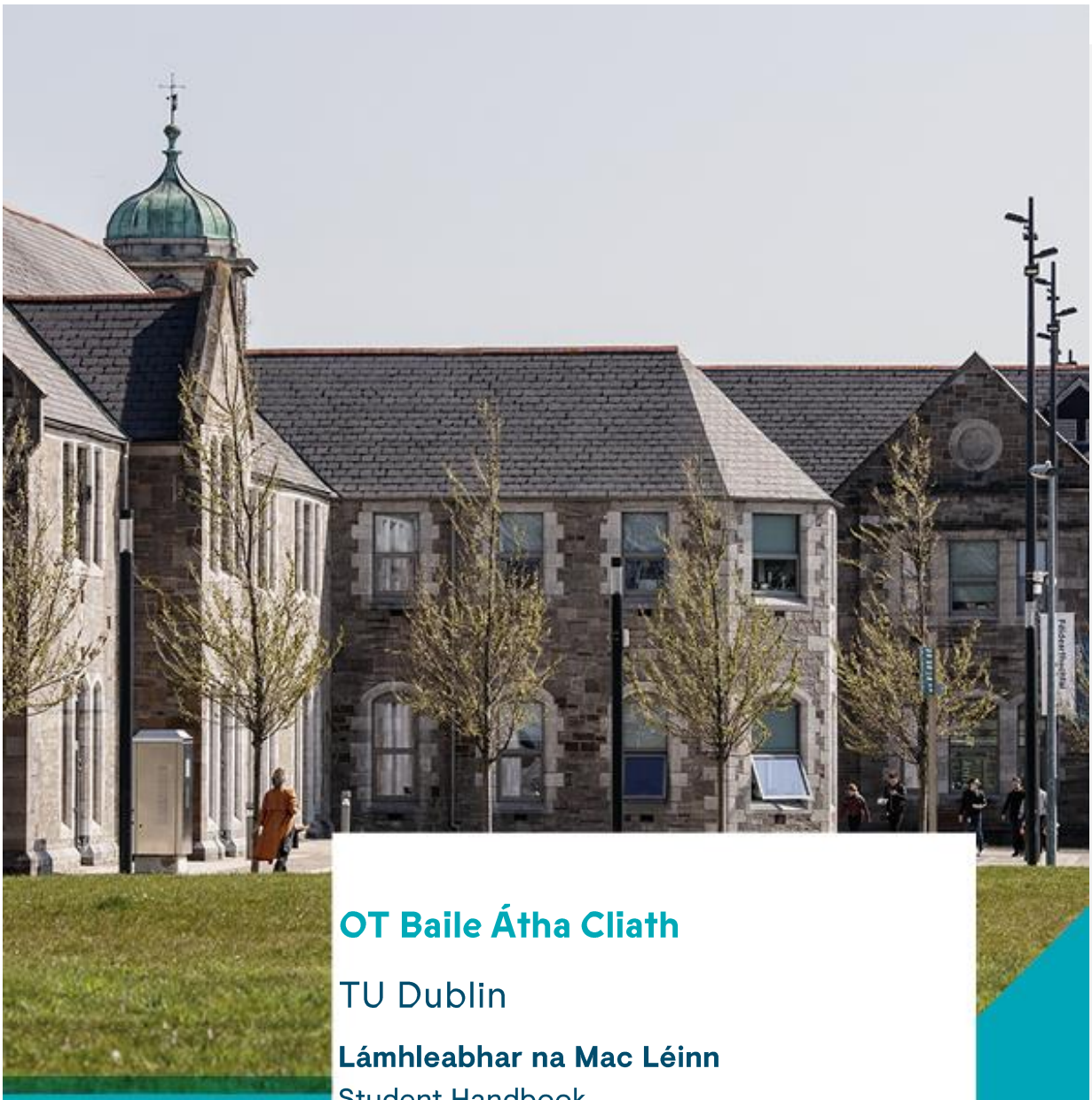


OT Baile Átha Cliath

TU Dublin

Lámhleabhar na Mac Léinn
Student Handbook

Bliain Acadúil 2026/27
Academic Year 2026/27

Student Handbook for

Dochtúireacht sa Riarachán Gnó

Doctor of Business Administration

May 2026

OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH
TECHNOLOGICAL UNIVERSITY DUBLIN

Doctor of Business Administration Student Handbook

Table of Contents

Part 1: Welcome **3**

1.1 Welcome by Chairperson of the Programme Committee *3*

1.2 introduction to Technological University Dublin *4*

1.3 TU Dublin Research Areas and Hubs *4*

1.4 Innovation and Knowledge Transfer *5*

1.5 TU Dublin Faculties and Schools *6*

1.6 The Graduate Research School at TU Dublin *8*

1.7 Professional Doctorate Awards at TU Dublin *9*

1.8 Faculty of Business *10*

1.9 Graduate School of Business *12*

1.10 Programme Summary *15*

Part 2: Programme Overview **16**

2.1 Programme Overview: Aims and Objectives *16*

2.2 Programme Learning Outcomes *17*

2.3 Graduate Attributes *18*

2.4 Transfer and Progression *20*

2.5 Awards *20*

2.6 Collaborative Provision (where applicable) *22*

2.7 Programme Management *23*

3. Learning, Teaching, Assessment and Supports *24*

3.1 Induction *24*

3.2 Health and Safety Requirements (if applicable) *25*

3.3 Research Integrity in TU Dublin *25*

3.4 Virtual Learning Environment and eLearning *27*

3.5 Library *27*

3.6 Assessment Regulations *27*

3.7 Recognised Prior Learning *27*

3.8 Professional/Regulatory Body Requirements (where applicable) *28*

3.9 Assessment Guidelines and Feedback *28*

4. Programme Structure *31*

4.1 Element 1 - Original Research *31*

4.2 Element 2 – Professional Skills Development *31*

4.3 Programme Schedule *36*

4.4 Programme Delivery and Indicative Calendar 37

Part 3: Book of Modules 38

Part 4: Additional Documentation 63

Part 1: Welcome

1.1 Welcome by Chairperson of the Programme Committee

Dear Researcher,

We are delighted that you have chosen to pursue your studies with us at Technological University Dublin (TU Dublin). During your time here, you will gain the knowledge and skills for productive leadership roles and global citizenship. We are committed to your success.

Since our origins, dating back to 1887, we have provided quality education that supports students in accessing and developing successful careers. We continue today in this mission of contributing to the technological, economic, social and cultural advancement of society and aim to offer educational opportunities to students of all ages and backgrounds, through a range of programmes.

Today, TU Dublin is one of the largest higher education institutions in Ireland, with a diverse student base, and research endeavour is an increasingly important component of our work. We combine the academic excellence of a traditional university with professional, career-oriented learning. Key elements of our mission are student-centred learning, useful knowledge, rigorous processes of discovery and critical enquiry, and support for entrepreneurship and diversity. We aim to make a significant contribution to international knowledge and enhance Dublin's role as Ireland's global gateway.

We hope you enjoy your time with us.

Professor Mary McNamara
Head of the Graduate Research School

1.2 introduction to Technological University Dublin

Technological University Dublin has been an integral part of the Irish higher education system for over 125 years. With autonomous degree-awarding authority up to doctoral level (level 10 on Ireland's National Qualifications Framework), TU Dublin combines the excellence of a traditional university with professional career-oriented learning and prepares graduates for productive leadership roles in both the public and the private sectors. Furthermore, excellent industry engagement is reflected in successful technology transfer, enterprise creation and a strong applied research base across our three campus locations at Grangegorman, in Dublin's city centre, Tallaght and Blanchardstown.

1.3 TU Dublin Research Areas and Hubs

TU Dublin has the ambition to "be known for the creation of new knowledge and the development of timely & practical solutions that address the UN SDGs" and to this end we have identified the following five research priority areas:

- Culture, Innovation & Inclusivity in a Changing Society
- Health & Wellbeing for a Thriving Society
- Materials and Technologies for Sustainable Transformation
- Transformative Digital Solutions
- Sustainable Food Systems & Environmental Protection

Our **Research Hubs** provide the resources and facilitate research activities across TU Dublin.

https://www.tudublin.ie/research innovation/research/discover-our-research/research-hubs/

Culture and Society Research Hub – advancing research on the history of culture and society, and the relationship between culture/society with technology. It preserves significant artistic collections and archives; provide excellence in social science research methodologies; and advance digital arts research.

Digital Futures Research Hub – advancing research in core computer science topics such as AI and software engineering to create new digital

technologies with positive impacts for individuals, society, the economy, and environment.

Health, Engineering & Materials Science Research Hub – provides facilities and expertise for R&D in the life sciences, materials and diagnostics areas. It prioritises solution driven research guided by its two EI funded technology gateways. It has significant laboratory infrastructure with specialist equipment for coatings, sensor fabrication, analytical sciences research, along with core biology and chemistry R&D laboratories.

Physical to Life Sciences Research Hub - provides state-of-the-art core laboratory support in microscopy and spectroscopy for the characterisation of materials and processes emanating from research in the Physical and Life Sciences, Food Science and Engineering.

Sustainability & Health Research Hub – provides a platform for translating research findings to policy, and developing practical solutions for environmental, sustainability and health challenges. Research focus – energy, food, water, biomonitoring, policy lifestyle.

