing and developing the company wide marketing strategies (BCG, PLC, 4Ps)
- Customer analysis and segmentation.
- Marketing objectives and developing marketing strategies.
- Choosing which IMC mix to reach the marketing objectives.

Learning, Teaching and Assessment Strategies

Teaching, active learning, and a group project are incorporated with scheduled feedback and assessment to facilitate student achievement of the learning outcomes identified for this unit.

Lectures will focus on identifying competition, situation analysis, ending in a whole marketing plan. Invite student questions, debates, and discussions around topics arising from the syllabus.

Tutorials will be used by tutors to advise and guide student groups on developing their marketing plan report, also provide means for periodic feedback on project and assessed work.

Group project will consist of marketing plan steps and a final report. Students will receive timely feedback allowing development and improvement of subsequent submissions. Students will be assessed by group project and individual presentation, class participation and attendance, and unseen midterm and final exams. Several case studies will be analyzed in class.

Real life ads will be shown in class to: identify the marketing objectives implied and analyze the words said about the product ad it's major competitor.

Assessment Scheme

Assessment takes a number of forms:

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
In class activities, cases and worksheets	On going	(10%)	1, 2, 3, 4 and 5
Written tests	Week 3 Week 10	(10%)	1, 2, 3, 4 and 5
A group project that requires developing a marketing plan for a specific product in an Egyptian company.	First phase for feedback in week 5 Final phase week 11	(20%)	6, 7 and 8
An unseen 90 minutes mid-term exam	Week 7	(20%)	1, 2, 3, 4 and 5
An unseen final exam of 3 hours	Week 13	(40%)	1, 2, 3, 4 and 5

Reading lists

- Grewal, D. & Levy, M. (2019). *M: marketing*. 6th edition. New York: McGraw-Hill.
- Porral C. & Stanton J. (2018). Principles of marketing. ESIC.

- Kotter P. & Armstrong, G. (2017). *Principles of marketing*. 17th edition. New Jersey: Pearson Prentice Hall.
- McDonald, M., & McDonald, M. (2016). Malcolm McDonald on Marketing Planning : Understanding Marketing Plans and Strategy
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1406073&site=ehost-live&ebv=EB&ppid=pp_A eBook Academic Collection (EBSCOhost)
- Westwood, J. (2016). How to Write a Marketing Plan (Vol. Fifth edition).
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1346904&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)

Journal of Marketing Research

Journal of Marketing

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	MKT203	HOR Department:	Marketing &
Unit Title:	Sales Management		International Business
Credit Hours:	3	Course Code:	-----
Unit Leader:	Dr. Ahmed Rageh		
Pre-requisite:	MKT_201		

Aims

During the 21st century the business environment and research on professional selling have undergone significant changes, so there is a pressing need for selling skills that are compatible with today's information economy. Believing in the vital role of sales management in boosting up the value of the firm and creating and delivering value for customers, add weight for this unit. This unit starts by identifying the sales manager's responsibilities, and understanding the role of sales force management in fulfilling the firm strategic goals and marketing strategy. This is done by discussing the stages of managing sales force starting from planning and ending up at controlling sales and sales force performance.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- The role of sales force in achieving marketing objectives.
- 2- The stages of managing sales force.
- 3- The process of personal selling.

Skills

On successful completion of this unit, the student will be able to:

- 4- Gain selling skills through practicing role play exercises.
- 5- Apply the fundamentals of sales force management to real life cases.
- 6- Present their group work

Indicative Content

The unit covers the following points:

- Responsibilities of sales manager
- Understanding the fundamentals of selling process
- Planning of sales force: includes sales force recruitment and selection. In addition to sales territories planning,
- Organizing sales force: includes sales force organization
- Directing sales force: includes sales force compensation and training.
- Controlling sales and sales force: includes evaluating sales results and sales force performance

Learning teaching and assessment strategies

- Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to encourage students to explore issues and ideas raised in lectures.
- The field work project will be used to evaluate the ability of students to understand the applicability of sales management fundamentals in reality.
- Role play takes place where students are asked to play the sales person role for selling a product to a customer.
- Tutorials by tutors are important to advise and assist students on developing their project report and presentation.

