COURSE HANDBOOK

Management (MA) /

Management with Finance (MSc)

The London Institute of Banking & Finance

INTERNATIONALE HOCHSCHULE

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1st semester

Course Descriptors
June 2022

Managing in a Global Economy

COURSE DESCRIPTOR

Module name	Managing in a Global Economy
Course name	Managing in a Global Economy
Level	7
Course Code	DLMBGE
Credit Value	10 UK Credits
Study-load	Contact hours: 0 Student managed learning hours: 150
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Jürgen Matthias Seeler
Module content outline	The internationalization and globalization of product and service markets has meant that industries and economies worldwide are increasingly subject to competition and change. Nowadays, it is essential for the viability and profitability of companies that they adopt a global mindset. Establishing a business and operating in an international context offers a company many unique opportunities, but importantly, multiple diverse threats emerge in this context. An elevated level of international competition, increasing client mobility in a globalized marketplace, discriminatory practices of foreign governments, and subtle cultural differences mean that running an efficient and profitable international business is exceedingly challenging and the likelihood of failure is high. The course is designed to cover the economic, organizational, and cultural underpinnings that students need to grasp in order to better understand the managerial challenges that global organizations of all types and sizes have to cope with.
Course aims	Participants will gain the detailed knowledge and practical experiences they require to understand how organizations can achieve a competitive advantage in a globalized world. This course includes an optional international field trip (Note: special conditions apply - availability depends on demand, special conditions apply). This course will enable students to describe and contrast a set of sustainable corporate and functional strategies in the context of globalization. They will have a detailed understanding of the extent to which globalization and internationalization strategies affect the organizational structures and value creation of global firms.
Learning Outcomes	Having completed this module, students will be able to • Recognize and explain the cultural, social, economic, historical, and political differences that affect strategic decision making on an international/global scale. • Gather specific information and conduct reliable assessments of the opportunities and risks related to business activities in different geographical market regions and specific national markets.

	• Describe the impact of culture on international business activities. • Identify different options for market entry and market development and participate in strategic planning activities that address these issues. • Design and evaluate different organizational structures for international businesses and design measures to optimize organizational structures for international operations. • Design, evaluate, and optimize human resource management practices for global and multinational companies. • Explain options for international marketing and select an appropriate marketing mix relative to specific products/services and the target market. • Plan multinational or global supply chains. • Oversee strategic decisions regarding international accounting practices and the remuneration of expatriate staff. • Identify and manage challenges associated with operating in an international/global business environment, such as the procurement and coordination of resources and human resource management. • Develop business plans that implement specific organizational, marketing, and distribution strategies in selected regions/countries.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction to Managing in a Global Economy 1.1 What is Globalization? 1.2 Facts on Globalization and the Global Economy 1.3 Theoretical Explanations for Globalization 2. The International Company and its Environment 2.1 International Companies and their Operations 2.2 Operational Patterns in International Markets 2.3 Assessment of the Environment for Internationalization 3. Culture and International Business 3.1 A Generic Perspective on Culture 3.2 Organizational Culture 3.3 Cultural Diversity and the Contemporary Manager 4. Strategy Development in International Business 4.1 Strategy in Globalized Business Operations 4.2 Strategy Concepts and Strategic Options 4.3 Managing Strategy 5. International Human Resource Management 5.1 Characteristics of International Human Resource Management 5.2 The Global Manager

	5.3 Instruments in International Human Resource Management 6. Organization in International Business 6.1 Traditional Perspectives on Business Organization 6.2 Modern Views on Business Organization 6.3 Coordination and Control of Intra-Organizational Collaboration 7. International Marketing 7.1 Marketing in International Business 7.2 Strategic Choices in International Marketing 7.3 Marketing Mix Choices in International Marketing 8. Supply Chain Management and Accountancy in International Business 8.1 Supply Chain Management and International Business 8.2 Quality, Supplier Networks, and Inventory in Supply Chain Management 8.3 Accounting in International Business
Assessment method	Summative assessment: Formative assessment: Exam (90minutes), Weighting: 100% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Managing in a Global Economy. Additional reading (optional): • Beamish, P. W., Morrison, A., Inkpen, A., & Rosenzwig, P. (2003). International management: Text and cases (International student ed.). London: McGraw-Hill Education. • Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2010). International business: Environments • and operations (13th ed.). Essex: Pearson Education. • Hill, C. W. L., & Hult, G. T. M. (2016). International business: Competing in the global marketplace (11th ed.). New York, NY: McGraw-Hill Education. • Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regnér, P. (2014). Exploring strategy (10th • ed.). Essex: Pearson Education. • Wall, S., Minocha, S., & Rees, B. (2015). International business (4th ed.). Harlow: Pearson Education.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Strategic Management

COURSE DESCRIPTOR

Module name	Strategic Management
Course name	Strategic Management
Level	7
Course Code	DLMBSME
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Prof. Dr. Josephine Zhou-Brock
Module content outline	Various methods of strategic market analysis are presented in this course so as to allow students to evaluate risks and opportunities in global markets, highlighting intercultural aspects, by looking at organizations operating in different countries. Students learn to analyse and understand strengths and weaknesses of organizations from various disciplines (products, services, NGOs etc.) that face specific market situations. Supported by new developments in the field of market research, the process for identifying and analysing core competencies and competitive advantages in national and international environments is discussed at length. Students are supported to plan strategic alternatives and to implement and control these by taking on fictitious roles within various different organizations. Exercises and international case studies help students to identify with the role of management and participate in the strategic planning process as well as in operational management. This helps students understand the problems companies regularly face and comprehend how methods of modern management can be used in order to solve these.
Course aims	Students learn to analyse and understand strengths and weaknesses of organizations from various disciplines (products, services, NGOs etc.) that face specific market situations. Students are supported to plan strategic alternatives and to implement and control these by taking on fictitious roles within various different organizations. Exercises and international case studies help students to identify with the role of management and participate in the strategic planning process as well as in operational management. This helps students understand the problems companies regularly face and comprehend how methods of modern management can be used in order to solve these.

Learning Outcomes	Having completed this module, students will be able to • understand the entire process of strategic planning from the organizational planning, the implementation to the evaluation and controlling. • apply appropriate analysis tools in order to methodically address specific business decisions in the international business environment, taking intercultural aspects into account. • analyse the capabilities of various organizations, that operate in different fields, from a functional and resource perspective by evaluating its strengths and weaknesses. • develop a better understanding of the wider business environment by analysing the opportunities and threats facing their organization. • evaluate strategies by employing appropriate controlling tools.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. What is Strategy? 1.1 What is a Corporate Strategy? 1.2 What Has to be Taken into Consideration when Making Strategic Decisions? 1.3 Who Takes Part in Developing a Strategy? 1.4 What is Included in a Solid Strategic Plan? 2. The Strategic Environment 2.1 Where Are We in the Market Place? The Macro Environment 2.2 Where Are We in the Market Place? The Micro Environment 2.3 Analysis, Strategic Capabilities, and the Five Forces Model 3. The Position in the Market 3.1 Why Do We Exist? 3.2 What is Our Position in the Market? 3.3 What Information Does the Company Need? 3.4 What Capabilities Does the Company Have? 3.5 What Capabilities Do Others Have? 4. What Strategic Options Are Available to the Strategic Business Unit (SBU)? 4.1 What Strategic Options Does the SBU Have? 4.2 Interactive Strategies 4.3 Product Life Cycle 5. What Strategic Options Are Available to the Corporation? 5.1 Areas to Consider When Formulating a Strategy 5.2 Strategic Options 5.3 Outsourcing 5.4 Product Portfolio Analysis Using the BCG Matrix 5.5 Product Portfolio Analysis Using the GE-McKinsey Matrix

	6. What International Strategies Are Available? 6.1 Why Do Companies Go International? 6.2 What Factors Contribute to the Decision About Which Country to Invest In? 6.3 How Can a Company Invest Internationally? 7. Do-It-Yourself, Buy, or Ally? 7.1 Do-It-Yourself 7.2 Mergers and Acquisitions (M&As) 7.3 Strategic Alliances 7.4 How to Decide Whether to Buy, Alley, or Do-It-Yourself? 8. How to Evaluate Strategies? 8.1 How to Evaluate Strategy? 8.2 Implementing Strategy
Assessment method	Formative assessment: Summative assessment: Exam (90 minutes), Weighting: 100% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Strategic Management. Additional reading (optional): • Hooley, G. J., Piercy, N., Nicoulaud, B., & Rudd, J. M. (2017). Marketing strategy and competitive positioning (6th ed.). Harlow: Pearson Education. • Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regnér, P. (2017). Exploring strategy: Text • and cases (10th ed.). Harlow: Pearson Education. • Kotler, P. T., & Keller, K. L. (2015). Marketing management (15th ed.). Harlow: Pearson. • Porter, M. (2004). Competitive strategy: Techniques for analyzing industries and competitors. New York, NY: Free Press. • Porter, M. (2008). On competition (2nd ed.). Boston: Harvard Business Review Press.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Advanced Research Methods

COURSE DESCRIPTOR

Module name	Advanced Research Methods
Course name	Advanced Research Methods
Level	7
Course Code	DLMARM
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Josephine Zhou-Brock
Module content outline	Advanced research methods, specifically business research, is scientific inquiry that attempts to uncover new information which helps a business improve performance, maximizing shareholder value while adhering to ethical and moral compliance standards. Managers seeking to conduct empirical research must maintain validity, reliability, and trustworthiness when utilizing scientific methodologies in order to produce meaningful and actionable results. Research proposals are typically written prior to conducting research, which have a certain structure, enabling the researcher to properly plan, conduct, and analyse case studies and surveys. Different data collection strategies are used to collect both qualitative and quantitative data, depending on the research proposal goals. Managers utilize their understanding of research methodologies to accurately assess the quality of research.
Course aims	Advanced research methods, specifically business research, is scientific inquiry that attempts to uncover new information which helps a business improve performance, maximizing shareholder value while adhering to ethical and moral compliance standards.
Learning Outcomes	Having completed this module, students will be able to • understand and apply scientific methodologies in conducting empirical research. • plan, design, and prepare research proposals. • differentiate between different types of case studies, select and apply different data collection strategies. • plan, conduct, and analyse case studies and surveys. • scientifically analyse quantitative and qualitative data. • conduct evaluation research to determine quality of research.

Careers/Graduate destinations	Mid to senior level positions with managerial responsibilities
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Theoretical Background: Social Science and Research Paradigms 1.1 What is a Paradigm? 1.2 Empiricism 1.3 Critical Rationalism 1.4 Epistemological Anarchism 1.5 Structural Functionalism 1.6 Symbolic Interactionism 1.7 Ethnomethodology 2. Case Study Research 2.1 Types of Case Study Research 2.2 Maintaining Quality in Case Study Research 2.3 Case Study Design 2.4 Implementing Case Studies 2.5 Analyzing Case Studies 3. Specific Topics of Qualitative Research 3.1 Idea Generation 3.2 Critical Incident Technique 3.3 Understanding Communication: Discourse Analysis 3.4 Perceiving Perception: Interpretive Phenomenological Analysis 4. Advanced Issues of Qualitative Research Conceptualizing and Data Analysis 4.1 Measurement Theory 4.2 Index and Scale Construction 4.3 Types of Scale Construction 4.4 The Problem of Nonresponse and Missing Data 4.5 Implications of IT for Research Strategies 5. Underlying Assumptions of Quantitative Research: Concepts and Consequences 5.1 Classical Test Theory 5.2 Probabilistic Test Theory 5.3 Advanced Topics of Test Theory 6. Evaluation Research 6.1 What is Evaluation Research? 6.2 Types of Evaluation Research 6.3 Meta-Analysis 6.4 Meta-Evaluation

Assessment method	Formative assessment: Summative assessment: Written Assignment (12-15 pages for the main body of the text*), Weighting: 100% At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. *The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Advanced Research Methods Additional reading (optional): • Babbie, E. R. (2021). The practice of social research (15th ed.). Cengage Learning. • Giles, D. C. (2002). Advanced research methods in psychology. Routledge. • Saunders, M., Thornhill, A., & Lewis, P. (2009). Research methods for business students (5th ed.). Pearson. See IU coursebook on Advanced Research Methods
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Operations and Information Management