1.4 Innovation and Knowledge Transfer

TU Dublin Innovation is the award-winning innovation and knowledge transfer office which has helped to create many TU Dublin spinouts and is responsible for the commercialisation of intellectual property arising from University research. TU Dublin Innovation is the hub of innovation and technology transfer activities and has a multitude of technologies available to license to industry arising from university research. The team works with students, lecturers, and research teams across the University as well as with entrepreneurs, investors, SMEs, and multi-nationals.

https://www.tudublin.ie/research-innovation/innovation/

Intellectual property is an intangible asset which exists in the form of information that has commercial value. The legal rights to use this information (Intellectual Property Rights [IPR]) are controlled by the inventor/owner who can restrict all other access (monopoly), allow third parties to use the information in return for a fee (licence) or sell the IP to third parties (assign). TU Dublin is committed to the commercialisation of intellectual property arising from our research and its partners. The TU Dublin IP Policy Revision 2.0 is effective from 23rd March 2022.

https://www.tudublin.ie/research-innovation/innovation/staff-and-students/intellectual-property/

1.5 TU Dublin Faculties and Schools

The current organisation of faculties and schools at TU Dublin is as follows:

Faculty of Arts and Humanities

- Culinary Arts & Food Technology
- Tourism & Hospitality Management
- Conservatoire
- Social Sciences, Law & Education
- Art and Design
- Media

Faculty of Business

- Business Technology, Retail & Supply Chain
- Global Business
- Marketing & Entrepreneurship
- Accounting, Economics & Finance
- Management, People & Organisations
- Graduate Business School

Faculty of Computing, Digital and Data

- Mathematics & Statistics
- Computer Science
- Informatics & Cybersecurity
- Enterprise, Computing & Digital

Faculty of Engineering, Built Environment and Apprenticeships

- Architecture, Building & Environment
- Surveying & Construction Innovation
- Electrical & Electronic Engineering
- Transport & Civil Engineering
- Mechanical Engineering

Faculty of Sciences and Health

- Biological, Health & Sports Sciences
- Chemical & Biopharmaceutical Sciences
- Food Science & Environmental Health
- Physics, Clinical and Optometric Sciences

1.6 The Graduate Research School at TU Dublin

The Graduate Research School at TU Dublin defines the community of research students and their supervisors and provides a clear identity for graduate research activities and a forum of information exchange and consultation with both supervisors and research students. It is designed as the over-arching entity for the quality assurance of graduate research and the support and development of graduate education across the organisation. All graduate researchers are, in addition to being registered in their own school, members of the Graduate Research School. The Graduate Research School manages the educational programmes and events to enhance the graduate student learning experience and promotes the achievements of the graduate research community.

The aims of the research programme at TU Dublin are aligned with Ireland's *National Framework for Doctoral Education*.[1] Specifically, the framework commits Irish higher education institutions (HEIs) to the highest standards in the provision of research education through the following principles, which have been endorsed by TU Dublin:

1. The core of doctoral education is deep engagement with a question, problem or hypothesis at the frontier of knowledge, and advancement of this frontier under the guidance of expert and committed supervision. To be awarded a doctoral degree, the candidate must have made an original contribution to knowledge.
2. Successful completion and examination of the research thesis, comprising work of publishable quality, is the basis for the award of the doctoral degree. The thesis can be presented in a variety of formats.
3. Doctoral education increases significantly students' depth and breadth of knowledge of their discipline and develops their expertise in research methodology which is applicable to both a specific project and a wider context. It provides a high-quality research experience, training (including a formalised integrated programme of personal and professional development) and output consistent with international norms and best practice.

[1] HEA, National Framework for Doctoral Education (revised 2023) https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/national-forum-for-doctoral-education

4. Doctoral education is conducted in a learning community where sufficient critical mass of internationally recognised research activity exists to allow students to gain access to a training programme of appropriate breadth and to interact with peers engaged in their field, nationally and internationally.
5. Recognising that each doctorate is unique, doctoral education is also flexible, so as to support students within individual disciplines or within interdisciplinary or multidisciplinary groups.
6. Doctoral education is conducted in a research environment with a high degree of academic quality and infrastructure and where it is consistent with institutional strategies. Academic quality includes quality supervision and training for supervisors.
7. The admission of doctoral students takes into account preparedness of the applicant, the availability of qualified, competent and accessible supervision and the resources necessary to conduct the research.
8. Doctoral education is supported by established structures with formal monitoring of progress to completion against published criteria, supported by institutional arrangements and clearly defined examination processes, involving external examiners, assessment criteria and declared outcomes.
9. A robust quality assurance system underpins all.

1.7 Professional Doctorate Awards at TU Dublin

Professional Doctorates at TU Dublin are level 10 structured doctorate awards, wherein the candidate makes a significant original contribution to practice in a professional context and to the academic discipline. The degree combines taught professional skills development and original research of publishable quality, which transforms and extends professional knowledge through practice, theory and research.

These awards recognise that high-level knowledge creation can occur not only through discipline-led theoretical advancement, but also through systematic, critical engagement with complex real-world professional challenges.

A Professional Doctorate is distinguished by its dual contribution. Candidates are required to make:

1. A significant original contribution to professional practice, demonstrated through the generation of practice-based knowledge that enhances, transforms, or critically reconfigures how professional work is understood and enacted within a defined context; and

2. A scholarly contribution to the relevant academic discipline, evidenced through rigorous theoretical framing, methodological integrity, and research outputs of publishable quality.

Central to this model is a clear distinction between discipline and practice. The academic discipline provides the theoretical foundations, conceptual frameworks, and research methodologies that ensure scholarly rigour and generalisability. Professional practice, by contrast, provides the context, problems, and sites of inquiry, where knowledge is applied, tested, and refined in response to real-world constraints and organisational or societal needs.

The research undertaken within a Professional Doctorate is expected to be problem-driven and practice-led, emerging from significant challenges within professional settings. However, it must also be theoretically informed and analytically robust, ensuring that findings extend beyond the immediate context and contribute to broader disciplinary debates. The outcomes of this research may include new models, frameworks, methodologies, or evidence-based practices that demonstrably enhance professional knowledge and inform future practice.

1.8 Faculty of Business

The Faculty of Business at TU Dublin is one of Ireland's largest and most diverse business education faculties, offering a dynamic and applied approach to learning, research, and industry engagement. With programmes delivered from Aungier Street, Blanchardstown and Tallaght, the Faculty offers a comprehensive range of programmes at undergraduate, postgraduate, and doctoral levels across its constituent schools, which are presented in Figure 1 below.



Figure 1 – Faculty of Business Schools

The Faculty fosters an inclusive and student-centred learning environment. Students benefit from experiential and problem-based learning approaches, access to modern facilities and digital learning tools, opportunities for international exchange and study abroad, and support services for academic and career development. With a strong international focus, the Faculty attracts a diverse student body and maintains partnerships with institutions worldwide. This global perspective prepares graduates to operate effectively in international contexts.

A defining feature of the Faculty of Business is its strong emphasis on industry collaboration. The Faculty maintains close relationships with employers, professional bodies, and enterprise partners, ensuring that curriculum aligns with evolving business needs, students gain practical, work-ready skills, and research has real-world impact. Programmes are designed in collaboration with industry to ensure relevance, and there is extensive enterprise engagement across the programmes through work placements, live challenges, industry led projects, guest lectures, and professional accreditation pathways.

Over the last ten years the Faculty has delivered a number of post experience postgraduate and executive education programmes with major companies and industry networks. Significant executive education partners include Workday, where all directors on the Dublin site are completing the Certificate in Entrepreneurial Leadership, Technology Ireland Skillnet and the Software Skillnet where industry-based learners are completing postgraduate level awards in areas including leadership, innovation and product management. The Faculty is also a strategic partner for the Irish Business and Employers Confederation and the Marketing Institute of Ireland, accrediting their industry-based programmes.

Research within the Faculty is focused on addressing contemporary business challenges and supporting economic and societal development. Faculty members actively engage in applied research, often in partnership with industry and public sector organisations. Research is a key commitment in each of the academic schools as well as through the two TU Dublin centres operating in the Faculty to which the DBA students will have access to activities and events:

- Centre for Sustainable Business Technology and Digital Innovation (STaDIa) – Research themes include Business Technology & Digital Innovation, Sustainable Business Technology, Supply Chain & Logistics, and Data Analytics & Optimisation.

- Centre for Entrepreneurial Behaviour Inclusion and Innovation (CEBII) – Research themes include Entrepreneurial Behaviour, Inclusive Entrepreneurship, and Innovation Management.

The Faculty is also partnered with the United Nations Institute for Training and Research (UNITAR), offering PhD programmes in thematics across the UN Sustainable Development Goals.

Accreditation is an important part of the Faculty's strategy. As well as having programmes accredited by the key professional bodies, the Graduate Business School MBA is accredited by the Association of MBAs (AMBA) and the Faculty is a signatory to the UN Principles for Responsible Management Education (PRME). The Faculty is currently pursuing accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

As part of the programme, DBA students will have access to hot desk space in the PhD and research centre facilities at the Aungier Street campus. They will also have access to the library facilities at each of the campus locations, including extensive business research databases.

1.9 School of Graduate Business School

The programme is supported by all the Schools in the Faculty of Business, with lecturers and supervisors coming from across the each of the Faculty's six academic schools. From a management perspective the DBA will be led through the Graduate Business School (GBS).

The GBS is the hub for postgraduate business education in the Faculty of Business, offering specialised programmes for both early-career graduates and experienced professionals seeking advanced qualifications or leadership development.

Across its portfolio, it is guided by a mission to develop responsible, innovative, and adaptable leaders capable of addressing complex organisational and societal challenges. It emphasises ethical and socially responsible leadership, problem-solving and innovation, agility in navigating change and uncertainty, and engagement with real-world business challenges. Students are encouraged to integrate theory with practice in ways that produce meaningful impact for organisations and society.

The GBS offers a broad portfolio of postgraduate and executive programmes, including:

1. Master's Degrees and Postgraduate Qualifications

- Master of Business Administration (MBA) (including Executive, Flexible, and specialist pathways).
- MSc programmes across disciplines such as Finance, Marketing, Digital Transformation, and Human Resource Management.
- Postgraduate diplomas and certificates in specialised business areas.

These programmes are designed for flexibility, with full-time, part-time, and blended delivery options, allowing professionals to balance study with work commitments.