Assessment criteria

Course work	40%
Exams	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
A group research that requires developing an appropriate plan to manage the selling effort for a specific business (MSA University) to a specific Segment(s) (High School students or parents of High School students). Structure, strategy, compensation, training, and other elements are included. The students have to present their work to the rest of the class	-First phase for feedback in week 4 -Second phase in week 9 - Final phase three in week 12	(40%)	4, 5 and 6
An unseen 90 minutes mid-term exam	Week 7 & 8	(20%)	1, 2 and 3
An unseen final exam of 3 hours	Week 14+	(40%)	1, 2, 3 and 5

Reading List

- Castleberry S. & Tanner J. (2018). *Selling: Building partnerships*. 10th edition. New York: McGraw-Hill.
- Hofmaier, R. (2015). *Marketing, Sales and Customer Management (MSC) : An Integrated Overall B2B Management Approach*.
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=999668&site=ehost-live&ebv=EK&ppid=Page-__-1 eBook Academic Collection (EBSCOhost)
- Cron, William L./DeCarlo, Thomas E Dalrymple's (2008) *Sales Management: Concepts and Cases*, 10th Edition <https://app.kortext.com/read/141381/Cover> Wiley

Recommended Journals

Journal of Personal Selling and Management

Journal of Marketing

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	MKT305N	HOR Department:	Marketing & International Business
Unit Title:	Integrated Marketing Communication	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Ahmed Maree		
Pre-requisite:	MKT_202		

Aims

This unit aims to provide students with a thorough understanding of the IMC concept and its component parts (advertising, direct marketing, sales promotion, publicity, personal selling and other new forms of communication and Interactive Media). Students will understand the communication process and strategies available to organizations to reach targeted audiences. Students will also utilize the different IMC elements and various communication functions to propose effective communication strategies and programs. Accordingly, the unit enables students to effectively evaluate marketing communication programs.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- IMC concept and its component parts in relation to the current dynamic business world.
- 2- The various theories and models of the communication process and its application in real-life situations.

Skills

On successful completion of this unit, the student will be able to:

- 3- Work co-operatively and effectively in a team environment.
- 4- Demonstrate presentation skills.
- 5- Develop an integrated marketing communication program; showing creative strategy, planning and development, implementation and evaluation.
- 6- Identify and choose communication tools needed for different objectives.

Indicative Content

- IMC concept.
- Role of IMC in marketing.
- The IMC tools.
- The role of communication organizations.
- Planning, development, and implementation of creative strategies.
- Evaluation of integrated marketing programs.

Learning, Teaching and Assessment Strategies

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this unit. Lectures will introduce the key concepts of IMC and communication functions to students and will relate these to relevant current marketing situations, inviting students' questions and debate. Students' ability in planning and developing simple integrated marketing program will be assessed in a group project in which students will apply the integrated marketing communications model to an existing organization. Additionally, students will receive marks on oral presentations. Exams evaluate students' understanding of the different factors involved in integrated marketing and require them to analyze and evaluate issues arising from real life campaigns.

Tutorials will be used by tutors to advise student groups on developing their group project presentation, a framework of the case analysis, and also provide a focus for discussion around topics arising from the syllabus and from lectures.

Assessment Scheme

Coursework	50%
Unseen Exams	50%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
A group project of two phases of a real life integrated marketing communication program implementing the integration among different promotional tools and a final presentation.	Phase one week 5, Final phase and presentation week 11	(50%)	3,4, 5 and 6
An unseen final exam of 3 hours	Week 14+	(50%)	1, 2, 5 and 6

Formative Feedback is provided to the students on their work during the tutorials and on their project work both during lecture time and office hours.

