



## **Student Catalog**

**Academic Year**

**2016-17**

Document: ADSM\_StudentCatalog\_2016\_v1

Date: 09-11-2016

Owner: IR

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## A. Introduction to ADSM

### A1. History of ADSM

ADSM operates in Abu Dhabi under the sponsorship of the Abu Dhabi Chamber of Commerce and Industry. ADSM seeks to produce a new cadre of entrepreneurial managers- highly talented graduates equipped in the science of management who take the lead in innovating, improving and enhancing their environments – whether they find themselves in a start-up venture, a corporation, a governmental organization, or whether it is the community at large. ADSM’s programs are designed to meet this objective. It began its program offering with a Master of Business Administration program in 2013 which has already produced its first cohort of graduates. ADSM is working towards expanding its program portfolio to include programs that will meet the needs of the Emirate of Abu Dhabi. ADSM recently received accreditation from the Ministry of Education to launch two new postgraduate programs: Master of Science in Quality and Business Excellence and Master of Science in Leadership and Organizational Development.

### A2. ADSM Vision, Mission, Strategic Goals, and Core Values

The **Vision** of the Abu Dhabi School of Management is as follows:

The Abu Dhabi School of Management’s vision is to be a center of excellence for entrepreneurship, leadership, and management through the discovery and dissemination of knowledge.

The **Mission** of the Abu Dhabi School of Management is as follows:

The Abu Dhabi School of Management’s mission is to develop entrepreneurial managers with the knowledge and skills to contribute to sustainable socio-economic development in the knowledge economy. The School aims to create an enriching and rewarding environment which promotes entrepreneurialism, scholarly inquiry, research and UAE cultural heritage while fostering diversity, understanding and tolerance.

#### **Strategic Goals**

ADSM’s strategic goals are to:

1. Create a new cadre of highly talented and diverse entrepreneurs equipped in the science of management in the knowledge economy with practical competencies to take the lead in innovating, improving, and enhancing their environments.
2. Benchmark its programs and business operations to international standards of excellence.
3. Establish strategic partnerships with quality international colleges and universities that possess a solid record of academic excellence and achievements.
4. Recruit and retain faculty and staff with international qualifications and a proven record of accomplishments.
5. Integrate entrepreneurial values in all of its curricula and business culture.

6. Promote UAE culture and heritage.
7. To advocate cultural diversity, understanding and tolerance.
8. Increase the intellectual capital of the UAE and the region through original and applied research in the management discipline.

### **Core Values**

**To Enhance the Learning Experience:** A vital function of the School is to educate students to appreciate the complexities of the human experience and to prepare them to engage actively, entrepreneurially and productively both in their careers and as global citizens of their communities. Recruiting qualified students and providing them with an entrepreneurial education are keys to our broad mission and to our success as an innovative, high quality educational institute. The academic programs and experience we offer must be appropriate to the aspirations and futures of our students, and must meet society's need for the qualified global knowledge worker.

**To Enhance Research, Discovery and Creativity:** ADSM is distinguished by its focus on innovation and entrepreneurship from economic and cultural perspectives of the Emirate of Abu Dhabi and of the UAE. The School achieves this focal breadth through a unique "academic model" which integrates advances in business and management education, research and development methods, the Abu Dhabi Policy Agenda, and Abu Dhabi Chamber of Commerce & Industry's mandate. Fundamental to this model is the role research plays in creating new knowledge and understanding global business and management best practices. Equally fundamental is the implementation of such practices in Abu Dhabi, documenting, synthesizing, and disseminating them in the community in the form of research papers, short articles, whitepapers, seminars, workshops, and conferences for the benefit of the Emirate of Abu Dhabi, the UAE and the Gulf region.

**To Promote Entrepreneurialism:** Comprehending and resolving today's increasingly complex social issues warrants an interdisciplinary approach. Our students acquire a solid interdisciplinary background as entrepreneurialism is inherently an interdisciplinary study. The 2006 Kauffman Panel on Entrepreneurship Curriculum in Higher Education explains that "As a magnet for the authentic integration of varied fields of learning and as a bridge between theory and practice, entrepreneurship is a superb vehicle with which to achieve the aims of the broad, effective, and integrated learning that marks a strong college education."<sup>1</sup>

**To Support the Socio-Economic Development of Abu Dhabi:** The Abu Dhabi School of Management's academic, research, and supporting programs achieve a macro-level, strategic alignment with the Abu Dhabi Policy Agenda of 2007/2008, and the mandate of the Abu Dhabi Chamber of Commerce & Industry -- both of which serve as proactive engines of sustainable socio-economic growth for the Emirate of Abu Dhabi.

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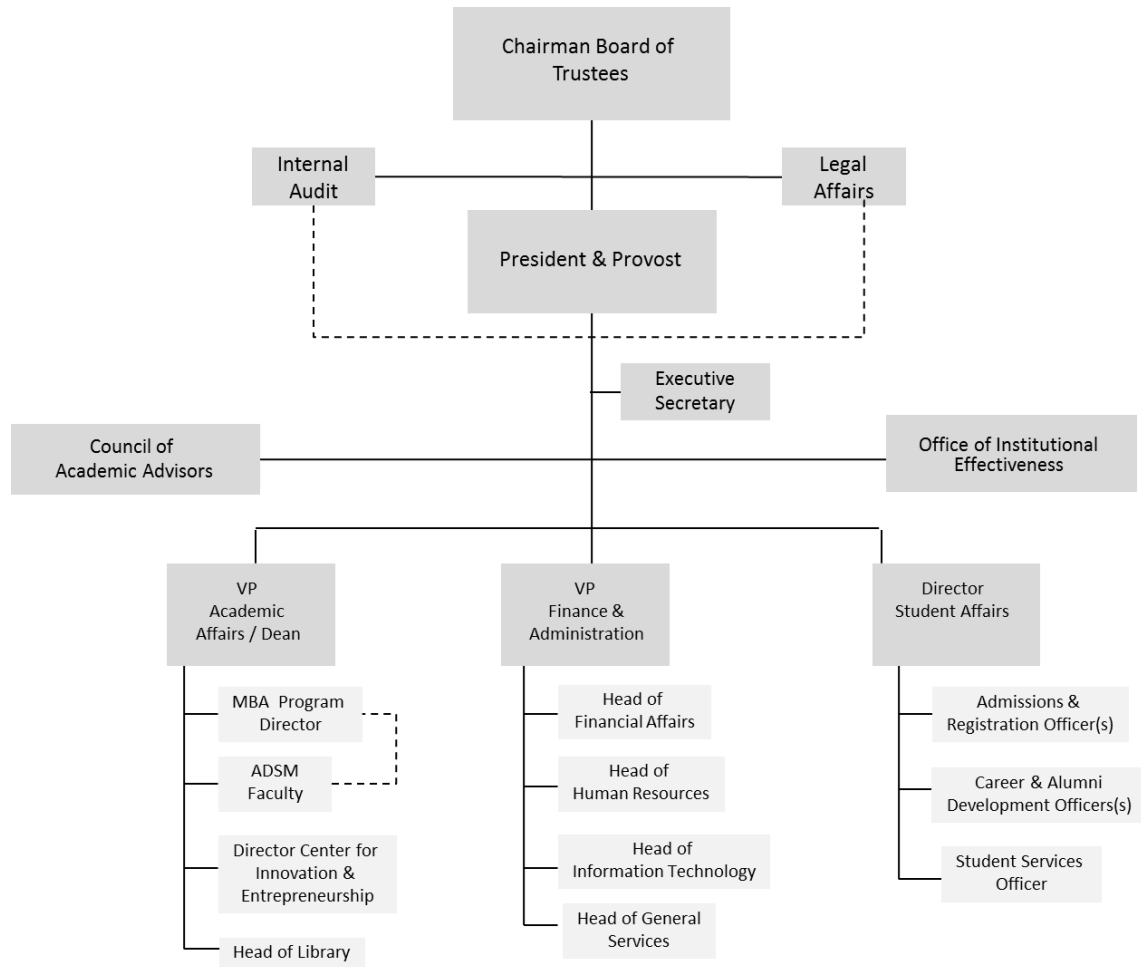
<sup>1</sup> *Entrepreneurship in American Higher Education*, 2006 Report from the Kauffman Panel on Entrepreneurship Curriculum in Higher Education, p. 7

### A3. Licensure and Accreditation

The Abu Dhabi School of Management, located in Abu Dhabi, is officially licensed by the Ministry of Education of the United Arab Emirates to award degrees in higher education. ADSM has received initial accreditation from the ministry to offer the following programs:

- a) Master of Business Administration
- b) Master of Science in Quality and Business Excellence
- c) Master of Science in Leadership and Organizational Development
- d) Postgraduate Diploma in Quality and Business Excellence
- e) Postgraduate Diploma in Leadership and Organizational Development

### A4. ADSM Organizational Chart





### **A5. The ADSM Campus**

The Abu Dhabi School of Management is located near the corners of Salam and 31 Streets in Abu Dhabi. The exact location can currently be found via a Google map search for ADSM. The ADSM campus provides full classroom space, prayer rooms, a library, computer labs, food services, plus a range of IT services. These facilities are up-to-date in terms of technology and ADSM emphasizes services that can be used remotely by our students, thus ensuring that they can access our library resources and connect with class materials, classmates, and their instructors from off-campus locations.

### **A6. Student Services**

The Student Services available to the postgraduate students at ADSM are designed to support students with their degree programs. These services are described in detail in the Student Handbook, which is available in the Student WebPortal ([lms.adsm.ac.ae](http://lms.adsm.ac.ae)).

### **A7. Academic Calendar**

In order to provide accurate calendars, the ADSM Academic Calendar is kept on the School's website (<http://adsm.ac.ae/academic-calendar/>) and updated regularly. ADSM shall announce any closure on a religious and/or public holiday to staff and students as government announcements are made.

## B. Academic Regulations and Processes

### B1. Admission Requirements

ADSM accepts qualified local and international applicants into its graduate degree programs in accordance with our established admissions criteria. Applicants must meet the School’s minimum academic and English language requirements as provided below to enroll in a Master’s program at ADSM. There may be additional admission requirements set for specific Master programs. Refer to the relevant program section of this Catalog for program-specific admission criteria. The admission requirements and application deadlines are published on the ADSM website. The Admission’s office can be reached by phone at +971 02 691 7811 for additional application assistance.

#### Admission Requirements

##### i) Academic Requirements

To be admitted into a Master’s program at ADSM students are required to have completed a Bachelor’s degree from a Ministry of Education accredited or recognized institution and achieved minimum scores as per below:

Direct Entry	CGPA 3.0 (or equivalent under other systems) on a 4.0 scale
Conditional Entry	CGPA 2.5 – 3.0 (or equivalent under other systems) on a 4.0 scale

##### ii) English Language Requirements

Students seeking admission to a postgraduate program at ADSM are required to submit one of the following English language proficiency certificates as per below.