2. MBA Programme

The MBA is a flagship offering, and accredited by the Association of MBAs (AMBA). It focuses on leadership development, strategic thinking and innovation, global business awareness, and applied learning through case studies, simulations, and industry projects.

3. Executive Education

The school provides short courses, executive programmes, and industry-focused learning opportunities tailored to organisational and professional development needs.

A defining feature of the GBS is its practice-based learning approach, which integrates academic theory with real-world application. Key elements include live case studies and consultancy projects with industry partners, guest lectures and seminars from business leaders, company visits and networking opportunities, small class sizes that encourage collaboration and participation, and access to career development support and coaching. This approach ensures that graduates are equipped with both technical expertise and transferable skills such as leadership, communication, and critical thinking.

The Graduate Business School has strong links with national and international organisations, positioning itself as a trusted educational partner. Programmes are normally co-designed with industry stakeholders, ensuring relevance to current market needs and enhancing employability outcomes.

The School leads the marketing of the Faculty's postgraduate programmes, and has a programme management office. The School also manages its

accreditation relationship with AMBA. The School is located at the TU Dublin Aungier Street campus from which the DBA will be delivered.

The Programme Coordinator is the Faculty of Business Head of Research and Innovation – Paul O'Reilly (paul.oreilly@tudublin.ie).

The Head of the Graduate Business School is Dr Colin Hughes (colin.hughes@tudublin.ie).

Lecturers on the programme's core modules are:

Commented [CM1]: Can we say "Lead facilitators"?

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Module	*Lecturer*	*School*
The Researching Professional	Paul O'Reilly	Faculty of Business
Research Design and Methods	Dr Christina Quinlan	School of Marketing and Entrepreneurship
Academic Writing	Dr Christina Quinlan	School of Marketing and Entrepreneurship
Research Integrity		Graduate Research School
Executive Practice and Strategic Transformation	Dr Claire Mc Bride	Graduate Business School

Supervisors from the programme will be selected from across each of the schools to match with the project. There will be two supervisors on each project, one of whom will have previously supervised doctoral studies to completion.

1.10 Programme Summary

Programme Title	Doctorate of Business Administration
Programme Short Title	DBA
Programme Duration	4 years, part-time
National Framework of Qualifications Level	10
Award Type	Doctoral Degree, Level 10 major award
Proposed commencement date	January 2027
Programme Attendance Method	Mixed (on campus and online)
Programme Delivery	Blended (planned in-person on-campus and online experiences)
On-campus Location:	Aungier Street Campus
Professional Body Accreditation/Requirements	The programme has been designed in line with the accreditation requirements for the Association of MBAs (AMBA)

Part 2: Programme Overview

2.1 Programme Overview: Aims and Objectives

The Doctor of Business Administration (DBA) is an advanced research degree at doctoral level that aims to contribute to the improvement of cross-disciplinary professional practice in management fields. It also seeks to expand existing knowledge through the development and application of theoretical models, methodologies, and techniques, while generating positive societal outcomes. The DBA emphasises innovative uses of theory, including the possibility of developing or evaluating theoretical frameworks within practical, real-world settings.

The TU Dublin DBA is designed to deliver a distinctive, professionally oriented doctoral experience aligned with the University's mission of applied research, practice-based knowledge, innovation, enterprise engagement, and societal impact.

The programme aims to develop senior practitioners into reflective, research-informed leaders who can generate and apply knowledge to address complex organisational challenges. It emphasises applied, industry-focused research that delivers measurable organisational change and contributes to both professional practice and wider society.

The TU Dublin DBA seeks to:

- Advance practice through rigorous, transdisciplinary research grounded in real-world organisational contexts.
- Develop leadership capability for navigating complex, technology-driven and digitally disrupted environments.
- Foster innovative, creative and entrepreneurial solutions to business problems and opportunities through evidence-based approaches.
- Embed responsible innovation, and ethical leadership within organisational transformation.
- Strengthen engagement between academia and industry to enhance impact, knowledge exchange, and policy influence.

Graduates of the TU Dublin DBA programme will be able to:

- *Conduct Applied Doctoral Research* – This includes designing, implementing, and completing rigorous doctoral-level research addressing significant organisational or societal challenges and contributing to the enhancement of professional practice. This requires critical engagement with academic

literature, integrating qualitative and quantitative methodologies in flexible and contextually appropriate ways, and application of insights to real-world practice.

- *Generate Impactful Knowledge* - DBA candidates will produce research with potential to deliver measurable improvements in organisational performance, innovation, and/or sustainability. They will be able to translate research findings into actionable insights for practitioner audiences, and disseminate research effectively across academic, professional, and policy domains.

- *Lead in Complex and Dynamic Environments* - DBA candidates will enhance their leadership capabilities and capacity to anticipate and respond to emerging problems and opportunities and adopt innovative and creative solutions. They will be informed by systems thinking, strategic agility, innovation management and change enablement, and they will apply ethical and responsible leadership principles in decision-making.

- *Develop as Researching Professionals* - DBA candidates will plan, manage, and deliver complex research projects from inception to completion. They will be prepared to reflect critically on professional practice and the role of research in shaping and transforming it and present their scholarly work to both academic and non-academic audiences. Through this the DBA will facilitate positive impact on themselves, their managerial practice, organisations, and society, for the benefit of all stakeholders

- *Strengthen Collaboration and Knowledge Exchange* - DBA candidates will learn how to work collaboratively with academic, industry, and/or policy stakeholders. They will engage in knowledge transfer and co-creation processes that enhance real-world impact and build networks that support ongoing innovation and organisational development.

Overall, the TU Dublin DBA aims to create scholar-practitioners capable of bridging theory and practice, leading transformation, and delivering meaningful impact. This is achieved through a programme structure based on Professional Skills Development and Original Research. The programme structure is set out on Section 4.1.

2.2 Programme Learning Outcomes

Programme Outcome Type	Description

KB	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of professional practice and a field of learning.
KK	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers
SR	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with professional practice and a field of learning; develop new skills, techniques, tools, practices and/or materials.
SS	Respond to abstract problems that expand and redefine existing procedural knowledge
CC	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
CR	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
CLL	Learn to critique the broader implications of applying knowledge to particular contexts
CI	Scrutinise and reflect on social norms and relationships and lead action to change them

Programme Outcome Types

1. CC - Competence - Context
2. CI - Competence - Insight
3. CLL - Competence - Learning to Learn
4. CR - Competence - Role
5. KB - Knowledge - Breadth
6. KK - Knowledge-Kind
7. SR - Skill-Range
8. SS - Skill – Selectivity

2.3 Graduate Attributes

The three approved institutional over-arching graduate attributes are:

> **People: Digitally capable, life-long learners:** *Graduates who are empowered to adapt and thrive in an ever-changing digitally connected world*

Planet: Sustainability-focused, global citizens: *Graduates who are socially engaged and responsible graduates leading the sustainability and equity agendas with passion, purpose and resilience*

Partnership: Collaborative, real-world problem solvers: *Graduates who are equipped with the skills and abilities to respond proactively and effectively to future challenges*

Research programmes at TU Dublin develop creative, critical and independent individuals who advance the boundaries of research. Graduate research students are provided with opportunities to develop a range of skills, including both research and professional skills. The **National Framework for Doctoral Education** (revised 2023) endorses the following skills and attributes, and these are also key educational objectives for all graduates of TU Dublin research programmes:

- research skills and awareness
- ethics and social understanding
- communication skills
- personal effectiveness/development
- team-working and leadership
- career management

The Association of MBAs (AMBA), the international accrediting body responsible for accrediting DBA programmes identifies DBA graduates should be able to utilise the research expertise and skills gained during their studies to:

- contribute to the enhancement of trans-disciplinary professional practice in management
- bring new and relevant scholarship to advance new business and management topics
- create, apply, and then integrate new knowledge
- provide an evidence-based approach to critically analyse and evaluate management problems, understanding the role and limitations of research in solving these problems
- be able to present scholarly research to both academic and non-academic audiences
- adopt innovative and creative solutions to business problems and opportunities
- provide leadership for change in multiple contexts for a variety of stakeholders
- work in a variety of organisational contexts

- have a positive impact on themselves, their managerial practice, organisations, and society (in the broadest sense), for the benefit of all stakeholders

The design of the TU Dublin DBA takes account of both the National Framework for Doctoral Education and the AMBA recommended attributes.

2.4 Transfer and Progression

Refer to TU Dublin's Graduate Research Regulations:

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

2.5 Awards

Programme Title - Doctorate of Business Administration / Dochtúireacht sa Riarachán Gnó

Programme Short Title – DBA

Programme Duration - 4 years, part-time

National Framework of Qualifications Level – 10

Award Type - Doctoral Degree, Level 10 major award

Proposed commencement date - January 2027

Programme Attendance – Method Mixed

Programme Delivery - Blended

On-campus Location - Aungier Street Campus

2.5.1 Transfer to a Lower Register

The award of Postgraduate Diploma in Research Skills in Business Administration may be conferred upon a candidate completing 60 ECTS who must have completed all of the taught modules listed below:

- The Researching Professional (20 ECTS)

- Research Design and Methods (15 ECTS)
- Academic Writing (5 ECTS)
- Research Integrity (5 ECTS)
- Executive Practice and Strategic Transformation (15 ECTS)

Postgraduate Diploma in Research Skills in Business Administration Learning Outcomes

Programme Outcome Type	Description
KB	Demonstrate broad knowledge of strategy, innovation, change enablement, systems thinking, and research methodology.
KK	Demonstrate theoretical, procedural, and practical knowledge of quantitative and qualitative research methods, business analytics, scholarly inquiry, and evidence-based management practices.
SR	Utilise a wide range of research and managerial skills, including data collection, statistical analysis, academic writing, problem-solving, digital research tools, and presentation techniques in business environments.
SS	Select and apply appropriate research methods, analytical tools, and management strategies to address complex business issues while considering ethical, contextual, and organizational factors.
CC	Apply business administration research principles, methodologies, and analytical frameworks effectively within diverse organizational, economic, social, and global business contexts.
CR	Function effectively as ethical business research professionals, consultants, or administrators by collaborating with stakeholders, communicating findings professionally, and contributing responsibly to organizational development.
CLL	Demonstrate the ability to engage in self-directed and lifelong learning by independently identifying knowledge gaps, utilizing research resources, and adapting to emerging trends in business and management research.

