



REGENT Business School

Master of Business Administration

Year 2

(Trimesters 4 and 5)

January 2017

Academic and Assessment Calendar

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1. MESSAGE FROM THE PROGRAMME COORDINATOR

Dear Student

I am delighted to welcome you back to REGENT Business School (RBS). It gives me great pleasure in addressing you as the Programme Coordinator for the Master of Business Administration. We are very excited that you have continued your studies and we hope that your studies continue to bring you enjoyment, enthusiasm and most importantly a fruitful academic learning experience.

The Master of Business Administration Degree (MBA) is the world's best known and most widely recognised management education qualification being viewed as a prerequisite to most top management positions. It provides the most comprehensive mix of modules in the field of management. Accounting and Finance, Strategic Marketing and Managerial Economics are three of the several modules that will be encountered over this twenty month Degree. The MBA also comprises a research and dissertation component.

On behalf of REGENT Business School, the Management, Staff and I wish you the very best for the final period of your studies. We continue to wish you much success as you fulfill your academic goals and as you learn more about yourself and your place in the world.

Best wishes

Osman Seedat

MBA Programme Coordinator

2. PURPOSE OF ACADEMIC AND ASSESSMENT CALENDAR

The objective of the academic and assessment calendar is to clearly define the rollout for the academic year ahead, and assist the student in grasping the assessment terminology and requirements. Students will find the programme structure inclusive of the module outlines, timeframes and other important deliverables.

The calendar contains all the formative assessments that need to be completed and submitted, together with the summative assessment dates.

The assessment and academic calendar is a supplementary booklet, and it is imperative that it be referenced in conjunction to the General Handbook for the academic year.

3. CONTACT INFORMATION

3.1 RBS OFFICES

REGENT Business School offers its academic programme via the distance learning mode of delivery. All administration of academic programmes are conducted out of REGENT Business Schools Head office in Durban. The Johannesburg office provides administrative support services and helps facilitate communication between the Head Office and students.

The contact details of the offices are as follows:

Durban	Johannesburg
Physical Address: 35 Samora Machel (Aliwal) Street Durban, 4001, South Africa	Physical Address: 13 Frost Avenue, Sunnyside, Auckland Park, Johannesburg, 2092
Postal Address: PO Box 10686 Marine Parade, 4056, South Africa	Postal Address: PO Box 291353 Melville Johannesburg, 2109, South Africa
Telephone: +27 31 3044626 or +27 31 826 7300	Telephone: +27 11 4821404
Fax: +27 31 3047303	Fax: +27 11 4825299
WEBSITE: http://www.regent.ac.za Email: studentsupport@regent.ac.za	

4. STUDENT SUPPORT SERVICES: STUDENT INFORMATION DESK (SID)

Student centric education is one of the major policy objectives of REGENT Business School. In pursuance of this policy, the institution established a dedicated office to deal with student enquiries called the **Student Information Desk (SID)**. SID is managed by a team which is committed to the principle of excellence in service delivery.

Perhaps, more importantly, SID gives intrinsic meaning and credence to the institution's motto – *“Taking The Distance Out Of Distance Learning”*. The team at SID ensures that the many challenges and problems experienced by learners at a distance are dealt with efficiently.

Furthermore, in an effort to coordinate all student queries and ensure timeous and appropriate feedback; a specially designed system has been developed with the following focus:

- Formalise all queries and generate reference numbers for future communication.
- To coordinate communication between students and different divisions of the Business School.
- To follow-up on each query and bring it to a closure.
- To identify student challenges and strategise support with a view to mitigating challenges.

The consultants of the Student Information Desk (SID) will be able to provide you with information that you require.

Once again on behalf of the management and support team, REGENT Business School would like to confirm its commitment to students to ensure that you have a rewarding and fulfilling study experience.

We wish you everything of the best with your studies. Please feel free to contact the support staff of RBS.

