



SEVERN  
BUSINESS  
COLLEGE

**EBMA Level 7 Postgraduate Diploma in  
Health and Social Care Management**

**Course Handbook**



## Qualification

EBMA Level 7 Postgraduate Diploma in Health and Social Care Management

## Level

7

## Guided Learning Hours

360

## Total Qualification Time Hours

1350

## Credit Value

135

## Aim of the Course

The EBMA Level 7 Postgraduate Diploma in Health and Social care Management is designed to enable learners to develop

- A sound understanding of policy,
- Management theory, and
- Practice in health and social care.

It provides learners with an opportunity to engage with the challenges facing professionals, services users and policy makers in the United Kingdom today. EBMA Level 7 Postgraduate Diploma in Health and Social Care Management will create knowledge in candidates so that they can work as an effective manager in hospital or health / social care industry. It combines both theoretical and practical knowledge in health and social care profession.

## Assessment

Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

## Course Structure

Unit number	Units	Unit level	Unit credit
1	Managing Service Delivery in Health and Social Care	7	15
2	Managing Finance in Health and Social Care	7	15
3	Managing Enterprise in Health and Social Care	7	15
4	Strategic Marketing for Health and Social Care Organisation	7	15
5	The Economics of Healthcare	7	15
6	Strategic Management and Change	7	15
7	Research Methods for Managers	7	15
8	Managing Quality through Human Resource Management	7	15
9	Strategic Project Management for Managers	7	15

## Assessment Grades

Marks Ranges	Marking Criteria
Pass	All learning outcomes are achieved. All assessment criteria are met.
Fail	All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

## UNIT SPECIFICATIONS

### Unit Title

Managing Service Delivery in Health and Social Care

### Level

7

### Guided Learning Hours

40

### Learning Time Hours

150

## Credit Value

15

## Unit aim

The aim of this unit is to explore management and leadership issues in health and social care and be able to manage performance by setting quality standards, monitoring progress against them and leading the drive to seek service improvement. Topics including managing teams change, and projects will be explored throughout this unit.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to identify awareness and skills for effective managers and leaders in health and social care organisation.	1.1. Identify the classification of management roles within health and social care organisations. 1.2. Analyse SMART (specific, measurable, agreed, Realistic, Timed) approach of an effective manager. 1.3. Identify extent to which managers show leadership within an organisation. 1.4. Identify ways in which managers develop self-confidence to improve the operations of an organisation.
2. Be able to manage team performance for the quality of service delivery in health and social care	2.1. Identify the need of training and development in the planning process to improve team performance. 2.2. Develop a training plan based on training needs analysis. 2.3. Identify effective managers' capabilities to deal with poor performance of team member and evaluate the ways to resolve these issues. 2.4. Identify working standards to control the quality of service delivery within an organisation.
3. Be able to manage projects for the improvement of service delivery within the health and social care organisation.	3.1. Identify phases of planning a project in health and social care sector. 3.2. Identify actions to monitor and the control of project during implementation phase of project. 3.3. Manage the causes of quality problems by analysing the fishbone technique.

## Supplementary Text and Reading:

- MARTIN, V., & HENDERSON, E. S. (2001). Managing in health and social care. London, Routledge.
- CADWELL, C. M. (2004). Leadership skills for managers. [New York], American Management Association.
- BATEMAN, T. S., & SNELL, S. (2012). M: Management. New York, NY., McGraw-Hill Companies.
- Leading Change in Health and Social Care By Vivien Martin
- Successful Project Management in Social Work and Social Care By Gary Spolander, Linda Martin
- Quality Assurance in Healthcare Service Delivery, Nursing, and Personalized Medicine: Technologies and Processes by Athina A. Lazakidou, Andriani Daskalaki IGI Global, 2011

## Learning Resources:

- Academic Search Elite (EBSCO)
- ABI/INFORM Complete (ProQuest)
- CQ Researcher
- Gale Virtual Reference Library
- Oxford Reference Online Premium
- LexisNexis Academic
- College Source Online
- Plunkett Research Online
- Emerald Insight