COURSE DESCRIPTOR

Module name	Operations and Information Management
Course name	Operations and Information Management
Level	7
Course Code	DLMBAEOIM
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Philippe Tufinkgi
Module content outline	Operations management comprises the planning, control, execution, and monitoring of all internal company resources and capacities for the manufacture of products and services. This course provides students with the knowledge and skills to apply theoretically-sound and practice- relevant concepts of operations management in the context of different problems and tasks (taking into account central megatrends) and draw process-relevant conclusions for verifiable performance improvements. The consideration of powerful software solutions plays an important role here. Starting from the creation of reliable demand forecasts, different scenarios for the optimal location decisions of companies are considered. The process design defines the basic framework for processes, decision rules, and process performance analyses. This then shows in the subsequent process planning how optimal sequences for orders are calculated under certain priority rules. In inventory management, various models for inventory optimization are considered in order to apply practice-relevant methods for calculating capacities and production plans, taking into account various restrictions. Supply chain management investigates how independent companies can optimally coordinate their activities and promote cross-company communication through the use of sustainable information systems. Concluding the course is an examination of human decision heuristics and preferences and their anticipation of decision behavior within the framework of behavioral operations management.
Course aims	This course provides students with the knowledge and skills to apply theoretically-sound and practice- relevant concepts of operations management in the context of different problems and tasks (taking into

	account central megatrends) and draw process-relevant conclusions for verifiable performance improvements.
Learning Outcomes	Having completed this module, students will be able to • apply selected and practice-oriented concepts of operations management in various tasks and draw appropriate conclusions for verifiable performance improvements. • critically evaluate the benefits and limitations of modern and process-oriented software solutions in operations management. • consider current and future developments in connection with the megatrends of digitization and climate protection in operations management. • support the analysis, planning, and design of value-adding processes in supply chains through modern information systems. • understand and anticipate the behavior of decision-makers and their individual preferences in order to better predict the actual behavior of the supply chain partners and optimize the achievement of own objectives.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction to operations management 1.1 Definition, subjects, and tools of operations management 1.2 Operations management under circumstances of conflicting demands 2. Preparation of reliable demand forecasts 2.1 The Forecast Problem 2.2 Qualitative forecasting methods 2.3 Causal and time series forecasts 2.4 Assessment of forecast quality 3. Site planning 3.1 Central problem aspects 3.2 Arbitrary locations and transport costs 3.3 Optimization with pre-determined locations 3.4 Site selection and response times 4. Process design and process planning 4.1 Process types 4.2 Process structure 4.3 Process performance 4.4 Priority rules for planning and controlling processes

	5. Inventory management and production control 5.1 Models for optimizing stocks 5.2 Continuous inventory management 5.3 Function and application areas of MRP II and Just in Time 5.4 Methods for optimal planning of capacities and production plans 6. Information systems in the supply chain 6.1 Increased performance through product and process design 6.2 Order policy, demand forecasts, and demand planning 6.3 Hellingrath and Kuhn's three-pillar approach 6.4 Requirements for supply chain information systems 6.5 Market analysis of selected IT systems 7. Behavioral operations management 7.1 Decision heuristics for solving complex problems 7.2 Decision behavior and decision prognosis 7.3 Decision influencing
Assessment method	Formative assessment: Summative assessment: Case Study (100% - 7-10 pages for the main body of the text), Weighting: 100% At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. *The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Operations and Information Management Additional reading (optional): • Bozarth, C. C. & Handfield, R. B. (2019). Introduction to operations and supply chain management (5th ed.). Pearson Education Limited. • Das, A. (2015). An introduction to operations management: The joy of operations. Routledge.

	• Hill, A., & Hill, T. (2018). Essential operations management (2nd ed.). Red Globe Press. • Slack, N. & Brandon-Jones, A. (2018). Operations and process management: Principles and practice for strategic impact. Pearson.
Other Learning Resources	See MyCampus platform.

2nd semester

Course Descriptors
June 2022

Seminar: Managing People and Organizations

COURSE DESCRIPTOR

Module name	Seminar: Managing People and Organizations
Course name	Seminar: Managing People and Organizations
Level	7
Course Code	DLMMGSMPO
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Markus Prandini
Module content outline	In the seminar "Managing People and Organizations" students write a research essay on a specific topic. The students demonstrate that they are able to autonomously familiarize themselves with a topic of the seminar and to document and present the knowledge gained in an organized manner.
Course aims	The students demonstrate that they are able to autonomously familiarize themselves with a topic of the seminar and to document and present the knowledge gained in an organized manner.
Learning Outcomes	Having completed this module, students will be able to a) familiarize themselves autonomously with a given topic from the field of "Managing People and Organizations". b) independently research subject-specific literature and evaluate it in a targeted manner. c) elaborate important characteristics, interrelationships and findings in a written assignment.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☐ Lectures ☐ Group Work: ☒ Seminars ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	The seminar deals with "Managing People and Organizations". Each participant is expected to write a research paper on a topic assigned to them.
Assessment method	Formative assessment: Summative assessment: Research Essay (12-15 pages for the main body of the text*), Weighting: 100% At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. *The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Seminar: Managing People and Organizations Additional reading (optional): ▪ Bailey, S. (2011). Academic writing for international students of business. New York, NY: Routledge. ▪ Swales, J. M., & Feak, C. R. (2012). Academic writing for graduate students, essential tasks and skills. Michigan: University of Michigan Press. ▪ Turabian, K. L. (2013). A manual for writers of research papers, theses, and dissertations. Chicago: University of Chicago Press. ▪ Paiz, J.M., Angeli A., Wagner, J., Lawrick L., Moore K., Anderson M., Soderlund L., … Keck R. (2013). Reference List: Basic Rules. In Purdue Online Writing Lab. Retrieved from https://owl.english.purdue.edu/owl/resource/560/05/ See IU coursebook on Seminar: Managing People and Organizations
Other Learning Resources	See MyCampus platform.

Course Descriptors

June 2022

Financial Markets and Instruments

COURSE DESCRIPTOR

Module name	Financial Markets, Institutions and Instruments
Course name	Financial Markets and Instruments
Level	7
Module Code	LIBFMMGFMII
Course Code	LIBFMMGFMII01
Credit Value	15 UK Credits
Programmes	• MBA with Finance • MA Management > MSc Management with Finance
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	This course will examine the products/services, participants and operational arrangements of the four key global financial markets: The Foreign Exchange Market; the International Money Market; the International Capital Market (Debt and Equity); and the International Derivatives Markets (financial Forwards, Futures, Options and Swaps).
Learning Outcomes	Having completed this module, students will be able to • LO1: Analyse the economic and financial functions of financial markets • LO2: Examine the roles of the foreign exchange market; the international money market; the international capital market (Debt and Equity); and the international derivatives markets (financial forwards, futures, options and swaps). • LO3: Appraise and differentiate between the principal products of the foreign exchange market; the international money market; the international capital market (Debt and Equity); and the international derivatives markets (financial forwards, futures, options and swaps) • LO4: Assess the operational functioning and market conventions of the foreign exchange market; the international money market; the international capital market (Debt and Equity); and the international derivatives markets (financial forwards, futures, options and swaps)

Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	• Structure of Financial Markets • Future Value, Present Value, and Interest Rates • Understanding Risk • Bonds, Bond Prices, and the Determination of Interest Rates • The Risk and Term Structure of Interest Rates • Stocks, Stock Markets, and Market Efficiency • Derivatives: Futures, Options, and Swaps • Foreign Exchange
Assessment method	Assessment Type Code: Written Assignment Weighting %: 50% Submission week: n/a Length: 90 min The Pass mark for the course and each component is 50%. Formative: individual and group throughout the course Summative: weighted components above
Reading list	Essential reading for this course is: Cecchetti, S. G. (Stephen G. & Schoenholtz, K. L. (2017) Money, banking, and financial markets. 5th ed. Dubuque: McGraw-Hill Education. The above-mentioned Essential Reading will be supplemented by a range of other learning resources including e-books, e-journals, online activities, web-based articles, videos, forums and blogs, either freely available or available via KnowledgeBank, as recommended by your course lecturer.

Course Descriptors

June 2022

Financial Institutions

COURSE DESCRIPTOR

Module name	Financial Markets, Institutions and Instruments
Course name	Financial Institutions
Level	7
Module Code	LIBFMMGFMII
Course Code	LIBFMMGFMII02
Credit Value	15 UK Credits
Programmes	• MBA with Finance • MA Management > MSc Management with Finance
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	This course will examine the role of financial institutions and the structure of the financial industry: The role of intermediaries, depository institutions, non-depository institutions, Central Banks and Regulators.
Learning Outcomes	Having completed this module, students will be able to • LO1: Evaluate the role of financial institutions in the wider socio-economic environment • LO2: Evaluate the role of the financial services institutions in the efficient allocation of capital and resources from surplus units to areas of need for capital • LO3: Analyse the types and sources of bank risk and evaluate how to control them • LO4: Analyse how a government regulates and supervises the financial system to contain risk •
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial

	☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	• An Introduction to Money and the Financial System • Money and the Payments System • The Economics of Financial Intermediation • Depository Institutions: Banks and Bank Management • Financial Industry Structure • Regulating the Financial System • Central Banks in the World Today
Assessment method	Assessment Type Code: Written Assignment Weighting %: 50% Submission week: n/a Length: 90 min The Pass mark for the course and each component is 50%. Formative: individual and group throughout the course Summative: weighted components above
Reading list	Essential reading for this course is: Cecchetti, S. G. (Stephen G. & Schoenholtz, K. L. (2017) Money, banking, and financial markets. 5th ed. Dubuque: McGraw-Hill Education. The above-mentioned Essential Reading will be supplemented by a range of other learning resources including e-books, e-journals, online activities, web-based articles, videos, forums and blogs, either freely available or available via KnowledgeBank, as recommended by your course lecturer.

Course Descriptors

June 2022

Banking Regulation

COURSE DESCRIPTOR

Module name	Banking Regulations and Compliance in International Settings
Course name	Banking Regulation
Level	7
Course Code	LIBFMMGBRCIS01
Credit Value	15 UK Credits
Programmes	• MBA with Finance • MA Management > MSc Management with Finance
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	The course will enable you to evaluate regulator expectations in in terms of risk management frameworks and organisational stewardship. You will be introduced to contrasting regulatory structures and will be able to critically analyse competing concepts of regulatory control. Furthermore, you will gain insights into the benefits and complexities of prescriptive systems vs. principle-based regulatory systems. The course will make use of real-life case studies and discuss materially implemented regulation technologies.
Learning Outcomes	Having completed this module, students will be able to • LO1: Critically discuss the role of regulation in the prudential protection of institutions, customers and shareholders. • LO2: Critically discuss and evaluate national and global regulatory frameworks and analyze the relationship between them. • LO3: Produce logical arguments in a range of appropriate formats that clearly and concisely explain, analyze and evaluate key issues in financial services regulation • LO4: Critically discuss the role of disruptive regulation technologies and their current implementation level across financial crime and cyber

	• LO5: Discuss the need for innovation and the Sandbox initiatives function from a regulatory perspective
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	• Theories and Principles of Regulation under differing legal contexts • Institutional design – the choices for international architecture, regional and national regulation • Regulatory styles and supervisory strategies • Systemic risk and prudential regulation (the changing financial landscape/ FinTech/Crypto) • The role of capital and liquidity management in supporting bank stability • Regulating financial market infrastructures and regulating trading practices (e.g. conduct of business regulation) • Consumer Protection: Regulation in the retail markets • Regulation technology
Assessment method	Assessment Type Code: Written Assignment Weighting %: 50% Submission week: n/a Length: 90 min The Pass mark for the course and each component is 50%. Formative: individual and group throughout the course Summative: weighted components above
Reading list	Essential reading for this course is: • Moloney, N., Ferran, E., & Payne, J. (Eds.). (2017). The Oxford handbook of financial regulation. OUP Oxford. • Cash, D., & Goddard, R. (Eds.). (2020). Regulation and the Global Financial Crisis: Impact, Regulatory Responses, and Beyond. Routledge. • Barberis, J., Arner, D., & Buckley, R. (Eds). (2019). The REGTECH Book. Wiley. The above-mentioned Essential Reading will be supplemented by a range of other learning resources including e-books, e-journals, online activities, web-based articles, videos, forums and blogs, either freely available or available via KnowledgeBank, as recommended by your course lecturer.

3rd semester

Course Descriptors

June 2022

Compliance in International Banking

COURSE DESCRIPTOR

Module name	Banking Regulations and Compliance in International Settings
Course name	Compliance in International Banking
Level	7
Course Code	LIBFMMGBRCIS02
Credit Value	15 UK Credits
Programmes	• MBA with Finance • MA Management > MSc Management with Finance
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	The course will develop your understanding of bank regulation, risk management, compliance, and governance structures. You will be introduced to regulatory frameworks and expectations in additions to the management of bank risk through corporate governance systems and structures. Furthermore, you will gain insights into the role of risk management and compliance with respect to both macro and micro prudential regulation. The course will make use of real-life case studies and discuss both consumer protection and future trends in regulation technologies.
Learning Outcomes	Having completed this module, students will be able to • LO1: Critically discuss the bank regulatory framework and expectations • LO2: Critically discuss the management of bank risk through a corporate governance framework • LO3: Understand and critique the role of risk management and compliance in macro prudential regulation • LO4: Understand and critique role of risk management and compliance in micro prudential regulation • LO5: Evaluate the role of risk management and compliance in

	consumer protection • LO6: Discuss future trends in financial and regulation technologies in addition to the ESG impact on risk-management
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	• The Banking Business Model • Bank Regulatory Framework and Regulatory Expectations • Managing bank risk through a corporate governance framework • The role of risk management and compliance in macro prudential regulation • The role of risk management and compliance in micro prudential regulation • The role of risk management and compliance in consumer protection • The future of bank regulation, risk management, and compliance
Assessment method	Assessment Type Code: Written Assignment Weighting %: 50% Submission week: n/a Length: 90 min The Pass mark for the course and each component is 50%. Formative: individual and group throughout the course Summative: weighted components above
Reading list	Essential reading for this course is: • Dill, Alexander. Bank Regulation, Risk Management, and Compliance: Theory, Practice, and Key Problem Areas, Informa Law, 2019. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/ifssf/detail.action?docID=5910217 • Barberis, J., Arner, D., & Buckley, R. (Eds). (2019). The REGTECH Book. Wiley. The above-mentioned Essential Reading will be supplemented by a range of other learning resources including e-books, e-journals, online activities, web-based articles, videos, forums and blogs, either freely available or available via KnowledgeBank, as recommended by your course lecturer.