We are committed towards your success.

studentsupport@regent.ac.za

5. PROGRAMME STRUCTURE

The MBA **trimester four** modules are structured as follows:

- Entrepreneurship
- Elective:
- Research and Statistical Methods

The MBA **trimester five activity focuses on the completion of the** dissertation

The electives are as follows:

- Healthcare Management
- Public Sector Management
- Islamic Finance and Banking
- Project Management
- Educational Management and Leadership

6. WORKSHOPS

RBS will conduct workshop sessions for each module in each trimester; however the workshops are held in regions where there are viable student numbers per module. The workshops are held on weekends. Whilst it is not compulsory to attend these workshops, all students are encouraged to attend the workshops at the nearest available workshop venue. In addition to obtaining additional insight regarding the modules, students have the opportunity of meeting and interacting with other students and academics.

6.1 WORKSHOP VENUES

COUNTRY	CITY	VENUE
South Africa	Durban	REGENT Business School 35 Samora Machel (Aliwal) Street, Durban
South Africa	Johannesburg	Regent Business School, 13 Frost Avenue Floor Sunnyside Centre, Sunnyside, Auckland Park Johannesburg
Swaziland	Matsapha	Lot 132 City Centre, Manzini, Swaziland Mbhabha Street Commercial Area, Manzini – Near Swaziland Milling
Namibia	Ongwediva	University of Namibia Oshakati Campus Eliander Mwatale Street Oshakati
Namibia	Windhoek	Dr Augustino Netto Drive Unit 3 Ausspahn Plaza Office Park Ground Floor Windhoek
South Africa	East London	90 Vincent Road Next to Green Dot Media East London

- Workshops will be **held** at the venues above **depending on student enrolment**.
- In addition, workshops could be held at venues not mentioned above depending on student enrolment.
- Workshop programmes may be adjusted on the day of the workshop.

Students should carry all study material to each workshop.

6.2 WORKSHOP STRUCTURE

Workshops will be conducted for the following modules:

TRIMESTER FOUR	WORKSHOP START DATE and TIME
<ul style="list-style-type: none">• Entrepreneurship• Research and Statistical Methods• Elective	11 February 2017 Start time : 08h00

7. PROGRAMME ASSESSMENT

- 7.1 Each student is required to **submit one assignment (formative)** and **write one formal examination (summative)** for the elective module. Both assessments are compulsory.
- The final mark is computed as a weighted average of 50% from the formative component and 50% of the summative component.
 - A student is required to obtain a final mark of at least 50% and a sub-minimum of at least 40% for both formative and summative component to pass a module.
 - *Refer to the General Handbook section, for details pertaining to Regent Business School's Assessment Policy*
- 7.2 For the Entrepreneurship module, each student is required to submit a report, details of which are explained in section 10.2. There will not be a written examination for this module.
- 7.3 For the Research and Statistical Methods, each student is required to submit a complete research proposal, details of which are explained in section 10.2. There will not be a written examination for this module.

8. ASSIGNMENTS

8.1 ASSIGNMENT SUBMISSION GUIDELINES

The submission of assignments is compulsory. Students who do not submit an assignment for a module may be refused entry to the examination in that module. There is normally one assignment per module. The dates indicated in the assignment submission schedule are the **final due** dates. Students will be penalised if they submit assignments after the final submission date. **Hand written** assignments will not be accepted.

Ensure that an assignment cover is attached to your assignment before submitting. Please print your own assignment cover page. Assignments that do not have an assignment cover page will not be processed for assessment. A sample copy is attached at the back of this academic and assessments calendar.

8.2 Submission of assignments via e-mail

- Assignments should be submitted to the myRegent email address.
- Assignments must be submitted by e-mail to **mbasupport@regent.ac.za**
- The assignments must be submitted as a single **PDF** file.
- You will receive confirmation of receipt of an assignment **only after it has been downloaded and printed.**
- Students are required to contact REGENT Business School should you **not receive an acknowledgement of receipt within four (4) working days** of submission.
- ***Refer to the General Handbook, for further details on guidelines for submission of assignments***

9. PRESCRIBED/RECOMMENDED READINGS

Based on the publication of new editions as well as ongoing curriculum review and development, the prescribed/recommended list of textbooks is subject to review and/or change on a regular basis. The latest edition of each book should be used.