## UNIT SPECIFICATIONS

### Unit Title

Managing Finance in Health and Social Care

### Level

7

## Guided Learning Hours

40

## Learning Time Hours

150

## Credit Value

15

## Unit aim

Students explore key concepts and frameworks for accounting and finance and learn how to interpret the company's financial reports. Students will also become familiar with financial statements, budgets and data as well as financial and non-financial performance indicators. These highly applicable techniques can be used to drive company success.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to analyse financial statements	1.1. Identify major financial statements that organisations prepare and provide to stakeholders. 1.2. Conduct a financial analysis to examine liquidity, asset management, solvency, profitability, shareholders and market value ratios for managerial decisionmaking
2. Be able to perform different valuation methods for managerial decision making including stock, price and cash flow models	2.1. Calculate a dividend discounted model (DDM) for valuing a stock 2.2. Calculate the value of common stock using the Gordon growth model. 2.3. Calculate the common stock using constant-growth models (CGM) and describe limitations of this model. 2.4. Calculate the stock value of a variable growth rate company. 2.5. Assess relative stock values using the P/E ratio model.
3. Be able to identify the characteristics and estimation of Risk and Return	3.1. Evaluate the total risk of an investment using financial methods. 3.2. Plan investments that take advantage of diversification and its impact on total risk. 3.3. Analyse and apply the Capital Asset Pricing Model (CAPM). 3.4. Calculate beta to measure of market risk.
4. Be able to identify the importance of working capital policies and management of Short-Term Assets and Liabilities in the health and social care organisation	4.1. Calculate net working capital. 4.2. Identify sources of short-term financing for funding current assets. 4.3. Use the Baumol and Miller-Orr models to determine cash policy. 4.4. Identify sources of float and show how to control float for the firm's disbursement and collection functions.

## Supplementary Text and Reading:

- Resource Management in Health and Social Care: Essential Checklists By William Bryans
- Health Care Policy, Performance and Finance: Strategic Issues in Health Care edited by Huw Davies, Manouche Tavakoli
- Practical Budget Management in Health and Social Care By William Bryans, Steve Field
- Financial Management: Principles and Practice By Sudhindra Bhat

## Learning Resources:

- Academic Search Elite (EBSCO)
- ABI/INFORM Complete (ProQuest)
- CQ Researcher
- Gale Virtual Reference Library
- Oxford Reference Online Premium
- LexisNexis Academic
- College Source Online
- Plunkett Research Online
- Emerald Insight

## UNIT SPECIFICATIONS

### Unit Title

Managing Enterprise in Health and Social Care

**Level**

7

**Guided Learning Hours**

40

**Learning Time Hours**

150

**Credit Value**

15

**Unit aim**

This unit aims to develop learner knowledge of the processes and behaviours involved in developing enterprise in health and social care administration from various perspectives informed by theory, research and professional practice.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to develop the idea generation skills in health and social care business.	1.1. Identify the personality attributes, characteristics and motivation of small firm owners and managers. 1.2. Identify skills required to generate new business ideas. 1.3. Use gap analysis to examine potential business ideas 1.4. Assess the elements of opportunity analysis
2. Be able to conduct external analysis of new business to gain competitive advantage.	2.1. Assess how to create a profile of the target customers for a new business. 2.2. Identify competitors of the new business using external analysis. 2.3. Construct competitive maps.
3. Be able to develop an understanding of legal obligations, implication and importance of laws, rules and regulation to Health and social care business.	3.1. Identify how laws, rules, and regulations benefit new businesses. 3.2. Explain the importance of copyrights/trademarks/patents to new health care business. 3.3. Identify the role that insurance plays in the risk portfolio of the new business.