Type of Admission	IELTS (Academic)	Internet Based TOEFL	Computer Based TOEFL	International Paper-based TOEFL	Pearson PTE (Academic)	Cambridge English Advanced
Direct Entry	6.0	79	213	550	50-57	52
Conditional Entry	5.5	71	197	530	42-49	47

Exemptions to the English language requirements may apply as specified in the 2011 CAA Standards.

**iii) Additional Requirements for MBA**

Candidates seeking admission to the MBA program are required to have work experience and may be asked submit evidence in support of it. In addition, candidates may also be asked to attend an interview with the Admissions Committee.

**iv) Additional Requirements for Master of Science in Quality and Business Excellence (MS QBE)**

An earned Bachelor's degree in a relevant field such as Management or Business with a minimum GPA as per B1 (i) is required to be considered for admission to the QBE program.

**v) Additional Requirements for Master of Science in Leadership and Organizational Development (MS LOD)**

An earned Bachelor's degree in a relevant field such as Management or Business with a minimum GPA as per B1 (i) is required to be considered for admission to the LOD program.

**Mature Entry**

Applicants with a Bachelor's degree from an accredited institution of higher education with a minimum GPA of 2.0 on a 4.0 scale (or equivalent), plus a minimum work experience, may be considered for admission as a mature entry student. The Admissions Committee assesses applications for admission.

Students accepted on a conditional or mature entry basis are required to achieve a minimum 'B' average in the first nine credits completed. Additionally, students admitted with a TOEFL score of 530 or its equivalent will be required to submit a TOEFL score of minimum of 550 or its equivalent by the end of the first semester.

**Transfer Credit**

Graduate students are expected to complete all degree requirements in residence at ADSM. Transfer credits for courses taken elsewhere are accepted in certain rare situations deemed appropriate by ADSM. Potential transfer credits must be for postgraduate level study, must be for grades of B or higher, and cannot surpass a total of six credits. Transfer credit will only be accepted from an institution deemed acceptable by the CAA as per 2011 Standards. Courses that have been taken as part of a finished degree, diploma, or other exit award cannot be applied for credit transfer. Transfer credits will not be accepted from prospective students whose application status is conditional due to academic background, language level, or other reasons as specified in the 2011 CAA Standards. Awarded transfer credit will be recorded on the student's ADSM transcript as transfer credit and will not be included in GPA calculations.

**B2. Advising and Enrollment**

Academic advising is intended to facilitate students in the development of their educational and career goals; their understanding of the correlation between their educational experience and their career aims; and their satisfying of ADSM degree requisites. Students will have opportunity to seek academic advice, co-curricular assistance, and various forms of counselling. The system for advising students begins at intake when students are allocated to an academic advisor based on academic interests. The advisor is

the first point of contact for general academic advice as well as guidance on a variety of topics including career advice, project work, and co-curricular needs. This relationship is maintained through the duration of the academic program and meetings are arranged through the LMS interface. The system ensures that meetings occur between students and their advisors and instructors while at the same time creating an auditable system. The tracking of these appointments is particularly useful in the context of monitoring the engagement of at-risk students.

Students are responsible for:

- Understanding and completing degree requirements;
- Reviewing the Catalog, Student Handbook, and class schedule;
- Attending orientation for new students; and,
- Providing documents as requested by the ADSM Registrar and academic advisors.

### **B3. Class Attendance**

ADSM Students are required to attend and participate fully in all class sessions, workshops and other sessions scheduled for their respective course(s).

If a student is unable to attend a class session, they must submit a legitimate reason in writing to the Registrar's Office before the class session. If a student misses a class session due to an unforeseen reason, the concerned student must submit an explanation in writing containing a legitimate reason within three days of the class session to the Registrar's Office.

In case the students miss a class session, they are responsible to complete any missed assignments or task assigned during that particular class session, with the permission of their instructor(s).

#### **Maintaining the Learning Environment**

Certain behaviors disrupt classes; for example, late arrivals, ringing phones, or noises from electronic devices, etc. All members of the class are expected to respect the learning environment and the lecturer's efforts to maintain it. Lecturers have full authority to decide whether a student is disruptive. In addition, lecturers can refer the student to the Program Coordinator for review of disciplinary options. Repeat offenders will be reported to the Disciplinary Committee and may be withdrawn from the class.

#### **Participation**

Students are expected to actively engage in class discussions, both by speaking during class sessions and by writing in online forums and discussions on Moodle. In all communications, instructors and fellow students should be treated with respect and tolerance, while derogatory or inflammatory comments on the cultures or attitudes of others in the class are not permitted.

For official policies related to attendance, and repercussions for missing class sessions, please refer to the Academic Progress Policy located on the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)).

#### **B4. Grading System**

ADSM uses a standardized grading and grade point average calculation system consisting of the following scale and accompanying values: A =4.00, B =3.00, C =2.00, D =1.00, and F =0.00.

A more complete explanation of grade categories, exceptions, and the calculation of GPAs can be found in the Grading and Assessment Policy, the current version of which can be found at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)).

#### **B5. Release of Grades**

Course grades are generally available within three weeks after the class and assessment periods. Grades can be viewed online via the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)).

#### **B6. Incomplete Grades**

A status of “Incomplete” (“IP”) can be awarded to a student at ADSM according to strict requirements that are described in the Grading and Assessment Policy, which is found on the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)). It is the responsibility of the student to resolve the IP grade according to the directions given and within the permitted timeframe as spelled out in the policy. Students who do not make up incomplete work within the specified time periods will receive a final grade from the instructor based on normal class requirements, with a numerical value of “0” calculated into the final grade for all items that remain incomplete at the end of the time period.

#### **B7. Grade Disputes**

ADSM permits the review of class grades subject to the parameters and timeframes that are spelled out in the current version of the Student Appeals Policy, which can be found at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)).

#### **B8. Grade and GPA Requirements**

To be eligible for graduation, students must attain a minimum 3.0 cumulative grade point average (GPA) on all credit earned at ADSM. For exact information about the calculation of GPAs, please refer to the Grading and Assessment Policy. For more information on minimal GPAs for continuation in a program of study and for graduation, please refer to the School’s Academic Progress Policy and the Graduate Completion Policy. Both policies are found online at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)).

#### **B9. Monitoring of Academic Deficiencies**

After each term, the Program Coordinator reviews the records of all students whose cumulative GPA is below 2.80 or who have received an F in any subject. Requirements for continuation in good standing within an academic program at ADSM are contingent upon students performing within the parameters set in the official ADSM Academic Progress Policy, as found online at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)). Based on academic performance, students can be placed on probation or dismissed from the School according to the aforementioned policy.

## B10. Graduation Honors

Honors at graduation are awarded to graduate students based on their GPA as follow:

Summa Cum Laude (“With Highest Honor”)	4.00
Magna Cum Laude (“With Great Honor”)	3.80 – 3.99
Cum Laude (“With Honor”)	3.50 – 3.79
Very Good	3.25 – 3.49
Good	3.00 – 3.24

Honors are determined based on GPA averages of all program graduates from within the current academic year.

## B11. Leave of Absence

Students are eligible to take a leave of absence contingent upon regulations enumerated in the Academic Progress Policy, as available online at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)). In general, the terms of a leave of absence are based upon a formal request by the student to the School. Successful requests are granted with specific expiration dates and conditions for return to ADSM.

## B12. Deadlines for Dropping or Withdrawing from Subjects

Ceasing to attend class does not constitute an official withdrawal. Students must notify the Registrar’s office before the withdrawal date in order to withdraw from a subject. Students not officially withdrawing from a subject will be awarded a final grade based on the normal subject requirements, with a numerical value of “0” calculated into the final grade for all subject requirements not completed. Withdrawals also depend on specific timeframes within a term and are thus limited to specific periods that are designated on the official ADSM academic calendar. Grade and financial repercussions depend on when a withdrawal is made according to the ADSM Academic Progress Policy, and the Student Finance Policy which are found online at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)).

## B13. Withdrawal from ADSM

Students can withdraw completely from ADSM but must do so according to processes enumerated in the Academic Progress Policy and at specific dates in order to avoid academic and financial penalties. A student who withdraws from a program without properly filling in the appropriate forms is financially responsible for the program cost according to the schedule contained in the Student Financial Policy, which is found at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)). Failure to withdraw without following official regulations will subject the student to penalties as well as possible legal recourse.

## B14. Mandatory Leave/Withdrawal Policy

ADSM reserves the right to determine, at its discretion, that each student is participating successfully in the School’s educational and co-curricular programs. Furthermore, ADSM reserves the right to determine whether a student’s behavior complies with the School’s rules, regulations, and policies; that it does not impede another student’s performance or threaten anyone’s safety, or otherwise disrupt the School’s

operations. In this circumstance, ADSM can mandate that a student be withdrawn from a subject or terminated from the academic program according to processes dictated in the Academic Progress Policy, Academic Integrity Policy, the Student Rights and Responsibilities Policy, the Policy on Appropriate Use of Technology, the Student Disciplinary Policy, or other official ADSM policies as deemed relevant.

#### **B15. Readmission to ADSM**

In order to be readmitted once having officially withdrawn from ADSM, students must go through the application for readmission process. This readmission process consists of a letter of request to the Registrar. In this letter, the student must address his or her reason for wanting to return, how the student has addressed any issues that resulted in the withdrawal, and how the student will use any resources to aid in his or her academic performance and/or other concerns. Readmission will also be dependent on any sanctions that may have been imposed by the Student Disciplinary Committee, if any.

### **C. Financial Policies**

The financial expectations of ADSM for student fees and tuition are clearly indicated on the ADSM website and are updated when altered. Refunds and the dates for withdrawal and financial reimbursement are included as are the terms of the various payment options for tuition fee payment. All issues are contained in the Student Finance Policy, which is available online at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)).



## D. Academic Integrity, Code of Conduct, and Grievances

### D1. Academic Integrity at ADSM

The School is committed to being an international leader in management education. The School focuses on educating innovative leaders capable of initiating, managing, and implementing change. Consistent with this mission, ADSM welcomes diversity within its community and requires each member to respect the values of other members of the community. To maintain the integrity of the diverse cultures present at ADSM, certain standards of academic conduct must be adhered to by each graduate student, faculty member, staff member, and administrator throughout his or her experience at the School. Every member of the ADSM community is expected to uphold the principles embodied in the Academic Integrity Policy.

All members of the School community—students, faculty, and staff—share responsibility to bring forward known acts of apparent academic dishonesty. Any member of the academic community who witnesses or otherwise becomes aware of an act of academic dishonesty should report it to the appropriate faculty member or to the Program Director.

ADSM's Academic Integrity Policy is a comprehensive review of the School's expectation in this regard as well as the various penalties for breaches of the policy. This policy is found online at the ADSM Student WebPortal ([lms.adsm.ac.ae](http://lms.adsm.ac.ae)) and is closely associated with the Student Rights and Responsibility Policy and the Policy on Appropriate Use of Technology, which are located via the same online location.