MODULE	PRESCRIBED BOOKS (P) and RECOMMENDED READINGS (R)
Entrepreneurship	<p>Rwigema, Urban and Venter (2011) <u>Entrepreneurship: Theory in Practice</u> Second edition. Oxford. (P)</p> <p>Nieman G and Nieuwenhuizen (Editors) (2014) <u>Entrepreneurship A South African Perspective</u> Third edition. Van Schaik. (R)</p> <p>Strydom J. (2012) <u>Entrepreneurship and how to establish your own business.</u> 4th edition Juta. (R)</p> <p>Van Aardt I, Bezuidenhout S, Bendeman H, Booysen K, Clarence W, Massyn C, Naidoo P, Swanepoel E and Van Aardt C (2014) <u>Entrepreneurship and New Venture Management</u> Fifth edition. Oxford. (R)</p>
Healthcare Management	<p>Muller M, Bezuidenhout M and Jooste K. (2011) <u>Healthcare Service Management</u> Second edition. Juta (P)</p> <p>Martin V and Henderson E (2010) <u>Managing Health and Social Care.</u> Routledge. (R)</p>
Public Sector Management	<p>Venter A and Landsberg C (Editors) (2014) <u>Government and Politics in South Africa.</u> Van Schaik (P)</p>
Islamic Banking and Finance	<p>Abdul-Rahman Y (2014) <u>The Art of RF (Riba-Free) Islamic Banking and Finance</u>, 2nd Edition. Wiley (P)</p> <p>Usmani MT (2005) <u>An Introduction to Islamic Finance</u>, Maktaba Ma`ariful Qur`aan, Karachi (R)</p> <p>Usmani MI (2002) <u>Meezanbank's Guide to Islamic Banking</u>, Darul-Ishaat, Karachi (R)</p> <p>Joosub S (2010) <u>Shari`ah Analysis of Shares</u> Self-published (R)</p>
Project Management	<p>Kerzner H (2013). <u>Project Management: A Systems Approach to Planning, Scheduling, and Controlling.</u> Wiley and Sons (P)</p> <p>Clements JP and Guido J. (2012). <u>Successful Project Management. 6th Edition.</u> Cengage Learning</p> <p>Heizer J. and Render B (2012). <u>"Project Management" (Ch. 3) in Operations Management. 10th Edition.:</u> Pearson Education</p> <p>PMI (2004) <u>A Guide to the Project Management Body of Knowledge (PMBOK Guide). 3rd Edition.</u> Project Management Institute.</p> <p>Schwalbe K (2009) <u>Introduction to Project Management. 2nd Edition.</u> Cengage Learning.</p>

Educational Management and Leadership	Coleman M and Glover D (2010). <u>Educational Leadership and Management Developing Insights and Skills</u> . Open University Press (P) Van Deventer, I. (2016). <u>An Educators guide to school management –leadership skills. 2nd Edition</u> Van Schaik Publishers (R)
Research and Statistical Methods	Saunders M, Lewis P, and Thornhill, A. (2009). <u>Research Methods for Business Students. 5th edition</u> . Pearson Education. (P) Zikmund et al, (2009). <i>Business Research Methods</i> . 8 ed. Thomson South-Western, USA. (R) Wegner T, <u>Applied Business Statistics: Methods and Applications, 5th Edition</u> . Juta (R)

All prescribed textbooks may be purchased from Shesha Books or any other accredited bookseller. You can contact Shesha Books on +27 31 3322702 or email sales@sheshabooks.co.za for further details.

10. ASSIGNMENT SCHEDULE

MODULE	ASSIGNMENT SUBMISSION DATE
TRIMESTER FOUR	
<u>Elective</u> <ul style="list-style-type: none"> • Healthcare Management • Public Sector Management • Islamic Finance and Banking • Project Management • Educational Management and Leadership 	20 March 2017
<u>Research and Statistical Methods:</u> Topic Submission Proposal submission	28 February 2017 27 March 2017
<u>Entrepreneurship</u> Report Submission	28 April 2017

10.1 ASSIGNMENT QUESTIONS: (TRIMESTER FOUR)

10.1.1 HEALTHCARE MANAGEMENT

[100]

QUESTION ONE: QUALITY IMPROVEMENT MODELS

[25]

Compare the International Standards Organisation, business excellence and accreditation quality improvement models. Provide a critical reflection of the suitability / transferability in a healthcare organisation.

QUESTION TWO: MANAGEMENT OF HIV / AIDS IN THE WORKPLACE

[25]

“Every employer and employee is burdened by AIDS in some way and this affects the organisation” (Holden, 2003: 142). Discuss the management of HIV / AIDS in the workplace under the following headings:

- 2.1 The main characteristics of a workplace that supports people living with HIV/AIDS
- 2.2 The steps that have to be taken in order to make the work environment supportive in the ways you have identified.

