PROGRAM STRUCTURE:
Each student will study two modules during their program. The internship module and a choice of one module from the elective modules available: **Business Analytics, Irish History, International Business, or Service Learning**. Each student participates in a six week placement on site in an Irish work setting be in with
a corporation, small business, charity or non-governmental association. A syllabus for all courses is listed below.

INTERNSHIP MODULE (CORE):
The aim of this module is to evaluate the competitive and corporate strategy of the student's internship organization. Also the student will identify how their role contributes to the strategy of their internship organization. They will then communicate their organization's strategy using appropriate terminology in a strategic analysis report and presentation while also completing a learning journal to highlight how the theory they studied in their academic elective was reflected in their practical work experience, and how that application contributed to their learning.

ELECTIVES (PICK ONE):
BUSINESS ANALYTICS
This module is based in the Deloitte Analytics Laboratory in the Quinn School of Business, where students will receive training in the use of the Bloomberg system. This enables users to interact with live, large-scale financial data for the purpose of applying statistical forecasting techniques.

IRISH HISTORY – FROM COLONY TO REPUBLIC
This module explores a broad time-span in Irish history beginning with arrival of the Anglo-Normans in 1169 until the emergence and development of the two Irelands in the twenty first century.

INTERNATIONAL BUSINESS
This module is in International Business (IB). Themes such as foreign direct investment, trade and regional integration, multinationals and management of operations, and the current Euro zone banking crisis will be explored in the Irish context.

SERVICE LEARNING
The focus on the service learning module is on providing business solutions to Non-Governmental Organizations (NGO) and the charity sector

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Core Module
Internship Academic Project (SBUS 30030)

Module Description:
"*You have to learn the rules of the game. And then you have to play better than anyone else.*"

This quote from Albert Einstein captures the essence of this course – understanding the strategic context of your organization, so that you too can strategically position yourself in your organization. The purpose of this module is to provide students with the tools, techniques, and modes of thinking to recognize and appreciate the strategic and competitive context of their internship organization. To their detriment, most executives, managers, and employees find it difficult to articulate the essence of their organization's strategy. Without the ability to do so the capacity of employees and managers to contribute to their company's success is constrained. Drawing on strategic theory, readings, and case

studies, this course is geared toward providing students with the requisite mindset and vocabulary to critically appreciate and evaluate their organization from a strategic perspective. The course will deepen students' awareness of the origins and manifestations of strategy, the role of human factors in crafting and executing strategy, and ultimately the link between strategy and organizational success. Importantly, this is not intended as a course in strategy, but rather one of strategy in action. Ultimately, the core purpose is to help students appreciate how their own role fits within the strategic context, with a view to better positioning themselves for success within their organization. The course will culminate in a report and presentation of a strategic analysis of the internship organization, followed by a debriefing session.

Module Learning Outcomes:
After completing this module, students should be able to:

1. Evaluate the competitive and corporate strategy of their internship organization
2. Identify how their role contributes to the strategy of their internship organization
3. Communicate their organization's strategy using appropriate terminology

Module Structure:

Session 1	1.1 Course Introduction 1.2 Strategizing in Organizations
Session 2	2. Interview Preparation & Business Etiquette
Session 3	3. Research Methods in Strategy
Session 4	4. Strategy from a Marketing Perspective
Session 5	5. Strategy in Action I
Session 6	6. Strategy in Action II
Session 7	7. Strategy in Practice
Session 8	8. Debriefing & Presentations

Selected Readings:
Mintzberg, H. (1987). The Strategy Concept .1. 5 Ps for Strategy. *California Management Review, 30*(1), 11-24.

Collis, D. J., & Rukstad, M. G. (2008). Can you say what your strategy is? *Harvard Business Review, 86*(4), 82-+.

Collis, D. J., & Montgomery, C. A. (2008). Competing on resources. *Harvard Business Review, 6*(7-8), 140-+.

Hambrick, D. C., & Fredrickson, J. W. (2005). Are you sure you have a strategy? *Academy of Management Executive, 19*(4), 51-62.

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Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. *Harvard Business Review, 81*(9), 66-+.