Because of the seriousness of academic integrity and to avoid the possible misunderstandings made by new students, the following is a list of some examples of what can constitute academic dishonesty:

#### **Cheating**

Intentionally or unintentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Examples of cheating:

- Unauthorized use of notes, text, or other aids during an examination or an assessment.
- Copying from another student's examination, research paper, case write-up, homework, computer disc, etc.
- Talking during an examination.
- Viewing a test before it is officially distributed to test-takers.
- Using a laptop/cell phone/handheld computer/wireless device/or other electronic device to transmit exam or assessment material.
- Handing in the same paper for more than one course without the permission of the instructor. Note: embarking upon a second paper assignment that is similar to, overlaps, or reflects the content of a previously written paper used for credit in another course, is acceptable only if students first obtains permission from the second instructor.

## **Plagiarism**

Intentionally or unintentionally representing the words or ideas of another as one's own in any academic exercise by failing to provide proper documentation of source by way of footnote, endnote, or note inside the text. Plagiarism, like cheating, is behavior that is not appropriate in an academic community. If you are unclear as to what constitutes plagiarism, or are unsure whether a specific idea or source should be footnoted, you are strongly encouraged to ask your instructor and consult Corbett, *Little English Handbook*, which is available in the Library.

The following sources demand a citation:

- Word-for-word quotations from a source, including another student's work.
- Paraphrasing the ideas of others, including another student's work.
- Unusual or controversial facts—facts that are unlikely to be found in many places.
- Information obtained from Internet sources must be cited in a manner consistent with other sources.
- Radio and television programs, interviews, and telephone conversations.

## **Fabrication**

Intentional falsification, or invention of any information, data, or citation in an academic exercise.

Examples of fabrication:

- Making up data for a research project.
- Altering the results of an experiment or survey.
- Listing a citation for a source not used.
- Stating an opinion as a scientifically proven fact.
- Participation in academically dishonest activities.

## **Participation in Academically Dishonest Activities**

Examples of academically dishonest activities:

- Stealing an examination or seeking access prior to its official distribution to students.
- Purchasing or otherwise obtaining a prewritten paper through mail-order, the Internet, or similar service.
- Selling, loaning, or otherwise distributing materials for the purpose of cheating, plagiarizing, or carrying out other academically dishonest acts.

In addition, facilitating academic dishonesty by intentionally helping or attempting to help another to violate any provision of this policy. Examples of facilitating academically dishonest activities:

- Inaccurately listing as co-author of a paper, case write-up, or project, someone who did not contribute.
- Sharing a take-home examination, homework assignment, case write-up, or project with someone who did not contribute.
- Taking an examination, or writing a paper or completing an assignment for another student.

### **Unauthorized collaboration**

This refers to instances when students claiming sole authorship submit separate reports, which are substantially similar to one another. While several students may have the same source material—as in case write-ups—the analysis, interpretation, and reporting of that data must be each individual's.

## **D2. ADSM Student Code of Conduct**

As a member of the ADSM community, you are expected to observe and respect the personal and property rights of others. The responsibility of all students to comply with laws, ordinances, bylaws, and regulations applies both on and off campus. It is expected that the instructors, staff, and students of ADSM conduct themselves in a professional and respectful manner that befits a prestigious institution of learning. Although a wide range of student responsibilities are detailed in the Student Rights and Responsibilities Policy as well as the Academic Integrity Policy and the Policy on Appropriate Use of Technology, it is impossible to cover every standard of behavior. Therefore, these policies, which are available on the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)), do not constitute a comprehensive code of conduct, but are instead a set of procedures necessary for meeting the practical, routine requirements of an academic community.

ADSM affirms its commitment to strive for a fair, humane, and respectful environment for all employees and students. It is the policy of the School to maintain a working and learning environment that values and expects respectful conduct and communication. Every member of the ADSM community has the right to live, learn, work, and otherwise participate in an environment that is free from all forms of harassment by any other member of the community. The School encourages freedom of inquiry, opinion, and speech, and it will defend the right of anyone to express his or her views. However, the right of expression must be exercised responsibly without depriving others of their right to enjoy this and all other opportunities provided by the School with respect to the laws, culture and heritage of the United Arab Emirates.

As a general overview of topics of primary importance to the conduct of instructors, staff, and students at ADSM, the following types of behavior are specifically enumerated in the Student Rights and Responsibility Policy:

- Disorderly Conduct
- Smoking Outside of Designated Areas
- Harassment
- Possession of Weapons
- Providing False Information and Misrepresentation
- Theft/Damage/Vandalism of or to Personal, School, or Public Property
- Unauthorized Entry into School Facilities

The ADSM Student Rights and Responsibilities Policy is available online at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)).

### **D3. Computer Ethics and Usage**

Computer abuse affects everyone who uses computing facilities and results in significant expense to the School. Therefore, ADSM policies regarding computer usage and use of the WiFi network applies to ADSM students, faculty, and staff. In general, the same moral and ethical behaviors that apply in the non-computing environment apply in the computing environment. Actions that are unacceptable in the School community also are unacceptable on the network, computing systems and other electronic services including:

- Harassment in any form;
- Failure to respect the rights and property of others;
- Forgery or other misrepresentation of one's identity; and,
- Distribution, redistribution, attempted downloading, or downloading of copyrighted materials without the permission of the copyright owner.

It is the responsibility of each ADSM community member to use the services provided by the School's campus network and computing systems appropriately and in compliance with all laws and regulations. Furthermore, users are expected to use computer, electronic mail, and network services in an effective, ethical, responsible, and efficient manner consistent with the instructional, research, public service, and administrative goals of the School.

ADSM treats access and usage violations seriously. Access to the School computing facilities and information resources is a privilege and may be restricted or terminated at the School's sole discretion. In addition, more severe disciplinary actions can be taken according to the terms of the ADSM Policy on Appropriate Use of Technology, which can be found online at the ADSM Student WebPortal ([lms.adsm.ac.ae](http://lms.adsm.ac.ae)). Violations to this policy may result in disciplinary action and prosecution by government officials can also occur.

### **D4. Resolution of Complaints**

The three major policies regarding student behavior as described in this section of the catalog are as follows: the Academic Integrity Policy; the Student Rights and Responsibilities Policy; and, the Policy on Appropriate Use of Technology. The policy and procedures for the investigation of violations, the application of disciplinary actions, and the various rights of the affected party to appeal the decision are contained in the Student Disciplinary Policy.

All official ADSM materials governing these policies can be found online at the ADSM Student WebPortal ([lms.adsm.ac.ae](http://lms.adsm.ac.ae)).

## E. Master of Business Administration (MBA)

ADSM's MBA program is one of the critical links in fulfilling ADSM's mission to develop entrepreneurial managers who can enhance the existing managerial capacity and also to encourage the growth of entrepreneurial ventures in the UAE. Aimed at prospective MBAs who demonstrate entrepreneurial behaviors, we develop global leaders with both a strong business foundation as well as an entrepreneurial mindset. We do this by combining a holistic integration of the traditional business disciplines interwoven with our approach to teaching the entrepreneurial thought process. As a result, our graduates succeed across the entire spectrum of global organizations needing leaders with: a relentless bias for action, an ability to create opportunities in a variety of context, and the entrepreneurial skill to ultimately drive results and run businesses.

The MBA program curriculum transforms students into entrepreneurial managers through:

- A focus on innovation, transcending boundaries, and discovering potential.
- Courses that cover business foundations.
- An integrated and applied holistic management perspective.
- A thorough exploration into general business management areas.
- Work-related, real-world application of knowledge gained throughout the MBA experience.

### E1. ADSM's Partnership with Imperial College London Business School

The Abu Dhabi School of Management MBA Program is being delivered in partnership with the Imperial College London Business School.

The Imperial College London Business School (ICBS) is consistently ranked as one of the world's best universities. Its cross-faculty collaborative research means that its expertise lies at the point where science, engineering, medicine and business meet. As a result, innovation and entrepreneurship has been a core focus of research and teaching since the creation of the business school. ICBS is guided by the ideal of a university as a center for the development of fundamental ideas and the expansion of the boundaries of knowledge for the good of society.

ADSM is proud to have such an internationally recognized leader in innovation and entrepreneurship to partner with and bring world renowned education to the people of Abu Dhabi.

### E2. Admission Requirements

Applicants to the MBA program must demonstrate their potential for graduate work through previous academic performance and professional work experience in addition to an ability to make unique contributions to the classroom. Each applicant will be assessed on a case-by-case basis where past academic achievement and potential will be considered in conjunction with professional work experiences, community activities, personal recommendations, etc. Please refer to Section B1 of this catalog for specific requirements.

### E3. Admission Procedures

Applicants must submit a completed and signed application form with the required documents as per below and pay the application fees as described on the ADSM website. In addition, students may be asked to complete an interview with the Admissions Committee comprised of academic staff members, to evaluate the student's likelihood of success in the program.

#### Documents required

- Completed Program Application;
- Attested Bachelor's Degree from an accredited college or university;
- Official college or university transcript from all institutions of higher education attended, with a minimum cumulative GPA of 3.0;
- A TOEFL score of 550 (CBT 213, iBT 80), or its equivalent in a standardized English test that is approved by the CAA – exceptions to these regulations as defined by the CAA;
- Curriculum Vitae
- Personal statement
- 2 recommendation letters
- Copy of valid passport and visa (if applicable);
- Emirates ID; and
- 4 passport photos.

### E4. MBA Program Goals

1. To promote entrepreneurialism
2. To enhance the learning experience
3. To enhance research, discovery and creativity
4. To support the Socio-economic development of Abu Dhabi

### E4. MBA Learning Outcomes

There are six learning outcomes for the MBA program that each graduate is expected to achieve by the time of graduation from the program. These are:

1. Entrepreneurial and Innovative Thinking: ADSM MBA graduates can identify, assess, and shape opportunities in a variety of contexts. They use creative and innovative approaches to develop and act on opportunities to create value for stakeholders and society.
2. Ethics and Social Responsibility: ADSM MBA graduates demonstrate the ability and inclination to make decisions based on values and take action that show an awareness of and attempt to serve all stakeholders.
3. Integration: ADSM MBA graduates draw upon multiple functional perspectives concurrently to shape comprehensive responses to business challenges and opportunities.
4. Global Perspective: ADSM MBA graduates recognize and evaluate global opportunities while incorporating cultural context and complexities associated with managing in a global environment.
5. Business Acumen: ADSM MBA graduates generate and synthesize information, then apply functional business skills to make and implement timely and informed decisions.

6. Teamwork: ADSM MBA graduates recognize the importance of effective team work, value diverse perspectives and skills, and willingly assume a variety of roles to accomplish team goals.