Reading list

- Andrews, D. & Shimp, T. (2017). *Advertising, promotion and other aspects of integrated marketing communications*. 10th edition. N.Y : Cengage Learning.
- Belch, G. & Belch, M. (2017). *Advertising and promotion: An integrated marketing communication perspective*. 11th edition. New York: McGraw-Hill.
- Washington, K. D., & Richard K. Miller & Associates. (2016). *Consumer Marketing* (Vol. 4th Edition). Loganville, GA: Richard K. Miller & Associates.
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1205930&site=ehost-live&bv=EB&ppid=pp_1 eBook Academic Collection (EBSCOhost)

- Hackley, C. (2005). *Advertising and promotion: Communicating brands* London: SAGE Publications

<http://081137x3h.1104.y.http.sk.sagepub.com.mplbci.ekb.eg/books/advertising-and-promotion?fromsearch=true> SAGE Publication

- Percy, L. (2012). *Strategic integrated marketing communications*. Routledge.
- Blythe, J. (2006). *Essentials of marketing communications*. Pearson Education

Recommended Journals

Journal of Marketing Research.
Journal of Public Relation
Journal of Direct Marketing
Journal of Consumer Behaviour

KIS Data

	Scheduled	Guided independent				Total
		Guided		Autonomous	Total	
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	MTH_112	HOR Department:	Miscellaneous
Unit Title:	Mathematics for Social Sciences I	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Adel Hamdy		
Pre-requisite:	None		

Aims:

This unit aims to introduce students to the basic mathematical concepts needed to pursue careers in business, economics, management, finance and investment.

It also aims to enable students to develop their mathematical skills needed to enhance their chances for understanding real world problems.

Moreover it aims to help students to appreciate the importance of integrating mathematics and computers in both required and elective units within their programs

Learning Outcomes

Knowledge:

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- The different types of interests in financial mathematics. This includes simple and compound interests. Also, future and present values of annuities.
- 2- Linear equations involving two, three or more variables.
- 3- Matrices and how they are used to represent a system of linear equations of two or more variables.
- 4- Linear programming (LP) as a mathematical tool used for optimization purposes.

Skills:

On successful completion of this unit, the student will be able to:

- 5- Identify the proper formula to use when solving a variety of problems on the mathematics of finance.
- 6- Solve systems of linear equations in two variables both algebraically and graphically.
- 7- Formulate a system of linear equations and for linear inequalities given real world word problems.
- 8- Use the gauss elimination method to solve a system of linear equations of any order either by hand or using computer tools.
- 9- Solve LP problems in two variables graphically to maximize or minimize an objective (optimization)

Indicative Content

- Mathematics of Finance: simple interest; compound and continuous compound interest; future value of an annuity; sinking funds; present value of an annuity; amortization.
- Systems of linear equations in two variables; algebraic and graphical solutions, as well as formulating real world problems
- Systems of linear equations and augmented matrices; Gauss-Jordan elimination method with applications; the use of computer tools to solve larger scale problems.
- Linear inequalities and linear programming; linear inequalities in two variables; systems of linear inequalities in two variables; linear programming in two dimensions: a geometric approach; formulation of linear programming applications.

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the unit to the students. Practical examples as well as selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate theory to practice.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies.

The assessment of this unit includes a number of components that will test the knowledge and skills of the students. Written test, which may comprise true/false statements and problems, will assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic mathematical techniques learned along the unit, a mid-term written exam and a final comprehensive written exam.

Assessment Weighting

Course work 40%

Unseen Exams 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Online Homework Assignments- Selected problems.	Week 2, 4,8,12	(10%)	[Outcomes 1-9].
Problem solving	Week 3,5,11	(10%)	[Outcomes 1-9].
Written in-class tests	10	(20%)	[Outcomes: 1, 5 and 8].
Midterm Exam – One hour and a half that may consist of definitions, true/ false statements and problem solving	Midterm examination schedule	(20%)	[Outcomes: 1, 5, 6 and 7].
Final Exam – Three hours exam that consists of true/ false statements and problem solving	Final term examination schedule	(40%)	[Outcomes: 1-9].