QUESTION THREE: HUMAN RESOURCES Quality of work life

[25]

Working conditions in the healthcare sector are reported to be particularly problematic and stress inducing compared to other work sectors (Yassi, Ostry, Spiegel, Walsh and de Boer, 2002). The cumulative impact of years of cost cutting, downsizing, and restructuring has left the healthcare workforce demoralised, overworked and coping with working conditions that diminish both the quality of working life and organizational performance. Furthermore, quality of work life among healthcare workers is believed to have deteriorated to the point where it is impeding the capacity of the system to recruit and retain staff needed to provide effective patient care.

In light of the above statement discuss the strategies the healthcare manager can use to improve the quality of work life for employees in a healthcare organisation.

QUESTION FOUR: ETHICS

[25]

Discuss the concept of ethics from the perspective of healthcare management. Your discussion must outline the salient issues in medical ethics and the potential ethical problems encountered by the healthcare manager / healthcare organisation.

10.1.2 PUBLIC SECTOR MANAGEMENT

[100]

QUESTION ONE

[30]

Ethics has become more important in public administration in recent years. The problems of corruption, abuse of power, and fraud keep on arising within the government, leading to a decrease in public confidence in the government. In order to get back the support from citizens, many governments worldwide include ethics in their reform agenda.

Provide a comprehensive essay that will examine ethics in public sector management, using a country of your choice as an illustration.

The essay must be divided into the following sections:

- ethics in government and its importance,
- the rise of ethics in public administration,
- general ethical practices in the public sector,
- weaknesses of ethical practices and its challenges

QUESTION TWO

[30]

In a speech delivered in 2005 to a forum of leading public servants from thirty African states, a former Minister for Planning and National Development in the Republic of Kenya, Professor Peter Anyang' Nyong'o, had this to say:

'If the public service is to live up to the challenge of wealth creation, those working within it must resist the temptation to pay mere lip service to the tenets of good governance. They must firmly believe in, and ensure that their actions are guided by, these tenets. Development is not a routine thing. It is a process that is consciously thought out and executed over time. That is why 5 –year or 10-year development plans are still a necessity in our development a nation, as the Indian case now shows very clearly.' (P. Anyang' Nyong'o. 2005. 'Wealth Creation and National development: Issues, Challenges and Options' in J. Balogun and YR Barongo (eds). Wealth Creation for Poverty Eradication in Africa: Role of the State and Non-State Actors. Nairobi: African Association for Public Administration and Management.

Discuss the implications of this view for strategic management, planning and governance in public services at all levels of government in countries of which you have knowledge.

QUESTION THREE

[20]

Discuss why public organisations are said to be more difficult to evaluate than private organisations and explain why this is important for public administrators to know.

QUESTION FOUR

[20]

The essential consensus among policy analysis professionals is that the rational model of public policymaking represents the standard normative model (what “should be”) for understanding and analyzing public policy. Identify and define all stages the rational model of policy analysis, illustrating the stages using any public policy you would like. Indicate whether this rational model also serves as a descriptive model (what “does happen”).

10.1.3 ISLAMIC FINANCE AND BANKING [100]

QUESTION ONE [20]

There are currently two types of Islamic banking operational models in the world, the South Asian Shari`ah-Compliant Model utilised in South Africa and by most Islamic banks internationally and the LARIBA Shari`ah-Based Model, unique to the LARIBA Finance House and Whittier Bank in the United States.

Discuss the difference between the Shari`ah-Compliant Model and the Shari`ah-Based Model. In your answer you should discuss the Cost-Plus (*Murabaha*) type of financing as well as the Partnership (*Musharakah*) type of financing of each model, highlighting the differences between them.

QUESTION TWO [20]

Explain how conventional banks deal with customers in distress and compare that to how Shari`ah-Compliant banks on the one hand and Shari`ah-Based banks on the other hand deal with such customers. Indicate, with reasons, your preference in terms of which of these three systems should be adopted by a new bank.