### E5. MBA Program Learning Outcomes Matrix

Course Name	Course Code	P1	P2	P3	P4	P5	P6
Decision Analysis	QTM 6210	√			√	√	
Entrepreneurship	EPS 6110		√	√			
Finance	FIN 6310		√		√		
Global Connections through Technology	IT 6210		√		√	√	
Innovation	ELT 6210	√		√		√	
International Economics	ECN 6420	√		√			√
Law	LAW 6210		√		√		√
Leadership and Change	LDC 6310		√		√		√
Managerial Accounting	ACC 6320	√		√		√	
Managerial Economics	ECN 6310	√		√		√	
Marketing	MKT 6210	√			√		
Operations Management	OPS 6310	√		√		√	√
Signature Learning Experience (SLE)	MBA 8300	√	√	√	√	√	√
Strategy	MGT 6410	√	√	√			√

### E6. Mapping of MBA Program Learning Outcomes to Level 9 of QFEmirates Framework

xxx- Mapping table required

### E7. MBA Degree Structure and Sequence

The MBA program consists of a total of 46 credit hours which includes 25 credit hours of core courses. The duration of each course is approximately one month. In addition, students will simultaneously enroll in the Signature Learning Experience course, which is a 9 credit hour experiential course that runs throughout the entire program. Once students complete the core set of courses, they must also complete 12 credit hours of electives. During the summer, students will be given special assignments involving research, development and other learning activities.

	Course	Credit Hours	Code
<b>Core Courses</b>	Entrepreneurship	2	EPS 6110
	Strategy	2	MGT 6410
	Global Connections through Technology	2	IT 6210
	Managerial Economics	2	ECN 6310
	Law	1	LAW 6210
	Finance	2	FIN 6310
	Operations Management	2	OPS 6310
	International Economics	2	ECN 6420
	Decision Analysis	2	QTM 6210
	Leadership & Change	2	LDC 6310
	Innovation	2	ELT 6210
	Managerial Accounting	2	ACC 6320
	Marketing	2	MKT 6210
	<b>Total Credits (Core)</b>	<b>25</b>	
<b>Elective Courses</b>	Managing for Profitable Growth	2	MGT 6310
	Total Quality Principles	2	EPS 6210
	Organizational Behavior	2	OB 7310
	Human Resource Management	2	HRM 7200
	Risk and Insurance	2	ELT 6300
	Strategic Frameworks	2	MGT 7500
	Brand Management	2	BND 6118
	Competing in the Digital Age	2	EIT 6320
	Design for Business	2	MGT 6500
	Building Entrepreneurial Teams	2	MGT 6320
	<b>Total Credits (Any six Electives)</b>	<b>12</b>	
<b>SLE</b>	Signature Learning Experience (SLE)	9	MBA 8300
	<b>Grand Total</b>	<b>46</b>	

Please note the SLE is divided into 3 sections (Fall, Spring and Fall) with 3 credits per semester.

Course	Semester	Credit Hours
SLE	Fall	3
SLE	Spring	3
SLE	Fall	3



## **E8. The Signature Learning Experience (MBA 8300)**

ADSM's MBA program incorporates Signature Learning Experiences (SLEs) into the curriculum to develop entrepreneurial leaders. These educational experiences occur throughout the program, giving students the opportunity to integrate the knowledge gained in the classroom and apply it to entrepreneurial decision making.

The focus is not only on the development of the business skills necessary to be successful in an ever changing global environment, but also to give the students the skill sets necessary to manage themselves and others in this context. The SLEs also emphasize the importance of strong communication skills, plus an ethical and societal approach to decision making, all in the context of a global economic environment. Here are a few examples of how these experiences are brought to life:

**Idea Creation:** Creating is the first step in Entrepreneurial Thought and Action. Students will explore and experience something new as they are challenged to take risks, make a difference, and to be innovative and unconventional. Student groups will develop and deliver a creativity presentation to their MBA peers, faculty, and the ADSM community.

**Team Building:** Students tackle the question of how to build effective teams. Through a range of activities, students gain insights into their own and into their peers' behavior in teams. Students also have an opportunity to practice giving and receiving feedback, and use tools to help others contribute positively to team endeavors.

**Feasibility Analysis:** Once students have an idea in mind, the next step is to analyze its feasibility. Feasibility is critical, whether one is interested in new venture creation, corporate or social entrepreneurship, or any new project or process. In this project, students work to understand the customer group and its needs, assess the durability of the opportunity, understand the competitive landscape and identify possible business models that provide value to both the business and its stakeholders.

## **E9. Mode of Program Delivery**

The MBA program is offered in a traditional face-to-face teaching mode. The program is offered in a modular format with each module offered in an intensive format over a weekend. Typically, 5 to 6 courses are offered during each regular semester and 3 courses are offered during the Summer semester. 15 contact hours are delivered for each credit and a 2-credit course involves 30 hours of face-to-face teaching. The Signature Learning Experience (SLE) is delivered in a workshop format over 3 semesters with one workshop conducted every semester. The intensive delivery format enables students to complete the program in 14-15 months period.

A 2-credit course with 30 contact hours is typically delivered as per below:

Self-paced reading session (1 week prior to the start of class)	4 hours
Thursday	4:00 – 8:00 pm (4 hours)
Friday	9:00 am – 8:00 pm (11 hours)
Saturday	9:00 am – 8:00 pm (11 hours)
Breakout session following the intensive session (usually held on a Wednesday)	4:00 – 8:00 pm (4 hours)
<b>Total contact hours</b>	<b>30 hours</b>

### E10. Graduation Requirements

In order to be eligible for an MBA degree at ADSM, a student must:

- Satisfactorily complete a minimum of 46 credit hours of coursework;
- Attain a minimum 3.00 cumulative grade point average on all credit earned at the School, based on a 4.00 scale;
- Satisfactorily complete all requirements;
- Not possess any missing grades or “Incompletes;”
- Fulfill all other requirements of the program as enumerated in Grading and Assessment Policy and the Academic Progress Policy; and,
- Be in good standing with all ADSM regulatory elements as spelled out in the School’s policies.

These requirements are officially listed in the ADSM Graduate Completion Policy, which is available online at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)).

### E11. Time Limit for Program Completion

Students entering the MBA program must complete the requirements for the degree within three years of their entry date. Specific regulations and exceptions to this timeframe are explained in the Academic Progress Policy as found with all other School policies at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)).

### E12. Course Descriptions

#### MBA Core Courses

ACC 6320 Managerial Accounting (2 credits)

Whether one is launching a new venture, growing an existing venture, or maintaining the market position of an existing venture, management accounting provides powerful tools with which to define, shape, and exploit opportunities. This course introduces the core management accounting tools, techniques, and

frameworks to analyze and communicate financial and non-financial information, to evaluate opportunities, assess performance and allocate resources in both entrepreneurial and corporate environments. Students learn how to design costs out of new products and processes, to assess the financial feasibility of entering new markets or pursuing new customers, and to manage and grow profitable and sustainable organizations.

#### ECN 6310 Managerial Economics (2 credits)

Managerial Economics is concerned with thoroughly exposing the students a rigorous foundation in microeconomics which becomes the basis for a way of thinking about managerial problems. The course aims to develop students' capacity to analyze the economic environment in which business entities operate and understand how managerial decisions can vary under different constraints that each economic environment places on a manager's pursuit of its goals, focusing on analyzing the functioning of markets and the economic behavior of firms and other economic agents. In addition to increasing their understanding of economic reasoning which can inform and develop useful insights for practicing business decision makers, the course equally aims to help students better recognize how to apply modern principles and methods of microeconomics to real-world business problems in different contexts and eventually better deal with problems of practical relevance to managers. Knowledge of basic algebra and calculus skills are assumed throughout the course.

#### ECN 6420 International Economics (2 credits)

This is an international macroeconomics course that focuses on the interactions among credit markets, goods and services markets, and foreign exchange markets. This global framework is used to explain changes in a nation's economic health, its economic impacts on foreign countries, and the effects of government and central bank policies. This course develops and applies macroeconomic theories that relate the domestic economy (real and financial) to the global market with particular emphasis on nations' monetary, banking, and financial systems. It also develops the cause and effect relationships among important macroeconomic variables, such as GDP (economic growth), inflation, unemployment, interest rates, and exchange rates. Additionally, it explores interconnections among and effectiveness of the central bank, treasury, and other government agencies in regulating domestic and international financial markets.

#### EPS 6110 Entrepreneurship (2 credits)

Entrepreneurship is an interdisciplinary course that focuses on all aspects of starting a new business, with emphasis on the critical role of recognizing and creating opportunities. Topics include attributes of entrepreneurs and entrepreneurial careers, evaluating opportunities, writing business plans, and financing the venture. This course is labor intensive, both individually and in groups. In addition to business plan development, students will be responsible for case preparation, completing assigned readings, various presentations, and other deliverables that will be described in this syllabus. High performance in this course requires participation and preparation in all aspects of the course.

#### FIN 6310 Finance (2 credits)

This course is designed to help students develop analytical tools and skills to build financing strategies and manage the right hand side of the balance sheet. This course explores the theoretical and practical issues of capital structure design, considers firm financing alternatives, including equity, long-term debt, hybrid

securities, leasing, securitization, project finance, and examines the process through which securities are issued. The course also explores share repurchase, dividend policy, and risk management. It is also designed to provide students with an elementary but comprehensive introduction to the field of forecasting. The course will be applied in nature and will be directed to MBA students that seek to further their understanding of how to use economic and statistical theory to develop economic models and forecast economic and financial variables.

#### ELT 6210 Innovation (2 credits)

Innovation means creating new products and services. The globalization of markets has made innovation crucial for firms' success and even survival. Many successful firms draw the majority of their profits from products and services that are less than five years old. This means firms have to innovate on a continuing basis just to maintain their competitive advantage. This makes innovation a core focus for managerial attention. How should innovation be managed? Innovation is about more than generating ideas; it is also about implementing these ideas and capturing value from them. In this course, we will explore the nature and characteristics of innovation. We will introduce key concepts that can be applied to understand how technologies develop and spread, and how this affects firms. Working from these concepts, we will then explore what they mean for managers and how they can inform your own innovation strategies and interventions.

Drawing on the experiences of leading innovators, this course aims to equip students with the skills to understand, and organize the innovation process within modern organizations. By the end of the course, you will understand and interpret managerial strategies associated with different types of innovation and the various ways in which innovations can be exploited for the benefit of an organization and society at large.

#### IT 6210 Global Connections through Technology (2 credits)

Some of the biggest challenges that leaders face in the twenty-first century organization are managing technology, process and people. Computers and technology mediated networks have transformed global economies, creating new opportunities and challenging traditional business strategies. In such environments, entrepreneurs can remain competitive only to the extent they can leverage information technology. Successful managers in the information age must be "tech-savvy", knowing when and how to implement and use IT to gather and analyze information, build stronger relationships with suppliers and customers, increase production efficiencies, spur innovation, and improve organizational flexibility. Most importantly, technology can be used to create new products. The goal of this course is to introduce students to the most important aspects of information technology strategy and tools and show how it can be used in the social business context. This class will educate knowledge workers to use information and technology to think and act entrepreneurially to create and sustain social and economic value in a global environment.