Reading List

ChanYves, ZY., GuoSpike, T., & LeeXun, Li., (2019), *Financial Mathematics, Derivatives and Structured Product*, Springer Nature Singapore.

Render, B., & Stair Jr, R. M. (2016). *Quantitative Analysis for Management*, 12e. Pearson Education India.

UniqU, LLC & Rupinder Sekhon (2012), *Applied Finite Mathematics*, openstax cnx, Connexions, Rice University, Houston, Texas. <https://cnx.org/content/col10613/1.5/>

Barnett, R., Ziegler, M. & Byleen, K. (2011). *Education college mathematics for business, economics, life sciences & social sciences*. 12th edition. Boston: Pearson Education.

Eiselt, H. A., Sandblom, C.L., (2007), *Linear Programming and its Applications*, Springer-Verlag Berlin Heidelberg

Sullivan, M. & Mizrahi, A. (2004). *Mathematics: An applied approach*. 8th edition. New Jersey: John Wiley & Sons.

Budnick, F. (1993). *Applied mathematics for business, economics, and the social sciences*. Singapore: McGraw-Hill.

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	MTH_113	HOR Department:	Miscellaneous
Unit Title:	Mathematics for Social Sciences II	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Adel Hamdy		
Pre-requisite:	MTH_112		

Aims

This unit aims to introduce students to applied mathematics. The unit is designed to teach students how calculus applies to their particular area of interest by focusing on the most important topics and applications in business, economics and management. It also aims to enable students to identify a relevant mathematical model of a real world phenomenon in business, economics and management, and to develop their mathematical skills needed to enhance their chances for understanding real world problems. Finally, it will help students to appreciate the importance of mathematics and computers in reinforcing and inducing critical thinking and decision making.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Some basic business and economic terms.
- 2- Some basic concepts of a variety of mathematical functions.
- 3- Linear, quadratic and exponential functions in mathematics and as applications.
- 4- The representation of mathematical functions numerically, graphically and algebraically.
- 5- The rate of change (slope) of a mathematical function and its interpretation.
- 6- Optimization in applied mathematics and differentiation.

Skills

On successful completion of this unit, the student will be able to:

- 7- Find the equation of a linear function from given data.
- 8- Solve linear function applications problems.
- 9- Sketch linear and quadratic functions.
- 10- Solve quadratic function application problems.
- 11- Solve exponential function application problems.
- 12- Find the first derivative of a mathematical function and interpret its meaning.
- 13- Identify the maxima and minima of non-linear functions for optimization purposes.
- 14- Appreciate the effect of mathematical thinking in predicting values and decision making.

Indicative Content

- Mathematical Functions: Definition; types, domain, and range.
- Linear, quadratic, and exponential functions: Predicting values, characteristics, graphical representation (sketching), interpretations of calculated values.
- Linear, quadratic, and exponential functions applications: Demand, Supply, Revenue, Cost, and Profit, market equilibrium, break even, growth and decay.
- Differentiation; Optimization Methodology; Identification of maxima and minima; Optimization applications: maximizing revenue, profit and minimizing cost.

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the unit to the students. Real world examples as well as selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate theory to practice.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies.

The assessment of this unit includes a number of components that will test the knowledge and skills of the students. Written quizzes, which may comprise true/false statements and problems, will assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic mathematical techniques learned along the unit, a mid-term written exam and a final comprehensive written exam.

Assessment Weighting

Course work	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Online Homework Assignments- Selected problems.	Week 2, 4, 6, 8	(10%)	[Outcomes 1-14].
Problem solving	Week 10	(10%)	[Outcomes 1-14].
Written in-class tests	Week 5,11	(20%)	[Outcomes: 7,8,9 and 11].
Midterm Exam – One hour and a half that may consist of definitions, true/ false statements and problem solving	Midterm examination schedule	(20%)	[Outcomes: 1, 7,8,9 and 10].
Final Exam – Three hours exam that consists of true/ false statements and problem solving	Final term examination schedule	(40%)	[Outcomes: 1-14].