Course Descriptors

June 2022

FinTech Foundations

COURSE DESCRIPTOR

Module name	FinTech Foundations and Alternative Finance
Course name	FinTech Foundations
Level	7
Module Code	LIBFMMGFFAF
Course Code	LIBFMMGFFAF01
Credit Value	15 UK Credits
Programmes	• MBA with Finance • MA Management > MSc Management with Finance
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	There is no denying the impact of FinTech on banking and financial services - at times disruptive and usually creating new opportunities. It has pushed the industry to better customers, and it has forever changed the way in which we bank. For the participants it has enabled increased market share and has sown the seeds for a positive impact on the overall bottom line. These positive effects have not been without some negative side effects and a good deal of institutional introspection. This course will unpack and explore the circumstances that led to the birth of FinTech, the implications for the FS status quo, the shift from disruption to collaboration, and where this journey of discovery might ultimately end for both incumbents as well as FinTechs. This course investigates and explores this 4th industrial revolution and leadership skills that organisations will require to face this significant change.
Learning Outcomes	Having completed this module, students will be able to • LO.1 Demonstrate broad knowledge and understanding of the various FinTech verticals such as payments, remittances, lending and investments.

	• LO.2 Demonstrate a broad knowledge of technologies and technological trends such as Machine Learning, Open Banking, APIs, X as a Service; and explain their contribution towards the emergence of FinTech. • LO.3 Explain the new business models underpinning the FinTech revolution, the routes to market and the pricing strategies, the key unique selling points and their impact on customers. • LO.4 Understand and explain the position of FinTechs within the broader industries; demonstrate an understanding of the competitive landscape and the opportunities for partnering and collaboration. • LO.5 Discuss and critically evaluate the emerging trends that will shape FinTech going forward, including regulation, new business models and technologies.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	• Introduction to FinTech • Technology & regulation • Routes to market • Customers and customer behaviour • Competition and collaboration • Emerging trends
Assessment method	Assessment Type Code: Written Assignment Weighting %: 50% Submission week: n/a Length: 90 min The Pass mark for the course and each component is 50%. Formative: individual and group throughout the course Summative: weighted components above
Reading list	Essential reading for this course is: • Rao, J. and Weintraub, J. (2013). How Innovative Is Your Company's Culture, MIT Sloan Management Review • Arner, D. W., Barberis, J. N., & Buckley, R. P. (2015). The evolution of Fintech: A new post-crisis paradigm. Georgetown Journal International Law • Anagnostopoulos, I. (2018). Fintech and regtech: Impact on regulators and banks. Journal of Economics and Business. • Diamandis, P.H. and Kotler, S. (2020), The Future Is Faster Than You Think: How Converging Technologies Are Transforming Business,

	Industries, and Our Lives, Simon & Schuster The above-mentioned Essential Reading will be supplemented by a range of other learning resources including e-books, e-journals, online activities, web-based articles, videos, forums and blogs, either freely available or available via KnowledgeBank, as recommended by your course lecturer.

Course Descriptors

June 2022

Alternative Finance

COURSE DESCRIPTOR

Module name	FinTech Foundations and Alternative Finance
Course name	Alternative Finance
Level	7
Module Code	LIBFMMGFFAF
Course Code	LIBFMMGFFAF02
Credit Value	15 UK Credits
Programmes	• MBA with Finance • MA Management > MSc Management with Finance
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD Email: TBD
Course Overview	Alternative Finance has been of the cornerstone of the FinTech revolution. It has been one of the core areas of innovation, targeting banking incumbents on their home turf, and hitting right into their P&L. It has also been one of the drivers enabling the wider business societal transformation, often providing financing where it had not been previously available - utilising new business models to bring credit & equity to the underserved. These positive effects have not been without some negative side effects, growing pains, and a good deal of institutional introspection. This course will unpack and explore the circumstances that led to the birth of Alternative Finance, the implications for the FS status quo, the shift from disruption to collaboration, and where this journey of discovery might ultimately end for both incumbents as well as FinTechs. We begin by examining the new business models and operating infrastructures that emerged following the global Financial Crisis of 2008-9, with regards to lending in retail, commercial and investment banking, and equity fundraising. We then move on to understanding the impact of enabling and data enhancing technologies such as AI (artificial intelligence) and ML (machine learning) for both the customer and the

	financial service provider, before exploring new partnership and collaboration opportunities for both established and newly created FIs.
Learning Outcomes	Having completed this module, students will be able to • LO.1 Demonstrate broad knowledge and understanding of the various Alternative Finance verticals such as Peer-to-Peer lending, Crowdfunding, Specialist Finance. • LO.2 Demonstrate a broad knowledge of technologies and technological trends that enable Alternative Finance such as Machine Learning, Open Banking, APIs. • LO.3 Explain the new business models underpinning the Alternative Finance revolution, their key unique selling points and the sources of the competitive advantage, and their impact on customers. • LO.4 Understand and explain the position of Alternative Finance within the wider ecosystem; demonstrate an understanding of the competitive landscape and the opportunities for partnering and collaboration. • LO.5 Discuss and critically evaluate the emerging trends that will shape FinTech going forward, including regulation, new business models and technologies. Is Alternative Finance still "alternative"?
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	• Introduction to Alternative Finance • Technology & regulation • Customer impact • Competition and collaboration • Emerging trends
Assessment method	Assessment Type Code: Written Assignment Weighting %: 50% Submission week: n/a Length: 90 min The Pass mark for the course and each component is 50%. Formative: individual and group throughout the course Summative: weighted components above
Reading list	Essential reading for this course is: • Rao, J. and Weintraub, J. (2013). How Innovative Is Your Company's Culture, MIT Sloan Management Review

	• Das, P. (2020) 3 Ways Alternative Lending Is Driving the Future of Finance, entrepreneur.com • Farag, H. And Johan, S. (2021). How alternative finance informs central themes in corporate finance, Journal of Corporate Finance The above-mentioned Essential Reading will be supplemented by a range of other learning resources including e-books, e-journals, online activities, web-based articles, videos, forums and blogs, either freely available or available via KnowledgeBank, as recommended by your course lecturer.

Course Descriptors
June 2022

Master Thesis

consisting of

Subcourse 1: Master Thesis
Subcourse 2: Colloquium

COURSE DESCRIPTOR

Module name	Master Thesis
Course name	Master Thesis
Level	7
Course Code	DLMMTHES
Credit Value	40.5 UK Credits
Study-load	Contact hours: 0 Student managed learning hours: 405
Pre-requisites	See current study and exam regulations
Co-requisites	
Dis-requisites	
Course leader	Name: TBD
Module content outline	The aim and purpose of the Master's thesis is to successfully apply the subject-specific and methodological competencies acquired during the course of study in the form of an academic dissertation with a thematic reference to the major field of study. The content of the Master's thesis can be a practical-empirical or theoretical-scientific problem. Students should prove that they can independently analyse a selected problem with scientific methods, critically evaluate it and work out proposed solutions under the subject-methodological guidance of an academic supervisor. The topic to be chosen by the student from the respective field of study should not only prove the acquired scientific competences, but should also deepen and round off the academic knowledge of the student in order to optimally align his professional abilities and skills with the needs of the future field of activity.
Course aims	The aim and purpose of the Master's thesis is to successfully apply the subject-specific and methodological competencies acquired during the course of study in the form of an academic dissertation with a thematic reference to the major field of study.
Learning Outcomes	Having completed this module, students will be able to • work on a problem from their major field of study by applying the specialist and methodological skills they have acquired during their studies. • analyse selected tasks with scientific methods, critically evaluate them and develop appropriate solutions under the guidance of an academic supervisor. • record and analyse existing (research) literature appropriate to the topic of the Master's thesis.

	• prepare a detailed written elaboration in compliance with scientific methods.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☐ Lectures ☐ Group Work: ☒ Thesis ☐ Seminars ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	Within the framework of the Master's thesis, the problem as well as the scientific research goal must be clearly emphasized. The work must reflect the current state of knowledge of the topic to be examined by means of an appropriate literature analysis. The student must prove his ability to use the acquired knowledge theoretically and/or empirically in the form of an independent and problem-solution-oriented application.
Assessment method	Formative assessment: Summative assessment: Master Thesis, Weighting: 90% Formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.
Reading list	Required reading: Selection of literature according to topic. Additional reading (optional): • Bui, Y. N. (2013). How to Write a Master's Thesis (2nd ed.). SAGE Publications, Incorporated. • Turabian, K. L. (2013). A Manual for Writers of Research Papers, theses, and dissertations (8th ed.). University of Chicago Press. • Further subject specific literature 3. Selection of literature according to topic.
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	Master Thesis
Course name	Colloquium
Level	7
Course Code	DLMMTHES
Credit Value	4.5 UK Credits
Study-load	Contact hours: 0 Student managed learning hours: 45
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: TBD
Module content outline	The colloquium will take place after submission of the Master's thesis. This is done at the invitation of the experts. During the colloquium, the students must prove that they have fully independently produced the content and results of the written work. The content of the colloquium is a presentation of the most important work contents and research results by the student, and the answering of questions by the experts.
Course aims	During the colloquium, the students must prove that they have fully independently produced the content and results of the written work.
Learning Outcomes	Having completed this module, students will be able to • present a problem from their field of study under consideration of academic presentation and communication techniques. • reflect on the scientific and methodological approach chosen in the Master's thesis. • actively answer subject-related questions from subject experts (experts of the Master's thesis).
Careers/Graduate destinations	Mid to senior level positions with managerial responsibilities
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☐ Lectures ☐ Group Work: ☐ Seminars ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities ☒ Thesis Defense

Indicative content	The colloquium includes a presentation of the most important results of the Master's thesis, followed by the student answering the reviewers' technical questions.
Assessment method	Formative assessment: Oral Assessment: Thesis Defence, Weighting: 10% Summative assessment: Formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.
Reading list	Required reading: See coursebook on Colloquium Additional reading (optional): • Renz, K.-C. (2016): The 1 x 1 of the presentation. For school, study and work. 2nd edition, Springer Gabler, Wiesbaden. See coursebook on Colloquium
Other Learning Resources	See MyCampus platform.

Electives A

Course Descriptors
June 2022

Sales, Pricing and Brand Management

consisting of

Subcourse 1: Global Brand Management
Subcourse 2: Sales and Pricing

COURSE DESCRIPTOR

Module name	Sales, Pricing and Brand Management
Course name	Global Brand Management
Level	7
Course Code	DLMBSPBE01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Caterina Fox
Module content outline	For most companies, a major opportunity to grow their business involves looking for possibilities outside their native country. However, taking brands beyond national boundaries presents a new set of branding issues as the global marketplace is constantly changing. At the same time, various forms of regionalization are taking place, adding another layer of complexity to managing a brand portfolio. Arguably, products, pricing and distribution are increasingly becoming commodities and the new competitive arena is brand value, creating long-term, profitable brand relationships. Ultimately, strong brands will transcend industries and provide an organization with one of its most valuable assets.
Course aims	This course ultimately aims to introduce students to the differentiation of products and services in a world of alternatives and the benefits/disadvantages of providing customers with the power of choice.
Learning Outcomes	Having completed this module, students will be able to • analyze brands, brand components and brand management. • examine how brands are positioned and re-positioned in regional, national and international markets and explore the concept of shared- and co-operative branding. • promote the importance of brand valuation and measurement techniques within their company. • form and apply tactics to address brand falsification and protection as well as to develop strategies to manage a brand crisis.