Johnson, M. W., Christensen, C. M., & Kagermann, H. (2008). Reinventing Your Business Model. *Harvard Business Review, 86*(12), 50-+.
Day, G. S., (1992), "Marketing's Contribution to the Strategy Dialogue", *Journal of the Academy of Marketing Science,* vol. 20, no. 4, pps. 323-329;

Varadarajan, P. R. (1992), "Marketing's Contribution to Strategy: The View from a Different Looking Glass", *Journal of the Academy of Marketing Science*, vol. 20, no. 4, pps. 335-343;

D'Aveni, A. (2007), "Mapping your Competitive Position", *Harvard Business Review*, November;

Morgan, R. E. and Hunt, S. D. (2002), "Determining marketing strategy – A cybernetic systems approach to scenario planning", *European Journal of Marketing*, vol. 36, no. 4;

Doyle, P. (1996), "Marketing in the new millennium", *European Journal of Marketing*, vol. 29, no. 13;

Module Assessment:
Pre-Reading Assessment: 15%
Status (Progression) Reports: 20%
Reflective Journal: 15 %
Final Strategy Analysis Report: 35%
Final Presentation: 15 %

Elective Option One
From Colony to Republic: The Making of Modern Ireland, 1169-2012 (SBUS 30020)

Module Description:
This module covers a broad time-span and charts the development of Ireland from colony to republic. What was only ever intended to be a short-term enterprise, resulted in 700 years of enduring colonial rule. The course will examine the evolution of the political, social, cultural and economic structure of modern Ireland. In addition to examining battles, governments and policies, the ordinariness of everyday lives will also be analyzed, thus providing students with a multi-faceted view of Irish history. Myths surrounding the British- Irish relationship will be challenged, while memory and meaning of the period will be explored to offer an understanding of how Ireland and Irish identity have been constructed.

Module Learning Outcomes:
On completion of this module, students should be able to:

- Show how 700 years of history shaped modern Ireland;
- Analyze the evolution of the political, social, cultural and economic structure of Ireland;
- Understand the nature of Irish identity.

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Module Structure:
In addition to a number of fieldtrips, the following are the topics covered by the module:

Day One
Birth of the Colony

Day Two
Irish Republicanism

Day Three
Cultural Nationalism

Day Four
The Two Irelands: North and South

Day Five
Global Ireland and the Changing Nature of Irish Identity

Day Six
Belfast day-trip

Selected Readings:
Bartlett, T. (2011). *Ireland: a History*. Cambridge: Cambridge University Press.

Donohoe, P. (2011). Ireland and the New National Question. *Studies*, 100 (399), 307-18.

Inglis, T. (2008). *Global Ireland: Same Difference*. Oxford: Routledge Press.

Inglis, T. (2005). Religion, Identity, State and Society. In Cleary, J & Connolly, C (eds.), *The Cambridge Companion to Modern Irish Culture*. Cambridge: Cambridge University Press.

Module Assessment:
Group project: 50%
Fieldtrip Analysis: 20%
Essay: 30%

Elective Option Two
DOING BUSINESS IN IRELAND 2012 (BMGT 30280)

Module Description:
In recent years Ireland has received rave reviews for the dynamism of its economy ratcheting up high annual growth rates. Several years of double-digit GDP growth in the mid/late 1990s led to comparisons

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with the tiger economies of East Asia, and accordingly the 'Celtic Tiger' term was coined. Ireland is a highly globalized economy with respect to trade, investment and migration. The Irish corporate tax rate of 12.5% has underpinned its economic vibrancy and multinationals - not least American - have been attracted to the country. However, membership of the Eurozone resulted in low interest rates and high inflation. Recycled cheap international capital flooded the Irish banking system particularly in the 2005-2008 period. An asset bubble was spawned and its collapse, catalyzed by the Lehmans collapse September 2008, destroyed the Irish banking system and undermined the credit-worthiness of the economy.

This module is an elective International Business module with the geographical focus being Ireland. It provides contextual information on the Irish business environment in general and, in particular, on Ireland as a successful location for international business. The key factors pertaining to international business in Ireland will be examined: political economy, culture and ethics; the Irish enterprise system; cross-border trade and investment; the international monetary system and the Euro; and multinationals and operations management.

Module Learning Outcomes:
On completion of this module, students are expected to be able to:

- Develop critical thinking about international business and integrate prior knowledge, skills, abilities, and attitudes to develop a broader understanding of doing business internationally.
- Develop skills and experience in the identification, analysis, processing of organizational factors that influence doing business internationally and specifically in Ireland.
- Broaden cultural empathy and communication skills to function effectively in the global world of work.
- Internalized and applied all the above through class participation, the completion of a group project on an international business in Ireland and an assignment essay.