#### LAW 6210 Law (1 credit)

This course introduces legal issues as they relate to forming and a running a business. Students learn the general laws as they pertain to business with special focus on laws which pertain to selection of corporate form and formation, contracting, intellectual property, torts in the business context, litigation and bankruptcy. Ethical decision-making and legal thinking will be introduced. This course teaches entrepreneurs how to manage the law from start-up with contract law and forms of business organization

through securities law for public offerings, mergers & acquisitions, and bankruptcy. To succeed, businesses need to effectively manage intellectual property and employment law issues. Managers also must be aware of their legal obligation of loyalty to the firm and seek to manage litigation risks involved with product liability, antitrust and other areas of law.

#### MKT 6210 Marketing (2 credits)

Defining, Offering, and Delivering Value to Customers is the introductory course for the marketing curriculum. It is a course designed to examine the nature of marketing strategy followed by a detailed look at product, price, distribution channel, and promotion decisions. It will convey how organizations deploy these inter-related components to create and deliver value for their customers. The course is designed to provide an overview of the relevant concepts and principles of marketing. The purpose is not only to learn about marketing, but also to provide an opportunity to apply that understanding. To that end, a framework for understanding modern day marketing practices is presented. The framework will provide you with tools for systematically evaluating the factors that can influence an organization's marketing decisions, and in turn, developing well-grounded recommendations that create and sustain value for the customer.

#### MGT 6410 Strategy (2 credits)

This course covers the range of alternatives and challenges companies face in deciding what businesses they should be in (and stay in) and then building and actively managing business portfolios which deliver attractive and sustainable returns from those strategic choices. It provides a comprehensive and critical review of the main concepts and analytical tools companies and consultants use in devising and evaluating corporate strategies. Coverage extends to merits and success factors of different strategic investment vehicles in building business portfolios—Greenfield expansion, acquisitions, joint ventures, and corporate venture capital programs. Case examples are diverse with respect to company size, age, and business portfolio diversity. The primary target audience is those contemplating careers in general management, new business development, and strategy consulting. The course should also hold interest for those seeking careers in investment banking and private equity investing.

#### LDC 6310 Leadership and Change (2 credits)

Management consists of a set of universal skills that are well understood and can be learned. One of the most important of these skills is leadership. Leadership consists of how each one of us makes a unique difference to the challenges we face with people and projects. It is not about wasting our energy trying to be something we are not. Instead, it is finding new and better ways of 'being ourselves' through enhanced insight and skill. Therefore, our focus in this leadership course will be to help you become more aware of your personality traits through diagnosis (questionnaire assessment exercises), your strengths and weaknesses as a leader through insight (introspection and reflection on one's traits, habits, and behaviors) and to build on this knowledge to improve your leadership practice through self-development (plans to learn and change to more effectively tackle future challenges).

#### OPS 6310 Operations Management (2 credits)

Managing operations is vital to every type of organization, for it is only through effective and efficient utilization of resources that an organization can be successful in the long run. This is especially true today, when we see that significant competitive advantages accrue to those firms that manage their operations

effectively. This class defines operations in the broadest sense, not confining the focus within a set of walls but defining the scope to the thoughts and activities necessary to supply goods and services from conception to consumption. It introduces students to the operational challenges that managers face and provides a set of tools to aid in designing, evaluating and managing business processes to meet a company's objectives. The course objective is to study how management can gain competitive advantage through operations.

QTM 6210 Decision Analysis (2 credits)

Quantitative methods help us structure the way we think about managerial decision situations. This course introduces students to different quantitative methods, each of which structures or models managerial decisions differently and provides unique insights. The class will learn how to use these methods both to structure decisions and to gain insights into the decision.

As the course progresses, the class will learn how to build and analyze mathematical models of managerial situations. To be successful students need to be comfortable with the idea of using a mathematical model to gain insights into a problem. Individuals need to be willing to —play around|| with different ways to model a problem and different analytical approaches. All of this requires some maturity in using quantitative tools. Moreover, there will rarely be a straightforward —cookbook|| solution to a meaningful problem, and so students will have to have some tolerance for ambiguous situations, inadequate information, and —messy|| (that is, realistic) problems.

## **Elective Course Descriptions**

### **MGT 6310 Managing for Profitable Growth (2 credits)**

In this course, students will systematically explore how entrepreneurs grow their businesses and the challenges they face in doing so. The course includes components from across multiple disciplines of strategy, marketing, finance and human resources to solve daily challenges of growth. This course is designed to help rethink the tenets of core strategy in an entrepreneurial way. The course focuses on the decisions owner-managers make in recognizing and choosing opportunities, obtaining and allocating resources, challenging and directing personnel, and adapting personal goals and corporate strategies to changing personal business conditions. In this process, the course examines management challenges that are commonly encountered at different stages in the development of a business – start-up, growth, change of direction, etc. Also considered are issues of particular importance to rapidly growing companies such as establishing and communicating vision, developing networks, managing with limited resources, cash planning, leadership, delegation and professionalizing the business as it grows, while being careful to avoid stifling the entrepreneurial spirit as the organization becomes larger and more impersonal.

### **EPS 6210 Total Quality Principles (2 credits)**

In this era of global competition, the demands of customers are growing, and the quest for quality has never been more urgent. Quality has evolved from a concept into a strategy for long term viability. The course analyzes the principles that influence quality journey and determines appropriate approaches to foster a responsible and productive work environment. It examines a variety of theories, philosophies and frameworks used to understand challenges towards achieving sustainable performance and competitive advantages. The course also emphasizes the importance of managing processes through the uses of statistical thinking to monitor and minimizes variations with Six Sigma applications.

### **HRM 7200 Human Resource Management (2 credits)**

This course emphasizes the strategic role of the human resource function within organizations, and provides a framework for understanding how human resource management (HRM) strategies link with and facilitate attainment of organizational level strategies. The course draws on insights from the social sciences and strategic management theory to explore how economic, socio-cultural, psychological, legal and environmental forces influence employment relations. Specific topics include an overview of the links between organizational strategy and HRM, Global and legal aspects of HRM, HR planning and alignment, recruitment and selection; compensation and benefits; promotion, training; layoffs; retention and turnover; and the human resource implications of various strategies.

### **MGT 7500 Strategic Frameworks (2 credits)**

While much of strategy deals with strategic analysis, any practising manager will immediately agree that any strategy is only as good as adhering to the Strategic Framework. The question of strategy formulation, management and execution is therefore a key challenge for managers and will form the focus of this course. Executing the framework involves balancing every aspect of the framework and operational goals of the organisation while appreciating the interconnectedness of strategy, structure and systems. It involves gaining the commitment of organisational members to a new strategy as well as managing

processes of organisational change, both of which deal with the complex dynamics of people, power and politics.

In this course, we will examine how managers can anticipate, understand and resolve different problems that arise when a new strategy is put in place. In general, a different area of the strategy framework will be explored during each class. Class discussions, exercises and readings from the textbook and the business press will be used to link the conceptual material we will consider with real world issues and problems. Case analysis and discussion are integral parts of the course and I will expect all students to have carefully prepared the assigned cases before class. The cases are designed to test and sharpen the ability of students' to identify course concepts in actual business settings and apply these concepts in decision-making but the case approach only works if students prepare properly for class.

#### EIT 6320 Competing in the Digital Age (2 credits)

The Internet, together with other information and communication technologies (ICTs), continues to revolutionize industries. E-commerce is now a given in many industries, but many incumbent firms rooted in traditional business models struggle to figure out the new terms of competition. By examining the experience of earlier industry transformations, we shed light on what may lie ahead for industries currently undergoing upheaval (software, telecommunications, music, and other forms of digital content and services).

The goals of the course are for the student to understand, critically evaluate, and apply:

- ICTs and the internet as a disruptive innovation;
- The special nature of information as an economic good;
- The importance and challenges of data in the digital age;
- The role of IP in digital business;
- Business opportunities arising from the changing landscape.

#### OB 6210 Organizational Behavior (2 credits)

Organizational Behavior examines the relationship between the individual, the group, and the organization. The course covers leadership, motivation, communications, group dynamics, decision-making, interpersonal relations, and change. In this course, case studies, experiential learning, conceptual frameworks, and fieldwork are included. Also, specific topics such as being an entrepreneurial leader and leading effective organizations, and leading change will be covered.

#### MGT 6320 Building Entrepreneurial Teams (2 credits)

Building high performance entrepreneurial teams is quintessential need for today's business leaders who must rely on teams to drive success in their companies. Leading and managing teams for innovation, entrepreneurship and success takes a strategic, global approach to every aspect of teams—creating, managing, and leading them. Great teams can stimulate creativity and innovation, make an organization more adaptive to turbulent market forces, and drive breakthrough results.



Building and developing successful teams is a complex process. This course will provide hands-on experience via exercises and simulations to challenge your assumptions and transform your teams. This course will provide you with a number of concepts and competencies that may be useful to you in both the short-term, as you face decisions about your direction after you graduate, and the long-term, when you lead larger teams and groups in challenging environments.

#### BND 6118 Brand Management (2 credits)

This course is concerned brands building, measuring and managing brands over time. Products and Brands are a fundamental element of a company's strategy and thus need to be managed carefully over time. Firms are also increasingly becoming aware that one of their most valuable assets is the brand associated with the product. Creating strong products and brands that deliver customer value, and maintaining and enhancing the strengths of those products and brands over time, are management imperatives.

Given that marketing acts as the boundary spanning activity between the firm and the external environment, nearly everybody will, at some point in their career, wear a marketing hat. Thus, understanding key marketing topics such as product and brand management is beneficial regardless of one's professional background and career direction.

The course begins with an overview of fundamental issues in product and brand management. Then it focuses on how organisations can develop the appropriate culture to support effective product and brand management and innovation. Next, the entire brand management process is discussed, by reference to the Customer Based Brand Equity model, and a couple of Brand Equity Models. We also discuss Service Branding, Destination Branding, and People/Human Branding. Finally, we close with a discussion of the opportunities and challenges for product and brand management in the online world.

#### ELT 6310 Risk and Insurance (2 credits)

Insurance industry is an important component in developed markets and growing in emerging economies. Companies as well as individuals are worried about the study of risks when measuring the possible financial losses in case accidents might occur. Therefore, sharing such risks with insurance companies represent one of the major risk-financing tools.

This course is focusing on major lines of risks that are treated by commercial insurance companies. Analyzing the general aspects of the insurance market, regulation framework and different types of insurance careers associated to products channels of distribution will lead to better implement the adequate insurance covers and negotiate rates applied within such industry.

Finally, the course will emphasize the mechanism of Takaful insurance as an alternative to conventional insurance.

#### MGT 6500 Design for Business (2 credits)

The word "design" has traditionally been used to describe the visual aesthetics of objects such as books, products, architecture and fashion. Yet increasingly design as a discipline is expanding to include not just the shaping of artefacts but also the ways people interact with systems, services and organisations.

The Design for Business course is intended to give the MBA class the concepts, experiences and set of tools to find and develop innovative alternatives for addressing strategic business problems. The students

will learn different concepts related to design and how design creates value. They will evaluate how firms can take advantage of design and designers' work to stimulate product and service innovation, and ultimately to build and sustain competitive advantage. They will also understand and appreciate the role of consumers in design and innovation.