QUESTION THREE [30]

3.1 Outline the differences between an Islamic subsidiary, an Islamic Window and a fully-fledged Islamic bank. (10)

3.2 Discuss the advantages and disadvantages of doing business with an Islamic Window and a fully-fledged Islamic bank and explain what your preference would be if you had a choice, doing business with an Islamic Window or a fully-fledged Islamic bank. (20)

QUESTION FOUR [20]

You have been approached for advice on the steps to follow if one intended purchasing a conventional bank and converting it to a fully-fledged Islamic bank in South Africa. What would your advice be? Explain fully by including the South African banking requirements, the Auditing and Accounting Organisation for Islamic Financial Institutions (AAOIFI) directives as well as the practical steps followed by a bank that has gone through this process.

QUESTION FIVE [10]

Discuss the function(s) of commercial banking in a country, and compare Islamic banks and conventional banks in this regard.

10.1.4 PROJECT MANAGEMENT**[100]****QUESTION ONE****[40]**

Read the case study below and answer the questions that follow:

The Ticketing System: Mathias Sunardi

The Office of Information Technology (OIT) of the Silicon Forest State University (SFSU) uses a ticketing system (software) to report bugs across different departments in OIT that maintain the information system at SFSU level; from the front end (user interface) to the back end (database, server, network). At some point, Remedy ticketing software was chosen. However, that decision was somewhat “flawed” in the sense that not all departments that needed the ticketing system supported Remedy. Remedy was Windows-based client software and it worked fine with most of the front-end side of OIT, but OIT’s back end was mainly maintained under UNIX. This led the UNIX team, and several other groups that maintained the back-end resort, to use a different tool (Request Tracker) which was Open-Source software, and worked under the UNIX system. This case discusses project communication management, especially software bug’s reporting among multiple departments involving in software development.

BACKGROUND

The OIT is a functional organisation. It is under the supervision of the Vice President of Technology, Pike Gresham. OIT has four major departments: the Computing and Network Services Department, which manages the network system at SFSU; the Information System Department, which manages and implements all administrative systems for the university including databases on UNIX servers; the Instruction and Research Services Department, which provides equipment, hardware, software, resources, training, and support to students, faculty, and university staff; and the User Support Services Department, which is essentially the interface for users: students, faculty, and staff to the rest of the OIT when help is needed with technology-related issues. The ticketing system is used throughout these departments to communicate all the technology-related reports, issues, and requests.

Given that some of the departments use different ticketing systems—Request Tracker, or RT, (UNIX-based) and Remedy (Windows-based)—there exist a “gap” in the way information is being processed. The front-end side, which uses Remedy, must manually translate/convert the message from the Remedy format to the RT format in order for it to reach the back-end teams.

This causes several problems. First of all, the process is time and resource consuming. It means that someone had to be on standby to do the “translation,” and it took a lot of time to do, which made the response time relatively slow. Second, Remedy is more of an enterprise-level tool that provides many features which are not needed by OIT, such as finely detailed forms that request much information which does not fit with an organization like OIT. Those features make the reporting process even more confusing to the users. And finally, some information might be “lost in translation” when the message is translated, there may be some information missing or misinterpreted. This issue has been on everyone’s nerves for three years.

IT STARTED OFF, FINALLY

Ron Bashley has been working with OIT for three years and just recently has been promoted to Desktop Support and Project Coordinator. While he enjoyed his new position, he missed his previous office, where he had a nice big window to look out from the second floor of the building. His new office is located in the basement of a different, older building. Regardless, he is enthusiastic about his new position as it is the type of work he has been looking for.

It was July of last year, when Ron was going through his daily email checking ritual that he noticed an email from his manager, Baken Dryhed, the Director of User Support Services (USS) Department. The subject read: “We need to fix the ticketing system.” “Finally!” Ron screamed in his mind, “We’re going to do something about the ticketing system.” The body of the email was an invitation from Baken to all the users of the ticketing system for a meeting to discuss a solution for their problems. The meeting was to take place in their usual weekly meeting.

The meeting was attended by everyone who had been invited in the email, which includes: Baken, as the head of the USS Department; Ron, who manages user interface with the ticketing system; Harry Bonnett, the Director of the Information Systems Department; and the directors of Instruction and Research Services Department, Computing and Network Services Department, and some of their managers who work under them; and Bob Biyon, the Technology Manager from the School of Liberal Arts and Sciences. Bob is not working under OIT, but he uses the ticketing system to maintain the computer lab at the school. Together, they formed a committee for the project, as is usually required in most projects at the university.