CI	Critically evaluate business problems and generate evidence-based insights through systematic inquiry, data interpretation, and strategic analysis to support managerial decision-making.

Programme Outcome Types

1. CC - Competence - Context
2. CI - Competence - Insight
3. CLL - Competence - Learning to Learn
4. CR - Competence - Role
5. KB - Knowledge - Breadth
6. KK - Knowledge-Kind
7. SR - Skill-Range
8. SS - Skill – Selectivity

Postgraduate Diploma in Research Skills in Business Administration

Programme Title - Postgraduate Diploma in Research Skills in Business Administration

Programme Short Title - PG Dip in Research Skills in Business Administration

ECTS – 60 ECTS

National Framework of Qualifications Level – 9

Award Type: Postgraduate Diploma, Level 9 major award

2.6 Collaborative Provision (where applicable)

Not Applicable.

2.7 Programme Management

Please find below a link to TU Dublin Graduate Research Regulations which includes the academic guidelines and programme management arrangements for research programmes.

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

The DBA programme is managed through the Graduate Business School in the Faculty of Business. It is supported by an assigned Programme Coordinator, a Programme Team Committee which comprises the teaching and supervision team, the Faculty of Business Head of Research and Innovation, the Head of the Graduate Business School, and a class representative. The Programme Team Committee meets at least once per semester to review the programme, obtain feedback from all members of the Programme Team Committee and discuss possible changes to the programme. The Committee will include a class representative nominated by the students on the programme. These elected representatives are the spokespeople who represent students' views at Programme Team Committee meetings and bring on behalf of the class to the Programme Team Committee and Programme Coordinator.

3. Learning, Teaching, Assessment and Supports

3.1 Induction

The DBA programme induction is in three phases – pre-induction, induction, and post induction. The induction is organised by the Faculty of Business with the Graduate Research School.

Pre-Induction (Two weeks before start)

Two weeks before the programme commences students will receive a welcome pack including student handbook. They will also attend an introductory webinar and will be provided with information on how to access the programme Virtual Learning Environment (VLE). They will also be given a short reflective task requiring them to prepare to discuss their organisational challenge, which is expected to evolve during the early stages of the programme, and research interests at the main induction event.

Induction

The theme of the DBA programme induction is *Understanding the DBA Journey*.

The typical format for the day will be as follows:

- Welcome from Faculty Dean, Head of Graduate Research School, Faculty of Business Head of Research and Innovation, Head of Graduate Business School, and Programme Director
- TU Dublin research mission: applied research, impact, and engagement
- Overview of DBA structure, expectations, and milestones
- Positioning a practice-based doctorate
- Cohort introductions and networking session, including faculty members
- Library services
- Research ethics
- Technology Transfer Processes
- Graduate Research Regulations
- Workshop: *From organisational problem to research opportunity*

Post Induction

Between 8 and 12 weeks after the formal induction, the post-induction phase will involve a meeting with the DBA candidate and the DBA programme director. The purpose of this meeting will be to identify whether there are any issues for the DBA candidate following their commencement on the programme and to discuss the DBA candidate research project with a view to allocating a supervisor.

Peer learning and peer coaching is a feature of the programme. Students will be given training and provided with templates to support them implement the peer learning early in The Researching Professional module.

The University's Graduate Research Regulations includes further information on research student induction.

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

3.2 Health and Safety Requirements (if applicable)

Not Applicable.

3.3 Research Integrity in TU Dublin

Academic Council of TU Dublin has formally adopted the *National Policy Statement on Ensuring Research Integrity* in Ireland and is committed to ensuring the highest standards of integrity in all aspects of our research, founded on basic principles of good research practice to be observed by all researchers and research organisations. We are also committed to promoting a culture of research integrity and good practice through support and training and collaborating with others such as the National Forum, to reinforce and safeguard the integrity of the Irish research system. All researchers at TU Dublin have a duty to conduct their research and innovation activities according to good research practice as outlined in the Code of Conduct for Ensuring Excellence in Research Integrity. Consideration of the ethical dimension is an essential step to achieve the high standards required by good research practice and by the University.

https://www.tudublin.ie/research-innovation/research/ethics-integrity/

3.3.1 Research Integrity Training

All new research students must complete training in research integrity, provided by the Graduate Research School Office within the first 6 months following registration. This event is organised by the Graduate Research School Office.

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

3.3.2 Research Ethics

TU Dublin's Research Ethics Committee promotes and promulgates good ethical research and scholarly practice, emphasizes integrity and rigour. Our guiding principles, procedures and forms are available at:

https://www.tudublin.ie/research-innovation/research/ethics-integrity/

3.3.3 Responsible Use of Generative AI in Research Ethics

To provide guidance for those involved in research and innovation activities, the University has prepared guidelines for the use of Generative AI in research. These outline the principles for the use of GenAI and provide some examples of use cases in a research context. The details are available here - Guidelines for Responsible Use of GenAI V1.0

3.3.4 Garda (Police) Vetting

Any TU Dublin student whose course or activity involves access to children or vulnerable adults must be vetted, by the National Police force, An Garda Síochána. There may be other activities as part of your studies or other parts of your student life that also require vetting. This is standard procedure in the Republic of Ireland for anyone carrying out work or activities which mainly consist of them having access to, or contact with, children or vulnerable adults. Further information can be found on the National Vetting Bureau website at https://vetting.garda.ie/Help/FAQ. Applications for Garda Vetting are processed by the TU Dublin Admissions Office and further information on the application procedure is available at the link below:

https://www.tudublin.ie/for-students/garda-vetting/

3.4 Virtual Learning Environment and eLearning

Brightspace is the TU Dublin VLE and is used extensively by staff and students. The library has a wide range of online resources for performance, composition and music research, and students are introduced to these resources early in the first semester in a specialist library and research session.

There are helpful resources on getting started with Brightspace here:

https://www.tudublin.ie/connect/vle/getting-started/

For information on TU Dublin's Digital Education resources and initiatives, see the link provided below:

https://www.tudublin.ie/explore/about-the-university/digital-education/

3.5 Library

There are five libraries in TU Dublin: Aungier Street, Blanchardstown, Bolton Street, Grangegorman and Tallaght. The services provided by the library include study spaces, networked PCs, textbooks, journals and newspapers, photocopiers and printers. Information on all the library's services and e-resources is available at the link below.

www.tudublin.ie/library/

3.6 Assessment Regulations

The University's Graduate Research Regulations include assessment regulations for research programmes:.

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

3.7 Recognised Prior Learning

The University's Graduate Research Regulations provide information on recognised prior learning processes.

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

3.8 Professional/Regulatory Body Requirements (where applicable)

Not Applicable.

3.9 Assessment Guidelines and Feedback

Students are assessed in the following ways during the DBA programme:

(i) Through the taught modules (60ECTS).
(ii) Their progress against the programme of research which they develop with the guidance and support of their supervisory team is assessed through Annual Evaluation.
(iii) Submission of a proposed programme of research normally by the end of Year 2 in consultation with supervisor(s).
(iv) At the mid-point of the research component, the student will be required to submit a report for a confirmation examination which will assess their progress and confirm their continuation on the DBA programme.
(v) Finally, all students must submit a thesis and defend this thesis at an oral examination (viva voce) which determines if they have met the Learning Outcomes and if they should be awarded a DBA.

Assessment requirements for the thesis and oral examination are set out in the Graduate Research Regulations (see Section 4.1). Guidelines on the submission of assessments relating to modules are set out in this section.

A significant aspect of the Assessment Strategy for the modules on the DBA is that it is fully aligned with the philosophical underpinnings of the programme. It is student-centred and particularly aligned with the student as an executive, part-time learner. There are no examinations. All assessments aim to develop and encourage self-directed, reflective and independent learners. A particular emphasis of the programme is that of self-development and leadership so many individual pieces include aspects of this philosophy. Information relating to assessments are confirmed by individual lectures via Brightspace.

Scheduling of Assessments

Notice of assessments is provided in the schedule provided at the start of each module. The proportion of the workload being assigned to each assessment within a module will be clearly indicated. In addition, in giving assessment the following will be made clear:

- The assignment brief
- The expected length e.g. 2,000 words
- Required reading and general direction for other reading where relevant
- The precise deadline for submission e.g. .23:59, 19th November
- Delivery arrangement to the lecturer, e.g. via Brightspace on Sunday 16th November. You will be requested to submit your assignment through the plagiarism checker on Brightspace

Authenticity of Student Work

In order to ensure work authenticity, all assignments must be signed by the student at the end of the piece of work – where assessments are submitted electronically, a digital signature will suffice. Where there is group work, the assignment must be signed by all members of the group who contributed to the work.

Where the work is individual, the signature declares that the work is the work of the student concerned, that no plagiarism is involved, and in particular that all sources have been fully acknowledged, and that any data gathering has been genuine and authentic.

Plagiarism is a serious breach of regulations and may result in exclusion from all modules for the remainder of the academic year and exclusion or deferral from resuming your studies.

Assessment Schedule

Students are supplied with a detailed assessment schedule at the beginning of the semester. This may be subject to change and lecturers will confirm any such changes.

Module Results

Refer to Section 2.3.3 of the Graduate Research Regulations.

Assessment Submission

All research modules are assessed on a pass/fail basis, with the pass mark on all assessments being 40%. Please see module descriptors for more details of assessments, in addition, lecturers will provide specific details for each assignment.