**Supplementary Text and Reading:**

- OHAM, C., & MACDONALD, D. (2016). Leading and managing a social enterprise in health and social care.
- DREACHSLIN, J. L., GILBERT, M. J., & MALONE, B. (2013). Diversity and cultural competence in health care a systems approach. San Francisco, CA, Jossey-Bass, A Wiley Imprint.
- D'CRUZ, H., JACOBS, S., & SCHOO, A. M. M. (2009). Knowledge-in-practice in the caring professions: multidisciplinary perspectives. Farnham, Ashgate.
- BARNEY, J. B., & HESTERLY, W. S. (2015). Strategic management and competitive advantage: concepts and cases.
- Entrepreneurship: Concepts, Theory and Perspective edited by Álvaro Cuervo, Domingo Ribeiro, Salvador Roig
- Health and Social Care ACT 2008
- Regulation of health care professionals: regulation of social care By Great Britain: Law Commission

**Learning Resources:**

- Academic Search Elite (EBSCO)
- ABI/INFORM Complete (ProQuest)
- CQ Researcher
- Gale Virtual Reference Library
- Oxford Reference Online Premium
- LexisNexis Academic
- College Source Online
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**UNIT SPECIFICATIONS****Unit Title**

Strategic Marketing for Health and Social Care Organisation

**Level**

**Guided Learning Hours**

40

**Learning Time Hours**

150

**Credit Value**

15

**Unit aim**

This unit aims to develop a strategic marketing focus and link it to the strategy process within in health and social care organisations.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
1. Be able to develop skills in applying marketing strategy and tactics to the health and social care organisation	1.1. Identify the purpose of marketing planning 1.2. Identify the skills required to develop marketing strategies and plans.
2. Be able to analyse marketing environment that influence the health and social care organisation	2.1. Analyse how healthcare system changing demographically, economically, socially, culturally, technologically, politically and legally. 2.2. Identify how to analyse the competitor's strategies, objectives, strengths and weaknesses 2.3. Analyse the main factors that tend to increase demand for the health and social care organisation. 2.4. Evaluate main factors and forces that reduce the demand for health care
3. Be able to identify the process of brand development, pricing, communication and marketing implementation.	3.1. Identify major steps in effectively developing and launching a new product. 3.2. Identify main stages of product life cycle. 3.3. Evaluate steps for setting an initial price for a product or service 3.4. Identify major elements for marketing communication process in health and social care sector 3.5. Identify main steps to implement marketing plans.

**Supplementary Text and Reading:**

- SHALOWITZ, J., STEVENS, R. J., & KOTLER, P. (2013). Strategic marketing for health care organizations: building a customer-driven health system. San Francisco, Calif, Jossey-Bass.
- BROWN, M. (1992). Health care marketing management. Gaithersburg, Md, Aspen Publishers.
- FINE, D. J., & ZUNIGA, M. A. (2005). Managerial Epidemiology for Health Care Organizations. Wiley.
- KONGSTVEDT, P. R. (2013). Essentials of managed health care. Burlington, MA, Jones and Bartlett Learning.
- CRAVENS, D. W., & PIERCY, N. (2013). Strategic marketing. New York, McGraw-Hill.

**Learning Resources:**

- Academic Search Elite (EBSCO)
- ABI/INFORM Complete (ProQuest)
- CQ Researcher
- Gale Virtual Reference Library
- Oxford Reference Online Premium
- LexisNexis Academic
- College Source Online
- Plunkett Research Online
- Emerald Insight