TIMELINE

In the meeting, all attendees agree that they have a problem with the current ticketing system and they need to find a solution for it. The university has been on a tight budget, and OIT is

one of the departments that experienced the most severe budget cuts. The cost of licensing Remedy at \$20,000 per year, along with earlier disappointments by several other third-party software companies, leads the team to decide to find an open-source software solution. Baken proposed that the project be done in a year. Based on resources availability, Ron and Harry think the project could be done sooner than that. They proposed that the project be done in six months.

For the following few weeks, the team collected requirements from everyone in the meeting: what they wanted the software to be able to do; what they hated about the current system; etc. Ron and Harry and their teams were responsible for investigation into the search for options. Through their email mailing list called Listserv, the users passed along their new requirements, in addition to the ones already mentioned in the first meeting. These requirements were collected, and, together with the options they found, were brought to their weekly meetings to be discussed.

DECISION

The whole information-gathering process took about three months before they reached a decision. After considering all the requirements and the available options, they decided to replace Remedy with Request Tracker—the tool already being used by some of the departments in OIT. This was a good thing for them— since the software was already in use, they wouldn't need to spend a lot of time learning how to use it, and the change would only be implemented in the few departments that previously used Remedy.

MAKING IT HAPPEN

For the migration process, Ron became the team leader, and his team consisted of himself, Harry from the UNIX department, and one programmer from Harry's group. In addition to being the team leader, Ron was responsible for creating the user interface, and Harry and his team were responsible for replacing the Remedy system—patching, updating, and so on. From this point forward, the committee from the previous meetings did not meet any longer; only Ron and his team met weekly and discussed progress. Ron described the whole process as being “very informal.” The action items sometimes came up on-the-fly, and were assigned to whoever would volunteer to take action according to their capabilities and availability.

One major concern for Ron was communications. This was a cross-departmental project—Ron reported to Baken, his supervisor, and Harry and his team reported to someone else, not Baken. With the way the organization was structured, Ron and Harry were basically at the

same level. According to Ron's experience, it was usually difficult to convince other departments on the same level to make time to work on this kind of a project, since they would be mostly focused on the department's main responsibilities, and assign low priorities to those projects that come from other departments. Although everyone on the team knew each other quite well, Ron proceeded with caution.

The project was maintained through emails and the ticketing system (RT). The UNIX team, and the other back-end teams used RT to manage their projects; they mainly sent out a "ticket" if they needed an action item to be done. The person who would do the item was either assigned or they volunteered to pick up the action. After the person completed the item, a "reply ticket" was sent back through RT, so everyone—especially the requester—knew who worked on the item, and when it was done. However, Ron's department and the rest of the front-end team did not use their ticketing system (Remedy) to manage projects in the same way. Rather, they mostly used emails to communicate and manage projects with the team. So in this project, when Ron had some requests and/or bug reports, he would send emails through the team's mailing list to Harry's team, and Harry and/or his team would send a ticket regarding Ron's requests which was communicated with the rest of the team.

Fortunately for Ron, the project ran smoothly with no major issues. The whole OIT team was used to working through emails, tickets, and such electronic media means. No formal forms or records were used other than the tickets and email records. The departments had a high degree of autonomy, and there were little or no interferences from upper management. The interaction between Ron and Harry's team was almost seamless, and Ron's concern about the project being cross-departmental and convincing the other department to spare some time to work on the project was unnecessary; everyone hated what had been going on in the ticketing system, and had been anxious to have something done about it, and finally they got the chance. The transition was done by November of that year, one month sooner than the expected schedule of six months.

Currently, the OIT uses RT throughout the organization and they continue to manage their projects using the software, as has been done by the back-end teams since the beginning. Although Ron knows that everyone admits that RT is not perfect, the fact that it is open-source, meaning it will be relatively easy for them to customize it, they were pleased with it, and they would happily say, "Hey, at least it's not Remedy!"