All assignments are assessed for plagiarism. Where a student is found to be in breach of the University policies on plagiarism the processes, as outlined in the General Assessment Regulations, will be followed.

Students are responsible for ensuring that all assessments are submitted in the appropriate manner, as requested by the relevant lecturer. Students should note that difficulties often arise at the final stages of preparation of continuous assessment for submission. Students should plan their work to take account of the possibility of such difficulties arising. In addition, as students advance a piece of work, they should make appropriate back-up copies including hard copy.

If a piece of continuous assessment is submitted late for any of the above reasons or related reasons full penalties will be imposed.

Late assignments will be penalised in line with the following:

- 10% reduction (of mark achieved) for delivery within 24 hours of deadline
- 2% reduction (of mark achieved) thereafter per day (including weekends).

If a student has extenuating circumstances (ECs) they should submit an EC form and provide supporting documentation.

4. Programme Structure

There are two main elements to the research programmes at TU Dublin:

Element 1 Original Research
Element 2 Professional Skills Development

4.1 Element 1 - Original Research

Each individual student follows their own research path, the core of which must be a coherent body of original research, at the end of which, the candidate must submit a comprehensive thesis for examination. The basis for the award of all research degrees at TU Dublin is successful completion and examination of the research thesis, comprising work of publishable quality. In addition, Professional Doctorate and MPhil candidates must complete a viva voce examination following submission of the thesis.

Thesis guidelines and arrangements for supervision are contained in the Graduate Research Regulations (GRR) available at the link below:

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

In addition to the GRR guidelines, the TU Dublin DBA requires that each DBA student should be allocated at least two supervisors as part of a supervisory team, in order to provide a range of research expertise and to ensure continuity. At least one supervisor should have experience as a PhD and/or DBA supervisor, having been part of a supervisory team for at least one successful doctoral candidate. One supervisor should also be experienced in the subject / topic area being researched by the DBA student.

The thesis should make a contribution to the enhancement of professional practice in management as well as a contribution to knowledge via the application and development of theoretical frameworks, methods, and techniques.

4.2 Element 2 – Professional Skills Development

Research programmes at TU Dublin develop creative, critical and independent individuals who advance the boundaries of research.

Professional Doctorate students are provided with opportunities to develop a range of skills, including discipline, professional practice and research skills through taught modules.

Programme Structure and Rationale

The programme structure for the TU Dublin DBA professional Skills Development element is set across two pillars – Advanced Research Skills and Executive Practice.

The first pillar develops the research methods skills. Pillar 1 is the taught phase of the programme preparing DBA students to embark on their thesis research project. It provides for development of knowledge, skills and competences relating to all relevant aspects of the research journey.

Table 1: Advanced Research Skills Pillar

Module	*ECTS*	*Delivery Mode*	*Mandatory / Elective*
The Researching Professional	20	Blended	Mandatory
Research Design and Methods	15	Blended	Mandatory
Academic Writing for Business and Social Sciences	5	Online	Mandatory
Research Integrity	5	Online	Mandatory

As well as instruction from lecturers, the advanced research skills modules are supported by mentoring from the supervisors with most of the module assessments designed to support progression of the DBA research projects. Table 2 summarises assessments that support the thesis production.

Table 2: Module Assessments Linking to Thesis

Module	*Examples of Assessments Linking to Project*
The Researching Professional	Research problem statement Complete research proposal Scoping literature review
Research Design and Methods	Project research methods paper
Academic Writing	Project poster Research paper relating to DBA project

Research Integrity	Research ethics application

The second pillar of professional skills development is designed to prepare the DBA students as scholar-practitioners for executive practice at the highest levels of organisational leadership while applying rigorous research to real business problems. Many DBA dissertations focus on organisational transformation, leadership, innovation, governance, sustainability, or digital change. Understanding executive competences helps candidates frame research questions that matter to senior decision-makers, produce findings that organisations can implement, and translate research into strategic action.

Table 3: Executive Practice Pillar

Module Title	*ECTS*	*Delivery Mode*	*Mandatory / Elective*
Executive Practice and Strategic Transformation	15	Blended	Mandatory

Programme Features

Supporting the modules and the DBA journey, the TU Dublin DBA includes several innovative features.

(i) Annual DBA Conference

As part of the programme, DBA students participate in an annual DBA Conference. This will be a hybrid academic–practice event that Showcase doctoral research in progress and completed DBA theses, facilitates peer learning and scholarly critique, and supports researcher development. The conference will feature presentations from the DBA programme which will form part of their module assessment from The Researching Professional module, as well as guest lectures and professional development workshops from faculty, external faculty, policy makers, and industry. The conference will be open to DBA students from different stages, DBA alumni, PhD students, faculty, and invited academics and practitioners. In this context it will build a community of practice among DBA candidates, alumni, faculty, and industry partners. The emphasis will be on applied impact, practitioner engagement, and executive relevance.

(ii) Peer Coaching

An innovative feature of the TU Dublin DBA programme is the use of structured peer coaching. DBA candidates are experienced professionals working on complex, practice-based research problems. As such they offer valuable potential as a community of practice to facilitate learning at different stage of the DBA journey, examples of which include but are not limited to the following:

- *Enhancing Critical Thinking and Reflexivity* - DBA study requires students to move beyond description to critical analysis and reflexive thinking. Peer coaching will create a forum for challenging assumptions and will encourage questioning of research problems, organisational narratives, and personal biases. This is particularly important for insider researchers, who may be too close to their context.
- *Improving Research Design Quality* - Peers will act as a "first-level reviewer" of problem statements, research impact plans and research proposals, providing early feedback on clarity of research questions, feasibility of methodology, and coherence of design. It mirrors the doctoral viva or peer review process, but in a developmental environment.
- *Developing Research Communication Skills* - Through the peer coaching format, students will practice explaining their research succinctly, adapting their message for different audiences. They will receive immediate feedback on clarity, persuasiveness, and structure, with peer sessions simulating conference presentations, stakeholder briefings, and proposal defences.
- *Supporting Impact-Oriented Thinking* - DBA research must go beyond theory to real-world application and impact. In the peer coaching format, peers will challenge with "So what?" and "Who benefits from this research?" questions. This will be used to refine pathways to impact.
- *Providing Emotional and Motivational Support* - DBA study is long, demanding, and often isolating, especially for part-time professionals. The peer coaching formats will be used to create a community of practice that can be leveraged to provide accountability, encouragement, shared problem solving, and reduced feelings of isolation.
- *Building Transferable Leadership and Coaching Skills* - Peer coaching is not just about receiving feedback, it develops professional

capability. Skills developed include active listening, constructive feedback, questioning technique, coaching and mentoring. These are directly transferable to leadership roles, organisational development, and consultancy practice.

- *Encouraging Interdisciplinary and Cross-Context Learning* - DBA cohorts typically include professionals from diverse sectors. Peer coaching provides exposure to different industries, organisational structures and problem types. This Interdisciplinary and Cross-Context Learning will encourage innovative thinking and adaptation of ideas across contexts
- *Developing Scholarly Peer Review Skills* - At doctoral level, students must learn to critique research and engage in scholarly debate. Peer coaching provides structured opportunities for reviewing draft proposals and critiquing literature reviews. It will build confidence in giving academic feedback and defending arguments.

To ensure these benefits are achieved, peer coaching on the DBA programme will be intentional and structured, not informal alone. The Graduate Business School has developed a peer coaching training programme that all participants will complete as part of *The Researching Professional* module. The students will be set up in small peer coaching groups (3–4 students) with rotating roles and guided frameworks. Scheduled sessions will be aligned to assessment milestones.

(iii) Opportunities to Integrate with TU Dublin Research Community

The DBA students are an important part of the TU Dublin research community, and particularly the Faculty of Business research community. The following initiatives support integration of the DBA students with the research community at TU Dublin:

- The programme induction provides a networking opportunity for DBA candidates with faculty members and other researchers.
- The Annual TU Dublin DBA Conference, which takes place at TU Dublin Aungier Street, features DBA candidates presenting their research, as well as professional development workshops. The TU Dublin research community will be invited to attend and, where relevant, participate in the conference.
- DBA candidates will be linked to TU Dublin researchers including PhD students working on related projects. This will be done to support the development of research related networks.
- As part of their programme, DBA candidates, being senior leaders from

industry will be introduced to the TU Dublin research and innovation system.

- Where working on relevant research, DBA candidates will be invited to join the TU Dublin research centres where their supervisors are active. This includes relevant research centres in the Faculty of Business i.e.,the Centre for Entrepreneurial Behaviour, Inclusion and Innovation and the Centre for Sustainable Business Technology and Digital Innovation. As members of these centres DBA students receive invitations to centre activities as well as relevant Faculty of Business and Graduate Research School research events.
- DBA students will be invited to participate in EUT+ Alliance doctoral activities.

4.3 Programme Schedule

Table 4: Programme Schedule

Year	*Sem*	*Code*	*Title*	*Delivery*	*Pre-requisite*	*Credits*
1 2	1 & 2 1 & 2	GRSO 1029	The Researching Professional	Mandatory	No	20 ECTS
1 2	2 1 & 2	GRSO 1028	Research Design and Methods	Mandatory	No	15 ECTS
2	1	AWRI 1013	Academic Writing for Business and Social Science	Mandatory	No	5 ECTS
1	1	GRSO 1012	Research Integrity	Mandatory	No	5 ECTS
1 2	1 & 2 1 & 2	GRSO 1030	Executive Practice and Strategic Transformation	Mandatory	No	15 ECTS

Table 5: Programme Learning Hours

Title	*Contact Hours*	*Self Directed*
The Researching Professional	60	240
Research Design and Methods	54	246
Academic Writing for Business and Social Science	24	76
Research Integrity	10	90

Executive Practice and Strategic Transformation	60	240

Table 6: Assessment Breakdown for Taught Modules

Title	*Assessment*	*% Breakdown*	*Assessment Type*
The Researching Professional	Research problem statement	15%	Individual
	Reflective journal	15%	Individual
	Scoping literature review	15%	Individual
	Research impact plan	15%	Individual
	Research proposal	40%	Individual
Research Design and Methods	Research methods critique assignment	30%	Individual
	Research methods paper	70%	Individual
Academic Writing for Business and Social Science	Research poster and presentation	40%	Individual
	Research paper	60%	Individual
Research Integrity	Online assessment	100%	Individual
Executive Practice and Strategic Transformation	Portfolio of essays	100%	Individual

Please note that information may change through the programme/module change process.