Reading List

Barnett, R., Ziegler, M. & Byleen, K. (2011). *College mathematics for business, economics, life sciences & social sciences*. 12th edition. Boston: Pearson Education.

Sullivan, M. & Mizrahi, A. (2004). *Mathematics: An applied approach*. 8th edition. New Jersey: John Wiley & Sons.

Budnick, F. (1993). *Applied mathematics for business, economics, and the social sciences*. Singapore: McGraw – Hill .

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	PSC200	HOR Department:	Economics
Unit Title:	Introduction to Political Science	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Nihal El-Shimy		
Pre-requisite:	None		

Aims

This unit aims to introduce students to the field of political science and the basic political concepts as well as the major political assumptions underpinning political systems and practices. It also aims to study and analyse political theories in order to understand current global events.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- Differentiate between eastern and western notions of political systems (1)
- Understand current global political events (2)
- Compare and contrast between the different political systems (3)
- Present and defend a personal evaluation of the significance of political science in the globalization era (4)

Skills

On successful completion of this unit, the student will be able to:

- Display verbal and/or other presentation skills (5)
- Enhance individual initiative and research skills (6)
- Be self-evaluating in performance and in learning (7)

Indicative Content

- A science of Politics
- Nations, States and Governments
- Democracy, Totalitarianism, and Authoritarianism
- The Global system
- Political Economy and the integration of economics and politics.

Learning, Teaching and Assessment Strategies

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this unit. Lectures (staff-led, interactive – 3 hours per week) will introduce the key features of politics to students, will relate these to relevant current events, will open up associated issues, and will invite student questions and debate. Students will submit an individual assessed essay (1500 words – 1700 words) upon which they will receive formative feedback.

Student will be required to negotiate topics in discussion with the tutor that will provide appropriate coverage of the unit's main themes.

Tutorial time will be used by tutors to advise and assist student group learning, it will also provide means for individual student discussion and support (including feedback on assessed work). Tutorials will provide the framework to promote student reflection, including production of an individual reflective critique/evaluation of personal learning of the unit.

Students must submit the initial (formative) essay to be eligible for subsequent assessment.

Assessment Scheme

Course work	40%
Unseen Exam	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes - ILOs
- Summative assessment: Individual essay (1500-1700 words).	Week 10	(15%)	[Outcomes: 1, 2, 6]
- Individual presentation	Week 12	(5%)	[Outcomes: 2, 4, 5, 7]
- Quizzes	Weeks 5, 11	(20%)	[Outcomes: 1, 2, 3]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues.	Final Examination Schedule	(40%)	[Outcomes: 2, 3]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Electronic Textbooks:

- Morlino, L., Berg-Schlosser, D., & Badie, B. (2017). *Political science: a global perspective*. Sage. Available at:
<http://08113my4c.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/political-science?fromsearch=true>

Textbooks:

- El-Shimy, Nihal. (2008). *The American Japanese relations in the 1990s, continuity and change (A study in the alliance theory)*. A Dissertation presented to earn Doctor of Philosophy Degree in Political Science. Faculty of Political Science, Cairo University.
- Roskin, G. (2003). *Political science -An introduction*. USA: Pearson Education International.
- Almond, A. (2002). *Ventures in political science: Narratives and reflections*. USA: Boulder, CO: lynne Rienner.
- Dahl, A. (1991). *Modern political analysis*. USA: Upper saddle River. New Jersey: Prentice Hall.