**UNIT SPECIFICATIONS****Unit Title**

The Economics of Healthcare

**Level**

**Guided Learning Hours**

40

**Learning Time Hours**

150

**Credit Value**

15

**Unit aim**

The aim of this course is to provide students with an understanding of issues especially micro-economics analysis of health care. Learners will be able to understand principles and applications of the world economy, the cost-benefit literature, welfare economics and public finance, consumer theory and industrial economics. It aims to establish a critical awareness of the integration of theory, data, and analysis in relation to health care economics.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
1. Be able to identify the sources and measurements of health improvements	1.1 Analyse different sources of data to identify inputs and outputs in the improvement of health. 1.2 Examine the role of world health organisations in the measurement of health improvements. 1.3 Identify how to measure health improvements.
2. Be able to apply the advanced economic literature on demand and supply of the health care.	2.1 Identify how to analyse the demand for health care. 2.2 Assess the empirical evidence on supplier-induced demand in health care. 2.3 Analyse the structure of health care sector and the relationship between the structures to identify the supply of the health care.
3. Be able to understand the cost benefit approach theory and practice for economics appraisals in health.	3.1 Explain human capital approach, public behavioural approach and conventional economic theory for the valuation of human life. 3.2 Explain how economic appraisal builds on epidemiological evaluation and clinical trials. 3.3 Calculate the rate of discount when comparing treatment and prevention. 3.4 Use sensitivity analysis as a technique to deal with uncertainty in assumptions, estimates and possibilities and lack of data for the economic appraisals in health. 3.5 Explain various stages of applied economic appraisal by illustrating the literature on health care resource allocation.
4. Be able to identify the recent trends in healthcare expenditures.	4.1 Identify the role of health care organisations as an economic agent in health care sector. 4.2 Assess how health care organisations respond to an increase in demand by raising price. 4.3 Identify the trends in expenditures on health in terms of proportions of Gross Domestic product (GDP).

**Supplementary Text and Reading:**

- The Economics of Health and Health Care: Pearson International Edition By Sherman Folland, Allen Charles Goodman, Miron Stano
- Economics of Health and Medical Care By Lanis Hicks
- The Economics of Health Care in Asia-Pacific Countries edited by Teh-wei Hu, Chee-Ruey Hsieh
- The Economics of New Health Technologies: Incentives, organization edited by Joan CostaFont, Christophe Courbage, Alistair McGuire
- The Economics of Health Equity edited by Di McIntyre, Gavin Mooney
- MACSTRAVIC, R. E. S., & MONTROSE, G. (1998). Managing health care demand. Gaithersburg, Md, Aspen Publishers.

**Learning Resources:**

- Academic Search Elite (EBSCO)
- ABI/INFORM Complete (ProQuest)
- CQ Researcher
- Gale Virtual Reference Library
- Oxford Reference Online Premium



- LexisNexis Academic
- College Source Online
- Plunkett Research Online
- Emerald Insight

## UNIT SPECIFICATIONS

### Unit Title

Strategic Management and Change

### Level

7

### Guided Learning Hours

40

### Learning Time Hours

150

### Credit Value

15

### Unit aim

Health care has continued to experience significant environmental change including technological breakthroughs in gene research and therapy and bioengineering, economic and competitive pressure that have altered the industry. This unit aims to explore strategic management tools to manage healthcare organisations in dynamic and changing environment.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to identify various aspects of management in the health and social care organisation.	1.1. Explain why strategic management has become crucial in today's dynamic health care and social care environment 1.2. Identify the roles of leadership in the in setting the organisational strategy.
2. Be able to conduct an analysis of the general and industry external environments and internal environments for health and social care organisation.	2.1. Identify the significance of the external environmental analysis 2.2. Analyse how competitively relevant strengths and weaknesses can be used to suggest appropriate strategic actions
3. Be able to develop strategic and business plans for health and social care organisation.	3.1. Identify best strategic choice after strategic analysis to implement strategy 3.2. Develop a business plan based on current market situations 3.3. Implement the best strategic choice that is suitable for present environment of and social care organisation.

### Supplementary Text and Reading:

- SCRAGG, T. (2010). Managing change in health and social care services. Brighton, Pavilion Publishing (Brighton) Ltd.
- SCRAGG, T. (2010). Managing Change in Health and Social Care Services. Brighton & Hove, Pavilion Publishing.
- SALTMAN, R. B., BANKAUSKAITE, V., & VRANGBÆK, K. (2007). Decentralization in health care: strategies and outcomes. Maidenhead, Berkshire, England, McGraw Hill.
- SIMONS, T., LEROY, H., & SAVAGE, G. T. (2013). Leading in Health Care Organizations: Improving Safety, Satisfaction, and Financial Performance.