4.4 Programme Delivery and Indicative Calendar

There is a blended approach for delivery of the programme, with planned in-person on-campus and online experiences.

Part 3: Book of Modules

Module Code	Prerequisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
GRSO 1029	n/a	n/a			20	10
Module Title	The Researching Professional					
School Responsible:	Graduate Business School					

Module Overview:

The transition into doctoral study represents a significant shift in intellectual practice, professional identity, and scholarly expectations. For candidates undertaking a professional doctorate, this transition is particularly distinctive. It requires not only the development of advanced research capability but also the ability to situate that research meaningfully within the complexities of professional practice. The Researching Professional module is designed to support this transition. It recognises that professional doctorate candidates enter the programme as experienced professionals with rich practice-based knowledge yet may have limited exposure to doctoral-level research processes. The module therefore provides a structured and supportive environment in which candidates can develop the knowledge, skills, and reflexive awareness required to become effective research practitioner.

Central to the module is the integration of four core capabilities:

- Critical engagement with academic and professional literature
- Research design and proposal development
- Impact-oriented thinking and planning
- Effective research communication across diverse audiences

In contrast to traditional academic pathways, professional doctorate research is inherently applied. Candidates are expected to engage deeply with real organisational or professional challenges, framing these as rigorous research problems that contribute both to scholarly knowledge and to practice. As such, this

module places strong emphasis on bridging the theory–practice divide, enabling candidates to translate conceptual insights into actionable outcomes. This includes how research-based evidence is used to support decision making.

Equally, the module foregrounds the importance of research impact and communication. High-quality research alone is insufficient if it is not understood, adopted, or utilised. Candidates are therefore supported in developing the skills required to communicate their research clearly and persuasively to academic, professional, and organisational audiences, and to design pathways through which their work can generate meaningful change.

Finally, the module emphasises reflexivity and positionality. Professional doctorate candidates typically conduct research within their own professional contexts. This presents both opportunities and challenges, requiring careful consideration of the researcher's role, assumptions, values, and potential influence on the research process. Through structured reflection, candidates develop a critical awareness of themselves as researchers and of the ethical dimensions of their work.

The Researching Professional module provides a comprehensive foundation for the professional doctorate journey, guiding candidates through the early stages of doctoral research development— from initial exploration of ideas through to the production of a well-formed and defensible research proposal. The module is scaffolded to support progression from exploration, to synthesis, to design, to communication, and to proposal. In this context, the assessment outputs of the module are designed to directly contribute to the preparation of the professional doctorate research project, including a research project concept paper, a scoping literature review, and a full research proposal.

Learning Outcomes (LO)	
On completion of this module, the learner will be able to:	
1	Expertly communicate research findings effectively in both oral and written
2	Critically evaluate and synthesise academic literature to establish a coherent theoretical and conceptual foundation for their research.
3	Develop a structured and feasible research proposal aligned with doctoral standards

4	Critically reflect on their professional positioning and researcher identity, including issues of reflexivity, ethics, and evidence-based decision making
5	Identify, justify, and scope a research problem grounded in their professional context
6	Design a research impact plan that demonstrates pathways to organisational, professional, or societal impact
7	Communicate research effectively to academic, professional, and practitioner audiences using appropriate formats and styles

Indicative Syllabus:

Becoming a Practitioner-Researcher

- Understanding the professional doctorate – a practice-focused doctorate
- Engaged scholarship
- Professional identity and reflexivity
- The role of research in improving organisational practice
- Communities of practice and leadership through research
- Ethical considerations in practice-based research
- The role of research in driving organisational and professional change

Engaging with Academic Literature

- Searching and navigating academic databases
- Critical reading and evaluation of sources
- Synthesising literature to identify gaps and frame problems
- Literature review approaches (narrative, thematic, systematic)
- Positioning research within existing debates
- Developing conceptual and theoretical frameworks
- Linking theory to practice

Research Problem Formulation

- Identifying practice based or professional problems
- Turning issues into researchable questions
- Aligning organisational relevance and academic contribution

- Scoping a feasible doctoral project

Evidence Based Decision Making (EBDM)

- Hierarchies of evidence
- Acquiring and appraising evidence
- Integrating diverse sources of evidence
- Cognitive bias and decision quality
- EBDM process model

Designing Research for Impact

- Identifying relevant stakeholders
- Mapping pathways to impact
- Implementation and knowledge mobilisation
- Evaluating potential outcomes and benefits

Managing the Research Project

- Project planning and design
- Time management and productivity
- Data management
- Working with supervisors and stakeholders

Research Communications

- Communicating research to different audiences:
- Academic (journals, conferences)
- Professional/practitioner (reports, briefings)
- Organisational stakeholders (presentations, executive summaries)
- Translating complex research for non-academic audiences
- Visual and narrative techniques (storytelling, data visualisation)
- Developing persuasive research arguments
- Preparing for proposal defence and viva-style presentations

Research Design and Proposal Development

- Framing the research problem and questions
- Conceptual and theoretical framing
- Research philosophy and paradigm
- Methodological strategy
- Research methods – data collection and analysis
- Ethical considerations
- Feasibility and project management

Learning and Teaching Methods:

The module is delivered across four semesters and will have a blended learning approach combining workshops, supervision and independent study. It will be practice oriented and reflective with scaffolded development of the student's research from exploration to synthesis, to design, to communication, and to proposal. There will be strong emphasis on feedback and iteration, coupled with peer learning and cohort support. Across the module, students will be prepared to work in peer learning groups, with training and templates for peer coaching provided. The module is delivered through a combination of in-person and online lecturers and workshops. Delivery will include interactive seminars and workshops, case-based discussions, critical reading and journal review activities, applied data analysis exercises, peer-led workshops, and reflective diaries. They will also present their research at an annual DBA research conference.	
Total Teaching Contact Hours	60
Total Self-Directed Learning Hours	240
Module Delivery Duration:	
This module is normally delivered over four semesters.	
Assessment	

Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Research Problem Statement/Concept Paper	15%	LOs 1, 2
Reflective Journal	15%	LO 4
Scoping Literature Review	15%	LO 2
Research Impact Plan	15%	LO 6
Research Proposal and Presentation	40%	LOs 1, 2. 3, 5

Essential Reading:

Van de Ven, A. (2007). *Engaged Scholarship: A Guide for Organizational and Social Research*. Oxford University Press.

Costley, C., Elliott, G., & Gibbs, P. (2010). *Doing Work-Based Research: Approaches to Enquiry for Insider-Researchers*. Sage.
Coghlan, D., & Brannick, T. (2014). *Doing Action Research in Your Own Organization* (4th ed.). Sage.

Pettigrew, A. (2011). *Scholarship with Impact*. British Academy of Management.
Punch, K. (2016). *Developing Effective Research Proposals* (3rd ed.). Sage.

Indicative Supplemental Reading:

Saunders, M., Lewis, P., & Thornhill, A., *Research Methods for Business Students*. Latest edition. Prentice Hall.

Booth, W.C., Colomb, G.G. & Williams, J.M. *The Craft of Research*. Latest edition. Chicago: University of Chicago Press.

Hart, C. *Doing a Literature Review: Releasing the Research Imagination*. Latest edition. London: Sage.

Gray, D.E. *Doing Research in the Real World*. Latest edition. London: Sage.

Cunliffe, A. (2016). *"On Becoming a Critically Reflexive Practitioner"*

Gibbons, M. et al. (1994). *The New Production of Knowledge*. Sage.

Module Code	Prerequisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
GRSO 1028	n/a	n/a			15	10
Module Title	Research Design and Methods					
School Responsible:	Graduate Business School					

Module Overview:
This module develops doctoral-level competence in research design, methodology, critical inquiry, and applied research in business and social sciences. The purpose of this module is to present students with a palette of research methods that can be applied to a doctoral thesis in social sciences, business, and law. It will allow students to make an informed choice about the most appropriate methods for their own doctoral research. It prepares the learner to design, justify, conduct, and communicate rigorous and ethically sound research.

Learning Outcomes (LO)	
On completion of this module, the learner will be able to:	
1	Identify a wide range of research methods that can be applied to doctoral research in the social sciences, business and law
2	Appreciate the general strengths and limitations of different research methods that are applicable to doctoral research in the social sciences, business and law
3	Assess the opportunities for the application of different research methods to their own doctoral research in the social sciences, business and law
4	Apply one or more research methods to their own doctoral research in the social sciences, business and law

Indicative Syllabus:
Research Philosophy and Paradigms Epistemology, ontology, and axiology Positivism, interpretivism, constructivism, pragmatism, and critical realism Deductive, inductive, and abductive reasoning Philosophical alignment in research design The use of literature in research The use of AI and GenAI in research *Research Design and Methodological Choices* Qualitative, quantitative, and mixed-methods approaches Use of secondary source data Exploratory, explanatory, descriptive, and evaluative designs Case study, action research, ethnography, grounded theory, survey research, and more Cross-sectional and longitudinal designs Research quality and methodological rigour *Qualitative Research Methods* Interviews and focus groups Observation, field diaries and fieldwork Image-based research Documentary and textual analysis Projective techniques Sampling in qualitative research Reflexivity and researcher positionality Coding and thematic analysis *Quantitative Research Methods* Survey design and questionnaire development Measurement and scale construction Experimental design Sampling techniques and sample size considerations Descriptive and inferential statistics Reliability and validity testing Introduction to survey and statistical software tools *Mixed Methods and Applied Research Strategies* Rationale for mixed-methods research Sequential and concurrent designs

Integration and triangulation Applied organisational research approaches Consulting-oriented and evidence-based inquiry *Data Analysis and Interpretation* Qualitative data analysis techniques Quantitative data analysis techniques Interpretation and presentation of findings Use of digital tools and software for analysis Linking findings to theory and practice *Ethics, Governance, and Research Integrity* Research ethics and professional standards Informed consent and confidentiality Data protection and management Organisational access and gatekeepers Ethical approval procedures Academic integrity and responsible scholarship *Conclusions, recommendations and contribution to knowledge*
Learning and Teaching Methods:
The module is delivered across two semesters through a combination of in-person and online lecturers and workshops. Delivery will include interactive seminars and workshops, case-based discussions, critical reading and journal review activities, applied data analysis exercises, peer-led workshops, and research design tutorials and clinics.