	• analyze the main challenges facing international brands, and be able to measure their brand equity • understand the factors that contribute to increasing or losing consumer-based brand equity. • analyze a company's current brand strategy and propose viable alternatives as well as make informed decisions with greater probability of success.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction to Global Brand Management 1.1 Brand, Brand Equity, and Brand Value 1.2 Brand Management and Brand Leadership 1.3 Integrating Marketing Activities 2. Culture and Branding 2.1 What is Culture? 2.2 Culture and Consumer Behavior 2.3 The Global-Local Dilemma of Branding 3. Creating Global Brands 3.1 Brand Positioning 3.2 Designing and Implementing Stages of Branding Strategies 3.3 Choosing Brand Elements to Build Brand Equity 3.4 Designing Marketing Programs to Build Brand Equity 4. Managing Global Brands 4.1 Branding Strategy 4.2 Brand Hierarchy 4.3 Business-to-Business (B2B) Brand Management Strategies 5. Growing and Sustaining Brand Equity 5.1 Extending the Brand 5.2 Brand Alliances 5.3 Green and Cause Marketing 6. Measuring Global Brand Equity and Performance 6.1 Brand Equity Measurement Systems 6.2 Measuring Sources of Brand Equity 6.3 Measuring Outcomes of Brand Equity 7. Brand Analysis and Strategy Across Multiple Markets: A Managerial Approach 7.1 Internal Analysis 7.2 External Analysis 7.3 Global Brand Management Scenarios

	8. Managing a Brand Crisis 8.1 Revitalizing a Brand 8.2 Brand Falsification 8.3 Brand Protection Strategies 8.4 Brand Crises
Assessment method	Formative assessment: Summative assessment: Course exam, 90 minutes (50%) At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Global Brand Management. Additional reading (optional): • Aaker, D. A. (1991). Managing brand equity. New York, NY: Free Press. • de Mooij, M. (2014). Global marketing and advertising: Understanding cultural paradoxes (4th ed.). Thousand Oaks, CA: Sage. • Kapferer, J. N. (2012). The new strategic brand management: Advanced insights and strategic • thinking (5th ed.). London: Kogan Page. • Keller, K. L., Aperia, T., & Georgson, M. (2013). Strategic brand management: A European perspective (2nd ed.). Upper Saddle River, NJ: Prentice Hall. (Database: MyiLibrary).
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	Sales, Pricing and Brand Management
Course name	Sales and Pricing
Level	7
Course Code	DLMBSPBE02
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	DLMBSPBE01
Co-requisites	None
Dis-requisites	None
Course leader	Name: Caterina Fox
Module content outline	Establishing and maintaining a competitive customer interface is one of the major challenges for every company to assure successful revenue- and profit-management. The course will allow students to understanding the optimization levers of the customer interface. This includes advanced methods of market- and customer segmentation, channel management including the design, setup and optimization of a customer oriented sales organization (e.g. key account management), practices for sales-force-effectiveness, sales optimization levers, e.g. for customer penetration, and methods for price-differentiation and -realization. The course incorporates case- studies and practice related data and for each optimization lever, students are introduced to a comprehensive tool-box approach. The toolbox for each lever contains the required theory, a set of basic analyses and the application of best-practice examples and metrics.
Course aims	The course will allow students to understanding the optimization levers of the customer interface. This includes advanced methods of market- and customer segmentation, channel management including the design, setup and optimization of a customer oriented sales organization (e.g. key account management), practices for sales-force-effectiveness, sales optimization levers, e.g. for customer penetration, and methods for price-differentiation and -realization.
Learning Outcomes	Having completed this module, students will be able to • identify the key-success factors for modern sales organizations. • describe the relationship between segmentation and the design of an appropriate sales organization.

	• execute respective analyses and apply improvement levers. • demonstrate the use of the tool-boxes for the respective optimization levers. • identify major characteristics of a high-performance sales organization. • conduct decisive analyses to assess the strength and weaknesses of a sales organization and identify respective optimization levers. • implement the required organizational and process-related improvement levers. • measure the performance of a sales-organization using established methods, KPIs and metrics. • apply fundamental concepts of international pricing.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Segmentation 1.1 Customer Segmentation 1.2 Selection of Market Segments for Market Entry 1.3 Development of Market Segments 2. Channel Management 2.1 Distribution System as a Function of the Products Sold 2.2 Selection of Distribution Partners 2.3 Professionalization and Mobilization of Distribution Partners 2.4 Control of Distribution Partners 3. Sales Force Effectiveness 3.1 Sales Strategy 3.2 Sales Process 3.3 Sales Organization 3.4 Sales Information and Management Systems 3.5 Sales Controlling 4. Sales Optimization Levers 4.1 Key Account Management 4.2 Proactive Sales 4.3 Value-Based Selling 4.4 Online Sales Tools 5. Fundamentals of International Pricing 5.1 Pricing Strategies 5.2 Pricing for Market Segments 5.3 Transaction Pricing and Managing the Price Waterfall 5.4 Price Differentiation and Standardization in an International Context

	6. Special Topics in International Pricing 6.1 Gray Markets 6.2 Transfer Pricing 6.3 Price Wars 6.4 Innovative Pricing Methods 6.5 Risks in International Business
Assessment method	Formative assessment: Summative assessment: Course exam (90 minutes), Weighting: 50% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Sales and Pricing. Additional reading (optional): • Dibb, S., & Simkin, L. (2010). The market segmentation workbook: Target marketing for marketing managers. Boston, MA: Cengage Learning. • Kotler, P., Keller, K., Brady, M., Goodman, M., & Hansen, T. (2016). Marketing management (3rd • ed.) (pp. 331–420). Harlow: Pearson Education. (Database: Myilibrary). • Nagle, T. T., Zale, J., & Hogan, J. (2016). The strategy and tactics of pricing (5th ed.). Abingdon: Routledge. (Database: EBSCO). • Zoltners, A. A., Sinha, P., & Zoltners, G. A. (2001). The complete guide to accelerating sales • force performance: How to get more sales from your sales force. New York, NY: Amacom. (Database: EBSCO).
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

IT Project and Architecture Management

consisting of

Subcourse 1: IT Project Management
Subcourse 2: IT Architecture Management

COURSE DESCRIPTOR

Module name	IT Project and Architecture Management
Course name	IT Project Management
Level	7
Course Code	DLMBITPAM01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Carsten Skerra
Module content outline	The purpose of this course is to introduce students to the concepts involved in IT project management. This is achieved through the development of an understanding of the fundamental tenets of project management enhancing the students' ability to apply their knowledge, skills and competencies in analyzing and solving IT project management problems. A special focus is put on the specifics of IT project organization, cost management and the human factor within IT projects.
Course aims	Students develop an understanding of the fundamental tenets of project management enhancing. The course provides students with the ability to apply their knowledge, skills and competencies in analyzing and solving IT project management problems.
Learning Outcomes	Having completed this module, students will be able to • critically reflect the status of knowledge on IT project management. • set up different IT project management formats (small, medium and large projects) and know the methods for managing these different IT projects professionally. • develop an IT management proposal as the fundament of a professional IT project • management concept. • understand and integrate different IT management project plans (e.g., time plan, cost plan, resources plan, risk plan) and use those plans in an integrative IT project planning and controlling scheme. • organize and to lead an IT project team and its core and/or extended team members.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.

Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction: Characteristics of IT Projects 1.1 Defining IT Projects 1.2 Overview on Typical Roles and Phases of IT Projects 1.3 Risks and Challenges of IT Projects 1.4 Role of an IT Project Manager 2. Organizing the Work 2.1 Project Breakdown Structure, Work Packages 2.2 Prioritization 2.3 Time Planning, Milestones, Gantt-Diagram 2.4 Definition of Done 3. Cost Estimation and Controlling 3.1 Challenges of Cost Estimation in IT Projects 3.2 Estimation Techniques: 3-Point Estimation, Double Blind Expert Estimation, Function Points 3.3 Cost Controlling Using Earned Value Analysis 3.4 Risk Management 4. The Human Factor 4.1 Vision Keeping 4.2 Stakeholder Management 4.3 Conflict Management 5. Organizing Small and Medium Projects 5.1 Rational Unified Process (RUP) 5.2 Agile Software Processes 5.3 Scrum 5.4 Plan-driven Project Management in Small Projects 6. Organizing Large Projects 6.1 PMBOK Guide 6.2 Prince2 6.3 Multi Project Management 6.4 Agile Software Processes in Large Projects 6.5 Selection of the Appropriate Project Management Method
Assessment method	Formative assessment: Summative assessment: Exam (90 minutes), Weighting: 50%

	At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on IT Project Management. Additional reading (optional): ▪ Stephens, R. (2015). Beginning software engineering. Chichester: John Wiley & Sons. (Database: ProQuest). ▪ Hans, R. T. (2013). Work breakdown structure: A tool for software project scope verification. Pretoria: Tshwane University of Technology. + See IU coursebook on IT Project Management
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	IT Project and Architecture Management
Course name	IT Architecture Management
Level	7
Course Code	DLMBITPAM02
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	DLMBITPAM01
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Carsten Skerra
Module content outline	The course IT Architecture Management aims to enable students to define a blueprint for the future development of a particular IT landscape, taking into account service strategies and available technologies given to an IT service provider.
Course aims	The course IT Architecture Management aims to enable students to define a blueprint for the future development of a particular IT landscape, taking into account service strategies and available technologies given to an IT service provider.
Learning Outcomes	Having completed this module, students will be able to • understand that having a well-defined IT architecture blueprint in place is key to success for IT organizations. • analyze the constraints of existing application, infrastructure and information/ data • architectures. • know different types of IT application portfolio management. • manage enterprise architecture patterns proactively.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☐ Lectures ☐ Group Work: ☒ Seminars, Case Study ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	1. Introduction to IT Architectures 1.1 The Term “Architecture” in the Context of IT 1.2 Use Cases and Levels of IT Architectures 1.3 Overview on IT Architecture Management 2. Enterprise Architecture Management (EAM) 2.1 IT-Strategy 2.2 Enterprise Architecture 2.3 Roles and Activities in EAM 3. IT Application Portfolio Management 3.1 Application Handbook 3.2 Portfolio Analyses 3.3 Planning the Application Landscape 4. Architecture Framework: TOGAF 4.1 Purpose and Overview on TOGAF 4.2 Architecture Development Method (ADM) 4.3 Guidelines & Techniques 4.4 Architecture Content Framework 4.5 Architecture Capability Framework 5. Architecture Documentation 5.1 Structures, Components, and Interfaces 5.2 Processes and Applications 5.3 Domain Architecture 6. Architecture Governance 6.1 Roles and Committees 6.2 Processes and Decisions 6.3 Management of Architectural Policies 7. Enterprise Architecture Patterns 7.1 Structures, Components, and Interfaces 7.2 Processes and Applications 7.3 Domain Architecture
Assessment method	Formative assessment: Written Assessment: Case Study (7-10 pages for the main body of the text*) , Weighting: 50% Summative assessment: At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.

	*The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on IT Architecture Management. Additional reading (optional): ▪ Hanschke, I. (2009). Strategic IT management: A toolkit for enterprise architecture management. Berlin, Heidelberg: Springer. (Database: ProQuest). ▪ Perroud, T., & Inversini, R. (2013). Enterprise architecture patterns: Practical solutions for recurring IT-architecture problems (Chs. 1-5). Berlin: Springer Berlin Heidelberg. (Database: ProQuest). ▪ The Open Group Architecture Framework. (2018). TOGAF 9.2 (Chs. 2, 4, 17, 29, 35, scan Chs. 5–16, scan Ch. 18–28, scan Chs. 36–38). (Available on the internet).
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Manufacturing Methods Industry 4.0 and Internet of Things

consisting of

Subcourse 1: Internet of Things
Subcourse 2: Manufacturing Methods Industry 4.0

COURSE DESCRIPTOR

Module name	Manufacturing Methods Industry 4.0 and Internet of Things
Course name	Internet of Things
Level	7
Course Code	DLMBMMIIT01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Sebastian Lempert
Module content outline	The internet of things (IoT), once a rough vision, has become reality today in a broad manner. There is a plethora of devices and services available to both consumers and businesses. From smart homes to smart cities, from smart devices to smart factories – internet-of-things technologies impact on our lives and environments. This course follows a top-down approach, discussing a broad set of aspects connected with the internet of things. It starts with use cases and risks from the perspectives of customers and businesses and winds up with a technical foundation of the internet of things. To address the engineering perspective, a set of techniques is proposed.
Course aims	This course follows a top-down approach, discussing a broad set of aspects connected with the internet of things. It starts with use cases and risks from the perspectives of customers and businesses and winds up with a technical foundation of the internet of things. To address the engineering perspective, a set of techniques is proposed.
Learning Outcomes	Having completed this module, students will be able to • distinguish and discuss a broad range of use cases for the internet of things (IoT). • understand and reflect upon the different perspectives on IoT. • apply distinct techniques to engineer internet-of-things products. • evaluate and identify appropriate IoT communication technology and standards according to given IoT product requirements. • reflect on the respective theoretical foundation, evaluate different approaches, and apply • appropriate approaches to practical questions and cases.

Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction into the Internet of Things 1.1 Foundations and Motivations 1.2 Potential and Challenges 2. Social and Business Relevance 2.1 Innovations for Consumers and Industry 2.2 Impact on Human and Work Environment 2.3 Privacy and Security 3. Architectures of Internet of Things and Industrial Internet of Things 3.1 Elements of IoTs and IIoTs 3.2 Sensors and Nodes 3.3 Power Systems 3.4 Fog Processors 3.5 Platforms 4. Communication Standards and Technologies 4.1 Network Topologies 4.2 Network Protocols 4.3 Communication Technologies 5. Data Storage and Processing 5.1 NoSQL and MapReduce 5.2 Linked Data and RDF(S) 5.3 Semantic Reasoning 5.4 Complex Event Processing 5.5 Machine Learning 5.6 Overview of Existing Data Storage and Processing Platforms 6. Fields of Application 6.1 Smart Home/Living 6.2 Smart Buildings 6.3 Ambient Assisted Living 6.4 Smart Energy/Grid 6.5 Smart Factory 6.6Smart Logistics 6.7 Smart Healthcare 6.8 Smart Agriculture
Assessment method	Formative assessment: Summative assessment: Course exam (90 minutes), Weighting: 100% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative

	assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Internet of things. Additional reading (optional): • Lea, P. (2018). Internet of things for architects: Architecting IoT solutions by implementing sensors, communication infrastructure, edge computing, analytics, and security. Birmingham: Packt Publishing Ltd. (Database: Dawson). • McEwen, A., & Cassimally, H. (2013). Designing the internet of things. Chichester: John Wiley & • Sons. (Database: ProQuest). • Raj, P., & Raman, A. C. (2017). The Internet of Things: Enabling technologies, platforms, and use cases. Boca Raton, FL: Auerbach Publications. (Database: ProQuest). • Weber, R. H., & Weber, R. (2010). Internet of Things. Heidelberg: Springer. (Database: Dawson).
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	Manufacturing Methods Industry 4.0 and Internet of Things
Course name	Manufacturing Methods Industry 4.0
Level	7
Course Code	DLMBMMIIT02
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	DLMBMMIIT01
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Leonardo Riccardi
Module content outline	The aim of the course is to enable students to evaluate and identify appropriate manufacturing methods in the context of Industry 4.0. For that purpose, the course provides a comprehensive introduction of such processes based on traditional, standardized manufacturing techniques that have influenced and are still influencing production processes through technological developments under the generic term Industry 4.0. These include technological advances in additive manufacturing processes that enable applications such as rapid prototyping, rapid tooling, and direct manufacturing. Finally, the course deals with the consequences of the digitization and networking of production facilities and their elements in terms of a cyber-physical system.
Course aims	The aim of the course is to enable students to evaluate and identify appropriate manufacturing methods in the context of Industry 4.0.
Learning Outcomes	Having completed this module, students will be able to • evaluate different manufacturing methods against given product and process requirements. • define and design modern additive techniques in contrast to traditional manufacturing. • assess and estimate the impact of current trends on manufacturing like cyber-physical systems to given manufacturing challenges and practical problems. • apply modern processes like rapid prototyping, rapid tooling, and direct manufacturing.

Careers/Graduate destinations	Entry to mid to senior level with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction to Manufacturing Methods 1.1 Basic Concepts 1.2 Historical Development of Manufacturing 1.3 About the Long Tail 2. Manufacturing Methods 2.1 Casting and Molding 2.2 Shaping 2.3 Machining 2.4 Joining 2.5 Coating 3. Additive Manufacturing and 3D printing 3.1 Basics and Legal Aspects 3.2 Material Extrusion 3.3 Vat Polymerization 3.4 Powder Bed Fusion 3.5 Material Jetting 3.6 Binder Jetting 3.7 Direct Energy Deposition 3.8 Sheet Lamination 4. Rapid Prototyping 4.1 Definitions 4.2 Strategical and Operative Aspects 4.3 Application Scenarios 5. Rapid Tooling 5.1 Definitions 5.2 Direct and Indirect Methods 5.3 Application Scenarios 6. Direct/Rapid Manufacturing 6.1 Potentials and Requirements 6.2 Implementation Examples 7. Cyber-Physical Production Systems 7.1 Introduction 7.2 Cyber-Physical Production Systems 7.3 Impact on Design and Maintenance of Plants 7.4 Dynamic Reconfiguration of Plants 7.5 Application Examples
Assessment method	Formative assessment: Summative assessment: Course exam (90 minutes), Weighting: 100%

	At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Manufacturing Methods Industry 4.0. Additional reading (optional): • Anderson, C. (2012). Makers. The new industrial revolution. New York, NY: Crown Business. • Gebhardt, A. (2012). Understanding additive manufacturing. Rapid prototyping – Rapid tooling • – Rapid manufacturing. Munich: Hanser. • Groover, Mikell P. (2012). Fundamentals of modern manufacturing: Materials, processes, and systems. Hoboken, NJ: John Wiley & Sons Inc.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Data Science and Analytics

consisting of

Subcourse 1: Data Science
Subcourse 2: Analytical Software and Frameworks

COURSE DESCRIPTOR

Module name	Data Science and Analytics
Course name	Data Science
Level	7
Course Code	DLMBDSA01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Ulrich Kerzel
Module content outline	The course provides the framework to create value from data. After an introduction the course covers how to identify suitable use cases and evaluate the performance of data-driven methods. In an interdisciplinary approach, the requirements from a specific application domain need to be understood and transferred to the technological understanding to identify the objectives and value proposition of a Data Science project. The course covers techniques for the technical processing of data and then introduces advanced mathematical techniques and selected methods from artificial intelligence that are used to analyze data and make predictions.
Course aims	The course covers techniques for the technical processing of data and then introduces advanced mathematical techniques and selected methods from artificial intelligence that are used to analyze data and make predictions.
Learning Outcomes	Having completed this module, students will be able to • identify use cases and evaluate the performance of data-driven approaches. • understand how domain specific knowledge for a particular application context is required to identify objectives and value propositions for data science use cases. • appreciate the role and necessity for business-centric model evaluation apposite to the • respective area of application. • comprehend how data are pre-processed in preparation for analysis. • develop typologies for data and ontologies for knowledge representation.

	• decide for appropriate mathematical algorithms to utilize data analysis for a given task. • understand the value, applicability, and limitations of artificial intelligence for data analysis. •
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction to Data Science 1.1 Overview of Data Science 1.2 Terms and Definitions 1.3 Applications & Notable Examples 1.4 Sources of Data 1.5 Structured, Unstructured, Streaming 1.6 Typical Data Sources and their Data Type 1.7 The 4 V's of Data: Volume, Variety, Velocity, Veracity 1.8 Introduction to Probability Theory 1.9 What Are Probabilities and Probability Distributions 1.10 Introduction to Bayesian Statistics 1.11 Relation to Data Science: Prediction as a Probability 2. Use Cases and Performance Evaluation 2.1 Identification of Use Cases for Data Science 2.2 Identifying Data Science Use Cases 2.3 From Prediction to Decision: Generating Value from Data Science 2.4 Evaluation of Predictions 2.5 Overview of Relevant Metrics 2.6 Business-centric Evaluation: the Role of KPIs 2.7 Cognitive Biases and Decision-making Fallacies 3. Pre-processing of Data 3.1 Transmission of Data 3.2 Data Quality and Cleansing of Data 3.3 Transformation of Data (Normalization, Aggregation) 3.4 Reduction of Data Dimensionality 3.5 Data Visualisation 4. Processing of Data 4.1 Stages of Data Processing 4.2 Methods and Types of Data Processing 4.3 Output Formats of Processed Data 5. Selected Mathematical Techniques 5.1 Linear Regression 5.2 Principal Component Analysis

	5.3 Clustering 5.4 Time-series Forecasting 5.5 Overview of Further Approaches 6. Selected Artificial Intelligence Techniques 6.1 Support Vector Machines 6.2 Neural Networks and Deep Learning 6.3 Feed-forward Networks 6.4 Recurrent Networks and Memory Cells 6.5 Convolutional Networks 6.6 Reinforcement Learning 6.7 Overview of Further Approaches
Assessment method	Formative assessment: Summative assessment: Exam (90minutes), Weighting: 50% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Data Science. Additional reading (optional): ▪ Akerar, R., & Sajja, P.S. (2016). Intelligent techniques for data science. Cham: Springer. ▪ Bruce, A., & Bruce, P. (2017). Practical statistics for data scientists: 50 essential concepts. Newton, MA: O'Reilly Publishers. ▪ Fawcett, T. & Provost, F. (2013). Data science for business: What you need to know about data mining and data-analytic thinking. Newton, MA: O'Reilly Media. ▪ Hodeghatta, U. R., & Nayak, U. (2017). Business analytics using R – A practical approach. Berkeley, CA: Apress Publishing. (Database: ProQuest). ▪ Liebowitz, J. (2014). Business analytics: An introduction. Boca Raton, FL: Auerbach Publications. (Available online). ▪ Runkler, T. A. (2012). Data analytics: Models and algorithms for intelligent data analysis. Wiesbaden: Springer Vieweg. ▪ Skiena, S. S. (2017). The data science design manual. Cham: Springer.
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	Data Science and Analytics
Course name	Analytical Software and Frameworks
Level	7
Course Code	DLMBDSA02
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	DLMBDSA01
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Jöran Pieper
Module content outline	Analytical Software and Frameworks provides insight into contemporary software and platforms solutions for data analytics in business. The course introduces relevant frameworks and software used in modern data science projects. Commercial and open-source for cloud computing, distributed computing and machine learning, as well as a commercial development platform for in-memory database analytics, are covered. Additional software solutions may be covered by the lecturer as convenient. In particular in the written assignment, students are required to apply their technological knowledge to a specific scenario which requires interdisciplinary thinking of how to merge the particularities of a given application domain with the technological options.
Course aims	Analytical Software and Frameworks provides insight into contemporary software and platforms solutions for data analytics in business. The course introduces relevant frameworks and software used in modern data science projects.
Learning Outcomes	Having completed this module, students will be able to • comprehend how cloud computing and distributed computing support the field of data analytics. • understand in-memory database technologies for real-time analytics. • apply advanced statistics and machine learning solutions to solve data analysis problems.

	• compare the capabilities and limitations of the presented software solutions. • understand how to identify the right technological solution for a specific application domain. •
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction 1.1 Software Systems 1.2 Frameworks 1.3 Distributed Computing 1.4 Databases and Data Warehousing 2. Data Storage 2.1 Data Clustering 2.2 Data Replication 2.3 Data Indexing 2.4 Data Warehousing 3. Statistical Modeling Frameworks 3.1 The R Project for Statistical Computing 3.2 The Python Ecosystem 4. Machine Learning & Artificial Intelligence 4.1 Overview of Modern Machine Learning Frameworks 4.2 Introduction to TensorFlow & Keras 5. Cloud Computing Platforms & On-Premise Solutions 5.1 Advantages and Disadvantages of Cloud, On-premise, and Edge Solutions 5.2 Overview of Cloud Computing Solutions 6. Distributed Computing 6.1 Overview of Distributed Computing Approaches 6.2 Overview of Streaming Approaches 6.3 Other Solutions 7. Database Technologies 7.1 Overview of Database Approaches 7.1.1 Row-based versus Column-based 7.1.2 In Memory DB 7.1.3 Relational DB versus noSQL 7.1.4 Timeseries DB 7.2 Overview of Database Implementations

Assessment method	Formative assessment: Written Assessment: Written Assignment (12-15 pages for the main body of the text*), Weighting: 50% Summative assessment: At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. *The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Analytical Software and Frameworks. Additional reading (optional): • Elmasri, R., & Navathe, S. (2010). Fundamentals of database systems. Boston, MA: Addison- WesleyPublishing Co. • EMC Education Services (Ed.). (2012). Information storage and management: Storing, • managing,and protecting digital information in classic, virtualized, and cloud environments (2nd ed.).Indianapolis, IN: Wiley. • Fayad, M., Schmidt, D., & Johnson, R. (1999). Building application frameworks: Object- • orientedfoundations of framework design (1st ed., Ch. 1 & 2). New York, NY: Wiley. • Haslwanter, T. (2016). An introduction to statistics with Python. (pp. 5–42, 237–14). Switzerland:Springer. • Hugos, M. H., & Hulitzky, D. (2010). Business in the cloud: What every business needs to • knowabout cloud computing. Hoboken, NJ: John Wiley & Sons. • Jackson, J. C., Vijayakumar, V., Quadir, M. A., & Bharathi, C. (2015). Survey on programming modelsand environments for cluster, cloud, and grid computing that defends big data. ProcediaComputer Science, 50, 517–523.

	• Jukic, N., Vrbsky, S., & Nestorov, S. (2016). Database systems: Introduction to databases and • datawarehouses. Burlington, VT: Prospect Press. • Lander, J. P. (2017). R for everyone: Advanced analytics and graphics. 2nd ed. Boston, MA: Addison-Wesley Professional. • Loo, A. W. (Ed.). (2012). Distributed computing innovations for business, engineering, and • science.Hershey, PA: IGI Global. • Özsu, M. T., & Valduriez, P. (2011). Principles of distributed database systems. New York, NY:Springer Science & Business Media. • Poulton, N. (2015). Data storage networking: Real world skills for the CompTIA storage • +certification and beyond (1st ed.). Indianapolis, IN: Wiley. • Rehman, T. B. (2018). Cloud computing basics. Sterling, VA: Stylus Publishing, LLC. • Unpingco, J. (2016). Python for probability, statistics, and machine learning. (Ch. 4). Cham:Springer. • Walkowiak, S. (2016). Big data analytics with R: Utilize R to uncover hidden patterns in your • bigdata. Birmingham: Packt Publishing.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Leadership and Change

consisting of

Subcourse 1: Leadership
Subcourse 2: Change Management

COURSE DESCRIPTOR

Module name	Leadership and Change
Course name	Leadership
Level	7
Course Code	DLMBLSE01-01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Georg Berkel
Module content outline	In today's knowledge-based society, employees are a firm's most valuable resource. A key responsibility of leadership is to develop the knowledge, expertise, and skills of employees. Good leadership is crucial for the continued success of a firm in the face of increasingly competitive markets. This course presents the necessary competencies of the leader in a modern, knowledge-based organization. Central questions raised by modern leadership theory are presented and discussed. In doing so, the course focuses on requirements and instruments of professional leadership, aspects of situational leadership, and leadership communication and interactions, both in the context of strategic management and change processes. The methodological and conceptual foundations of leadership are presented to students, along with empirical examples and best-practice principles, with the intent for students to master the challenges of enhancing the firm's most valuable asset—its employees—via professional and contemporary leadership practices.
Course aims	The methodological and conceptual foundations of leadership are presented to students, along with empirical examples and best-practice principles, with the intent for students to master the challenges of enhancing the firm's most valuable asset—its employees—via professional and contemporary leadership practices.
Learning Outcomes	Having completed this module, students will be able to • recognize underlying beliefs and attitudes towards leadership and compare the influence of various theories of leadership on the identification and development of leaders.