Journals:

- The British Journal of Politics and International Relations (BJPIR)
<https://journals.sagepub.com/home/bpi>
- Annual Review of Political Science
<https://www.annualreviews.org/loi/polisci>

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	PSC320	HOR Department:	Economics
Unit Title:	International Relations	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Nihal El-Shimy		
Pre-requisite:	PSC 200		

Aims

This unit aims to introduce students to the field of international relations and to enable them to acquire knowledge about the paradigms that dominate it. It also aims to highlight problems related to international, social, economic and political environments. In addition to that, this unit attempts to encourage students to criticise and analyse the game of international relations in order to understand the rich complexity that makes up the world order – economic, cultural and political. Therefore, political theories are studied and analysed in an attempt to interpret and predict current global events.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- Differentiate between International systems during and after the Cold War era (1)
- Evaluate global political events (2)
- Compare and contrast between the different international political systems (3)
- Present and defend a personal evaluation of the significance of international relations in the globalisation era (4)

Skills

On successful completion of this unit, the student will be able to:

- Enhance initiative and research skills (5)
- Demonstrate team (group) working ability (6)
- Display verbal and/or other presentation skills (7)

Indicative Content

- Globalisation of international relations
- The evolving international system
- Foreign policy making
- Terrorism
- Weapons of mass destruction
- The united Nations and international law
- North-south capital flows and foreign assistance.

Learning, Teaching and Assessment Strategies

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this unit. Mixtures of lectures and tutorials will introduce the key features of politics to students, will relate these to relevant current events, will open up associated issues, and will invite student questions and debate. Tutorial time will be used by tutors to advise and assist students, and will also provide means for individual student discussion and support (including feedback on assessed work). Students are expected to carry out further readings on topics related to the unit.

Student will be required to negotiate topics for their group project in discussion with the tutor that will then be the basis for presentations in later weeks and which will provide appropriate coverage of the unit's main themes. These presentations will feature both group collaborative work and individual assessment [particular reference to outcomes: 5, 6 and 7].

Assessment Scheme

Coursework 40%

Unseen examinations 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes - ILOs
<i>Formative assessment</i> : Individual research paper.	Week 3	<i>Formative assessment</i>	[Outcomes: 5]
Group summative project and presentation.	Week 11	(40%)	[Outcomes: 5, 6 and 7]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues.	Final Examination Schedule	(40%)	[Outcomes: 2, 3 and 4]

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Electronic Textbooks:

- Gofas, A., Hamati-Ataya, I., & Onuf, N. (Eds.). (2018). *The SAGE handbook of the history, philosophy and sociology of international relations*. SAGE. Available at: <http://08113my5n.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/reference/the-sage-handbook-of-the-history-philosophy-and-sociology-of-international?fromsearch=true>

Textbooks:

- Light, M., & Groom, A. J. R. (Eds.). (2016). *International relations: A handbook of current theory*. Bloomsbury Publishing.
- Light, M., & Groom, A. J. R. (Eds.). (2016). *International relations: A handbook of current theory*. Bloomsbury Publishing.
- Dunne, T., Kurki, M., & Smith, S. (Eds.). (2013). *International relations theories*. Oxford University Press.
- Goldstein, J. & Pevehouse, J. (2012). *International relations*. 10th edition. Boston: Pearson Longman.
- Keohane, R. & Nye, J. (2012). *Power and Independence*. 4th edition. Boston: Longman.
- El-Shimy, N. (2008). *The American Japanese relations in the 1990s: Continuity and change (A study in the alliance theory)*. A Dissertation presented to earn Doctorate of Philosophy Degree in Political Science. Faculty of Political Science, Cairo University.
- Reus-Smit, C., & Snidal, D. (Eds.). (2008). *The Oxford handbook of international relations*. Oxford University Press.
- Held, D. (2004). *Global Transformation Politics, Economics and Culture*. Cambridge: Polity Press.
- Giplin, R. (2001). *Global political economy: Understanding the international economic order*. Princeton New Jersey: Princeton University Press.
- Hartmann, F. (1983). *Relations of Nations*. 6th edition. New York: Macmillan Publishing Co.
- Bishop, W. (1962). *International law: Cases and materials*. Boston: Little, Brown & Co.