Total Teaching Contact Hours	54
Total Self-Directed Learning Hours	246

Module Delivery Duration:
This module is normally delivered over three semesters.
Assessment

Assessment Type	**Weighting (%)**	**LO Assessment (No.)**

Students will write a critical assessment of the research methods used in a recent publication in an international peer-reviewed journal article in their subject area	30%	LOs 1, 2.
Students will write a paper proposing the research method(s) chosen for their doctoral work and defending the appropriateness of the chosen method(s)	70%	LOs 1, 2, 3, 4.

Essential Reading:

Quinlan, C., Babin, B., Carr, J., Griffin, M., & Zikmund, W. G. *Business Research Methods*. Latest edition. Cengage Learning.

In addition to the textbook further essential readings may be assigned during the semester.

Indicative Supplemental Reading:

Saunders, M., Lewis, P., & Thornhill, A., *Research Methods for Business Students*. Latest edition. Prentice Hall.

Creswell, J.W. & Creswell, J.D. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Latest edition. Thousand Oaks, CA: Sage.
Crotty, M. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage.
Bryman, A. *Social Research Methods*. Latest edition. Oxford: Oxford University Press.

Booth, W.C., Colomb, G.G. & Williams, J.M. *The Craft of Research*. Latest edition. Chicago: University of Chicago Press.
Marshall, C. & Rossman, G.B. *Designing Qualitative Research*. Latest edition. Thousand Oaks, CA: Sage.

Rogers, R., *Doing Digital Methods*. Latest edition. Sage

Pauwels, L., & Mannay, D., *The SAGE Handbook of Visual Research Methods*. Sage.

Silverman, D. *Introducing Qualitative Research*. Latest edition. London: Sage.

Flick, U. *An Introduction to Qualitative Research*. Latest edition. London: Sage.
Hart, C. *Doing a Literature Review: Releasing the Research Imagination*. Latest edition. London: Sage.
Denzin, N.K. & Lincoln, Y.S. (eds.) *The SAGE Handbook of Qualitative Research*. Latest edition. Thousand Oaks, CA: Sage.

Gray, D.E. *Doing Research in the Real World*. Latest edition. London: Sage.

Yin, R.K., *Case study research and applications: design and methods*. Sage.

Other Resources

Academy of Management Journal

Academy of Management Review

Journal of Management Studies

British Journal of Management

Management Learning

Qualitative Research in Organizations and Management

International Journal of Research & Method in Education

Social Science Research

Journal of Mixed Methods Research

Module Code	Prerequisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
AWRI 1013	n/a	n/a			5	9
Module Title	Academic Writing for Business and Social Sciences					
School Responsible:	School of Marketing and Entrepreneurship					

Module Overview:
The aim of this module is to build academic literacies for publication and thesis development in the business and social sciences. Research students are expected to write convincing, critical, cohesive texts that can be used for academic publishing and thesis submission. This module is designed to develop advanced academic writing competencies for doctoral students in business and the social sciences. Students will engage with the conventions of academic writing, including argument development, critical analysis, synthesis of literature, academic style, scholarly voice, and evidence-based reasoning. The module also addresses the specific expectations associated with research writing in business and social science disciplines, including the preparation of literature reviews, conceptual frameworks, methodological chapters, research proposals, and journal-style papers. Students will develop their writing style and learn how to edit and submit draft work. Through formative feedback opportunities, students will hone both written and oral communications skills through writing practice and presentation. The module supports students in developing confidence and independence as scholarly writers. Students will prepare and present a research poster as a part of this module.

Learning Outcomes (LO)	
On completion of this module, the learner will be able to:	
1	Critically discuss the academic publishing landscape in the business domain
2	Write using appropriate academic structure, phrasing, tone and style.

3	Be discerning in their selection and use of literature and secondary source data.
4	Analyse and evaluate own and others academic writing, including ethical issues and concerns, as a part of self-assessment and peer assessment processes.

Indicative Syllabus:

- What is academic literacy?
- What is the genre of Business writing?
- PhD vs Publications
- Research purpose
- Academic writing in your field of research
- Writing through a theoretical lens
- Aligning writing to business research method (pos v int etc. in writing style)
- Planning your writing: this is the first stage – followed by constructing first drafts, rewrite, revise, edit, and proofread
- First drafts
- Structuring and substantiating a critical argument
- Synthesis of ideas and literature
- Rewrite, revise and edit.
- Proofreading & Editing
- Finding your voice
- Use of GenAI to support academic writing
- Submission

Learning and Teaching Methods:

Learning and teaching methods on this module include:

- Lectures – standard delivery on campus and/or online.
- Workshops – focused sessions for developing writing and presentation style.
- Reading – students will be allocated reading and required to discuss in their peer coaching groups or academic clubs.
- Guest mentors – subject experts, academic staff and supervisors who will discuss their experiences.
- Poster/Panel Event – participants will present their conference posters, discussion and feedback from guest mentors

<table>
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Students will work on preparing for submission of a research paper or journal article related to their research project
Module engagement – participants will be expected to engage fully in the module, attendance and participation is essential.

</td></tr>
<tr><td colspan="2">Total Teaching Contact Hours</td><td>24</td></tr>
<tr><td colspan="2">Total Self-Directed Learning Hours</td><td>76</td></tr>
<tr><td colspan="3">Module Delivery Duration:</td></tr>
<tr><td colspan="3">This module is normally delivered over one semester.</td></tr>
<tr><td colspan="3">Assessment</td></tr>
<tr><td>Assessment Type</td><td>Weighting (%)</td><td>LO Assessment (No.)</td></tr>
<tr><td>Students will develop and present a research poster outlining their doctoral research.</td><td>40%</td><td>LOs 1, 2, 3, 4.</td></tr>
<tr><td>Students will write a research paper relating to their research</td><td>60%</td><td>LOs 1, 2, 3, 4.</td></tr>
<tr><td colspan="3">Essential Reading:

Murray, Rowena,Moore, Sarah. (2006), The Handbook Of Academic Writing: A Fresh Approach, McGraw-Hill Education (UK), p.213, [ISBN: 978-0335219339].

Carter, S., Guerin, C., and Aitchison, C.,. (2021), Doctoral Writing: Practices, Processes and Pleasures, Springer.

Belcher, W.L. (2019), Writing your journal article in twelve weeks: A guide to academic publishing, University of Chicago Press.

Indicative Supplemental Reading:

Hart, C. (2018), Doing a literature search: A comprehensive guide, SAGE.

Kamler, B., & Thomson, P. (2016), Detox your writing: Strategies for doctoral researchers, Routledge.

Sword, H. (2012), Stylish academic writing, Harvard University Press.

Wallace, M., & Wray A. (2021), Critical reading and writing for postgraduates, SAGE.</td></tr>
</table>

Stella Cottrell. (2023), *Critical Thinking Skills*, Bloomsbury Study Skills.

Module Code	Prerequisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
GRSO 1012	n/a	n/a			5	9
Module Title	Research Integrity					
School Responsible:	Graduate Research School					

Module Overview:
If you had to carry out research involving human participants, would you know how to go about it? What should you do if you see a colleague engaging in questionable research practice? Do you have a clear understanding of how much input you need to have in order to merit authorship – and how to prevent disputes on this subject? Have you considered the broader impact of your research on society? This programme is designed to help graduate and early career researchers answer these and many other questions that will arise as they consider how to plan, carry out and report their research with integrity, and to deal with the complex situations in which they may find themselves.

Learning Outcomes (LO)	
On completion of this module, the learner will be able to:	
1	Explain and discuss in detail the key responsibilities they have as a researcher
2	Identify and provide solutions to meet the challenges they could face in meeting their responsibilities
3	Develop and implement strategies for dealing with pressures and difficult situations
4	Identify and respond appropriately to conflicts of interest in work
5	Keep accurate records and store data safely
Indicative Syllabus:	
1. Introduction	

1.1) • Principles and responsibilities 1.2) • Principles vs. practice 1.3) • Responding to research misconduct 1.4) • Professionalism and mentoring 2. Designing 2.1) • Planning your research 2.2) • Research with human subjects 2.3) • Research with animal subjects 2.4) • Managing and protecting interests 2.5) • Workplace safety 3. Conducting 3.1) • The Research Record 3.2) • Research data 3.3) • Collaboration and the research environment 3.4) • Data interpretation and presentation 4. Reporting 4.1) • Research communication and scholarly publishing 4.2) • Plagiarism 4.3) • Authorship 4.4) • Peer review 5. Responsibilities to society 5.1) • Advocacy 5.2) • Responsibility to the public
Learning and Teaching Methods:
Fundamental concepts of ensuring excellence in research integrity will be delivered in a workshop training session. The student will complete elements of online training post attendance at the workshop. Students are expected to complete online training in their own discipline area but also in one other area not related to their discipline so that they can achieve a broader understanding of RI.
Total Teaching Contact Hours | 10
Total Self-Directed Learning Hours | 90
Module Delivery Duration:
This module is normally delivered over one semester.