	• recognize the impact of cultural environments on leadership, and understand the challenges and opportunities of cross-cultural management. • outline the influence of social roles on leaders and employees, and assess the influence of roles types on the interactions between leaders and those they are leading. • as a leader, support employees by drawing on empirical evidence to effectively meet the expectations of employees. • recognize the roles and conflicting interests inherent to leadership positions and develop strategies to address locomotion and cohesion. • discriminate between effective and non-effective methods for managing staff and organizational activities, and apply those techniques and tools in practice to maximize the satisfaction and effectiveness of staff. • perform the various responsibilities delegated to a leader such as communicate with employees, lead planning activities, delegate tasks, and plan and lead controlling activities. • create a plan to support employees through the process of change within an organization. • assess personal leadership style using a variety of measures and evaluate leadership activities relative to transactional and transformational leadership styles. •
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. An Overview of Leadership 1.1 Leadership and Personality: Trait Theories 1.2 Leadership as a Skill: Attribute and Behavior Theories 1.3 Positive Reinforcement: Behavioral Theories 1.4 Leadership Dependent on the Situation: Situational Approaches 1.5 Situational and Contingency Theories 1.6 Theory of Functional Leadership Behavior 1.7 Integrated Psychological Theory 1.8 Transactional and Transformative Leadership 1.9 Leadership as an Emotionally Charged Process 1.10 Neo-Emergent Theory 2. Leadership as a Social Role 2.1 Roles and Groups 2.2 Role Types

	2.3 Formal Conditions for Social Roles – Corporate Context Determining Roles in Organizations 2.4 The Individual and The Group – Conforming and Deviating Behavior 2.5 The Problems of Formalized Role Understanding and Self-Concept 3. Leadership from the Employee's Perspective 3.1 General Expectations for Managers 3.2 Truthfulness and Authenticity 3.3 Handling Conflicts Competently 3.4 Conflicts in Groups 3.5 Conflict Resolution Pattern According to Matzat 3.6 Enthusiasm 3.7 Ability to Cope with Pressure 3.8 Assertiveness 3.9 Empathy 3.10 Expertise 4. Leadership from the Manager's Perspective 4.1 Self-Concept as a Manager 4.2 Locomotion and Cohesion 4.3 Individual Problems and Learning Dimensions of Management Behavior 4.4 The Concept of Human Nature and Its Influence on Management Behavior: Theories from Maslow, McGregor, and Herzberg 4.5 Ambiguity Tolerance 5. Management Tools 5.1 Management Tools – Definition 5.2 Organizational Management Tools 5.3 Personnel Management Tools 6. Managerial Functions 6.1 Responsibilities of a Manager 6.2 Communication 6.3 Foundations of Interpersonal Communication 6.4 Planning 6.5 Setting Objectives 6.6 Delegating 6.7 Controlling 6.8 Creating a Feedback Culture 7. Organizational Change 7.1 Knowledge 7.2 Cultural Value Change and Subjectification 7.3 Globalization 7.4 Technological Progress 7.5 Change Management – Leadership in Times of Change 8. Successful Employee Management 8.1 Measuring Leadership Style and Leadership Behavior 8.2 Measuring Transactional and Transformational Leadership with the Multifactor Leadership Questionnaire (MLQ)

	8.3 Correlation of Leadership Behavior with Subjective and Objective Success Criteria 8.4 Validation of Leadership Success Using Situational Factors 8.5 Leadership Principles Guiding Leadership Behavior
Assessment method	Formative assessment: Summative assessment: Exam (90 minutes), Weighting: 50% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Leadership. Additional reading (optional): • Gneezy, U., & Rustichini, A. (2000). Pay enough or don't pay at all. The Quarterly Journal of Economics,115(3), 791–810. (Database: EBSCO). • Goleman, D., Boyatzis, R., & McKee, A. (2004). Primal leadership: Learning to lead with • emotionalintelligence. Boston, MA: Harvard Business School Press. • Hechter, M., & Opp, K.-D. (2001). Social norms. New York, NY: Russell Sage Foundation. • Herzberg, F., Mausner, B., & Bloch Synderman, B. (1993). The motivation to work. New Brunswick:Transaction Publishers. (Database: EBSCO). • Kouzes, J. M., & Posner, B. Z. (1999). Encouraging the heart: A leader's guide to rewarding and • recognizingothers. San Francisco, CA: Jossey-Bass. (Database: CIANDO). • Maslow, A. (1954). Motivation and personality. New York, NY: Harper & Row. • Norton, R. W. (1975). Measurement of ambiguity tolerance. Journal of Personality Assessment, 39(6), 607–619. (Database: EBSCO). • Trilling, L. (1972). Sincerity and authenticity. Cambridge, MA: Harvard University Press. • (Database: EBSCO).
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	Leadership and Change
Course name	Change Management
Level	7
Course Code	DLMBCM01
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Magdalena Bathen-Gabriel Email: magdalena.bathen-gabriel@iu.org
Module content outline	We live in a world characterized by constant change. This affects not only individuals but also organizations. Even successful organizations need to constantly reinvent themselves in order to remain successful. This course presents a discussion of change in relation to the complexities of organizational life, with an emphasis on applying theory to actual practice. Organizational change is an international phenomenon and the course includes many international case examples. With a focus on organizational change as opposed to personal change and/or entrepreneurship, this course has a distinctly different focus from the related courses "Leadership" and "Innovation and Entrepreneurship." The first part of the course considers the nature of change and different change models. The second part focuses on how different perspectives complement one another and can be used to better understand, analyze, and diagnose change processes. The course deals with issues of structure, culture, and politics. In the later part of the course, the implementation of change is considered in detail. Given that many change processes fail, this part is an important learning component to complement an in-depth understanding of change.
Course aims	This course presents a discussion of change in relation to the complexities of organizational life, with an emphasis on applying theory to actual practice.
Learning Outcomes	Having completed this module, students will be able to • recognize common features of organizational change and anticipate some of the standard difficulties encountered when an organization engages in change processes. • explain the importance of organizational change.

	• develop a conceptual framework for planned and improvised organizational change, and differentiate between anticipated, emergent, and opportunity-based change. • utilize and redesign formal organizational structures to facilitate change processes. • recognize the role of informal organizational structures and identify key stakeholders to promote change processes. • analyze the social networks that exist within an organization, map independencies and motives/interests, and plan how to distribute information and redesign work flows. • differentiate between groups of stakeholders and identify the most suitable strategy to adopt with each group. • recognize the role of the change leader as a political broker and build social capital through informal methods. • utilize stories and symbols when communicating with others in an organization to maximize leverage as a cultural change leader. • draw on empirical evidence to plan and implement change processes in an organization.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial possibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☐ Lectures ☐ Group Work: ☒ Seminars, Case Study ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Organizational Change 1.1 What is Organizational Change About? 1.2 Organizational Change is Ubiquitous 1.3 Change is Difficult 2. Change Management 2.1 The Context of Organizational Change 2.2 Planned Versus Improvisational Change Management 2.3 The Congruence Model of Change 3. Designing Structure 3.1 Formal Structure in Organizations 3.2 Grouping 3.3 Linking 3.4 The Change Leader as an Architect 4. Social Networks 4.1 What are Social Networks? 4.2 Key Terms of Social Network Analysis 4.3 Unique Characteristics of Social Networks 4.4 Social Networks and Organizational Change 5. Politics 5.1 Organizations as Political Arena 5.2 Politics and Change

	5.3 The Importance of a Political Perspective on Change 6. Sense-Making 6.1 Organizational Culture 6.2 Sense-Making in Organizations 6.3 The Change Leader as Shaman 7. Change Implementation 7.1 How to Implement Change Successfully 7.2 Four Perspectives on Change
Assessment method	Formative assessment: Summative assessment: Case Study (7-10 pages for the main body of the text*), Weighting: 50% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. * The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Change Management. Additional reading (optional): • Bolman, L. G., & Deal, T. E. (2013). Reframing organizations: Artistry, choice, and leadership (5th ed.). San Francisco, CA: Jossey-Bass. • Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and changing organizational culture: Based • on the competing values framework (3rd ed.). San Francisco, CA: Jossey-Bass. • Pentland, A. (2014). Social physics: How good ideas spread – The lessons from a new science. New York, NY: Penguin Press. • McChrystal, S., Collins, T., Silverman, D., & Fussell, C. (2015). Team of teams: New rules of • engagement for a complex world. New York, NY: Penguin Press.

	• Worren, N. A. M. (2012). Organisation design: Re-defining complex systems. Harlow: Pearson.
Other Learning Resources	See MyCampus platform.

Electives B

Course Descriptors
June 2022

Consumer Behaviour and Research

consisting of

Subcourse1: International Consumer Behaviour
Subcourse 2: Applied Marketing Research

COURSE DESCRIPTOR

Module name	Consumer Behaviour and Research
Course name	International Consumer Behaviour
Level	7
Course Code	DLMBCBR01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Caterina Fox
Module content outline	In a global economy characterized by greater competition, companies operating internationally need comprehensive market-driven strategies to survive in the market place. The course provides students with the relevant concepts for understanding the international environment of the company with focus on the demand side/the consumer. Students learn how differences in culture, economic systems, and political environments impact consumers' behavior in terms of decision- making in the fields of acquisition, consumption, and disposal of products, services, experiences, and ideas.
Course aims	The course provides students with the relevant concepts for understanding the international environment of the company with focus on the demand side/the consumer. Students learn how differences in culture, economic systems, and political environments impact consumers' behavior in terms of decision- making in the fields of acquisition, consumption, and disposal of products, services, experiences, and ideas.
Learning Outcomes	Having completed this module, students will be able to • outline the purchase decision-making process undertaken by the consumer. • describe the internal and external influences on the consumer decision-making processes. • identify the different research methods available to companies to collect relevant data regarding their consumers and their behavior • develop a plan to generate required market research data regarding consumer behavior and decision-making.

	• be able to generate, analyze, interpret and report relevant data regarding consumers. • present the key concepts characterizing international consumer behavior and discuss their impact on global marketing strategies.
Careers/Graduate destinations	Mid to senior level positions with managerial responsibilities
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Consumer Behavior 1.1 Consumer Behavior and International Marketing 1.2 Consumer Decision-Making in the Marketplace 2. The Consumer Decision-Making Process 2.1 The Pre-Purchase Stage 2.2 The Purchase Stage 2.3 The Post-Purchase Stage 3. Internal Influences on Consumer Behavior 3.1 Motives and Motivation 3.2 Perception 3.3 Attitude 4. External Influences on Consumer Behavior 4.1 Culture 4.2 Subculture 4.3 Groups and Families 5. International Consumer Behavior 5.1 Cultural Dimensions 5.2 The Influence of Social Media on Consumer Decision-Making 6. International Marketing Strategy and Consumer Behavior 6.1 International Market Segmentation and Product Positioning 6.2 Consumer Behavior and Product Strategy 6.3 Consumer Behavior and Communication Strategy 6.4 Consumer Behavior and Pricing Strategy 6.5 Consumer Behavior and Distribution Strategy
Assessment method	Formative assessment: Summative assessment: Course exam (180 minutes), Weighting: 50% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative

	assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on International Consumer Behavior Additional reading (optional): • Schiffman, L. G., & Kanuk, L. L. (2014). Consumer behavior. Frenchs Forest.: Pearson Education Australia. • Solomon, M. (2016). Consumer behavior: Buying, having, and being (12th ed.). New York City, NY: Pearson. See IU coursebook on International Consumer Behavior
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	Consumer Behaviour and Research
Course name	Applied Marketing Research
Level	7
Course Code	DLMBCBR02
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Caterina Fox
Module content outline	In a global economy characterized by greater competition, companies operating internationally need comprehensive market-driven strategies in order to survive in the market place. The course allows students to explore marketing research, the information-gathering arm of marketing practice. The topic is viewed primarily from the perspective of a consumer of marketing research, i.e. a busy manager who needs information to guide decision making. Given their role in decision- making regarding marketing and sourcing marketing research, it is helpful for managers to understand how producers of research approach the process. This background will help you as a manager to become a better-informed consumer of research who is able to participate in research design, evaluate the quality of marketing information that crosses your desk, and conduct marketing research projects yourself when appropriate.
Course aims	Managers will become a better-informed consumer of research who is able to participate in research design, evaluate the quality of marketing information that crosses their desk, and conduct marketing research projects by themselves when appropriate.
Learning Outcomes	Having completed this module, students will be able to • recognize and promote the importance of marketing research methodologies in supporting key marketing management decisions. • identify some of the challenges of marketing research in an international environment.