### Learning Resources:

- Academic Search Elite (EBSCO)
- ABI/INFORM Complete (ProQuest)
- CQ Researcher
- Gale Virtual Reference Library
- Oxford Reference Online Premium
- LexisNexis Academic
- College Source Online

- Plunkett Research Online
- Emerald Insight

## UNIT SPECIFICATIONS

### Unit Title

Research Methods for Managers

### Level

7

### Guided Learning Hours

40

### Learning Time Hours

150

### Credit Value

15

### Unit aim

This unit deals with principles of research including formulations of research questions, hypothesis and objectives. The unit will cover literature reviews, referencing, data collection using interviews and surveys, questionnaire design, statistical analysing using SPSS and developing statistical modules, qualitative data analysis inferences and conclusions from the analysed data. Analysis include factor analysis, regression analysis, discriminates analysis and logistic regression using SPSS.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to develop a critical understanding of the different assumptions underlying research into the social sciences and the nature and status of research methodology.	1.1. Identify a research question. 1.2. Describe the process of social research. 1.3. Explain the criteria and limitation of research design. 1.4. Assess the criteria for reliability and validity for the measurement of research data. 1.5. Explain the features of good research design.
2. An overview of the different debates and issues underlying the research process and how this relates to the specific methods they may select to conduct a study	2.1. Identify the relationship between philosophy and methodology within research texts. 2.2. Explicate the qualitative-quantitative debate of social science research. 2.3. Explore the nature of pluralism in research methodology. 2.4. Describe the qualitative approach to research design. 2.5. Describe the quantitative approach to research design. 2.6. Apply suitable approach to design research proposal.
3. Be able to review the collection, presentation and analysis of data to complete research project.	3.1. Perform literature review. 3.2. Create a sample of data from the findings. 3.3. Apply the suitable methods and statistical techniques to analyse data. 3.4. Present data and information from findings in suitable format to produce results. 3.5. Draw conclusions and recommendations from research findings
4. Appreciate the quality issues associated with data handling	4.1. Explain the ethical issues of data handling. 4.2. Present guidelines for handling missing data while conducting research. 4.3. Critically review the importance of referencing system while recording data. 4.4. Investigate challenges and responses of handling social science data.

### Supplementary Text and Reading:

- Bryman, A. (2008), *Social Research Methods*, (3rd ed), Oxford University Press.
- Bryman, A. and Bell, E. (2007), *Business Research Methods*, (2nd ed) Oxford University Press.
- Easterby-Smith, M., Thorpe, R. and Jackson, P. R. (2008), *Management Research*, (3rd ed), Sage Publications.
- Fisher, C. (2004) *Researching and Writing a Dissertation for Business Students*, FT Prentice Hall
- Saunders, M.N.K., Lewis, P and Thornhill, A. (2007), *Research Methods for Business Students*, (4th edit), FT Prentice Hall.

**Learning Resources:**

- Academic Search Elite (EBSCO)
- ABI/INFORM Complete (ProQuest)
- CQ Researcher
- Gale Virtual Reference Library
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- LexisNexis Academic
- College Source Online
- Plunkett Research Online
- Emerald Insight