Adapted from: Milosevic DZ, Patankul P and Srivannaboorn S (2010: 72)

- 1.1 In the meeting, all attendees agree that they have a problem with the current ticketing system and they need to find a solution for it. The university has been on a tight budget, and OIT is one of the departments that experienced the most severe budget cuts. The cost of licensing Remedy at \$20,000 per year, along with earlier disappointments by several other third-party software companies, leads the team to decide to find an open-source software solution. Baken proposed that the project be done in a year.

From the extract above it can be determined that the team has decided on implementing a replacement for a ticketing system.

Construct a work break down schedule for Ron's project. (15)

- 1.2 Evaluate the risks associated with this project. (15)

- 1.3 Formulate an appropriate response to the risks identified with the project. (10)

QUESTION TWO [20]

Project planning takes place at two levels. The first level is the corporate cultural approach; the second method is the individual's approach. The corporate cultural approach breaks the project down into life-cycle phases.

With regards to the above information critically discuss how project planning takes place in each of the different life cycle phases.

QUESTION THREE [20]

The low bidder dilemma is one of the basic impediments to the procurement of quality goods and services in the public sector. The selection of lowest bidder without checking the technical reasonability of the bid severely impacts the schedule, cost and technical performance (CST) of the project.

With regards to the above information assess how projects objectives may be incompatible or irrelevant to a low- price strategy.

QUESTION FOUR [20]

Discuss how a project team can formulate and implement a risk management plan process.

10.1.5 EDUCATIONAL MANAGEMENT AND LEADERSHIP [100]**QUESTION ONE [25]**

Schools, colleges, and universities are governed by lay governing boards. This means that members of the general public assume the fiduciary duty for the organisation, set organisational policies, and may even be responsible for the hiring and firing of the CEO. Drawing upon at least two different theories (e.g., principal-agent, resource dependency, open systems) analyse the opportunities and problems associated with having educational organisations run by a lay governing board.

QUESTION TWO [25]

In many countries around the world, teachers and faculty are organised in strong—and sometimes politically powerful—unions. Their effect on education is often subject to considerable controversy. For some stakeholders, teacher or faculty unions are perceived as helping to ensure quality education and to improve student learning outcomes; for others they represent a hindrance. Critically review the evidence on teacher effects on student learning, and place this evidence in the wider perspective of school-based and non-school based factors that significantly influence educational achievement.

QUESTION THREE [25]

Schools or universities [choose one] with otherwise similar macro characteristics (size, governance, socio-economics, ethnic composition, etc.) can differ in observed climate or culture to an extent that impacts the institution's effectiveness. Drawing on relevant theories (organisational studies, sociology, educational leadership and policy, school improvement, etc.), write an essay that explains how climate / culture related factors can affect an institution's performance despite shared macro-characteristics.

QUESTION FOUR [25]

"Leadership and Management are two distinct but complementary systems. While managers promote stability, leaders press for change. Only organisations that can embrace both sides of that contradiction can thrive in turbulent times" (Kotter 1995).

Make a list of what you believe are leadership tasks and what are management tasks in an educational institution and then critically evaluate the above quotation.

10.2 ENTREPRENEURSHIP and RESEARCH AND STATISTICAL METHODS (TRIMESTER FOUR)

10.2.1 RESEARCH AND STATISTICAL METHODS

You are required to submit a research proposal that would be used as the proposal for your dissertation. This implies that the research proposal will be based on the study that you wish to conduct for your dissertation in trimester 5.

Please read the following steps with regards to the submission of the research proposal:

Step 1:

Prior to submitting a proposal, you are required to submit a brief topic motivation with the following details to researchadmin@regent.ac.za:

Title of Study/ Topic:

Aim of the Study:

Research Objectives:

Details of how data/information to carry the empirical research will be collected:

Please access the topic motivation writing guideline and support material (i.e. template, video) as well as the Research Proposal Writing Guideline in order to formulate the topic. Kindly note that this will be assessed by the research committee and feedback will be provided prior to moving onto the proposal stage. Hence, there may be instances where you will be required to make adjustments and resubmit. Please note that the topic motivation does not constitute a weighting towards the assessment of the module but will need to be completed and approved by the research committee to be able to move on to the next step (i.e. research proposal).

Due Date for Topic Motivation: 28 February 2017

Step 2:

Once the topic motivation has been approved by the committee, you will be required to submit a research proposal.

Only move onto the research proposal stage once the topic motivation has been approved by the research committee.