Module Structure:

Session 1: Introduction: Globalization, International Business, and Doing Business in Ireland

Session 2: Ireland: Culture, Politics and Legal System

Session 3: The Irish Economy and Enterprise System

Site Visit: Guinness Corporate Story. This will be followed by a visit to the Guinness Storehouse

Session 4: Institutions & Globalization 1: Regional Integration Agreements and International Business - The European Union and Ireland.

Session 5: Institutions & Globalization 2: Local Institutions and International Business
Guest Speaker: Industrial Development Agency

Session 6: Foreign Direct Investment in Ireland 1

Site Visit: Intel and **Session 7:** Ireland: The Global Financial Crisis followed by **Course Synthesis**

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Selected Readings:
Alfaro, Laura, McIntyre, Stephen, Dev, Vinati. 2005. Foreign Direct Investment and Ireland's Tiger Economy (A), Harvard Business School, Prod. No.: 706007-PDF-ENG

Barry, F., and Kearney, C. 2006. MNEs and industrial structure in host countries: a portfolio analysis of Irish manufacturing, Journal of International Business Studies (2006) 37, 392-406.
Cassidy, J. F., Barry, F., and Van Egeraat, C. (2009). Porter's diamond and small nations in the global economy: Ireland as a case study. In van Buckle, D. Verbeke, A., Yuan, Welong eds. *Handbook on Small Nations in the Global Economy: The Contribution of Multinational Enterprises to National Economic Success*. Cheltenham UK, Northampton MA, USA: Edward Elgar Publishing.

Keating, M.A., Martin, G.S., 2007. 'Leadership and Culture in the Republic of Ireland'. In Jagdeep S. Chhokar, Felix C. Brodbeck, Robert J. House eds. Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies (Series in Organization and Management) [Hardcover], New Jersey: Psychology Press.

Module Assessment:
Assignment Length Grade Weighting
1 Pre-Assignment: Introductory Paper 1000 10%
2 Group Project: International Business in Ireland 6000 35%
3 Essay 1500 35%
4 *Class Participation 20%

***Attendance at all sessions is mandatory. Failure to attend any required session results in a failing grade for the course.**

Elective Option Three
Service Learning (SBUS 20010)

Module Description:
Quinn School of Business is committed to maintaining the highest standards in education so that our graduates are fully prepared for the realities of a career in business or in industry. In addition, we further aspire to produce students with a rounded social education and a strong sense of good citizenship, who strive to make a difference in the local community. To support this, we have our Service Learning Module, where students apply knowledge learned in the classroom to real-life work in the voluntary or not-for-profit sector, all for academic credit. The aim of the courses is to provide students with the opportunity to contribute to the local community while learning real business skills, both inside and outside the classroom.

Module Learning Outcomes:
- To enable and empower students to become effective workers in project teams;
- To allow students to contribute productively to the needs of the local community;
- To make students aware of the opportunities for employment in the voluntary sector;
- To enable students to develop life skills and to better relate to and work with people in a professional environment;
- To allow students to apply the theories they have learned to real life situations;
- To give students the opportunity to demonstrate to potential employers that they have gained valuable experience in the voluntary sector;

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- To provide students with an insight into the workings of service providers in the voluntary sector;
- To facilitate the broad development of students, both in and outside of the classroom.

Beneficial Outcomes for the NGO or Charity involved:

- To benefit the partner organization by providing additional resources for specific business projects;
- To facilitate the transfer of knowledge and skills between students and partner organizations;
- To work with the partner organizations to develop sustainable projects;
- To foster long term relationships between Quinn School of Business and partner organizations working in the voluntary sector;
- To create a greater understanding among students of the work and activities of partner organizations.

Selected Readings:

Anheier, H., *'Managing Non-Profit Organisations: Towards A New Approach',* Working Paper 1, London School of Economics Centre for Civil Society (2000);

Bryson, John M, *'A Strategic Planning Process for Public and Non-profit Organizations',* Long Range Planning, Vol. 21, No. 1, pp. 73 to 81, (1988);

Naskrent, J. And Siebelt, P., *'The Influence of Commitment, Trust, Satisfaction, and Involvement on Donor Retention'*, International Society for Third-Sector Research and The John's Hopkins University (2010);

Module Assessment:

Assessment will comprise a number of assignments throughout the module. During the classroom aspect of the module, students will be asked to identify stories in the media that relate to the challenges currently faced by the non-profit sector. They will then follow that up by conducting a literature review on an agreed topic of relevance to non-profit organizations, such as social entrepreneurship, challenges of fundraising in the current economic climate, donor retention strategies, etc.

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