## UNIT SPECIFICATIONS

**Unit Title**

Managing Quality through Human Resource Management

**Level**

7

**Guided Learning Hours**

40

**Learning Time Hours**

150

**Credit Value**

15

**Unit aim**

Health and social care organisations today face unprecedented challenges. These challenges are obliging organisations to redesign their internal structures and policies. New people management strategies are at the centre of these organisational changes. This course examines the character of these people management strategies in modern organisations.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to identify issues, structures, employees planning and resourcing within health and social care organisation.	1.1. Identify the economic pressure on health services and the effects of that pressure on management. 1.2. Describe the stages involved in the recruitment and selection process. 1.3. Identify the information available to managers in workplace for human resource planning. 1.4. Identify how technological developments affect human resource development within health and social care organisations
2. Be able to apply human resource policies in recruitment and selection process	2.1. Identify the role of government agencies to enforce equal employment opportunity. 2.2. Describe ways employers can avoid illegal discrimination and provide reasonable accommodation. 2.3. Explain employers' duties under the Equalities Law. 2.4. Assess how employers promote worker safety and health.
3. Be able to evaluate the importance of employees training after selection.	3.1. Identify training methods for employee orientation and diversity management. 3.2. Identify how to plan and implement an effective training programme. 3.3. Compare widely used training methods. 3.4. Evaluate the success of a training programme
4. Be able to identify the theory and practice related to the full range of Human Resource Management functions (learning, rewards, motivation, retain and performance)	4.1. Identify main criteria for measuring the effectiveness of a performance management system. 4.2. Assess the opportunities and choices that for health and social care organisations to reward staff. 4.3. Identify methods to promote positive employee relations in the organisations.

**Supplementary Text and Reading:**

- GRAY, I., & FIELD, R. (2010). Effective Leadership, Management and Supervision in Health and Social Care. Exeter, Learning Matters Ltd.
- FOTTLER, M. D., KHATRI, N., & SAVAGE, G. T. (2010). Strategic human resource management in health care. Bingley, UK, Emerald.
- SHIPTON, H., BUDHWAR, P. S., SPARROW, P., & BROWN, A. (2015). Human resource management, innovation and performance.
- MARTIN, V., MARTIN, V., CHARLESWORTH, J., & HENDERSON, E. (2010). Managing in health and social care. New York, Routledge.
- FULTON, R., & RICHARDSON, K. (2014). Supporting individuals with learning disabilities: a care quality guide for health and social care staff and carers.

**Learning Resources:**

- Academic Search Elite (EBSCO)
- ABI/INFORM Complete (ProQuest)
- CQ Researcher
- Gale Virtual Reference Library
- Oxford Reference Online Premium
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- College Source Online
- Plunkett Research Online
- Emerald Insight

**UNIT SPECIFICATIONS**

**Unit Title**

Strategic Project Management for Managers

**Level**

7

**Guided Learning Hours**

40

**Learning Time Hours**

150

**Credit Value**

15

**Unit aim**

In this today’s business environment, the ability to manage, organise and to achieve organisational goals has become core skills for managers, directors and senior executive in the organisation. This unit will develop strategic decision making for learners to drive the value of the organisation from the execution of strategy through strategic projects.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to identify methods, procedures and systems for defining, planning, scheduling, controlling and organising project activities for strategic decision-making	1.1. Describe the project master plan for your project and create a relationship between master plan and the project proposal. 1.2. Identify the advantages of Networks over Gantt Charts. 1.3. Analyse how GERT overcomes the limitations of PERT/CPM. 1.4. Assess the contingency plans, budget, and reserve to manage risks in the project. 1.5. Evaluate the project success through strategic alignment.
2. Be able to manage organisational, managerial and human behavioural	2.1. Assess the relative need for both technical and managerial competence in project management.

issues relevant to the project management.	2.2. Discuss the ways in which behaviour of people influence the specific project. 2.3. Evaluate the importance of training for project manager in an organisation. 2.4. Critically evaluate the importance of communication and information exchange to project success.
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**Supplementary Text and Reading:**

- CALLAHAN, K. R., & BROOKS, L. M. (2004). Essentials of strategic project management. Hoboken, NJ, John Wiley & Sons, Inc.
- Project Management – A Managerial Approach – Jack R. Meredith & Samuel J. Mantel (Wiley)
- Project Management for PhDs – Jeanine de Bruin and Brigitte Hertz, Eleven International Publishing, The Hague.
- Project Management, Harvly Maylor (4th edition), Pearson Education Ltd, 2010
- Project Management: A Systems Approach to Planning, Scheduling, and Controlling, Harold Kerzner (2009)

**Learning Resources:**

- Academic Search Elite (EBSCO)
- ABI/INFORM Complete (ProQuest)
- CQ Researcher
- Gale Virtual Reference Library
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