Furthermore, the course will shed a light on the design industry, and especially the perspective of designers and the logic of "design thinking". Students will engage in skill developing assignments, with the key skills of problem-defining and human-centred design research. They will apply design thinking and other design processes in their day-to-day business decisions, an increasingly needed skill in today's complex business world.

## F. Master of Science in Quality and Business Excellence (MS QBE)

The Master of Science in Quality and Business Excellence program is aligned with the mission and vision of ADSM. It seeks to educate new cohorts of entrepreneurial business leaders with professional education in modern theory and practice of Quality and Business Excellence. The program supports the pillars of the Abu Dhabi 2030 Vision, especially those directed at the promotion of a large empowered private sector, and a sustainable knowledge-based economy. The program has been designed in the context of the Sheikh Khalifa Quality Award, which is managed by the Abu Dhabi Chamber of Commerce.

A priority of the MS QBE program is to provide an educational environment in which students are able to pursue knowledge, critical thinking and understanding of international quality frameworks and issues in business excellence. The program will equip graduates to implement practical approaches and techniques of Quality and Business Excellence and address the needs of the employment market, not only in Abu Dhabi but also across the UAE and into international markets.

### F1. ADSM's Partnership with Sheikh Khalifa Excellence Award (SKEA)

The Quality and Business Excellence (QBE) program has been designed in the context of the Sheikh Khalifa Quality Award (SKEA), which is managed by the Abu Dhabi Chamber of Commerce and Industry (ADCCI). The program seeks to support the mission of the ADCCI to increase the competitive capabilities of industries and hence has associated with SKEA in offering a Master's program in quality management. The program is aimed at producing empowered graduates who will promote business excellence and work towards the overall improvement of the UAE business sector. The SKEA award was formed by the ADCCI with the aim of enhancing the competitiveness of the United Arab Emirates business sector and has adopted the European Foundation for Quality Management (EFQM) framework. Professor Hadi El Tigani, who established the SKEA award through the ADCCI is a professor at ADSM. The association of Prof Hadi with the ADSM program serves to ensure that the program addresses the current trends in quality and more specifically the needs of the business sector in the UAE. The QBE program allows students to gain an in-depth understanding of the various award frameworks and their practical applications in the work place.

### F2. Admission Requirements

To be admitted into the QBE program, students are required to have earned a Bachelor's degree in a relevant field such as Management or Business with a minimum of a 3.0 cumulative GPA from an accredited college or university and a TOEFL score of 550 or equivalent.

### F3. Admission Procedures

Applicants must submit a completed and signed application form with the required documents as per below and pay the application fees as described on the ADSM website.

#### **Documents required**

- Completed Program Application;
- Attested Bachelor's Degree from an accredited college or university;

- Official college or university transcript from all institutions of higher education attended, with a minimum cumulative GPA of 3.0;
- A TOEFL score of 550 (CBT 213, iBT 80), or its equivalent in a standardized English test that is approved by the CAA – exceptions to these regulations as defined by the CAA;
- Copy of valid passport and visa (if applicable);
- Emirates ID; and
- 4 passport photos.

#### F4. MS QBE Program Goals

The MS QBE postgraduate program has specific goals related to the study of quality and business excellence, which are to develop:

- Graduates’ abilities to appraise quality assurance and quality management concepts and theories.
- Graduates’ knowledge and skills to apply problem solving skills to a variety of strategic quality and business excellence scenarios.
- Graduates’ competencies to apply the principles of business excellence in line with a variety of frameworks.
- Graduates’ skills and abilities to make rational decisions on the use of quality tools and techniques and describe their suitability within an organization’s context.

#### F5. MS QBE Program Learning Outcomes

Students successfully completing the ADSM MS QBE will be able to:

1. Critically evaluate the strategic applications of quality
2. Interpret and apply a holistic view of quality and business excellence strategy, theory, process, structure and systems
3. Synthesize the purpose, design, functions, and character of quality and business excellence
4. Apply a critical selection of appropriate research instruments and advanced problem solving skills to utilize knowledge from the external and domestic factors and drivers that determine quality and business excellence
5. Appraise the role of business excellence models in driving organizational outcomes
6. Use effective leadership and teamwork skills to solve complex organizational problems and communicate decisions to relevant audiences.

#### F6. MS QBE Program Learning Outcomes Matrix

Code	Title	Program Learning Outcomes					
		1	2	3	4	5	6
QBE 211	Research Methods	√	√	√	√		
QBE 212	Quality Management Systems and Approaches	√		√		√	√
QBE 213	Business Excellence Awards and Frameworks	√	√	√	√		
QBE 214	Japanese Quality Improvement Approaches and Structures	√	√		√		√
QBE 215	Quality Improvement Tools and Techniques	√	√	√		√	
QBE 216	Strategic Management and Organizational Dynamics		√	√	√		√
QBE 217	Achieving Business Excellence	√	√	√		√	

### F7. Mapping of MS QBE Program Learning Outcomes to Level 9 of QFEmirates Framework

Program-level outcomes (P). Students completing the MS QBE program will be able to:	Knowledge (K)	Skill (S)	Aspects of competence		
			Autonomy and Responsibility (AR)	Role in Context (RC)	Self-Development (SD)
P1 Critically evaluate the strategic applications of quality	K1, K2, K3	S1	AR2		
P2 Interpret and apply a holistic view of quality and business excellence strategy, theory, process, structure and systems	K1, K4		AR3		SD3
P3 Synthesize the purpose, design, functions, and character of quality and business excellence	K1, K4	S2	AR1, AR3		SD2
P4 Apply a critical selection of appropriate research instruments and advanced problem solving skills to utilize knowledge from the external and domestic factors and drivers that determine quality and business excellence	K2, K3	S1, S3	AR1, AR3		
P5 Appraise the role of business excellence models in driving organizational outcomes	K3, K4	S2	AR1		SD1
P6 Use effective leadership and teamwork skills to solve complex organizational problems and communicate decisions to relevant audiences.	K4	S4	AR 3	RC1, RC2	SD1

### F8. MS QBE Program Structure and Sequence

The MS QBE program represents a focused collection of courses that provides students with specialized knowledge of quality and business excellence. The MS QBE program consists of ten 3-credit hour courses comprising 8 core courses and 2 elective courses, for a total of 30 credit hours. The sequence of the program is open, with no prerequisites. The only mandated scheduling element is that the Research Methods course (QBE 211) must be taken during the first term of enrolment in the program.

	Course	Credit Hours	Code
Core Courses	Research Methods	3	QBE 211
	Quality Management Systems and Approaches	3	QBE 212
	Business Excellence Awards and Frameworks	3	QBE 213
	Japanese Quality Improvement Approaches and Structures	3	QBE 214
	Quality Improvement Tools and Techniques	3	QBE 215
	Strategic Management and Organizational Dynamics	3	QBE 216
	Achieving Business Excellence	3	QBE 217
	Operations Management	3	QBE 219
	Total Credits (Core)	24	
Elective Courses	Quality and Business Excellence Gurus	3	QBE 218
	Supply Chain Management	3	QBE 220
	Total Credits (2 electives)	6	
<b>Grand Total</b>		<b>30</b>	

### F9. Mode of Program Delivery

The QBE program is offered in a traditional face-to-face teaching mode. Students may undertake the program full-time or part-time. The delivery of each course is designed to allow students to actively engage with the material and critically reflect on the content. Courses will be delivered over a 9-week period on weekdays from 4:00 pm to 9:00 pm. Each course will have 45 contact hours; three courses are scheduled to be held each term. Classes will be held over four terms in a year (fall, winter, spring and summer). Full-time students will be able to complete the program in 12 months by taking two or three courses in each term. Typically, students will take 2 courses each in their first semester and summer semester. The table below shows the typical scheduling of classes in a regular term.

	Sunday	Monday	Tuesday
4:00 – 5:00	Class A	Class B	Class C
5:00 – 6:00	Class A	Class B	Class C
6:00 – 7:00	Class A	Class B	Class C
7:00 – 8:00	Class A	Class B	Class C
8:00– 9:00	Class A	Class B	Class C

## **F10. Postgraduate Diploma (PgD) in Quality and Business Excellence**

The PgD in QBE program has been designed as an exit Award for MS QBE students who have successfully completed 24 Credit hours of taught study. In line with CAA entry requirements for graduate programs, the entry criteria for the MS QBE program will apply for the Postgraduate Diploma program. The program contents and structure of the PgD program are identical with the MS QBE program. The PgD program has the same set of learning outcomes as that of the MS QBE program. Refer to Section F5 for the program learning outcomes and Section F8 for the program structure.

## **F11. QBE Graduation Requirements**

In order to be eligible for a Master's QBE program at ADSM, a student must:

- I. Satisfactorily complete a minimum of 30 credit hours of coursework for a Master of Science degree program;
- II. Attain a minimum 3.00 cumulative grade point average on all credit earned at the School, based on a 4.00 scale;
- III. Not possess any missing grades or "Incompletes;"
- IV. Fulfill all other requirements of the program as enumerated in Grading and Assessment Policy and the Academic Progress Policy; and,
- V. Be in good standing with all ADSM regulatory elements as spelled out in the School's policies.

Students leaving the program after satisfactory completion of either 24 or 27 credit hours will be eligible to graduate with a Postgraduate Diploma in QBE, subject to fulfilling all of the above requirements from II through V. The graduation requirements are officially listed in the ADSM Graduate Completion Policy, which is available online at the ADSM Student WebPortal ([lms.adsm.ac.ae](http://lms.adsm.ac.ae)).

## **F12. Time Limits for Program Completion**

### **Master of Science in Quality and Business Excellence**

Students enrolled on a full-time mode must complete the requirements for the degree within 36 months of their entry date. Students enrolled on a part-time mode must complete the requirements for the degree within 60 months of their entry date.

### **Postgraduate Diploma in Quality and Business Excellence**

Students enrolled on a full-time mode must complete the requirements for the degree within 24 months of their entry date. Students enrolled on a part-time mode must complete the requirements for the degree within 36 months of their entry date.

Specific regulations and exceptions to the above mentioned timeframes are explained in the Academic Progress Policy as found with all other School policies at the ADSM Student WebPortal ([lms.adsm.ac.ae](http://lms.adsm.ac.ae)).

## F13. QBE Course Descriptions

### Core Courses

#### QBE 211 Research Methods (3 credits)

This course provides an opportunity for students to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment (work, social, local, global).

#### QBE 212 Quality Management Systems and Approaches (3 credits)

In recent years “quality” and “quality management systems” have been leading buzzwords in the business world. Management systems define quality levels in the manufacturing of goods and production of services. However, there is seldom comment on the commercial viability of the output itself. This course develops student understanding of the management principles, disciplines and techniques involved in quality management systems within, and their impact external to an organization. The environmental relationships between the various elements in an organization must also be clearly understood to allow managers to appropriately assess the impacts of any change, on operations and/or business strategy. The course aims to enhance student awareness of management systems, approaches, and applications in today’s business landscape, whilst also providing an appreciation of the decision making in organizational risk management.