Journals:

- Cambridge Review of International Affairs
<https://www.cria.polis.cam.ac.uk>
- The British Journal of Politics and International Relations (BJPIR)
<https://journals.sagepub.com/home/bpi>
- Review of International Studies

KIS Data

	Scheduled	Guided independent			Total	Total
		Guided		Autonomous		
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%

Unit Code:	STAT215	HOR Department:	Miscellaneous
Unit Title:	Statistics for Business I	Course Code:	----
Credit Hours:	3		
Unit Leader:	Dr. Hosny Ibrahim		
Pre-requisite:	MTH_112		

Aims

This unit aims to give students an appreciation of the applied statistics field in a clear and interesting manner. It also aims to enable students to collect, present, analyze and interpret data to find inferences and evaluate the reported results in order to make appropriate decisions. Moreover, it aims to provide students with the basic concepts of probability theory and its applications.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Demonstrate knowledge about how to collect, present, analyze data to reinforce decision-making capability.
- 2- Use numerical summary measures, such as the one that gives the centre and spread of a distribution to study and analyze the main features of a data set.
- 3- Use the basic concepts of probability and the rules for computing it.
- 4- Explain the concept of a probability distribution and its mean and standard deviation.
- 5- Find a point estimate and interval estimate for the population mean.

Skills

On successful completion of this unit, the student will be able to:

- 6- Interpret graph and data found in newspapers and magazines.
- 7- Transform raw data into furnished data that can be analyzed and interpreted.
- 8- Make decisions under conditions of uncertainty.
- 9- Draw different types of graphs using Excel and SPSS.

Indicative Content

- Collecting, organizing, presenting and graphing data.
- Numerical descriptive measures.
- Basic concepts and rules of probability theory.
- Random variable and probability distribution (discrete & continuous).
- Estimation of the mean (point and interval estimates)

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the unit to the students. Selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate theory to practice for a wide range of applications in business and economics.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies. Hands-on experience in applying the concepts using Excel and SPSS is an integral part of the unit. The assessment of this unit includes a number of components that will test the knowledge and skills of the students. Written tests, which may comprise true/false statements and problems, will assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic statistical techniques learned along the unit, and to sit for written exams.

Assessment Scheme

Course work	40%
Unseen exams	60%

Assessment Type	Date	Weighting 100%	Intended Learning Outcomes – ILOs
Written assignments based on problem solving	Week 2 Week 5 Week 10 Week 12	10%	[Outcomes: 1-9]
IT Applications	Week 11	10%	[Outcomes: 1- 9]
Written tests	Week 6 Week13	20%	[Outcomes:1- 5-]
An unseen mid-term exam	Week 7	20%	[Outcomes: 1, 2, and 3].
An unseen final exam	Week 14	40%	[Outcomes: 4,5]

Formative assessment is provided to the students on their work during both lectures and tutorials.

Learning Materials

Donnelley, R.A., Jr. & Colleges, Goldey- Beacom. (2020). *Business statistics*. 3rd edition. New York: Pearson.

Mcclaiive, B., Benson, P. G. & Sincich, T.T. (2018). *Statistics for business and economics*. 13th edition. New York: Prentice Hall.*onomics*. New York: John Wiley & Sons.

Lee, C.F., Lee, J.C. & Lee, A.C., (2013), *Statistics for Business and Financial Economics*, 3rd Edition, New York: Springer Science & Business Media.

Benghezal, F. (2011). *Statistics for Business (Arab World Edition)*. Pearson Education UK

Introductory Statistics (free pdf 7th Edition. Prem . S. Mann (Source: <http://abcnews.go.com/images/Politics/1005a1HowRude.pdf>).