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Online assessment.	100%	LOs 1, 2, 3, 4, 5
Essential Reading: Research Integrity National Forum. (2024), National Policy Statement on Ensuring Research Integrity in Ireland, Research Integrity National Forum, TU Dublin Code of Conduct for Ensuring Excellence in Research Integrity, TU Dublin Website, ALLEA All European Academies. (2023), European Code of Conduct for Research Integrity, Berline, ALLEA All European Academies, https://allea.org/code-of-conduct/		

Module Code	Prerequisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
GRSO 1030	n/a	n/a			15	10
Module Title	**Executive Practice and Strategic Transformation**					
School Responsible:	Graduate Business School					

Module Overview:

This module is built on the foundational conviction that the most consequential challenges facing executive leadership cannot be resolved by analytical frameworks alone. They demand a quality of thinking that is systemic, adaptive and grounded in the lived reality of organisational life.

This module is designed to develop scholar-practitioners who can operate at the highest levels of organisational leadership while applying rigorous research to real business problems. Many DBA dissertations focus on organisational transformation, leadership, innovation, governance, sustainability, or digital change. Understanding executive competences helps candidates frame research questions that matter to senior decision-makers, produce findings that organisations can implement, and translate research into strategic action. In this context, the module facilitates the student to situate their research in the context of their organisation's strategic context. To achieve this, it deliberately integrates three intellectual traditions that are typically taught in isolation: Systems thinking, strategic practice and innovation governance underpinned by change enablement. The module's central premise is that these domains are not merely complementary, they are mutually constitutive.

Aligned with the philosophy of the programme, the module will equip leaders with the conceptual tools, reflective discipline and C-suite instincts required to lead organisations through periods of disruption, strategic transition and competitive transformation whether from an executive or non-executive position of governance.

Central to the module is the integration of four core capabilities:

- An executive team that cannot think systemically will misread its strategic position

- A strategy that ignores innovation capability will atrophy
- Innovation without systemic governance produces fragility rather than advantage
- Transformation without adaptive capacity is change imposed, not change enabled

The module draws on the core traditions of Doctoral Business Education including case-rich rigour, practice-theory integration, governance and societal accountability. The pedagogy is practitioner-centred in keeping with the DBA ethos.

Integration and facilitated peer coaching sessions are designed to drive a qualitatively different kind of thinking. The focus is on the development of synthetic executive and boardroom intelligence that moves fluidly between systemic, strategic and innovation perspectives as the situation demands.

The rapid diffusion of artificial intelligence, automation and digital platform technologies has fundamentally altered the economics and speed of innovation. This module explores the governance challenges that come with technology-driven innovation: how executives evaluate data and digital investments, how organisations manage cyber and algorithmic risk, and how AI can be deployed ethically.

The most significant failure in executive innovation governance is not poor execution but rather the absence of meaningful metrics. Revenue is a lagging indicator and R&D spend measures input with no reference to output quality or value created. This module builds a rigorous framework for executive oversight encompassing the innovation pipeline, capability maturity assessment, return on investment and the governance of the innovation portfolio across time horizons, equipping leaders to ask the right questions in support of their teams.

Learning Outcomes (LO)	
On completion of this module, the learner will be able to:	
1	Apply advanced systems thinking to analyse complex organisations, surfacing the interdependencies, feedback loops and emergent properties hidden from conventional strategic analysis.
2	Critically evaluate dominant and emerging strategy frameworks and translate strategic insight into board-level governance practice

	including the design of strategy oversight processes, risk appetite frameworks and accountability structures.
3	Build and govern innovation systems that generate sustained competitive advantage, distinguishing between incremental, architectural and disruptive innovation logics and their differing governance requirements.
4	Integrate the systems, strategy and innovation pillars in the analysis of organisational cases, developing recommendations that reflect interdependencies between governance structure, strategic intent and innovative capacity.
5	Demonstrate the reflective practice and intellectual leadership appropriate to executive level contribution, including the capacity to challenge assumptions, reframe problems and sponsor productive dissent within governance forums.
6	Evaluate the ethical, societal and long run sustainability dimensions of strategic and innovation decisions, exercising the stewardship responsibilities of executive and non-executive leadership
Indicative Syllabus:	
Change-enabling Systems Thinking • The architecture of complex systems • Causal loop dynamics and system archetypes • Organisational Change and systems archetypes • Organisational change as a systems challenge • Board level systems governance ***Strategy as Practice*** • The epistemology of strategy - What do we know?	

- Strategic foresight and the long view
- Strategy in practice - the board's role
- Stakeholder strategy and the responsibilities of capital
- Strategic resilience and portfolio management

Systems and Capabilities for Competitive Advantage

- The typology of innovation and competitive advantage
- Building ambidextrous organisations
- Innovation ecosystems and platform governance
- Digital and AI enabled governance
- Strategic resilience and the portfolio mindset
- The integration imperative

Learning and Teaching Methods:

This module adopts a blended and practice-based learning approach appropriate to doctoral-level executive education. The module also emphasises the development of scholar-practitioner capability through the critical interrogation of contemporary organisational challenges drawn from participants' own professional contexts. Teaching and learning are designed to integrate advanced conceptual inquiry with reflective professional practice and organisational application. The pedagogical approach places strong emphasis on reflexivity and critical thinking, integration of theory and practice, collaborative knowledge construction, and the application of doctoral research to strategic organisational problems.

Learning is facilitated through a combination of:

- interactive seminars;
- facilitated workshops;
- case-based learning;
- peer learning and peer coaching;
- doctoral supervision;
- critical literature engagement;
- reflective practice activities; and
- independent applied research.

Total Teaching Contact Hours	60
Total Self-Directed Learning Hours	240

Module Delivery Duration:

This module is normally delivered over four semesters.		
Assessment -		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Portfolio of essays and audits grounded in the lived reality of the organisational context (adapted to reflect the needs of the DBA projects)	100%	LOs 1, 2, 3, 4, 5, 6

Essential Reading:

Barney, J. B. (1991). Firm resources and sustained competitive advantage. *Journal of Management, 17*(1), 39–91.

Christensen, C. M. (1997). *The innovator's dilemma: When new technologies cause great firms to fail*. Harvard Business School Press.

Garvey Berger, J. (2019). *Unlocking leadership mindtraps: How to thrive in complexity*. Stanford University Press.

Heifetz, R. A., Linsky, M., & Grashow, A. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and your world*. Harvard Business Press.

Iansiti, M., & Levien, R. (2004). *The keystone advantage: What the new dynamics of business ecosystems mean for strategy, innovation, and sustainability*. Harvard Business School Press.

Johnson, G. (2007). Strategy as practice: research directions and resources.

Martin, R. L. (2014). *Playing to win: How strategy really works*. Harvard Business Review Press.

Martin, R. L. (2014). The big lie of strategic planning. *Harvard Business Review, 92*(1/2), 78–84.

McGrath, R. G. (2013). *The end of competitive advantage: How to keep your strategy moving as fast as your business*. Harvard Business Review Press.

Meadows, D. H. (2008). *Thinking in systems: A primer*. Chelsea Green Publishing.

Osterwalder, A., Pigneur, Y., & Tucci, C. L. (2005). Clarifying business models: Origins, present and future of the concept. *Communications of the Association for Information Systems, 16*(1), 1–25.

O'Reilly, C. A., & Tushman, M. L. (2016). *Lead and disrupt: How to solve the innovator's dilemma*. Stanford University Press.

Porter, M. E. (1996). What is strategy? *Harvard Business Review, 74*(6), 61–78.

Porter, M. E. (2008). The five competitive forces that shape strategy. *Harvard Business Review, 86*(1), 78–93.

Rumelt, R. P. (2022). *The crux: How leaders become strategists*. PublicAffairs.

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. Doubleday/Currency.

Stacey, R. D. (2010). *Complexity and organizational reality: Uncertainty and the need to rethink management after the collapse of investment capitalism* (2nd ed.). Routledge.

Teece, D. J. (2009). *Dynamic capabilities and strategic management: Organizing for innovation and growth*. Oxford University Press.

Indicative Supplemental Reading:

Christensen, C. M., Dillon, K., Hall, T., & Duncan, D. S. (2016). *Competing against luck: The story of innovation and customer choice*. Harper Business.

McGrath, R. G., & MacMillan, I. C. (1995). Discovery driven planning. *Harvard Business Review, 73*(4), 44–54.

Martin, R. L. (2007). *The opposable mind: How successful leaders win through integrative thinking*. Harvard Business School Press.

Martin, R. L., & Lafley, A. G. (2013). *Playing to win: how strategy really works*. Harvard Business Review Press.

Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: A handbook for visionaries, game changers, and challengers*. John Wiley & Sons.

Porter, M. E. (1985). *Competitive advantage: Creating and sustaining superior performance*. Free Press.

Ries (2026) Incorruptible: Why Good Companies Go Bad... and How Great Companies Stay Great. Penguin.

Rumelt, R. P. (2011). *Good strategy, bad strategy: The difference and why it matters*. Crown Business.

Taleb, N. N. (2012). *Antifragile: Things that gain from disorder*. Penguin UK.

Govindarajan, V. (2016). *The three-box solution: A strategy for leading innovation*. Harvard Business Review Press.

Weick, K. E. (2001). *Making sense of the organization*. Blackwell Publishing.

Part 4: Additional Documentation

TU Dublin Graduate Research Regulations

The Student Handbook should be read in conjunction with the current edition of the Graduate Research Regulations (GRR) which is available at the link below. The **Code of Conduct for Research Integrity** and **Postgraduate Research Forms** are also available at:

https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/

DBA Project Meeting Log

Date:	
Paper/Section	
Relevant comments from previous meeting and/or outstanding matters	
Current updates, questions, issues....	
Action plans	
Target dates /submissions	