#### QBE 213 Business Excellence Awards and Frameworks (3 credits)

This course focuses on the need to be able to understand and support initiatives introduced to organizations for achieving global competitive advantage. In particular they need to be able to understand the business consequences of following different courses of action in improvement activities leading ultimately to excellence in customer satisfaction, employee satisfaction, and impact on society and business results. Excellence in a business context is a combination of internal excellence in how things are done (enablers) leading to outstanding business performance (results). Excellence is recognized worldwide through awards such as the European Quality Award, the Baldrige Award and the Deming Award as well as national awards that are based on these. This course introduces the fundamental concepts that underpin non-prescriptive approaches to creating sustainable excellence in a business, and provides an opportunity for students to critically reflect on the skills necessary to manage the business processes of organizations in the way they do business, and in their relationships with their employees, shareholders, customers and communities in which they operate.

#### QBE 214 Japanese Quality Improvement Approaches and Structures (3 credits)

In the 1950s and 1960s, Japanese goods were synonymous with cheapness and low quality, but over time their quality initiatives began to be successful, with Japan achieving very high levels of quality in products



from the 1970s onward. In recent times, Japan has become world renowned for its incredible record for total quality control, quality improvement process and lean management. Unlike the traditional approach to quality control that is administered by quality inspectors at the end of the production process, the Japanese approach to quality control focuses on building superior quality in the production process through the development of team-oriented human resource management (HRM) practices. This course reflects on the influences responsible for the improvement of Japanese Quality practices and approaches from the Second World War to the present time. The course investigates the Toyota Production System as well as the influence of statistical process control and lean management.

#### QBE 215 Quality Improvement Tools and Techniques (3 credits)

Understanding processes so that they can be improved by means of a systematic approach requires the knowledge of a range of tools or techniques for quality improvement. This course provides students with a critical understanding of a variety of these tools and techniques of quality, encouraging and allowing an exploration of the applicability and effectiveness of different quality tools and techniques within the design, manufacture and use of products and services. The course enables an exploration of the applicability and effectiveness of different quality tools and techniques for all organizational types in a variety of circumstances. The course draws on examples from current research to establish 'cutting edge' quality performance techniques.

#### QBE 216 Strategic Management and Organizational Dynamics (3 credits)

This course provides students with a holistic view and understanding of how different types of organizations manage the dynamics of strategy and policy formulation, implementation, and evaluation in order to respond to changes in both internal and external environmental dynamics and develop sustainable competitive advantage. The course considers the strategic choice options for managers, and looks at the concepts of complexity and complex adaptive systems within the lens of organizational dynamics.

Strategy is an integrative discipline. Analysis requires students to look at the company as a whole rather than in terms of its isolated functions; and in terms of the company's place in the wider context of industry and environment rather than as an isolated entity. The course concludes with a unique look at some historical strategies viewed in today's global environment, e. g. Sun Tzu - the Art of War.

#### QBE 217 Achieving Business Excellence (3 credits)

This course focuses on the leadership and management challenges associated with achieving or working towards Business Excellence. Increasingly the business world recognizes that overall Business Excellence requires a combination of internal enablers – which identify how things are done, and methods to understand how and why results are achieved, giving a clear outstanding of business performance. With over 900 Business Excellence Awards worldwide, this course will concentrate on the framework awards such as the European Quality Award, the Baldrige Award and the Deming Prize as well as national awards that are based on these. This course reflects the fundamental concepts of excellence that underpin the approaches to creating sustainable excellence in business.

#### QBE 219 Operations Management (3 credits)

Managing operations is vital to every type of organization, for it is only through effective and efficient utilization of resources that an organization can be successful in the long run. This is especially true today,

when we see that significant competitive advantages accrue to those firms that manage their operations effectively. It is critical in today's fast-paced world of business that operations managers appreciate the effect that the interaction of operations has on the organization itself, as well as on its employees and customers. Priority areas of focus include the linkages between process and operations design, business strategy and globalization. This course aims to develop a critical understanding of the role of operations management in relation to organizational performance and competitiveness. It will build knowledge of operations management principles and concepts, and critically appraise how they can be applied, across different organizational functions.

### **Elective Courses**

#### **QBE 218 Quality and Business Excellence Gurus (3 credits)**

An increasing body of research knowledge shows that many individuals have made substantial contributions to the theory and practice of quality management. These include the well-known "gurus": W. Edwards Deming, Joseph M. Juran, and Philip B. Crosby, as well as many other consultants, business executives, and academic researchers, such as Tom Peters and Armand Feigenbaum. Their philosophical writings and lectures have helped shape management thought as well as provide the foundation for practical management frameworks designed around quality. The theories of these gurus are essential in understanding the concept of TQM and business excellence. The principles and practices associated with and attributed to these gurus remain as seminal work in the area of quality and business excellence. However, this course also incorporates the work and concepts of modern-day gurus from the business world to allow a full exploration of philosophies and impact. This is especially relevant to today's business environment given the different approaches to quality, service or product.

#### **QBE 220 Supply Chain Management (3 credits)**

Fierce global competition and advanced information technology have forced companies to manage their supply chains to increase responsiveness to market dynamics. This course addresses key concepts of supply chain management, metrics for measuring supply chain performance, the promise of the real-time supply chain, and forecasting techniques. This course provides students with clear insight into how good supply chain management offers a competitive advantage. However, students also learn the dangers of poor supply chain management, and how it can damage an organization's overall health and performance through reference to latest research reports.

## G. Master of Science in Leadership and Organizational Development (MS LOD)

The Master of Science in Leadership and Organizational Development program is designed specifically for students wishing to develop their skills and understanding of the Leadership and Organizational Development activities undertaken within the context of the evolving and complex world of today's business environment. This program supports the pillars of the Abu Dhabi 2030 Vision, especially those directed at the promotion of a large empowered private sector, and a sustainable knowledge-based economy. It has been designed to help students improve their ability to analyze, solve problems and effectively respond to and manage rapid technological and organizational changes prevalent in the modern business environment. The degree furthermore provides the underpinning knowledge to students wishing to follow a career in the fields of leadership and organizational development.

The MS LOD program aims to provide students with a high-quality professional education in modern theory and practice of Leadership and Organizational Development. The program equips graduates with the knowledge, skills and tools essential to implement practical approaches and techniques of leadership and organizational development that will enable them to work effectively in the modern business environment. A core priority of the MS LOD program is to provide an educational environment in which students are able to pursue knowledge, critical thinking and understanding of the global leadership and organizational activities.

### G1. Admission Requirements

To be admitted into the LOD program, students are required to have earned a Bachelor's degree in a relevant field such as Management or Business with a minimum of a 3.0 cumulative GPA from an accredited college or university and a TOEFL score of 550 or equivalent.

### G2. Admission Procedures

Applicants must submit a completed and signed application form with the required documents as per below and pay the application fees as described on the ADSM website.

#### Documents required

- Completed Program Application;
- Attested Bachelor's Degree from an accredited college or university;
- Official college or university transcript from all institutions of higher education attended, with a minimum cumulative GPA of 3.0;
- A TOEFL score of 550 (CBT 213, iBT 80), or its equivalent in a standardized English test that is approved by the CAA – exceptions to these regulations as defined by the CAA;
- Copy of valid passport and visa (if applicable);
- Emirates ID; and
- 4 passport photos.

### G3. MS LOD Program Goals

The MS LOD program goals are consistent with the institutional purpose of the School, which seeks to create an environment in which students can explore, develop and apply their learning. The program aims to develop:

- Graduates’ abilities to appraise strategic leadership concepts and theories.
- Graduates’ knowledge and skills to analyze and manage the business environment in leading organizations.
- Graduates’ competencies to apply the principles of organizational development.
- Graduates’ skills and abilities to synthesizing of the value of planning and preparation to maximize results.

### G4. MS LOD Program Learning Outcomes

Students successfully completing the ADSM MS LOD program will be able to:

1. Critically evaluate the ethical and cultural dimensions of leadership.
2. Evaluate and apply organizational development theory, process, structure and systems.
3. Synthesize the purpose, design, functions, and character of leadership and organizational development.
4. Apply a critical selection of appropriate research instruments and advanced problem solving skills to utilize knowledge from the external and domestic factors and drivers that determine leadership and organizational development.
5. Appraise the role of leadership in driving organizational outcomes.
6. Use effective leadership and teamwork skills to solve complex organizational development problems and communicate decisions to relevant audiences.

### G5. MS LOD Program Learning Outcomes Matrix

<b>Code</b>	<b>Title</b>	Program Learning Outcomes					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<i>LOD 211</i>	Research Methods	√		√		√	√
<i>LOD 212</i>	Strategic Leadership, Culture and Ethics	√	√	√	√		
<i>LOD 213</i>	Leadership and Organizational Development Principles and Applications	√	√		√		√
<i>LOD 214</i>	Managing Organization Change	√	√	√		√	
<i>LOD 215</i>	Leading Sustainable Performance		√	√	√		√
<i>LOD 216</i>	Strategic Management Principles and the Challenges of Complex Systems	√	√	√		√	
<i>LOD 217</i>	Achieving Business Excellence	√	√	√		√	
<i>LOD 220</i>	The Challenges of Organizational Leadership	√	√	√		√	√

## G6. Mapping of MS LOD Program Learning Outcomes to Level 9 of QF Emirates Framework

Programme-level outcomes (P). Students completing the MS LOD program will be able to:	Knowledge (K)	Skill (S)	Aspects of competence		
			Autonomy and Responsibility (AR)	Role in Context (RC)	Self-Development (SD)
P1 Critically evaluate the ethical and cultural dimensions of leadership	K1, K2, K3	S1	AR2		
P2 Evaluate and apply organizational development theory, process, structure and systems	K1, K4		AR3		SD3
P3 Synthesize the purpose, design, functions, and character of leadership and organizational development	K1, K4	S2	AR1, AR3		SD2
P4 Apply a critical selection of appropriate research instruments and advanced problem solving skills to utilize knowledge from the external and domestic factors and drivers that determine leadership and organizational development	K2, K3	S1, S3	AR1, AR3		
P5 Appraise the role of leadership in driving organizational outcomes.	K3, K4	S2	AR1		SD1
P6 Use effective leadership and teamwork skills to solve complex organizational development problems and communicate decisions to relevant audiences.	K4	S4	AR 3	RC1, RC2	SD1

## G7. MS LOD Program Structure and Sequence

The Master of Science in Leadership and Organizational Development program represents a focused collection of courses that provides students with specialized knowledge of leadership and organizational development. The MS LOD program consists of ten 3-credit hour courses comprising 8 core courses and 2 elective courses, for a total of 30 credit hours. The sequence of the program is relatively flexible, with one pair of co-requisite courses: LOD 213 and LOD 214. In addition, the Research Methods course (LOD 211) must be taken during the first semester of enrolment in the program.