Faculty of Management Sciences

Introductory Statistics University of Oklahoma Custom Edition www.Sfu.ca/~yiting/BUEC232.pdf
OpenStax College Rice University 6100 Main Street MS-375 Houston, Texas 77005

KIS Data

	Scheduled	Guided independent			Total	Total
		Guided	Independent	Autonomous		
Hours	72	30	27	11	68	140
Percentage	51.4%	21.4%	19.2%	8%	48.6%	100%

Unit Code:	STAT216	HOR Department:	Miscellaneous
Unit Title:	Statistics for Business II	Course Code:	-----
Credit Hours:	3		
Unit Leader:	Dr. Hosny Ibrahim		
Pre-requisite:	STAT215		

Aims

This unit aims to help students develop their understanding and appreciation of the importance of applied statistics and its applications in the field of economics. It also aims to introduce students to the application of the hypotheses tests in the area of quality control. Moreover, it aims to enable students to use regression analysis and correlation coefficients to determine the relationship between two variables.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Tests of hypotheses on the population parameters using normal, t,F and CHI-square distributions.
- 2- Inferences about the difference between two population means and the difference between two population proportions.
- 3- Tests of hypotheses on the variance and the standard deviation of a single population.
- 4- The one-way analysis of variance (ANOVA) procedure to perform test of hypotheses about three or more population means.
- 5- Regression analysis and correlation coefficients for forecasting the future values of variables.
- 6- Methods to analyze time series data.

Skills

On successful completion of this unit, the student will be able to:

- 7- Find out, whether a given claim (or statement) about a population parameter is true or not by using some sample information.
- 8- Use different techniques to analyze data.
- 9- Use regression analysis to make decisions for future about production, sales, investments, raw materials, etc.
- 10- Use the computer software (SPSS) to perform regression analysis and ANOVA.

Indicative Content

- Hypothesis testing about the mean and proportion.
- Estimation and Hypothesis testing: Two populations.
- CHI-square tests: A goodness of fit, contingency tables, and inferences about the population variance.
- Analysis of variance (ANOVA).
- Simple linear regression.

- Multiple regressions.
- Time series analysis

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the unit to the students. Real world examples as well as selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate theory to practice for a wide range of applications in business and economics.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, discussion of case studies, and teaching the students how to use the software in making regressions and this will be conducted in the computer lab. The assessment of this unit includes a number of components that will test the knowledge and skills of the students. Written tests, which may comprise true/false statements and problems, will assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic statistical techniques learned along the unit, and to sit for written exams.

Assessment Scheme

Course work	40%
Unseen exam	60%

Assessment Type	Date	Weighting 100%	Intended Learning Outcomes – ILOs
Written assignments based on problem solving	Week 2 Week 5 Week 10 Week 12	20%	[Outcomes: 1 – 6 and 10].
Written tests	Week 6 Week 11	20%	[Outcomes: 1- 9].
An unseen mid-term exam	Week 7	20%	[Outcomes: 1 – 3].
An unseen final exam	Week 14	40%	[Outcomes: 1 – 9]

Formative assessment is provided to the students on their work during both lectures and tutorials.

Learning Materials

Donnelley, R.A., Jr. & Colleges, Goldey- Beacom. (2020). *Business statistics*. 3rd edition. New York: Pearson.

Mcclaire, B., Benson, P. G. & Sincich, T.T. (2018). *Statistics for business and economics*. 13th edition. New York: Prentice Hall.

Özdemir, D., (2016), *Applied Statistics for Economics and Business*, 2nd Edition, Springer International Publishing Switzerland

Lee, C.F., Lee, J.C. & Lee, A.C., (2013), *Statistics for Business and Financial Economics*, 3rd Edition, New York: Springer Science & Business Media

Schinazi, R.B., (2012), Probability with Statistical Applications, 2nd Edition, Springer Science & Business Media, LLC

Benghezal, F. (2011). Statistics for Business (Arab World Edition). Pearson Education UK
Introductory Statistics (free pdf 7th Edition. Prem . S. Mann (Source:
<http://abcnews.go.com/images/Politics/1005a1HowRude.pdf>).

Introductory Statistics University of Oklahoma Custom Edition www.Sfu.ca/~yiting/BUEC232.pdf
OpenStax College Rice University 6100 Main Street MS-375 Houston, Texas 77005

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%