Ensure that you follow the **research proposal writing guide**, as well as the **research proposal template**. All research proposals should be submitted with the following documents:

- Complete **ethical clearance form**
- **Letter of Permission** (i.e. from the organisation/s or institution/s under study indicating that you are permitted to conduct the study).
- **Draft Questionnaire/ Survey** (this is the draft data collection instrument that you will use when collecting primary data from the field).

Due date for Research Proposal: 27 March 2017

Please note that all submissions should be sent to researchadmin@regent.ac.za

The research proposal will be assessed, and the mark allocated to the proposal out of 100 will constitute the final mark for the Research and Statistical Methods Module. A supervisor will be allocated to you once the proposal has been approved.

10.2.2 ENTREPRENEURSHIP

Entrepreneurship is defined as a process of launching, developing and running a new business. It begins as a small venture and continues to grow into a large corporate firm. Traditionally, an entrepreneur is someone who takes a lot of risks to reap rewards for the services or products that are offered.

You are required to draw up a comprehensive strategic plan (Business Plan) for an entrepreneurial venture that you have identified.

The project report must have the following components:

1. A description of the organisation, including the mission and long term objectives.
2. A description of the industry in which the organisation operates including a competitive analysis and identification of key success factors.
3. A detailed SWOT analysis for the organisation.
4. Identification of and evaluation of potential growth strategies.
5. A detailed business plan

The project will be assessed in terms of the following allocation:

Number	Criterion	Sub- criterion	Marks
1	Description of organisation		5
2	Organisational mission		5
3	Long term objectives		5
4	Industry description		5
5	Competitive analysis		6
6	Key success factors		6
7	SWOT Analysis	Internal analysis SW	6
		External Analysis OT	6
8	Growth Potential	Identification of potential strategies	6
		Evaluation of potential strategies	8
9	Detailed Business plan	Strategic direction provided	36
10	Report	Coherent , focused and Integrated	3
		Presentation	3
TOTAL			100

Due date for Report: 28April 2017

11. EXAMINATIONS

11.1 EXAMINATION VENUES

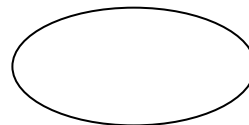
REGION	EXAMINATION VENUE
KWAZULU NATAL	Regent Business School 35 Samora Machel Street (Aliwal Street) Durban
GAUTENG	Regent Business School 13 Frost Avenue, Sunnyside Auckland Park Johannesburg
WESTERN CAPE	Regent Business School 1 st Floor 99 Main Road Claremont Cape Town (Enter stadium on Main – take stairs to lifts – exit on 1 st Floor)
EASTERN CAPE	Regent Business School 90 Vincent Road Vincent East London 5201
LIMPOPO	Edupark Edupark Avenue off Dorp Street Edupark Administration office A Block – Mosela room Polokwane Opposite New Peter Mokaba Stadium
MPUMALANGA	SAVF social work offices No 35 Murray Street Nelspruit

SWAZILAND	Lot 132 City Centre Mbhabha Street Commercial Area Manzini- Near Swaziland Milling
NAMIBIA (Windhoek)	Doctor Augustino Neto Drive Ground Floor Ausspann Plaza Unit 3 Windhoek Namibia
NAMIBIA (Ongwediva)	NAMCOL Marula Street Ongwediva

11.2 EXAMINATION DATES/SCHEDULE

MODULES	FINAL EXAMINATION
TRIMESTER FOUR	
ELECTIVE: <ul style="list-style-type: none"> • Healthcare Management • Public Sector Management • Islamic Finance and Banking • Project Management • Educational Management and Leadership 	<p>Tuesday 09 May 2017 (09h00-12h00)</p>

Appendix A: ASSIGNMENT COVER SHEET



Date Received:

Date Returned:

Programme	MASTER OF BUSINESS ADMINISTRATION		
Module Name			
Assignment Number			
Surname			
First Name/S			
Student Number			
Date Submitted			
Postal Address			
E-MAIL			
myregent email address@myregent.ac.za		
E-Mail			
(alternate email address)			
Contact Numbers	Cell :		
	Home :		
	Work :		
Alternate contact :Name			
Relationship			
Contact number			

I hereby confirm that the assignment submitted herein is my own original work.

Signature of Student:.....Date:.....