	Course	Code	Credit Hours
<b>Core Courses</b>	Research Methods*	LOD 211	3
	Leadership Culture and Ethics	LOD 212	3
	Leadership and Organizational Development Principles and Applications**	LOD 213	3
	Managing Organization Change**	LOD 214	3
	Leading Sustainable Performance	LOD 215	3
	Strategic Management Principles and the Challenges of Complex Systems	LOD 216	3
	Achieving Business Excellence	LOD 217	3
	The Challenges of Organizational Leadership	LOD 220	3
	<b>Total Credits (Core)</b>		<b>24</b>
<b>Elective Courses</b>	Creative Problem Solving	LOD 218	3
	Conflict Management	LOD 219	3
		<b>Total Credits (2 electives)</b>	
	<b>Grand Total</b>		<b>30</b>

\* First Semester requirement

\*\* Co-requisites

The program begins with an induction session, which introduces students to the program structure and curriculum, to faculty and staff, and to each other.

### G8. Mode of Program Delivery

The MS LOD program is offered in a traditional face-to-face teaching mode. Students may undertake the program on either a full-time or part-time basis. The delivery of each course is designed to allow students to actively engage with the material and critically reflect on the content. Courses will be delivered over a 9-week term and the academic year will be divided into 4 terms on a quarter basis: Fall, Winter, Spring, and Summer (typically beginning in September, January, March, and June of each year). The classes will consist of 45 contact hours and will be scheduled on weekdays from 4:00 pm to 9:00 pm, with one class meeting per week for each course. Full-time students will be able to complete the program in 12 months by taking two or three courses in each term. Typically, students will take 2 courses each in their first semester and summer semester.

	Sunday	Monday	Tuesday
4:00 – 5:00	Class A	Class B	Class C
5:00 – 6:00	Class A	Class B	Class C
6:00 –7:00	Class A	Class B	Class C

7:00 – 8:00	Class A	Class B	Class C
8:00– 9:00	Class A	Class B	Class C

### **G9. Postgraduate Diploma (PgD) in Leadership and Organizational Development**

The Postgraduate Diploma in Leadership and Organizational Development program has been designed as an exit award for students in the MS LOD program who have successfully completed 24 or 27 credit hours of study. The entry criteria for the MS QBE program will apply to the Postgraduate Diploma program. The program contents and structure of the Postgraduate Diploma program are identical to those of the Master of Science program. The PgD program has the same set of learning outcomes as that of the MS LOD program. Refer to Section G4 for the program learning outcomes and Section G7 for the program structure.

### **G10. LOD Graduation Requirements**

In order to be eligible for a Master of Science in Leadership and Organizational Development degree at ADSM, a student must:

- I. Satisfactorily complete a minimum of 30 credit hours of coursework for a Master of Science degree program.
- II. Attain a minimum 3.00 cumulative grade point average on all credit earned at the School, based on a 4.00 scale.
- III. Not possess any missing grades or “Incompletes”.
- IV. Fulfill all other requirements of the program as enumerated in Grading and Assessment Policy and the Academic Progress Policy.
- V. Be in good standing with all ADSM regulatory elements as spelled out in the School’s policies.

Students leaving the program after satisfactory completion of either 24 or 27 credit hours will be eligible to graduate with a Postgraduate Diploma in Leadership and Organizational Development, subject to fulfilling all of the above requirements from II through V. The graduation requirements are officially listed in the ADSM Graduate Completion Policy, which is available online at the ADSM Student WebPortal ([lms.adsm.ac.ae](http://lms.adsm.ac.ae)).

### **G11. Time Limits for Program Completion**

#### **Master of Science in Leadership and Organizational Development**

Students enrolled on a full-time mode must complete the requirements for the degree within 36 months of their entry date. Students enrolled on a part-time mode must complete the requirements for the degree within 60 months of their entry date.

## **Postgraduate Diploma in Leadership and Organizational Development**

Students enrolled on a full-time mode must complete the requirements for the degree within 24 months of their entry date. Students enrolled on a part-time mode must complete the requirements for the degree within 36 months of their entry date.

Specific regulations and exceptions to the above mentioned timeframes are explained in the Academic Progress Policy as found with all other School policies at the ADSM Student WebPortal ([lms.adsm.ac.ae](https://lms.adsm.ac.ae)).

### **G12. LOD Course Descriptions**

#### **Core Courses**

##### **LOD 211 Research Methods (3 credits)**

This course provides an opportunity for students to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment (work, social, local, global).

##### **LOD 212 Leadership Culture and Ethics (3 credits)**

This course explores the key issues around strategic leadership, culture and ethics in organization and business environments. This will involve reviewing relevant theory, models and concepts and their practical application to business today. The Course identifies the concepts and approaches involved in nurturing a culture of trust and ethical consideration in business. Successful business demonstrate honesty, transparency, ethical behavior and open communication.

##### **LOD 213 Leadership and Organizational Development Principles and Applications (3 credits)**

The reality of everyday organizational life is that it is filled with uncertainty, contradictions and paradoxes. This course explores issues related to the effective leadership of organizational development including both change and management, and the issues of understanding and empowerment toward innovative practices. The course develops the issues of sustainable change in organizations, and investigates the state of turbulence and complexity that today's organizations encounter.

##### **LOD 214 Managing Organization Change (3 credits)**

The course provides students with an advanced understanding of the concepts, theories, and techniques of managing change in an organization by critically assessing the theories of organizational culture and the psychological contract. The course will analyze the principles of organizational development, and discuss the concepts of the learning organization and Knowledge Management within the context of



organizational change. The course will examine a range of tools and techniques which can facilitate the change process, based on a number of theoretical models.

#### LOD 215 Leading Sustainable Performance (3 credits)

The application of sustainable principles in business were once the preserve of the minority. In recent times these principles have moved into the mainstream of business. Organizations are moving beyond merely cultivating a green image, and are fully embracing sustainability. Increasingly sustainability is seen to provide opportunities for future growth. More senior executives view see sustainability as the only long term. In the current business landscape, it is businesses that have no ambitions in sustainability that form the minority.

This course aims to develop the students' knowledge and understanding of why firms are embracing sustainable practices, how companies are embedding corporate social responsibility into their businesses, and how they are gauging and reporting their success.

#### LOD 216 Strategic Management Principles and the Challenges of Complex Systems (3 credits)

This course provides students with a holistic view and understanding of how different types of organizations manage the dynamics of strategy and policy formulation, implementation, and evaluation in order to respond to changes in both internal and external environmental dynamics and develop sustainable competitive advantage. The course considers the strategic choice options for managers, and looks at the concepts of complexity and complex adaptive systems within the lens of organizational dynamics.

Strategy is an integrative discipline. Analysis requires students to look at the company as a whole rather than in terms of its isolated functions; and in terms of the company's place in the wider context of industry and environment rather than as an isolated entity. The course concludes with a unique look at some historical strategies viewed in today's global environment, e.g. Sun Tzu - the Art of War.

#### LOD 217 Achieving Business Excellence (3 credits)

This course focuses on the leadership and management challenges associated with achieving or working towards Business Excellence. Increasingly the business world recognizes that overall Business Excellence requires a combination of internal enablers – which identify how things are done, and methods to understand how and why results are achieved, giving a clear outstanding of business performance. With over 900 Business Excellence Awards worldwide, this course will concentrate on the framework awards such as the European Quality Award, the Baldrige Award and the Deming Prize as well as national awards that are based on these. This course reflects the fundamental concepts of excellence that underpin the approaches to creating sustainable excellence in business.

#### LOD 220 Leading Organizational Development (3 credits)

Today's fast changing economic environment is characterized by dynamic change. Increased competition and innovation in a variety of forms require organizations to continually evolve and develop. There is a growing need for staff who both understand and can contribute to organizational change and

development initiatives and activities. This course aims to provide students with the theoretical frameworks, analytical capacities, skills and knowledge required to undertake effective organizational change and development.

### **Elective Course Descriptions**

#### **LOD 218 Creative Problem Solving (3 credits)**

The course will introduce students to the latest thinking in the areas of creativity, the creative process, knowledge management practices, and will also reflect on the nature of entrepreneurship. In a global world, where increasing competition, rapidly evolving technologies and changing outlooks and attitudes transform the way we live work, generating new ideas that fit the changing times, is essential. Critical thinking – reflecting on the assumptions underlying our actions and considering new ways of looking at the world and living in it – is an essential skill for leaders at this time. Critical thinkers do not passively accept what they read; rather, they reflect to derive new alternatives. This course supports students in applying concepts and methods to make valuable contributions at work and influence those around them.

#### **LOD 219 Conflict Management (3 credits)**

Wherever people work together, occasional conflict is inevitable. What sets one organization apart from another is how people respond to conflict when it does arise. This course views conflict as an ever-present component of any decision-making environment. It offers tools for understanding the nature of conflict and of individual and joint decision making processes; devising individual and group strategies that minimize the destructive consequences of conflict; and, identifying solutions satisfactory to all involved. Students will analyze decision-making situations, understand the stakes of all involved, identify the sources of conflict and design strategies that recognize the positive and sometimes negative pressures on cooperation.

## H. ADSM Academic Staff Members

Name	ADSM / ICBS	Rank	Degree	Granting Institution
Abdullah Abonamah	ADSM	Professor	PhD	Illinois Institute of Technology
Hadi Mohammed Eltigani	ADSM	Professor	PhD	University of Strathclyde, UK
Tarek Nasr	ADSM	Assistant Professor	PhD	Paris Dauphine University
Slim Saidi	ADSM	Assistant Professor	PhD	Polytechnique School, Montreal
Llewellyn Thomas	ADSM	Assistant Professor	PhD	Imperial College Business School
Nelson Phillips	ICBS	Professor	PhD	University of Alberta
Wolfram Wiesemann	ICBS	Assistant Professor	PhD	Imperial College Business School
Andreas Eisingerich	ICBS	Associate Professor	PhD	University of Cambridge
Sankalp Chaturvedi	ICBS	Assistant Professor	PhD	National University of Singapore
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## I. Glossary of Academic Terms used at ADSM

- A. **“Academic career”** means the sum total of all academic work undertaken by a student that is grouped into a single student record.
- B. **“Administratively Withdrawn (AW)”** A student has stopped attending and does not respond to inquiries so they are removed from the program by ADSM.
- C. **“Award”** means the qualification granted to a student, subsequent to successful completion of all the program requirements.
- D. **“Credit System”** means the basis for measuring the amount of engaged learning time expected of a typical student.
- E. **“Credit Hour”** means a unit of measurement within the Credit System. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally accomplished equivalency that reasonably approximates not less than:
- F. **“Class”** means a single unit of academic work, undertaken over a single teaching session. Sometimes the term “course” is used to mean the same.
- G. **“Degree”** means the specific qualifier associated with Bachelor or Master Qualification.
- H. **“Elective”** means a non-compulsory course.
- I. **“Grade”** means a representation of the overall achievement by a student in a course, where such achievement is subsequently recorded on a student’s transcript.
- J. **“Program”** means a set of coherently scoped and structured courses undertaken by a student in order