	• identify appropriate analysis tools for a given marketing related problem on a strategic and operational level. • identify errors made in the research process. • outline the stages of the marketing research process. • identify ethical problems in a marketing research situation and propose an ethically sound approach. • propose a research design to study a particular research question. • compare and contrast different research methods. • recommend good practice for a variety of research techniques. • design questionnaires with sound measurement properties. • interpret results of advanced marketing research efforts. • transfer the gained insights into their future international work environment.
Careers/Graduate destinations	Mid to senior level positions with managerial responsibilities
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. The Role of Marketing Research in Managerial Decision-Making 1.1 The Importance of Marketing Research in Decision-Making 1.2 The Institutions Involved in Marketing Research 1.3 Common Challenges in Conducting Marketing Research 2. Problem Definition and the Marketing Research Process 2.1 From Problem Recognition to Research Objectives: Step One 2.2 From Research Design to Follow-Up: Steps Two to Six 2.3 Forward and Backward Linkages in the Marketing Research Process 3. Secondary Data and Qualitative Research 3.1 Advantages and Limitations of Secondary Data 3.2 Definition and Types of Qualitative Research 3.3 Limitations of Qualitative Research 4. Survey Research and the Concept of Measurement 4.1 Survey Errors and Their Impact on Research Outcomes 4.2 Measurement Scales 4.3 Questionnaire Design 5. Observational Research 5.1 Observational Research Defined 5.2 Approaches to Observational Research

	5.3 Advantages and Limitations of Observational Research 6. Sampling Issues, Data Processing, and Fundamental Data Analysis 6.1 Sampling Methods and Types of Samples 6.2 Data Processing Issues 6.3 Fundamental Data Analysis 7. Communicating the Research Results 7.1 The Major Steps in Communicating the Results 7.2 Organization of the Research Report 7.3 The Marketing Research Presentation
Assessment method	Formative assessment: Summative assessment: Course exam (180 minutes), Weighting: 50% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Applied Marketing Research Additional reading (optional): • Aaker, D. A., Kumar, V., Leone, R., & Day, G. S. (2012). Marketing Research (11th ed.). Hoboken, NJ: John Wiley & Sons. • Grover, R., & Vriens, M. (2006). The Handbook of Marketing Research: Uses, Misuses, and Future Advances. Thousand Oaks, CA: Sage Publications. • Iacobucci, D., & Churchill, G. A. (2015). Marketing Research: Methodological Foundations (11th ed.). Mason, OH: South-Western Thomson Learning. • Malhotra, N. K., Birks, D. F., & Wills, P. A. (2012). Marketing Research: An Applied Approach (4th ed.). Harlow: Pearson. See IU coursebook on Applied Marketing Research
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

IT Governance and Service Management

consisting of

Subcourse 1: IT Service Management
Subcourse 2: IT Governance and Compliance

COURSE DESCRIPTOR

Module name	IT Governance and Service Management
Course name	IT Service Management
Level	7
Course Code	DLMBITGSM01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. André Köhler
Module content outline	This course focuses on the nature and practice of IT services that keep IT systems running. It introduces students to the knowledge and experience needed to provide IT as a service to organizations, mainly based on the IT Infrastructure Library (ITIL) which is the industry standard for this purpose.
Course aims	The course introduces students to the knowledge and experience needed to provide IT as a service to organizations, mainly based on the IT Infrastructure Library (ITIL) which is the industry standard for this purpose.
Learning Outcomes	Having completed this module, students will be able to • understand IT service management as the enabler of information technology strategies and operations objectives. • define the touchpoints between IT service management and management information systems. • differentiate between lightweight and heavyweight approaches to IT service management. • understand benchmarks and assessments to measure the capability of a service provider and its IT service management competences. • apply IT services management tools and platforms proactively based on current information • technology research and advisory. •
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.

Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction to IT Service Management 1.1 IT Services, Business IT Services 1.2 Service Level Agreement (SLA) 1.3 IT Service Management 1.4 Reference Models for IT Service Management 2. IT Infrastructure Library (ITIL) 2.1 Purpose and content of the IT Infrastructure Library 2.2 Service Live Cycle in ITIL 2.3 Overview on Service Strategy and Operational Processes 2.4 Continual Service Improvement 3. ITIL – Service Strategy 3.1 Business Relationship Management 3.2 Service Portfolio Management 3.3 Financial Management for Services 3.4 Demand Management 4. ITIL – Operational Processes: Service Design 4.1 Service Level Management 4.2 Service Catalogue Management 4.3 Availability Management 4.4 Service Continuity Management 5. ITIL – Operational Processes: Service Transition 5.1 Transition Planning and Support 5.2 Change Management 5.3 Service Asset and Configuration Management 5.4 Release and Deployment Management 6. ITIL – Operational Processes: Service Operation 6.1 Incident Management 6.2 Problem Management 6.3 Request Fulfilment 6.4 Event Management
Assessment method	Formative assessment: Summative assessment: Course exam (180 minutes), Weighting: 50% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for

	their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on IT Service Management. Additional reading (optional): The Stationery Office (2007). The Introduction to the ITIL Service Lifecycle Book. Norwich: TSO. (The Stationery Office). See IU coursebook on IT Service Management.
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	IT Governance and Service Management
Course name	IT Governance and Compliance
Level	7
Course Code	DLMBITGSM02
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. André Köhler
Module content outline	IT governance and compliance are key elements within corporate governance, since most modern businesses rely heavily on IT infrastructure for their success. These elements detail the required leadership and organizational structures for maintaining and extending information technology in order to meet business strategies and objectives.
Course aims	IT governance and compliance are key elements within corporate governance, since most modern businesses rely heavily on IT infrastructure for their success. These elements detail the required leadership and organizational structures for maintaining and extending information technology in order to meet business strategies and objectives.
Learning Outcomes	Having completed this module, students will be able to • explain IT governance and compliance both as tools to achieve organizational goals and to satisfy regulatory requirements. • know the different IT governance frameworks given, in particular the industry standard model COBIT. • set out the processes and policies for administering and managing IT systems for ensuring compliance with local and international regulatory requirements. • understand that ensuring compliance with the IT governance framework can be a daunting task that requires constant collection, organization, monitoring, analysis and reporting on event logs to detect and manage control-related activity.

	• recognize the IT governance and compliance monitoring tools for ensuring that controls for information systems are effectively implemented, monitored, and maintained.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. About IT Governance 1.1 Concept and Definitions 1.2 The Value of IT in the Organization 1.3 Current State and Perceptions 1.4 Governance, Compliance and Risk Management in IT 2. Establishing IT Governance and Compliance 2.1 Assessment 2.2 IT Strategy 2.3 Tactics 2.4 Operations 2.5 Compliance 2.6 Performance 3. The COBIT Framework 3.1 Overview of COBIT 3.2 The COBIT Goals Cascade 3.3 The COBIT Process Reference Model 3.4 Deploying and Implementing COBIT 4. IT Governance Frameworks 4.1 Quality Management as a Foundation 4.2 ISO 9000 Family 4.3 Maturity Models 4.4 Relationship to Service and Architecture Frameworks (ITIL, TOGAF) 4.5 Relationship to IT Security Frameworks (ISO 27000 family) 5. Data Protection and IT Security 5.1 Data Protection 5.2 IT Security Management 5.3 IT Security Threats and Attack Scenarios 5.4 Countermeasures 5.5 Cryptography
Assessment method	Formative assessment: Summative assessment: Course exam (180 minutes), Weighting: 50% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the

	assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on IT Governance and Compliance. Additional reading (optional): Selig, G. (2008). Implementing IT governance: A practical guide to global best practices in IT management. North Brabant: Van Haren Publishing. (Database: ProQuest). See IU coursebook on IT Governance and Compliance.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Product Development and Design Thinking

consisting of

Subcourse 1: Product Development
Subcourse 2: Design Thinking

COURSE DESCRIPTOR

Module name	Product Development and Design Thinking
Course name	Product Development
Level	7
Course Code	DLMBPDDT01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Leonardo Riccardi
Module content outline	This course aims to provide basic work and problem-solving methods for the successful development of products. It introduces the definition of key design tasks and various alternative product development approaches such as flow-based, lean product development, and design thinking. Finally, the students will become familiar with the use of computer-aided design (CAD) tools and how they integrate into modern product development approaches.
Course aims	This course aims to provide basic work and problem-solving methods for the successful development of products. The students will become familiar with the use of computer-aided design (CAD) tools and how they integrate into modern product development approaches.
Learning Outcomes	Having completed this module, students will be able to • know the basic definitions and principles of (new) product development. • understand the key skills in product development. • discuss, differentiate, and select appropriate product development approaches with respect to a given scenario. • work with digital product development tools and techniques like CAD, PDM and PLM at a basic level. • develop own solutions and approaches to academic and practical questions. • discuss, evaluate, and adapt different digital product development techniques and tools.

Careers/Graduate destinations	Mid to senior level positions with managerial responsibilities
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction 1.1 Basic Definitions 1.2 The Product Development Process 1.3 Indicators and Metrics 1.4 Product Development Models 1.5 Current Trends in Product Development 2. The Product Development Process 2.1 Planning 2.2 Concept Development 2.3 Design 2.4 Testing and Refinement 2.5 Production and Ramp-up 3. Product Development Approaches 3.1 Lean Product Development 3.2 Design Thinking 3.3 Human-Centered Design 3.4 User Experience Strategy 3.5 Open Innovation 4. Digital Tools 4.1 Computer-Aided Design 4.2 Computer-Aided Quality 4.3 Product Data Management 4.4 Product Lifecycle Management 5. Organizational Perspective 5.1 Incremental, Platform, and Breakthrough Development 5.2 Building Teams 5.3 Political Issues in Organizations 5.4 Distributed New Product Development
Assessment method	Formative assessment: Summative assessment: Exam (90 minutes), Weighting: 50% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the

	assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Product Development Additional reading (optional): • Kahn, K. B., Kay, S. E., Slotegraaf, R. J., & Uban, S. (Eds.). (2012). The PDMA handbook of new product development (3rd ed.). Hoboken, NJ: John Wiley & Sons. (Database: ProQuest). • Ottosson, S. (2018). Developing and managing innovation in a fast changing and complex world: Benefiting from dynamic principles. Cham: Springer. (Database: ProQuest). • Ulrich, K. T., & Eppinger, S. D. (2016). Product design and development (6th ed.). New York, NY:McGraw Hill. See IU coursebook on Product Development
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	Product Development and Design Thinking
Course name	Design Thinking
Level	7
Course Code	DLMBPDDT02
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Leonardo Riccardi
Module content outline	In this course, students will receive a hands-on introduction to human-centered design via the Design Thinking method. Beyond conveying the individual basic principles, the procedures in Design Thinking are examined in detail. In order to fully understand Design Thinking in terms of important aspects in practice, selected methods for the individual process steps are presented in theory and application. Students will learn to improve their design process by reflecting on and adapting their activities.
Course aims	In this course, students will receive a hands-on introduction to human-centered design via the Design Thinking method. In order to fully understand Design Thinking in terms of important aspects in practice, selected methods for the individual process steps are presented in theory and application. Students will learn to improve their design process by reflecting on and adapting their activities.
Learning Outcomes	Having completed this module, students will be able to ▪ comprehend, critically reflect on, and adopt the Design Thinking mindset. ▪ understand the inspiration, ideation, and implementation phases. ▪ evaluate and identify appropriate methods from the toolbox of human-centered design for given design tasks and challenges.
Careers/Graduate destinations	Mid to senior level positions with managerial responsibilities
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☐ Lectures ☐ Group Work: ☒ Seminars, Project ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities

Indicative content	The course covers current topics and trends in Design Thinking, illustrating some methods and techniques as well as case studies. Each participant must create a project report on a chosen project, where he/she describes the application of the Design Thinking approach to a real product development scenario.
Assessment method	Formative assessment: Summative assessment: Project Report (12-15 pages for the main body of the text*), Weighting: 50% At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. *The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Design Thinking Additional reading (optional): • IDEO.org. (2015). The Field Guide to Human-Centered Design. A step-by-step guide that will get you solving prob-lems like a designer. Retrieved from http://www.designkit.org/ resources/1 • Pressman, Andy (2019): Design Thinking. A Guide to Creative Problem Solving for Everyone, New York : Routledge. • Lockwood, T., & Papke, E. (n.d.). Innovation by design : how any organization can leverage design thinking to pro-duce change, drive new ideas, and deliver meaningful solutions. • Lewrick, M., Link, P., Leifer, L. J., & Langensand, N. (2018). The design thinking playbook : mindful digital transfor-mation of teams, products, services, businesses and ecosystems. John Wiley & Sons. See IU coursebook on Design Thinking
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Big Data

consisting of

Subcourse 1: Data Utilization
Subcourse 2: Application Scenarios and Case Studies

COURSE DESCRIPTOR

Module name	Big Data
Course name	Data Utilization
Level	7
Course Code	DLMBBD01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Dr. Hamzeh Alavirad
Module content outline	The course Data Utilization introduces case-based applications that take advantage of regularities and patterns found within continuously generated texts, images, or sensor data. The cases solve issues of pattern recognition, natural language processing, image recognition, detection and sensing, problem-solving, and decision support. The cases are related to the application fields of cybersecurity, linguistics, augmented reality, intelligent transportation, problem-solving, and decision support.
Course aims	The cases solve issues of pattern recognition, natural language processing, image recognition, detection and sensing, problem-solving, and decision support. The cases are related to the application fields of cybersecurity, linguistics, augmented reality, intelligent transportation, problem-solving, and decision support.
Learning Outcomes	Having completed this module, students will be able to • understand how identity, similarity, and diversity of data can be utilized in problem-solving approaches. • differentiate between complicated and complex systems of investigation. • identify the variability of a problem under investigation. • distinguish between invariant and dynamic features of an investigated system. • synthesize gained insights to propose a reliable data analytics solution. • apply different approaches for acquiring and using a knowledge management system.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.

Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction 1.1 The Meaning of Identity, Similarity, and Diversity 1.2 Data Patterns and Ontologies 2. Pattern Recognition 2.1 Analysis of User Interaction, Attitude, and Behavior 2.2 Predictive Analytics 2.3 Preventing the Unknown: User Behavior Analytics in Cybersecurity 3. Natural Language Processing 3.1 Concepts of Natural Language 3.2 Speech Recognition and Acoustic Modeling 3.3 Discerning the Meaning: Linguistics and Social Media 4. Image Recognition 4.1 Basics of Image Representation 4.2 Integral Transforms and Compression 4.3 Exploiting the Visual: Image Recognition for Augmented Reality 5. Detection and Sensing 5.1 Sensor Construction and Techniques 5.2 Intelligent Agents and Surveillance 5.3 Managing the Complex: Sensor Networks in Intelligent Transportation Systems 6. Problem-solving 6.1Knowledge Sharing and the Cloud 6.2 Rule-based Systems 6.3 Learning from Nature: Expert Systems in Business 7. Decision Support 7.1 Invariants, Determinants, and Alternatives in Decision-making 7.2 Correlation and Causality in Strategic Decision-making 7.3 Approaching the Crossroads: Dashboards and Visualization 8. Data Security and Data Protection 8.1 Securing Data Storage and Processing Infrastructure Against Unauthorized Access 8.2 Compliance and Regulations, GPDR
Assessment method	Formative assessment: Summative assessment: Exam (90 minutes) Weighting: 50% At IU formative assessment is informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for

	their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. This course offers several practice exams.
Reading list	Required reading: See IU coursebook on Data Utilization. Additional reading (optional): • Bajcsy, P., Chalfoun, J., & Simon, M. (2017). Web microanalysis of big image data. Berlin:Springer. (Database: ProQuest). • Delen, D. (2015). Real-world data mining: Applied business analytics and decision making. • NewYork, NY: Pearson. • Farzindar, A., Inkpen, D., & Hirst, G. (2017). Natural language processing for social media (2nd ed.).San Rafael, CA: Morgan & Claypool Publishers. (Database: ProQuest). • Hsu, H., Chang, C., & Hsu, C. (Eds.). (2017). Big data analytics for sensor-network • collectedintelligence. Cambridge, MA: Academic Press. (Database: ProQuest). • Pearl, J., & Mackenzie, D. (2018). The book of why: The new science of cause and effect. New York,NY: Basic Books.
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	Big Data
Course name	Application Scenarios and Case Studies
Level	7
Course Code	DLMBBD02-01
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	DLMBBD01
Co-requisites	None
Dis-requisites	None
Course leader	Name: Dr. Hamzeh Alavirad
Module content outline	This course provides an opportunity for students to work on application scenarios for data science in selected industry sectors. This allows the students to combine the learning objectives from the other courses in a setting which closely resembles further work applications: Starting from the identification of suitable application areas, a specific use-case is selected and a set of metrics and/or KPIs is selected which can be used whether the case study is considered successful and leads to tangible benefit. A broad discussion on which data and type of data, as well as where to obtain, store, and process the data, allows students detailed insight into many practical issues that arise when dealing with data-driven projects, ranging from technical questions about infrastructure to data quality and relevant domain expertise.The actual work on the case study begins with the creation of a detailed project plan which defines objectives, means, and outcome. The plan is then implemented using an agile project management framework. The course closes with delivery of a design document and a final presentation in front of a committee of selected lecturers.
Course aims	This course provides an opportunity for students to work on application scenarios for data science in selected industry sectors. The course closes with delivery of a design document and a final presentation in front of a committee of selected lecturers.
Learning Outcomes	Having completed this module, students will be able to • establish an application scenario for data science within a self-organized team. • identify requirements and appropriate technologies for data collection.

	• evaluate and select applicable technologies for data pre-processing and processing. • assess challenges and risks of the selected approach. • define clearly the outcome and value of the approach. • elaborate a conceptual design document and presentation for decision-makers.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☐ Lectures ☐ Group Work: ☒ Seminars, Case Study ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction to Agile Frameworks 1.1 Scrum 1.2 Kanban 1.3 EduScrum 2. Fields of Application & Case Study Setup 2.1 Overview of Fields of Application 2.2 Definition of Success 2.3 Selection of either of the fields (1 per team) 3. Data Sources 3.1 Identifying Potential Internal and External Data Sources 3.2 Identifying Potential Data Types and Data Processing Requirements 3.3 Identifying Potential Data Quality Challenges 4. Case Study Work 4.1 Creating a Project Plan 4.2 Implementation of the Case Study Using the Agile Approach 5. Case Study Presentation 5.1 Case Study Presentation: Approach and Key Findings 5.2 Creation and Submission of Case Study Report
Assessment method	Formative assessment: Summative assessment: Case Study (7-10 pages for the main body of the text*) Weighting: 50% At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.

	*The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Application Scenarios and Data Science. Additional reading (optional): ▪ Ashmore, S. & Runyan, K. (2014). Introduction to agile methods. Addison-Wesley. ▪ Delhij, A., van Solingen, R., & Wijnandst, W. (2015). The eduScrum guide. Available online. ▪ Han, J., Kamber, M., & Pei, J. (2012). Data mining: Concepts and techniques (3rd ed.). Morgan Kaufmann. ▪ Schwaber, K., & Sutherland, J. (2017). The Scrum guide—The definitive guide to Scrum: The rules of the game.
Other Learning Resources	See MyCampus platform.

Course Descriptors
June 2022

Leadership and Corporate Governance

consisting of

Subcourse 1: Business Ethics and Corporate Governance
Subcourse 2: Seminar: Current Issues in Leadership & Management

COURSE DESCRIPTOR

Module name	Leadership and Corporate Governance
Course name	Business Ethics and Corporate Governance
Level	7
Course Code	DLMBAEBECG01
Credit Value	10 UK Credits
Study-load	Contact hours: 20 Student managed learning hours: 130
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Jürgen Matthias Seeler
Module content outline	Within the framework of the course "Business Ethics and Corporate Governance", the students prepare a written assignment for which they have to select one out of a variety of topics proposed in the Learning Management System. Students are required to demonstrate their capacity to link business ethics and corporate governance, both theoretically and based on an example from business practice. The students show the ability to familiarize themselves with the topic, to link scientific theory and entrepreneurial practice and to present their findings in a structured systematic way.
Course aims	Students are required to demonstrate their capacity to link business ethics and corporate governance, both theoretically and based on an example from business practice. The students show the ability to familiarize themselves with the topic, to link scientific theory and entrepreneurial practice and to present their findings in a structured systematic way.
Learning Outcomes	Having completed this module, students will be able to • explain the most important concepts and definitions of business ethics. • distinguish important theories of business ethics. • implement business ethics concepts in business practice. • explain different understandings of corporate governance. • highlight the influences of business ethics on corporate governance.

	• discuss the relationship between business ethics and corporate governance on the basis of a term paper using an example from business practice.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☐ Seminars ☒ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	1. Introduction to Business Ethics and Corporate Governance 1.1 Basic Terms and Definitions in Business Ethics 1.2 Basic Terms and Definitions in Corporate Governance 1.3 The Link between Business Ethics and Corporate Governance 2. Ethics Theories 2.1 Ethics Theories 2.2 Comparison between Deontology and Utilitarianism 2.3 Business Ethics Concepts evolving from Ethics Theories 3. Business Ethics Problem Areas and Solutions 3.1 Categorization of Ethical Problems in Business 3.2 Components of a Corporate Ethics Program 3.3 Ethics Implementation in Business Practice 4. Basic Perspectives of Corporate Governance 4.1 Important Terms and Definitions of Corporate Governance 4.2 Approaches to Corporate Governance 4.3 The Concept of Control 5. Monitoring Concepts for Corporate Governance 5.1 Governance Mechanisms 5.2 Governance Systems 5.3 Corporate Governance Codes 6. Combining Business Ethics and Corporate Governance 6.1 Linking Business Ethics and Corporate Governance 6.2 Developing an Ethically Oriented Corporate Governance 6.3 Leadership in the Context of Ethical Corporate Governance
Assessment method	Formative assessment: Summative assessment: Written Assignment (12-15 pages for the main body of the text*), Weighting: 50% At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.

	*The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See IU coursebook on Business Ethics and Corporate Governance. Additional reading (optional): • Dimmock, M., & Fisher, A. (2017). Ethics for A-level. Open Book Publishers. • Rendtorff, J. D. (2019). Cosmopolitan business ethics: Towards a global ethos of management. Taylor & Francis. • Rossouw, D., & Van Vuuren, L. (2017). Business ethics (6th ed.). Oxford University Press. • Treviño, L. K., & Nelson, K. A. (2017). Managing business ethics: Straight talk about how to do it right (7th ed.). Wiley & Sons. • Ulrich, P. (2008). Integrative economic ethics: Foundations of a civilized market economy. Cambridge University Press. See IU coursebook on Business Ethics and Corporate Governance
Other Learning Resources	See MyCampus platform.

COURSE DESCRIPTOR

Module name	Leadership and Corporate Governance
Course name	Seminar: Current Issues in Leadership & Management
Level	7
Course Code	DLMCILM01
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 120
Pre-requisites	DLMBAEBECG01
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. Katharina Rehfeld
Module content outline	Current issues in Leadership and Management focuses on compelling issues in leadership theory and practice. It is intended to present students with some of the latest and most innovative thinking about leadership and management and to promote practical insights for leadership within a variety of settings. The course encourages students to look beyond embedded leadership ideas and practices and to consider leadership more broadly. Students research a topic of their choice in depth and write their own research report. Students are invited to rethink their orientation to leadership and human interaction.
Course aims	Students research a topic of their choice in depth and write their own research report. Students are invited to rethink their orientation to leadership and human interaction.
Learning Outcomes	Having completed this module, students will be able to • expand embedded understandings of leadership and management using theoretical inputs as well as practical cases. • systematically explore specific contemporary issues in leadership and management through guided literature research. • develop research skills encompassing problem definition, literature research, research methods and scientific writing.

Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	Contact hours includes the following: (please click on the checkboxes as appropriate) ☐ Lectures ☐ Group Work: ☒ Seminars ☐ Tutorial ☐ Laboratory ☐ Workshops ☐ Practical ☒ VLE Activities
Indicative content	Examples of research topics on current issues in leadership and management are available when starting the course. For the research essay, students can choose from these topics or can suggest their own. • Destructive leadership and toxic bosses • Managing virtual teams • Women and gender in leadership • Leveraging individual leadership potential • Ethical leadership • Teams and national culture
Assessment method	Formative assessment: Summative assessment: Research Essay (12-15 pages for the main body of the text*), Weighting: 50% At IU formative assessment is also informal and done within class. This practice of the summative assessment does not impact on the final summative assessment grade. This practice opportunity familiarises students with the assessment type and provides formative feedback that students can use for their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning. *The main body of the text includes the introduction, main text and conclusion The following components are therefore excluded: - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	Required reading: See course book on Seminar: Current Issues in Leadership & Management Additional reading (optional): ▪ Turabian, K. L. (2013). A manual for writers of research papers, theses, and dissertations. Chicago: University of Chicago Press. ▪ Swales, J. M., & Feak, C. R. (2012). Academic writing for graduate students, essential tasks and

	skills. Michigan: University of Michigan Press. ▪ Bailey, S. (2011). Academic writing for international students of business. New York, NY: Routledge. ▪ Paiz, J.M., Angeli A., Wagner, J., Lawrick L., Moore K., Anderson M., Soderlund L., … Keck R. (2013). Reference List: Basic Rules. In Purdue Online Writing Lab. Retrieved from https:// owl.english.purdue.edu/owl/resource/560/05/ See course book on Seminar: Current Issues in Leadership & Management
Other Learning Resources	See MyCampus platform.